

SECOND
EDITION

3

Q:Skills for Success

LISTENING AND SPEAKING

with **iQ** ONLINE:
integrated
digital content

Miles Craven
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Q: Skills for Success

SECOND EDITION

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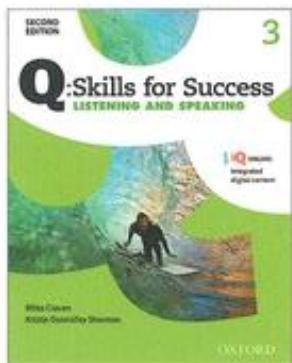
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3. Enter your Student Access Code to register for *iQ Online* for the first time.
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Your student access code is (remove sticker below):

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**It is very important to select your book.
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6. Enter your class ID code to join a class.

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c. To enter this code later, choose **Join a Class**.



Join a Class

IF YOU DO NOT HAVE A CLASS CODE

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Join a Class

7. Review registration information and click Log In. Then choose your book. Click **Activities** to begin using *iQ Online*.



Activities

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- The online content can be used for 12 months from the date you register.
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🔑 Vocabulary List and CEFR Correlation

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NOTE TAKING	▶ using notes to summarize a lecture
LISTENING	▶ making inferences
VOCABULARY	▶ suffixes
GRAMMAR	▶ auxiliary verbs <i>do, be, have</i>
PRONUNCIATION	▶ contractions with auxiliary verbs
SPEAKING	▶ taking conversational turns

**UNIT QUESTION****Are first impressions accurate?**

A Discuss these questions with your classmates.

1. What do you notice when you meet someone for the first time?
2. How important do you think first impressions are? Why?
3. Look at the photo. What do you think of this person from just looking at him? Do you think your first impression is accurate? Why or why not?

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

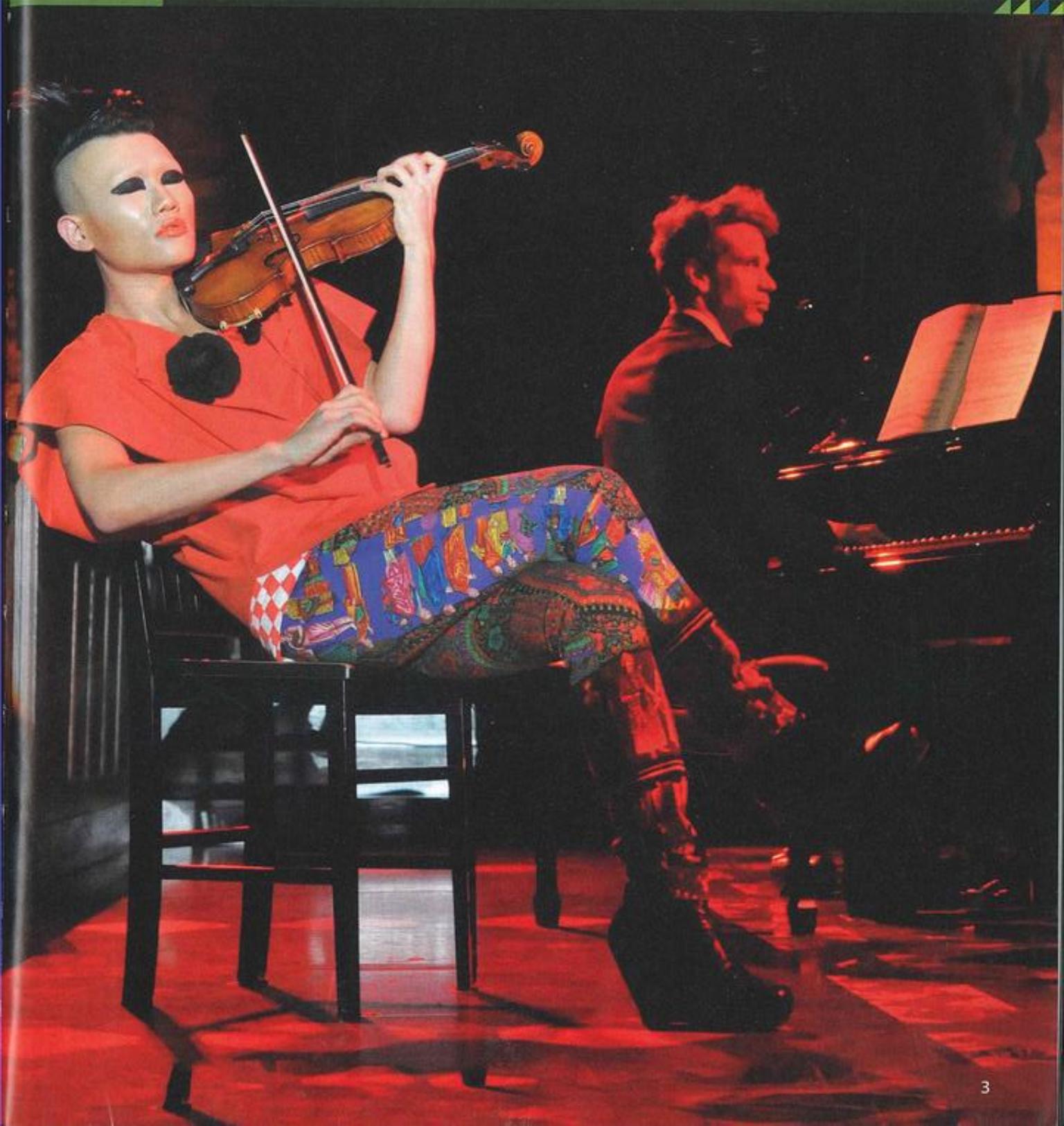
1. How did the students answer the question? Do you agree or disagree with their ideas? Why?
2. What are some other ways that a person can give a good impression? What are some ways that a person can give a bad impression?

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

UNIT
OBJECTIVE ➤➤➤

Listen to a lecture and an excerpt from a radio show and gather information and ideas to describe in detail an accurate first impression.



D Read the proverbs (sayings). Decide whether each proverb means that first impressions are *accurate* (A) or *not accurate* (N). Discuss your answers with a partner. Look up any unfamiliar words in the dictionary.

- ___ 1. Don't judge a horse by its saddle. (Arabic)
- ___ 2. Faces we see; hearts we don't know. (Spanish)
- ___ 3. What you see is what you get. (English)
- ___ 4. You must judge a man by the work of his hands. (African)
- ___ 5. Never judge a book by its cover. (English)
- ___ 6. A tree starts with a seed. (Arabic)
- ___ 7. If it walks like a duck and quacks like a duck, it's a duck. (English)
- ___ 8. Don't think there are no crocodiles because the water is calm. (Malaysian)



E Do you have any proverbs in your culture about first impressions? What are they? Tell your partner.

F Which proverbs from Activity D do you think are the truest? Discuss your ideas with your partner.

A good way to remember a lecture is to put the key ideas into your own words. This will also help you confirm that you understood all the information and that your notes are complete.

As soon as possible after a lecture, put the key, or most important, ideas into your own words, and say them out loud to a study partner or to yourself. Saying them out loud will help you clarify the ideas and remember them better.

Imagine this situation: Your friend had to miss class because he was ill. The next day, he asks you to tell him about the lecture. What would you tell him?

You would probably give him the following information:

- the topic of the lecture
- the main ideas
- a few important points and examples

This is the same information that you use when you summarize. A **summary** is a shorter version of the information that includes all of the main ideas, but only a few details.

Here are some phrases that are used as signposts.

- *The professor talked about ...*
- *She explained ...*
- *She told us ...*
- *Then he discussed ...*
- *He gave us the example of ...*
- *After that he wrapped up with ...*

A. Read this excerpt from a lecture on first impressions. Then answer the questions.

When you meet someone for the first time, you want to be remembered in a positive way. One way to make a good first impression is to listen. Sometimes speakers talk too much and don't listen. Show interest and ask questions. What does the other person like to do? Where is he or she from? What is his or her family like?

Second, use body language effectively. What does this mean? Show you are paying attention by leaning in, maintaining eye contact, and using facial expressions. Smile, raise your eyebrows, and tilt your head. Through your use of questions and body language, you can make a good first impression.

1. What is the topic? _____

2. What two main points does the speaker make?

3. What is one detail that illustrates each main point?

B. With a partner, take turns summarizing the lecture excerpt.

C. Go online for more practice using notes to summarize a lecture.

iQ ONLINE





LISTENING

LISTENING 1

The Psychology of First Impressions

UNIT
OBJECTIVE

You are going to listen to a lecture about first impressions. As you listen to the lecture, gather information and ideas about first impressions.

Tip for Success

Presentations and talks often begin with a short story or anecdote. The story is usually an example of the topic the speaker is going to talk about.

PREVIEW THE LISTENING

- A. PREVIEW** A psychologist will explain how first impressions affect our opinion of a new person. Check (✓) the statement about first impressions you think is true.
- First impressions give us a good idea of what a person is really like.
 - We often make errors because of first impressions.
- 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.

assume (v.)	form an impression (phr.)
behavior (n.)	negative (adj.)
briefly (adv.)	positive (adj.)
encounter (n.)	sample (n.)
error (n.)	trait (n.)

Oxford 3000th words



- C. Go online to listen and practice your pronunciation.**

WORK WITH THE LISTENING



- A. LISTEN AND TAKE NOTES** Listen to the lecture about first impressions. Before you listen, look at the outline below. As you listen, add the topic and important details.

Topic: _____

Example: Waiting in line at a coffee shop

Main idea: Impressions of others

Detail(s)

First mistake: _____

Second mistake: _____



Main idea: When we view our own behavior

Detail: It's not our personality; it's the _____.

B. Work with a partner. Take turns using your notes to summarize the lecture.

C. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true.

1. F First impressions tell the whole story.

First impressions tell only part of the story.

2. ___ If a person is happy when we meet her, we will often think she is happy all the time.

3. ___ Our first impressions give us an accurate picture of the whole person.

4. ___ We judge other people's behavior differently from our own.



D. Read the sentences. Then listen again. Circle the answer or answers that best complete each statement.

1. People _____ what they see in a first encounter.

- a. often make mistakes about
- b. make sense of information from
- c. form very accurate impressions from

2. People assume that their first impressions tell them about

_____ person.

- a. a sample of a
- b. most of a
- c. the whole

3. If we think a person is happy when we first meet her, we will think she is also _____.

- a. friendly
- b. boring
- c. kind

4. If someone else does something negative, we think _____.
 - a. it is because of his personality
 - b. he is a bad person
 - c. it is because of how he felt that day
5. If we do something negative, we think it is because of _____.
 - a. our personality
 - b. the situation
 - c. someone else

E. Check (✓) the statements you think the lecturer agrees with. Discuss your answers with a partner. Support your arguments with information from the lecture.

- 1. If a stranger behaves rudely, you may assume he isn't intelligent.
- 2. First impressions are rarely accurate.
- 3. People make more excuses for their own bad behavior.
- 4. An example of behavior can tell us a lot about someone's personality.

F. Read the text below. Discuss the questions with a partner.

On my first day of college, I was moving into my dorm room when my roommate, Renee, came in. She had already moved in and taken the bed by the window. Her stuff was everywhere. Her parents were with her. They were very nice and introduced themselves, but Renee was quiet and didn't really look at me. I didn't say much either because I thought she didn't like me. She threw her bag on her bed and they all left. I was very upset. I thought Renee was rude and mean. I was mad that she didn't even give me a chance.

An hour or so later, Renee came back to the room. She apologized for her rudeness. She had just had a bad argument with her parents and was upset with them. She described their fight in a very funny way, and we both laughed. After that, she became one of my best friends. She's the perfect roommate.

1. How accurate was the writer's first impression of her roommate?
2. How does this story illustrate the points the speaker made in her lecture?



G. Go online to listen to *First Impressions from Photos* and check your comprehension.



Tip for Success

Pay attention to articles. They come before nouns and help you identify parts of speech.

H. VOCABULARY Use the new vocabulary from Listening 1. Complete each sentence with the correct word or phrase.

assume (v.)
behavior (n.)
briefly (adv.)
encounter (n.)

error (n.)
form an impression (phr.)
negative (adj.)

positive (adj.)
sample (n.)
trait (n.)

- I took a(n) _____ of the carpet home to see whether I liked the color in my living room.
- Alberto made several _____ on his math test because he didn't study hard enough.
- Luisa said she wasn't feeling well, so I _____ she's not going out tonight.
- The teacher went over yesterday's assignment very _____. We only spent about fifteen minutes on it, so I still have some questions.
- When I meet new people, I watch their _____ closely to see what they are like.
- It only takes a few minutes to _____ of someone you meet for the first time.
- One _____ thing about moving to a new place is leaving your friends and family behind.
- Most of my good friends have one personality _____ in common—they are all very funny.
- Do you usually have a(n) _____ feeling about people when you meet them for the first time? I do because I think most people are good.
- My first _____ with my new neighbors was very unpleasant. We argued about the amount of noise they were making.

**I. Go online for more practice with the vocabulary.****SAY WHAT YOU THINK**

Discuss the questions in a group.

- In this lecture, the speaker says we often think that the way a person behaves when we first meet him is the way he behaves all the time. From your personal experience, do you agree or disagree? Give examples.
- Have you ever formed a first impression of someone that was wrong? Explain.

Making inferences means to draw conclusions about information that is not stated directly by using information that you already know or that is stated directly. Making inferences while listening can help deepen your understanding of what you hear.

Listen to a student talking about meeting his professor for the first time.

When I first met my professor, he shook my hand firmly and then asked me questions about myself. He was very polite. He also was relaxed and seemed interested in what I was saying.

Even though the student does not state directly that his first impression of his professor was positive, you can infer or conclude that he did from the information he does state directly.

- He shook my hand firmly.
- He asked questions.
- He was relaxed and seemed interested.

A. Listen to a student talk about a first impression. Take notes in your notebook as you listen. Then answer the questions.

1. Do you think it was a positive or negative first impression? Why? What information from your notes helped you answer?

2. Do you think the speaker likes Lee? Why? What information from your notes helped you answer?

B. Work with a partner. Compare your answers.

C. Listen to the speaker's opinion of Lee. Take notes in your notebook. Compare what the speaker says about Lee with your answers in Activity A.

D. Work with a partner. Tell a story about meeting someone for the first time. Describe what she or he did and a few things you noticed. Don't say how you felt about the person. Ask your partner to infer whether your impression was positive or negative.

E. Go online for more practice making inferences.



You are going to listen to an excerpt from a radio show in which a critic reviews a book. The book discusses the types of decisions we make as a result of first impressions. As you listen to the excerpt, gather information and ideas about first impressions.

PREVIEW THE LISTENING

- A. PREVIEW** Check (✓) which things, if any, you could easily make a quick decision about.

- | | |
|---|--|
| <input type="checkbox"/> a book to read | <input type="checkbox"/> a new pair of shoes |
| <input type="checkbox"/> a DVD to watch | <input type="checkbox"/> a place to go on vacation |
| <input type="checkbox"/> a new car | <input type="checkbox"/> a restaurant |

- 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.

conscious (adj.)	reliable (adj.)
effective (adj.)	select (v.)
expert (n.)	snap judgment (phr.)
fake (n.)	suspicious (adj.)
instinct (n.)	unconsciously (adv.)

Oxford 3000™ words



- C. Go online to listen and practice your pronunciation.**

WORK WITH THE LISTENING



- A. LISTEN AND TAKE NOTES** Listen to the book review of *Blink* by Malcolm Gladwell. Before you listen, look at the partial outline below. As you listen, take notes on the main ideas, examples, and other details. After the listening is over, go back and add to or edit your notes for clarity.

Topic: Malcolm Gladwell's *Blink*

Main idea: Gladwell thinks first impressions are usually _____.

Example:

Two ways we make decisions

1. _____ with our conscious minds

2. quickly, or _____

Research on accurate first impressions

Students watched videos of _____, could tell how _____ they would be.

People could look at _____ and learn about _____.

Examples of decision-making

Careful: _____

Snap: _____

B. With a partner, take turns summarizing the review from your notes.

C. Complete the chart. Use your notes from activity A. Compare charts with a partner.

Main ideas	Examples or details
First impressions are _____.	_____
Unconscious decisions are _____.	_____
Conscious decisions are _____.	_____

 **D.** Listen again. Match each detail with an example given in the review. Then put the details in the order you heard them.

Examples

- a. selecting a soccer player
- b. looking at a bedroom
- c. buying something for the kitchen
- d. watching a video
- e. writing down the first word that comes to mind

Details

Order you heard in the report

- ___ an easy decision
- ___ describing someone's character
- ___ recognizing a fake artifact
- ___ judging a teacher's effectiveness
- ___ a difficult decision with a lot of information



E. Read each situation. Based on the book review, do you think you should use your instincts and make a snap judgment (unconscious), or make a careful list of good and bad points (conscious)? Write *U* or *C*. Explain your reasons to a partner.

1. buying a coffee maker ____
2. choosing a study partner ____
3. asking someone on the street for help ____
4. choosing vegetable seeds for your garden ____
5. buying a car ____
6. choosing a seat on a train ____

F. Read more information below on first impressions from two researchers.

With a partner, discuss five tips you can give others on making first impressions. Use this information and the information from *Blink*.

Nalini Ambady was a researcher at Tufts University. She did a study on how well students could make judgments about instructors from a short video. According to Ambady, when people think more before making a decision, the decisions tend not to be as good as when they make them unconsciously.

Frank Bernieri of Oregon State University says that research suggests that people who are more confident about their judgments of people are actually less accurate. He advises people to try to convince themselves of the opposite point of view. For example, if you assume someone is rude and unkind, you should try to see his or her behavior in a completely different way.

Tips:

G. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. I make a **conscious** effort to stay in regular contact with all my friends.
I make time to call and email them often.
a. accidental b. intentional c. occasional
2. Watching a video is an **effective** way to study someone's behavior. You can learn a lot from the way people move their hands.
a. successful b. interesting c. unusual
3. Marcos is an **expert** at swimming. He has been doing it a long time.
a. beginner b. failure c. skillful person
4. The artifact was a **fake**. It was not thousands of years old.
a. an imitation b. a problem c. an original
5. When you meet new people, you should trust your **instincts**. Your first reaction is often correct.
a. natural feelings b. general knowledge c. careful research
6. My car isn't **reliable**. There is always something wrong with it.
a. dependable b. expensive c. comfortable
7. I can't **select** anyone to receive the award. There are too many good students.
a. tell b. call c. choose
8. I often make **snap judgments** about things I buy. I don't like to waste time.
a. careful decisions b. bad decisions c. quick decisions
9. My parents were **suspicious** when I told them the teacher did not give any grades for our assignment.
a. uninterested b. doubtful c. excited
10. I was so focused on listening to the news this morning that I **unconsciously** poured orange juice in my coffee instead of milk.
a. without thinking b. without caring c. without studying



H. Go online for more practice with the vocabulary.





SAY WHAT YOU THINK

A. Discuss the questions in a group.

- Malcolm Gladwell suggests that we should make difficult decisions more quickly and with our unconscious minds. Do you agree with him? Why or why not?
- According to Gladwell, our first impressions are often reliable. Do you think this is true? Why or why not?

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

- In which situations are first impressions really important?
- How do you want to present yourself in a job interview?

iQ ONLINE

- C. Go online to watch a video about the mistakes people make in a job interview. Then check your comprehension.

err on the conservative side (phr.) to choose to be too cautious rather than too casual
grievance (n.) something you complain about
mind-boggling (adj.) very difficult to imagine or understand
on point (adj.) appropriate or relevant to the situation
upper hand (n.) an advantage

VIDEO VOCABULARY

Critical Thinking Tip

Activity D asks you to compare and contrast job interviews with other types of first impressions. You compare ideas that are the same. You contrast ideas that are different. Comparing and contrasting can help you understand the ways in which job interviews are similar to or different from other types of first impressions.

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

- In what kinds of situations do you think first impressions are usually accurate?
- In what ways are job interviews similar to other types of first impressions people make? How are they different?



We form first impressions wherever we are.

Use suffixes and other word endings to help you recognize parts of speech. Recognizing the part of speech will help you guess the meaning of an unfamiliar word. It will also help you expand your vocabulary as you notice other parts of speech in the same word family.

Common noun suffixes: *-acy, -er/-or, -ment, -ness, -tion*

accuracy, researcher, inventor, amusement, friendliness, attention

Common verb suffixes: *-ate, -en, -ize*

stimulate, strengthen, energize

Common adjective suffixes: *-able, -al, -ful, -ive, -ous*

dependable, traditional, careful, effective, humorous

Common adverb suffixes: *-ly, -ally*

particularly, universally

A. Look at the new words. For each word, write the suffix, the part of speech, and the base word from which the new word is formed.

New word	Suffix	Part of speech	Base word
1. accuracy	<u>-acy</u>	<u>noun</u>	<u>accurate</u>
2. assumption			
3. consciously			
4. prediction			
5. effectively			
6. instinctive			
7. selection			

B. Work with a partner. Discuss the meanings of the new words from Activity A. Then use a dictionary to check the definitions of any words you are not sure of.



C. Complete each sentence with the correct word from Activity A.

1. That bookstore offers a great _____ of classic literature.
There are so many, it's hard to choose!
2. _____ is really important in grammar, so you should try not to make mistakes.
3. We often make _____ about people because of the way they look. Then we sometimes discover that our first impressions were incorrect.
4. I don't pay much attention to weather reports. Their _____ are usually wrong. It was supposed to be sunny yesterday, but it rained all day!
5. If an advertisement is _____ designed, sales of the product will increase.
6. Many animals have a(n) _____ fear of fire and the danger it represents. They don't learn it. It's part of their nature.
7. I have to make decisions very _____ when I go shopping.
If I don't, I buy things I really don't need without even realizing it.



iQ
ONLINE

D. Go online for more practice with suffixes.



SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will give a short talk to a partner about a first impression. Make sure to take conversational turns when you talk to your partner.

Grammar

Auxiliary verbs *do*, *be*, *have*

The auxiliary verbs *do*, *be*, and *have* are used to make questions and negative statements.

Use *do* with the simple present and simple past.

Simple present

Does he like pizza?

He doesn't like pizza.

Simple past

Did they bring their books?

They didn't bring their books.

Use *be* with the present and past continuous.

Present continuous

Are you reading?

We aren't reading now.

Past continuous

Was Mr. Knight teaching here last year?

He wasn't teaching here last year.

Use *have* with the present perfect.

Present perfect

Has she left yet?

Nancy hasn't left yet.

A. Rewrite the sentences as negative statements. Use the correct form of *do*, *be*, or *have* as the auxiliary verb.

1. I often make snap judgments.

I don't often make snap judgments.

2. Bill thinks first impressions about teachers are usually accurate.

3. Sara trusted her instincts when meeting new people.

4. When Waleed buys something, he usually thinks about it for a long time.



5. Jenny is working hard this week.

6. I've formed a positive impression of that company.

B. Rewrite the sentences as questions. Use the correct form of *do*, *be*, or *have* as the auxiliary verb.

1. You have made many incorrect assumptions because of how someone looked.

Have you made many incorrect assumptions because of how someone looked?

2. I like talking to new people on the phone.

3. Ross is living with people he met last year.

4. Hatem made lots of friends at school.

5. The experts realized the artifact was a fake.

6. Jamal has selected his library books already.

C. Work with a partner. Take turns asking and answering the questions from Activity B. Use auxiliary verbs in your short answers.

A: Do you like talking to new people on the phone?

B: Yes, I do./No, I don't.



D. Go online for more practice with auxiliary verbs.

E. Go online for the grammar expansion.

Auxiliary verbs are usually unstressed and can be shortened as part of a **contraction**. Most contractions can be used in speech and informal writing, but some are only used in speech.

Listen to these examples of contractions.

Contractions used in speech or writing

- She's eating now. (She is eating now.)
- They're watching TV. (They are watching TV.)
- Lisa's already left. (Lisa has already left.)
- We've finished our work. (We have finished our work.)

Contractions used only in speech

- What's it cost? (What does it cost?)
- Where'd you go? (Where did you go?)
- Why'd he arrive so late? (Why did he arrive so late?)



A. Listen to these sentences with contractions. Write the full form of the auxiliary verb.

1. Who _____ your favorite author?
2. Where _____ you go on your last vacation?
3. Mary _____ going to the store.
4. Jack _____ gone already.
5. We _____ usually eaten by 6:00.
6. What _____ you do after class yesterday?
7. The girls _____ been here before.

B. Work with a partner. Take turns saying the sentences from Activity A. Use the full form of the auxiliary verbs. Then practice saying them with contractions.



C. Go online for more practice with contractions with auxiliary verbs.



When you are speaking with someone, it is polite to take turns talking. Taking turns keeps the conversation going and shows that you are interested in what the other person is saying.

If the other person asks you a question, answer it, and add some new information. If possible, ask a question of your own. Here are some questions you can use.



- | | |
|--------------------|----------------|
| What do you think? | How about you? |
| Do you agree? | You know? |
| Right? | OK? |

A. Complete the conversation with questions from the Speaking Skill box. Then practice the conversation with a partner.

Tony: Hi. I'm Tony. It's nice to meet you.

Alex: My name's Alex. Nice to meet you too. Are you a new student?

Tony: No. I've been studying here for two years.

1

Alex: I just started this week, but so far, this class looks interesting.

2

Tony: I agree. The teacher's very effective. The book he's using looks good, too.

3

Alex: Yeah. He seems friendly and interesting.

B. Read the questions and write notes in your notebook to help you answer. Then have a conversation about each question with a partner. Keep the conversations going for at least three turns each, and signal your partner's turn by using questions from the Speaking Skill box.

1. Who was your most effective teacher when you were a child?
What impressed you about him or her?
2. Have you ever made a bad first impression on someone else?
What did you do?



C. Go online for more practice with taking conversational turns.



In this assignment, you are going to give a talk to a partner about a first impression. As you prepare your talk, think about the Unit Question, "Are first impressions accurate?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your talk. Refer to the Self-Assessment checklist on page 24.

CONSIDER THE IDEAS

Which items in the chart tell you the most about new people when you are forming a first impression? Check (✓) whether you think each item is very important, important, or not important. Then compare and discuss your answers with a partner.

	Very important	Important	Not important
their level of politeness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their clothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their hairstyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their attitude to money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
the way they drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their likes and dislikes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your own ideas:			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARE AND SPEAK

A. GATHER IDEAS Complete these steps.

1. Think about a time when your first impression of someone was incorrect.
2. Brainstorm as much as you can remember about the situation.
3. Then write what you thought about the person when you first met and how your first impression was wrong.



- B. ORGANIZE IDEAS** Use your ideas from Activity A to help you answer these questions. Do not write full sentences. Just write notes to help you remember your answers.

Who was the person? _____

Where, when, and why did you meet? _____

What was your first impression? _____

Why did you form this impression? _____

When did you realize your first impression was wrong? _____

What changed your mind? _____

What do you think about the person now? _____

- C. SPEAK** Tell your partner about your first impression of the person you chose. Refer to the Self-Assessment checklist before you begin.

1. Explain why you formed that impression and why you were wrong.
2. You can refer to your notes, but do not read exactly what you wrote.
3. Talk for at least one minute.



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	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used auxiliary verbs and contractions.
<input type="checkbox"/>	<input type="checkbox"/>	I took turns when speaking.



- 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—Are first impressions accurate? 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

accuracy AWL
assumption AWL
behavior ↗
encounter ↗ AWL
error ↗ AWL
expert ↗ AWL
fake
instinct
prediction AWL
sample ↗
selection ↗ AWL
trait

Verbs

assume ↗ AWL
select ↗ AWL

Adjectives

conscious ↗
effective ↗
instinctive
negative ↗ AWL
positive ↗ AWL
reliable AWL
suspicious ↗

Adverbs

briefly ↗ AWL
consciously
unconsciously

Phrases

form an impression
snap judgment
Do you agree?
How about you?
OK?
Right?
What do you think?
You know?

↗ Oxford 3000™ words

AWL Academic Word List

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

NOTE TAKING

I can use my notes to summarize a lecture. (p. 5)

LISTENING

I can make inferences. (p. 11)

VOCABULARY

I can use suffixes. (p. 17)

GRAMMAR

I can use the auxiliary verbs *do*, *be*, and *have*. (p. 19)

PRONUNCIATION

I can use contractions with auxiliary verbs. (p. 21)

SPEAKING

I can take conversational turns. (p. 22)

UNIT
OBJECTIVE



I can gather information and ideas to describe in detail an accurate first impression.

- | | |
|----------------------|---|
| LISTENING | ► listening for causes and effects |
| NOTE TAKING | ► taking notes on causes and effects |
| VOCABULARY | ► adjective-noun collocations |
| GRAMMAR | ► quantifiers with count/noncount nouns |
| PRONUNCIATION | ► links with /j/ and /w/ |
| SPEAKING | ► giving advice |

UNIT QUESTION**What's more important:
taste or nutrition?**

A Discuss these questions with your classmates.

1. How important is food in your life? Do you "eat to live" or "live to eat"?
2. Do you agree that if something tastes great, it's probably bad for you?
3. Look at the photo. What can you tell about these people's attitude about food and nutrition?





➊ **B** Listen to *The Q Classroom* online. Then match the ideas in the box to the students.

- a. We need food that is both healthy and tastes good.
- b. Eating healthy food is important.
- c. Good nutrition makes people healthy.
- d. Food that tastes good makes people happy.

The importance of taste and nutrition

Sophy b. *Eating healthy food is important.*

Felix

Marcus

Yuna



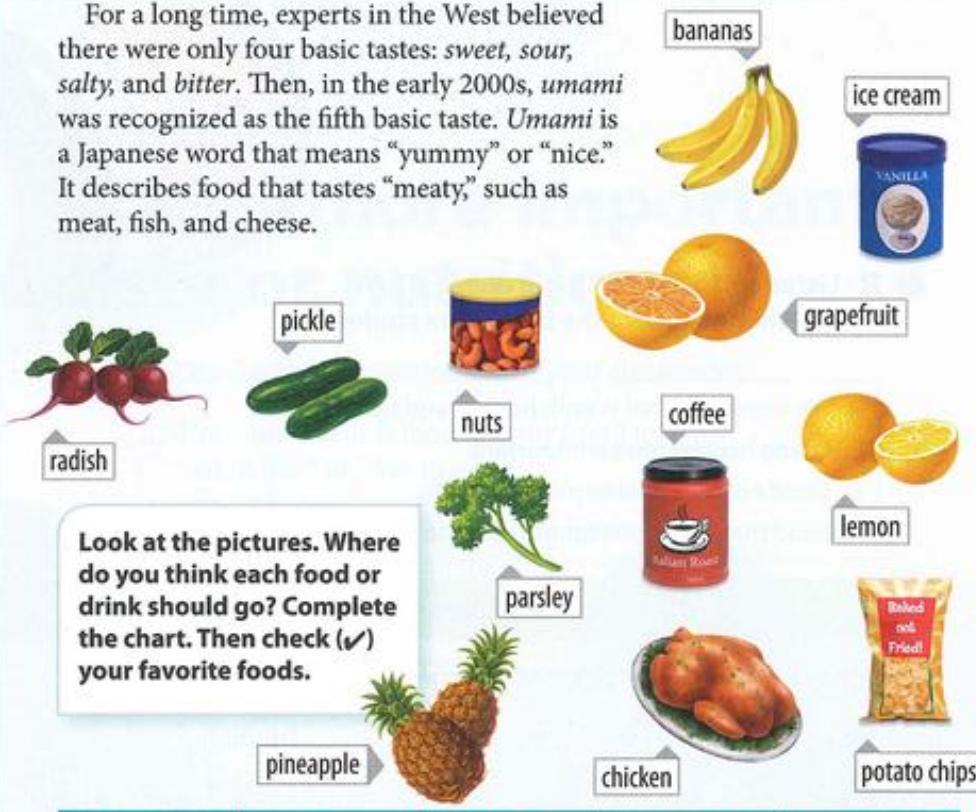
C Go to the Online Discussion Board to discuss the Unit Question with your classmates.



D Read the paragraph and complete the chart.

A Matter of Taste

For a long time, experts in the West believed there were only four basic tastes: *sweet*, *sour*, *salty*, and *bitter*. Then, in the early 2000s, *umami* was recognized as the fifth basic taste. *Umami* is a Japanese word that means “yummy” or “nice.” It describes food that tastes “meaty,” such as meat, fish, and cheese.



E Compare your answers in a group. Do you all agree which basic taste each food has? Add some more examples to the chart.

F Check (✓) your favorite foods in the chart. Which of the five basic tastes do you like best? Who in your group shares your sense of taste?



LISTENING

LISTENING 1 You Are What You Eat

UNIT
OBJECTIVE



You are going to listen to an excerpt from a radio show in which Andrew Patterson interviews Dr. Maureen O’Ryan, a nutrition expert. As you listen to the excerpt, gather information and ideas about the importance of taste and nutrition.

PREVIEW THE LISTENING

Critical Thinking Tip

Activity A asks you to make predictions. When you make predictions, you use what you already know to help you guess the answers.

- A. PREVIEW** Look at this list of foods and drinks. Which do you think have good effects? Which have bad effects? Write **G** (good) or **B** (bad). Then compare your ideas with a classmate. Which of these foods and drinks do you consume most in your diet?

cheese ____

red meat ____

coffee ____

soda ____

dark chocolate ____

tea ____

milk chocolate ____

white meat ____

- B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to find the meaning of any words you do not know. Then discuss with a partner how these words may relate to the unit.

balanced (adj.)

mix (v.)

calories (n.)

mood (n.)

concentrate (v.)

rely on (phr. v.)

consume (v.)

spicy (adj.)

diet (n.)

wise (adj.)

Oxford 3000™ words



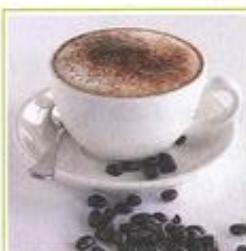
- C. Go online to listen and practice your pronunciation.**



WORK WITH THE LISTENING



- A** **LIS**TEN AND TAKE NOTES Choose one of the foods or drinks from Activity A in Preview the Listening on page 29. Listen to the interview and take notes on what Dr. O’Ryan says about it. Then tell your partner.



Food or drink: _____

Notes: _____



- B.** Listen again to the interview. What does Dr. O’Ryan say about each food or drink? Check (✓) the correct answer.

	Better for you	OK in small amounts	Bad for you
1. red meat			
2. white meat			
3. cheese			
4. coffee			
5. tea			
6. soda			
7. milk chocolate			
8. dark chocolate			

- C.** Read the sentences. Circle the answer that best completes each statement.

1. Dr. O’Ryan’s advice is to _____.
 - a. eat anything you like
 - b. always eat healthy foods
 - c. eat a balanced diet

2. Red meat is good for your _____.
 - a. eyesight
 - b. hair and teeth
 - c. bones and skin

3. Eating turkey can help you _____.
 - a. feel more relaxed
 - b. lose more weight
 - c. have better eyesight

4. Cheese can raise your blood pressure because it contains a lot of _____.
 - a. oil
 - b. salt
 - c. calories

5. Too much coffee can _____.
 - a. make you feel stressed
 - b. give you too much energy
 - c. affect your heart

6. Green tea can help you _____.
 - a. lose weight
 - b. sleep well
 - c. concentrate better

7. Calories that have no nutritional value are called _____ calories.
 - a. dead
 - b. empty
 - c. useless

8. Drinking soda can make you feel _____.
 - a. happier
 - b. more tired
 - c. hungrier

9. Dark chocolate _____.
 - a. is good for your heart
 - b. has less fat than milk chocolate
 - c. can increase your blood pressure

D. Mark these statements *T* (true) or *F* (false). Then write a sentence to explain why, using the information from Listening 1 to support your answers.

- ____ 1. It is important to know what effects food and drink have on our bodies.



___ 2. Eating lots of fruits and vegetables is essential to a healthy diet.

___ 3. Red meat is just as healthy as white meat.

___ 4. It is better to avoid drinking coffee.

___ 5. It is OK to consume things we know are bad for us.



E. Go online to listen to *Governing What We Eat* and check your comprehension.

F. VOCABULARY Use the new vocabulary from Listening 1. Complete each sentence with the correct word from the list.

balanced (adj.)	calories (n.)	concentrate (v.)	consume (v.)	diet (n.)
mix (v.)	mood (n.)	rely on (phr. v.)	spicy (adj.)	wise (adj.)

1. My _____ includes a lot of chicken and rice.
2. If you _____ too much food, you will gain weight.
3. I can't cook, so I _____ my mother to make my meals.
4. I'm not going to eat this candy bar because it has 450 _____.
5. I love chocolate because it always puts me in a good _____.
6. I can't eat _____ food because it upsets my stomach.
7. Do you think it's _____ to go jogging right after a big meal?
8. According to the recipe, you have to _____ the flour and sugar together before adding the eggs.
9. Please don't talk to me while I'm cooking. I need to _____.
10. A good way to stay healthy is to eat _____ meals and exercise regularly.



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. Do you agree with Dr. O’Ryan’s advice for a healthy diet? Why or why not?
2. Do you think people worry too much about nutrition? Give examples.
3. Do you agree that “you are what you eat”?

Listening Skill

Listening for causes and effects

Speakers often talk about **causes** and **effects** to help explain their opinions. Listening for the linking words and phrases that connect causes (reasons) and effects (results) will help you understand a speaker’s main points.

Here are some words and phrases that signal causes and effects.

I rarely cook **because** I am tired when I get home.

effect

cause

We usually eat at home **since** it’s so expensive to eat out these days.

effect

cause

I never buy fish **as** I don’t know how to cook it.

effect

cause

The pasta tasted terrible, **so** we didn’t eat it.

cause

effect

Due to her healthy diet, Keiko lived to be 110 years old.

cause

effect

Because of the high calories, I never eat chocolate.

cause

effect

Note: Use *due to* and *because of* before noun phrases. Use *because*, *since*, *as*, and *so* before clauses.





A. Listen to the sentences. Complete each sentence with the correct word or phrase.

1. _____ Dr. O'Ryan is a nutrition expert, Andy interviewed her on his radio show.
2. Eating a lot of cheese isn't good _____ the large amount of salt.
3. _____ Andy stopped drinking soda, he feels much healthier now.
4. Andy also wants to lose weight, _____ he's following Dr. O'Ryan's suggestions.



B. Listen to four statements from the radio show. Complete the chart with the causes or effects you hear. Then circle the linking words.

Cause

1. Because it contains a natural substance which makes us feel calm,



Effect

eating turkey can actually change your mood.

2. Cheese has calcium,



Effect

1. Coffee gives you energy



Cause

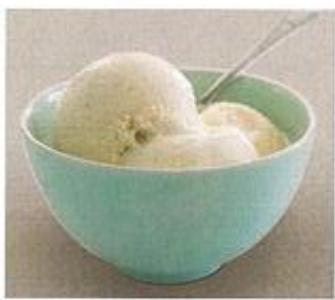
2. The calories in soda are what we call "empty" calories



C. Think about your diet. How does what you eat affect you? For example, does it make you feel tired or awake, nervous or happy? Does the time of day make a difference? Make notes and share your ideas with a partner. Be sure to use linking words and phrases when giving causes and effects.

I never eat ice cream because it makes my teeth hurt.

Sometimes I drink coffee in the morning as it helps to wake me up.



D. Go online for more practice with listening for causes and effects.

Note-taking Skill

Taking notes on causes and effects

When listening to identify causes and effects, you need to listen carefully for the key words and phrases that are used to introduce both causes and their effects.

To introduce a cause, you may hear: *as, because, because of, due to, since*

To introduce an effect, you may hear: *as a result, consequently, so, therefore*

It is also useful to prepare a T-chart to help you classify the information. Write *Cause* and *Effect* in a T-chart and note each piece of information in the appropriate column as you listen. Organizing your notes in this way will help you understand how the ideas relate to one another. It will also make it easier to review your notes.

A. Read this section of a talk on nutrition. Circle the words that introduce causes and effects.

Fast food is more popular today than ever before. Because of our busy lifestyle, people don't always have time to cook their own meals. It may be more expensive than cooking for yourself, but every day millions of us choose a pizza or take-out instead of a home-cooked meal. The downside is that although fast food is quick and easy, it is expensive, so it can be bad for our wallets. What's more, it is bad for our health, too, as a lot of fast food contains high levels of sugar and salt. Also, it is easy to eat too much due to special promotions that encourage us to buy more than we need. For all these reasons, we need to start making healthier food choices.



B. Use this T-chart to complete each cause and effect.

Cause	Effect
1. busy lifestyle	
2. it is expensive	
3. _____	bad for health
4. _____	eat too much



C. Go online for more practice taking notes on causes and effects.

LISTENING 2

Food Tasters



You are going to listen to some lectures from a career website. Three professional food tasters talk about their jobs. As you listen, gather information and ideas about the importance of taste and nutrition.



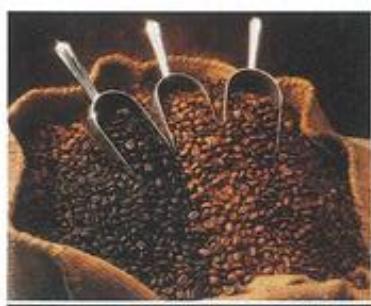
cheese

PREVIEW THE LISTENING

A. **PREVIEW** What skills do you think a food taster needs to have? Do you think this job requires training? What kinds of foods do you think a food taster might taste?



chocolate



coffee

B. VOCABULARY Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to find the meaning of any words you do not know. Then discuss with a partner how these words may relate to the unit.

complex (adj.)

disgusting (adj.)

distinguish (v.)

estimate (v.)

flavor (n.)

keep an eye on (phr.)

occasionally (adv.)

swallow (v.)

texture (n.)

trend (n.)

Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

Tip for Success

Remember to listen carefully for key words that introduce causes and effects.

A. LISTEN AND TAKE NOTES Listen to three professional food tasters talk about their jobs. Before you listen, look at the T-charts below. As you listen, complete the causes and effects.

Stuart

Cause	Effect
loves chocolate	this is his _____
everybody _____	volunteers easy to find
easy to put on weight	tries to _____
has to keep up with _____	travels a lot

Marie

Cause	Effect
all taste different	need to _____
keep cheeses for a long time	has to decide _____
need to _____	convenient to live outside Paris
people like to try _____	must develop new products

Enrique

Cause	Effect
sense of taste best in mornings	only _____
people pay a lot for coffee	want to _____
tastes up to 100 coffees	doesn't _____
lives _____	walks to work





B. Read the statements. Listen again to Stuart and Marie and write **T** (true) or **F** (false). Then correct the false statements.

Stuart ...

- 1. has a degree in nutrition.
- 2. started this job immediately after graduation.
- 3. visits the dentist once a year.

Marie ...

- 4. doesn't like strong-smelling cheeses.
- 5. often visits local farmers.
- 6. has a degree in food science.



C. Listen again to Enrique. Circle the answer that best completes each statement.

- 1. Enrique started work as a (manager / waiter) in a coffee shop.
- 2. He (has / does not have) a professional qualification.
- 3. He works for a large (importing / exporting) company.
- 4. He checks the (price / quality) of the coffee.
- 5. In the afternoons he (emails clients / contacts suppliers).

D. Read these summaries. Work with a partner to find two mistakes in each one. Correct the mistakes.

- 1. Stuart is a chocolate taster for an ice cream manufacturer. He has a degree in nutrition. He trains staff, visits factories, and deals with suppliers. He has worked in his current job for eight years. He likes to keep fit and eat healthily.
- 2. Marie is a cheese buyer for a large supermarket. On a taste day, she checks the flavor, texture, and smell of up to 10 different cheeses. She especially likes strong-smelling cheeses. She sometimes gets tired of her job.
- 3. Enrique works as a trainee coffee taster. He checks the quality of coffee, its smell and taste, and how sweet or bitter it is. He loves his job. To him, trying to tell the differences between different coffees is very easy.

Vocabulary Skill Review

In Unit 1 you learned about suffixes. Review the common suffixes on page 17. Notice how these suffixes can help you identify the correct part of speech.

E. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. Some of the best dishes are made with a variety of spices. This gives them a **complex** flavor.
a. complicated b. uninteresting c. important
2. That cheese smells **disgusting**. Throw it away!
a. disappointing b. amazing c. terrible
3. Hold your nose and close your eyes, and you'll find it hard to **distinguish** between an onion and an apple.
a. see b. know c. tell the difference
4. Scientists don't exactly know, but they **estimate** that 80 percent of what we taste is due to smell.
a. promise b. agree completely c. calculate approximately
5. Children often don't like to eat food with strong **flavors**, but they grow to like them as they get older.
a. senses b. tastes c. feelings
6. Could you **keep an eye** on the cookies in the oven while I'm out? I don't want them to burn.
a. think about b. listen to c. check often
7. I don't eat eggs much, but **occasionally** I have an omelet.
a. frequently b. never c. sometimes
8. You should **swallow** your vitamins with a full glass of water.
a. try b. take c. mix
9. I don't like the **texture** of this bread—it's too hard for me.
a. feel b. look c. taste
10. I don't take dieting **trends** seriously since they change so often.
a. fashions b. meals c. restaurants



F. Go online for more practice with the vocabulary.





SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Which do you like best: chocolate, cheese, or coffee? Why do you like it so much?
2. Do you think you might like to be a food taster? Why or why not?

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

1. What kinds of foods contain carbohydrates? Is it better to eat before or after exercise?
2. How can food help the brain? Are some foods better for the brain than others? Does it really matter what time of day you eat?

iQ **ONLINE**

C. Go online to watch a video about food and the body and brain. Then check your comprehension.

carbohydrate (*n.*) a substance found in sugar that gives your body energy

glucose (*n.*) a type of sugar

protein (*n.*) a substance found in meat and fish that helps you grow and be healthy

starchy (*adj.*) foods like rice and bread that contain a lot of starch

stock up on (*phr. v.*) to collect a supply of

VIDEO VOCABULARY

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

1. In what ways can what we eat affect our health and well-being? How healthy is your diet and lifestyle?
2. Who is most responsible for making sure we make the right food choices: the government, parents, teachers, or ourselves? How can people who eat unhealthy food be encouraged to change their habits?

Collocations are combinations of words that are often used together. For example, certain adjectives go together with certain nouns. Using correct collocations will make your conversations sound more natural.

Here are some examples of adjective-noun collocations.

When you eat before exercising, you should only have a **light meal**.

There is nothing better than a **cold drink** on a hot summer day.

I try not to eat too much **fast food**, but it's difficult because I love fries.

Would you like cheesecake for dessert or just some **fresh fruit**?

A. Complete each collocation with a noun from the box.

diet drink food snack steak

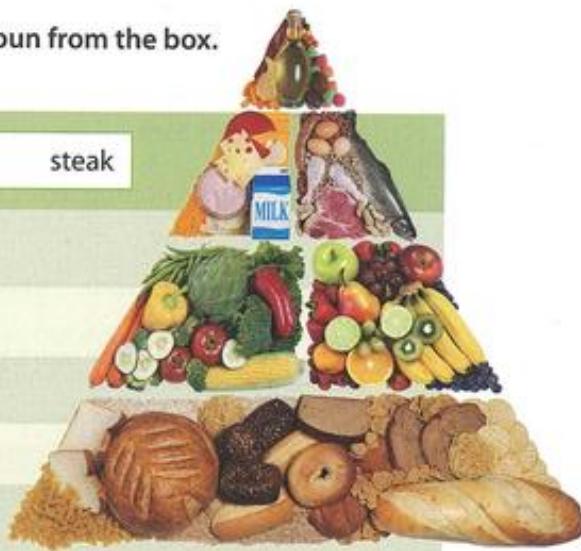
1. a soft _____

2. junk _____

3. a juicy _____

4. a balanced _____

5. a quick _____



B. Complete each sentence with the correct collocation from Activity A.

1. Jim's favorite meal to cook at home is _____, served with potatoes.

2. To have _____, you need to eat lots of different kinds of foods.

3. Do you want tea, or would you like _____ with lunch?

4. I used to eat chips and candy all the time. Now I hate _____!

5. I don't have time for a big lunch, so let's just have _____.

C. Circle the answer that best completes each collocation.

1. James has always had a very _____ appetite.
 - a. healthy
 - b. fit
2. Generally, I try to avoid eating a lot of fatty _____.
 - a. cooking
 - b. foods
3. Is all the fish on the menu deep _____?
 - a. grilled
 - b. fried
4. _____ exercise is an important part of staying healthy.
 - a. Regular
 - b. Steady
5. I like cooking, but I hate washing all the _____ dishes afterwards.
 - a. filthy
 - b. dirty



D. Go online for more practice with adjective-noun collocations.





SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will interview three classmates about their favorite dishes. Make sure to give advice when you conduct your interviews.

Grammar

Quantifiers with count/noncount nouns

Count nouns are the names of things we can count, for example, one egg and two bananas. **Noncount nouns** are the names of things we cannot count, such as cheese and water.

how many/how much

Use *how many* with count nouns. Use *how much* with noncount nouns.

- How many apples do you eat a week?
- How much tea do you drink a day?

too many/too much

Use *too many/too much* when there is more than you want or need.

- You can have cookies once in a while, but don't eat **too many**.
- Don't drink **too much** coffee at bedtime, or you'll never fall asleep.

enough/not enough

Use *enough/not enough* with both count and noncount nouns.

- We have **enough** food for everybody.
- We don't have **enough** chairs.



A. Complete the conversations with words and phrases from the box.
Then practice the conversations with a partner.

enough	many	too many
not enough	much	too much

Eileen: Hey, that smells great. What are you cooking?

Debra: Chicken with chilies and rice. Do you want to try some?

Eileen: Sure ... Wow! That's hot! How _____ chilies did you put in? 1



Debra: Five. But they're really small. Don't you like spicy food?

Eileen: Yeah, I do, but it's too hot for me!

Anna: What do you think of the soup? It's potato and onion.

Susie: Hmm. It's OK. It seems like there is something missing, though.

Anna: Maybe I didn't put in ² salt.

Susie: And it's pretty thick, isn't it?

Anna: Yes. I think I used ³ potatoes.

Muriel: How ⁴ sugar did you put in this coffee?

Angela: One teaspoon.

Muriel: That's ⁵ for me! I like my coffee very sweet.

Angela: Well, you shouldn't have ⁶. You'll get fat.

Tip for Success

When listening, make sure you maintain eye contact. This encourages the speaker and shows that you are interested.

- B.** Make a list of foods and drinks you like. Write C (count) or N (noncount) next to each item. Then discuss your favorite things to eat and drink with a partner. Be sure to use *much*, *many*, and *enough* correctly with count and noncount nouns.

Foods I like ...

Drinks I like ...



- C.** Go online for more practice using quantifiers with count and noncount nouns.

- D.** Go online for the grammar expansion.

When certain words follow each other, additional sounds are created. These extra sounds make a natural **link** between the two words.

 When a word beginning with a vowel follows a word that ends in the vowel sounds /ɪ/, /eɪ/, or /aɪ/ (like *bee*, *say*, or *eye*), a /j/ sound is added between the words.

I think Marco must **be /j/ Italian**.

I can't see you tonight, but **Tuesday /j/ is fine**.

I /j/ ate salmon for dinner last night.

When a word beginning with a vowel follows a word that ends in the vowel sounds /u/, /o/, or /aʊ/ (like *who*, *no* and *how*), a /w/ sound is added between the words.

Do you /w/ eat a balanced diet?

Do you want to go /w/ out for lunch?

How /w/ is your steak?

Pronouncing these linking sounds will help make your English sound more natural.



A. Listen to the sentences. Write /j/ or /w/ in the correct places. Then listen again and check your answers.

1. We **/j/ all eat things we know we shouldn't.**
2. "Empty" calories have no nutritional value at all.
3. I can't drink coffee, but tea is fine.
4. Cheese has calcium, so it's good for your teeth.
5. Sometimes in the evening I'm too tired to cook.
6. Marie makes sure the cheese is ready to go out on sale.
7. Stuart thinks the appearance of chocolate can be as important as the taste.
8. Enrique thinks people pay a lot for coffee so they want to enjoy it.



B. Listen again. Repeat each sentence. Practice linking /j/ and /w/.



C. Go online for more practice using links with /j/ and /w/.



The words *should*, *shouldn't*, and *ought to* are used to give advice. Listen to these sentences.



- According to Dr. O'Ryan, Andy **should** drink less coffee.
- He **shouldn't** drink a lot of soda.
- He **ought to** eat more fish.

You can sound more polite by starting a sentence with *perhaps*.

- Perhaps** you **should** eat more fruit and vegetables.

You can give stronger advice by adding *really*.

- You **really** **ought to** eat more fruit and vegetables.

- A.** Work with a partner. Discuss your eating and drinking habits. Take turns making true statements about your diet. After each of your partner's statements, give some advice, using *should/shouldn't* or *ought to*. Remember to use count/noncount nouns correctly.

A: I probably eat too much fast food.

B: You should try to eat more healthily. For example, you shouldn't eat fries for lunch. Perhaps you should eat a salad instead.

- B.** Think about the advice your partner gave you. Work in a group. Share the advice you received.

I eat too much fast food, so I should try to eat more healthily. For example, I ought to eat a salad for lunch instead of fries.



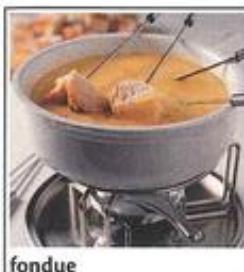
- C.** Go online for more practice giving advice.

Unit Assignment Conduct a class survey

UNIT
OBJECTIVE



In this assignment, you are going to interview three classmates about their favorite dishes. As you prepare your interview, think about the Unit Question, "What's more important: taste or nutrition?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your interview. Refer to the Self-Assessment checklist on page 50.



CONSIDER THE IDEAS

Work in a group. Match each dish with the country it comes from. Then discuss which dishes you have tried and whether or not you liked them.

- | | |
|-----------------|-----------------|
| ___ 1. fondue | a. Japan |
| ___ 2. pizza | b. Saudi Arabia |
| ___ 3. kabsa | c. Switzerland |
| ___ 4. moussaka | d. Greece |
| ___ 5. sushi | e. Mexico |
| ___ 6. tacos | f. Italy |

What other dishes from around the world do you know? In your group, quiz each other on where different dishes come from.

A: Where does paella come from?

B: Uh ... Spain!



Paella Valenciana



PREPARE AND SPEAK

- A. **GATHER IDEAS** Make a list of your favorite dishes, either from your own country or from other cultures.

- B. **ORGANIZE IDEAS** Choose one dish from your list in Activity A. Use the outline to help you prepare to talk about it. Do not write exactly what you are going to say. Just write notes to help you organize your ideas.

MY FAVORITE DISH

What's the name of the dish?

Where is it from? _____

What are the ingredients?

How healthy is this dish? _____

Why do you particularly like this dish?



Tip for Success

When making notes, don't write full sentences. Just write the important words.

- C. **SPEAK** Complete these steps. Refer to the Self-Assessment checklist on page 50 before you begin.

1. Interview three students.
2. Ask them about their favorite dishes from Activity B, and take notes in the chart.

3. When you talk about your own favorite dish, use your notes from Activity B to help you. Do not read exactly what you wrote; just use your notes.

	Classmate 1	Classmate 2	Classmate 3
Dish			
Country			
Ingredients			
Is it healthy?			
Reasons for liking it?			

4. When you finish, discuss your interviews in a group. Do more of your classmates choose their favorite dish because of taste or nutrition? Whose favorite dish would you like to try?



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		
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.	
<input type="checkbox"/>	<input type="checkbox"/>	My classmates understood me.	
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.	
<input type="checkbox"/>	<input type="checkbox"/>	I used quantifiers with count/noncount nouns.	
<input type="checkbox"/>	<input type="checkbox"/>	I used links with /j/ and /w/.	
<input type="checkbox"/>	<input type="checkbox"/>	I gave advice.	



- 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—What's more important: taste or nutrition? 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

calories

diet

flavor

mood

texture

trend AWL

Verbs

concentrate AWL

consume AWL

distinguish

estimate AWL

mix

swallow

Adjectives

balanced

complex AWL

disgusting

spicy

wise

Adverbs

occasionally

perhaps

really

Phrasal Verbs

rely on

Phrases

keep an eye on

Collocations

cold drink

fast food

fresh fruit

light meal

Oxford 3000™ words

AWL Academic Word List

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

LISTENING I can listen for causes and effects. (p. 33)

NOTE TAKING I can take notes on causes and effects (p. 35)

VOCABULARY I can use adjective-noun collocations. (p. 41)

GRAMMAR I can use quantifiers with count/noncount nouns. (p. 43)

PRONUNCIATION I can link words with /j/ and /w/ sounds. (p. 45)

SPEAKING I can give advice. (p. 46)

UNIT
OBJECTIVE

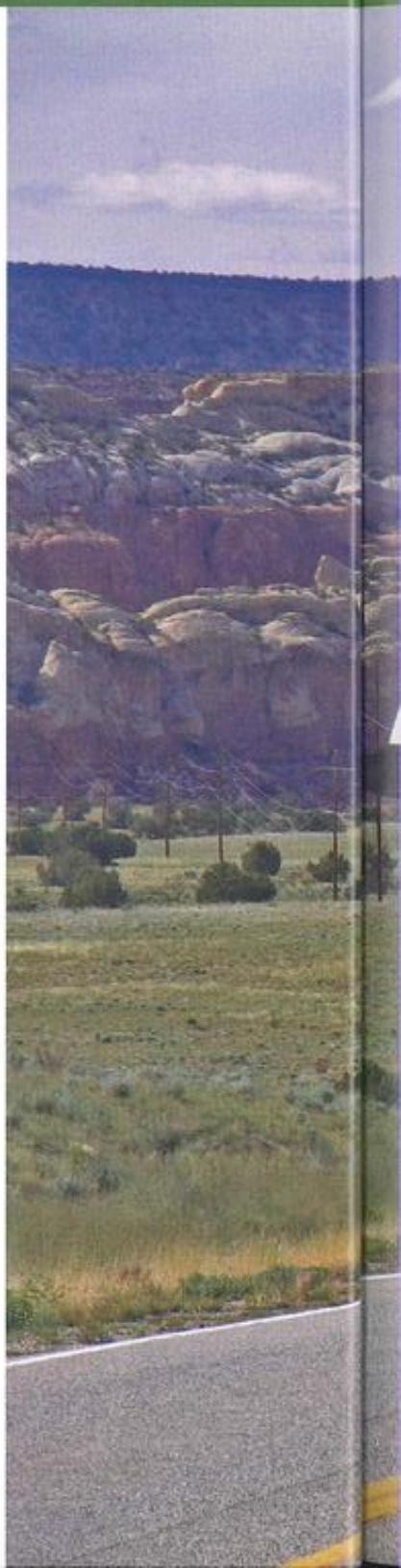
I can gather information and ideas to conduct a class survey on food preferences.

NOTE TAKING	▶ taking notes on advantages and disadvantages
LISTENING	▶ listening for time markers
VOCABULARY	▶ using the dictionary
GRAMMAR	▶ tag questions
PRONUNCIATION	▶ intonation in tag questions
SPEAKING	▶ asking for and giving reasons

Q

UNIT QUESTION

Is change good or bad?



A Discuss these questions with your classmates.

1. What has been the biggest change in your life recently? How did it affect you?
2. Is there anything in your life right now that you would like to change?
3. Look at the photo. What kind of change is taking place? Would you ever make this kind of change in your life? How?



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

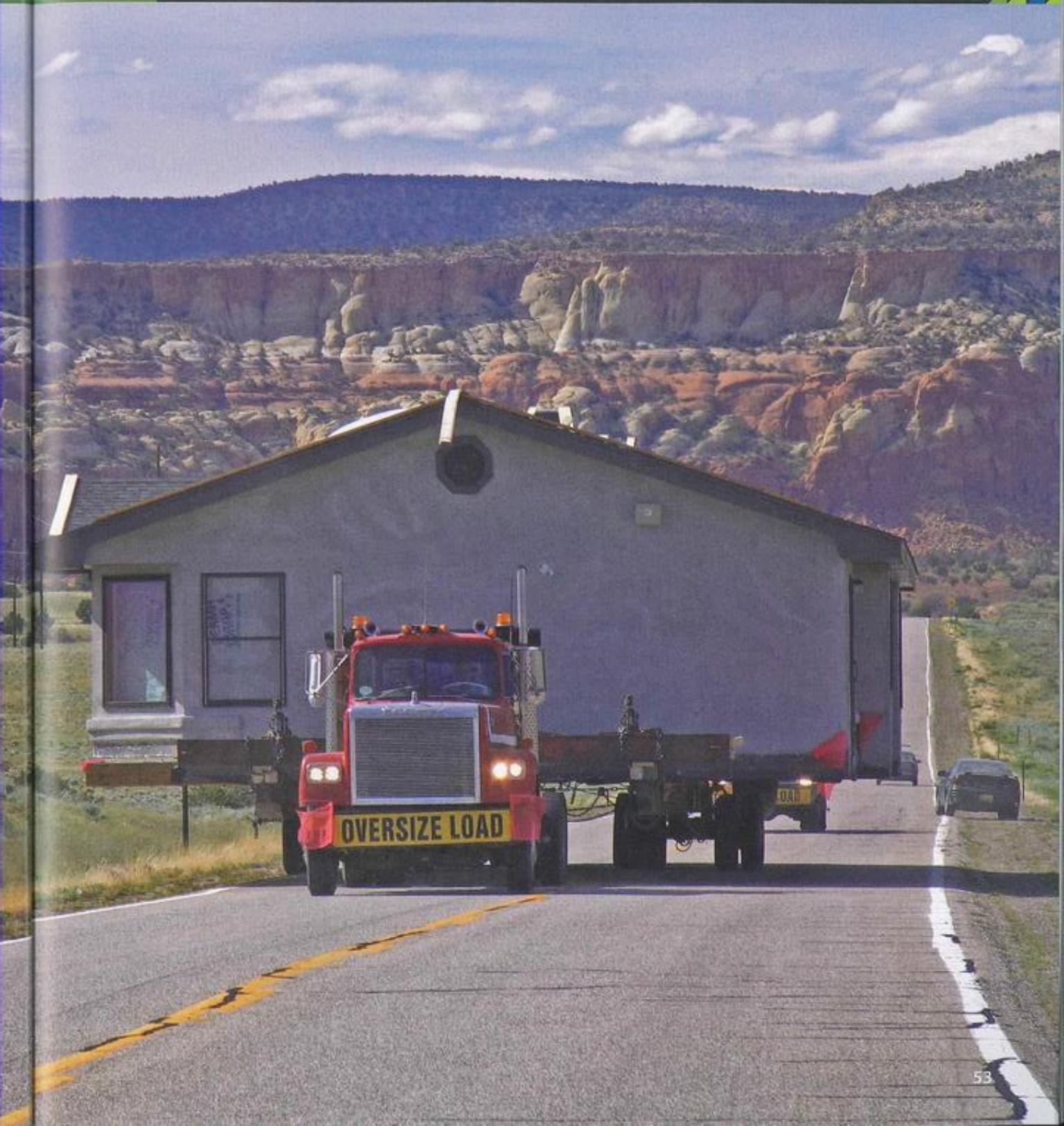
1. Felix thinks that most changes have a good and a bad side. Do you agree? Can you think of any examples?
2. Yuna says she is happy about starting school full time. How did you feel when you began your course here? How did your life change as a result?



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



Listen to a talk and an interview and gather information and ideas to participate in a group discussion about change.



D Complete the questionnaire.

HOW DO YOU FEEL ABOUT

Change?

- 1 When I go on vacation, I prefer to...**
 - a. go to the same place every year.
 - b. go somewhere different each time.
- 2 When I watch TV, I...**
 - a. watch the same programs every week.
 - b. try to find something new to watch.
- 3 When I go shopping for food, I usually...**
 - a. buy the same things.
 - b. look for something different.
- 4 The idea of moving to a different city makes me feel...**
 - a. worried.
 - b. excited.
- 5 When it's time to have my hair cut, I prefer to...**
 - a. keep the same hairstyle.
 - b. try a different look if I feel like it.
- 6 In my future career, I think I will...**
 - a. have the same job my whole life.
 - b. try a few different jobs.
- 7 When it comes to my TV, cell phone, and camera, I usually...**
 - a. keep them until they break.
 - b. replace them when I want to.
- 8 When I buy new clothes, I usually...**
 - a. choose the same style and color.
 - b. look for something in the latest fashion.

How well did you do?

If you chose *a* for most of your answers, you prefer things to stay the same, and perhaps feel fairly cautious about change. You know what you like, so trying new things worries you. Don't be afraid to take a few chances from time to time—you might enjoy something different.

If you chose *b* for most of your answers, you are happy to try new experiences and are open to new ideas. You love variety, but be careful—you don't need to change everything all the time! Perhaps you should think more carefully before you decide to change things.

If you chose *a* and *b* equally, you are very balanced. You welcome change sometimes, but you don't want things to change all the time. Congratulations!

E Discuss your answers in a group. Do you think the questionnaire is accurate? Why or why not? Use examples from your own life to support your opinion.

Using a T-chart is a simple way to separate information when you take notes. You can use a T-chart to help you see two sides of an argument, the advantages and disadvantages of a topic, or the strengths and weaknesses of an idea.

When someone is giving their opinion on a subject, you can use a T-chart to separate their opinions when you take notes. Simply write *Advantages* and *Disadvantages* in a T-chart and note each opinion in the appropriate column as you listen. This will help you understand the opposing viewpoints more clearly.

A. Read this section of a talk on the impact of the Internet. Underline the opinions in favor of and against the Internet.

The Internet has profoundly changed the way we live. Unlike traditional mail, we can communicate instantly with people anywhere in the world. We can keep in touch with family and friends. Companies can promote their products and services 24 hours a day via websites. We can also find information on almost any topic and access a wide range of entertainment; we can play games, watch movies, etc. However, some people say the Internet can harm relationships as it replaces face-to-face communication with a virtual world. Other drawbacks include unwanted emails (spam), viruses, which can damage your computer, and spyware that steals your personal information. Not everyone welcomes the changes that the Internet has brought.

B. Note each advantage and disadvantage in the T-chart.

Critical Thinking

Tip

In Activity B, you use a T-chart to summarize the advantages and disadvantages of the Internet. When you summarize, you give the main points but not all the details.

Advantages	Disadvantages

C. Work with a partner. Discuss the advantages and disadvantages of the Internet. Use your T-chart from Activity B to help you.

D. Go online for more practice taking notes on advantages and disadvantages.



LISTENING

LISTENING 1 | Changing Expectations

UNIT
OBJECTIVE

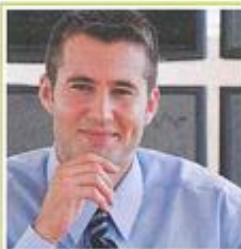


You are going to listen to Gary McBride talk about how his life has changed after leaving a high-paying job on Wall Street to work in a small town in Iowa. As you listen to the talk, gather information and ideas about the advantages and disadvantages of change.

PREVIEW THE LISTENING

- A. **PREVIEW** Why do you think Gary wanted to do something different? Check (✓) your predictions.

- He was bored with his job.
- He wanted to travel around the world.
- He decided to start his own business.
- He wanted to spend more time with his family.



Gary McBride

- 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 Gary's story.

adapt (v.)

handle (v.)

considerably (adv.)

justify (v.)

crisis (n.)

position (n.)

curious (adj.)

steady (adj.)

fulfilled (adj.)

suffer (v.)

Oxford 3000[™] words



- C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING



- A. **LISSEN AND TAKE NOTES** Listen to an excerpt from Gary's talk. He is talking about his life as a city trader. As you listen, take notes in the T-chart on the advantages and disadvantages he mentions.

Tip for Success

Using a T-chart is a simple way to separate information when you take notes.

Life as a city trader	
Advantages	Disadvantages
very well paid	



- B. Now listen to another excerpt from Gary's talk. Here, he is talking about his life as a home-care assistant. As you listen, take notes in the T-chart on the advantages and disadvantages he mentions.

Life as a home-care assistant	
Advantages	Disadvantages



- C. Read the questions. Then listen again to the whole talk. Circle the best answer for each question.

1. Why did Gary stop working as a city trader?
 - a. He lost his job.
 - b. He became ill.
 - c. He couldn't handle the stress.
2. What did Gary do as soon as he left his job?
 - a. He looked for another job.
 - b. He traveled.
 - c. He moved back home.
3. Why did Gary move to Iowa?
 - a. He wanted to be near his parents.
 - b. He needed to find a better job.
 - c. He had some good friends there.



4. How does Gary feel about his new job?
 - a. It's very fulfilling.
 - b. It can be difficult.
 - c. The salary is too low.

5. What goal has Gary achieved?
 - a. He has more time to think.
 - b. He is happy.
 - c. He enjoys his free time.

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

___ 1. According to Gary, many people consider "downshifting" at some point in their lives.

___ 2. After finishing work as a city trader, he decided to retrain before looking for a new career.

___ 3. He was unemployed for six months.

___ 4. He rejected several job offers before starting work again.

___ 5. These days he feels he is a better person.



E. Go online to listen to *Change and Stress* and check your comprehension.

F. VOCABULARY Use the new vocabulary from Listening 1. Read the sentences. Then match each bold word with its definition below.

- ___ 1. When the economic **crisis** started, people were suddenly worried about losing their jobs.

- ___ 2. Tina couldn't **handle** all the noise and pollution of living in a city, so she moved to the country.

- ___ 3. When Brian left his small village to live in the city, it took him a few months to **adapt**.

- 4. We're curious about what it would be like to live in another country. It sounds very interesting.
- 5. Over the years, Steve's company has developed steady and reliable relationships with many other businesses in the area.
- 6. I felt fulfilled as a teacher because I enjoyed helping people learn.
- 7. There were more than 30 applications for the position of general manager.
- 8. Don't you agree that keeping things the same is considerably easier than trying to change them?
- 9. After I borrowed money from my parents, I had to justify the purchases I made with it.
- 10. If you focus too much on your job, your personal relationships may suffer as a result.
 - a. (v.) to change your behavior because the situation you are in has changed
 - b. (adv.) a lot
 - c. (n.) a time of great danger or difficulty
 - d. (adj.) wanting to know or learn something
 - e. (adj.) completely satisfied and happy
 - f. (v.) to control or deal with someone or something
 - g. (v.) to give or be a good reason for something
 - h. (n.) a job
 - i. (adj.) staying the same over a period of time
 - j. (v.) to become worse in quality



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. What did Gary learn by changing his career? Do you think the lesson will last?
2. What benefits from his old job might Gary miss?
3. Do you think you could change your life completely in this way? Why or why not?



When listening to a narrative, such as someone telling a story, it can be useful to listen for time markers. Time markers help to establish when something happened, for how long, etc. By listening for time markers, you can more easily understand past events and how they relate to one another. Here are some words and phrases that are commonly used as time markers.

- now/nowadays
- before/after
- then, next, after that
- three days ago
- for two weeks
- these days



A. Listen again to Gary's talk. Match each time marker (a–e) with an event (1–5).

- | | |
|-----------------------------|-------------------------------------|
| a. A few years ago | 1. the financial crisis came along. |
| b. Then | 2. I'm still a home-care assistant. |
| c. For six months | 3. I started looking for work. |
| d. After a couple of months | 4. I worked on Wall Street. |
| e. These days | 5. I traveled around the world. |

B. Think about an important change that happened in your life. Make notes, using time markers to help clarify what happened and when.

C. Work with a partner. Discuss the important change in your life, using the notes you made in Activity B. Make sure you use time markers to help your partner understand.



D. Go online for more practice listening for time markers.

LISTENING 2

An Interview with Barbara Ehrenreich

UNIT
OBJECTIVE



You are going to listen to a radio interview with Barbara Ehrenreich, a well-known journalist and author. As you listen to the interview, gather information and ideas about the advantages and disadvantages of change.



Barbara Ehrenreich

PREVIEW THE LISTENING

- A. **PREVIEW** Why do you think a journalist might decide to "go undercover" to do research? Discuss your ideas 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.

cope (v.)

research (n.)

exhausted (adj.)

struggle (v.)

firsthand (adv.)

support (oneself) (v.)

informed (adj.)

unemployed (adj.)

permanent (adj.)

wages (n.)

Oxford 3000™ words



ONLINE

- C. Go online to listen and practice your pronunciation.

WORK WITH THE LISTENING

- A. **LISTEN AND TAKE NOTES** Listen to the first part of the interview with Barbara Ehrenreich. As you listen, take notes on her reasons for going undercover.

Reasons for going undercover

need to experience something _____

a good way to _____

can write about experiences from a more _____

- B. Read the statements. Then listen to the second part of the interview. Write T (true) or F (false). Correct the false statements.

1. For *Nickel and Dimed*, Ehrenreich took several low-paying jobs.



- ___ 2. Ehrenreich found that it wasn't so difficult to cope financially.
-
- ___ 3. For *Bait and Switch*, Ehrenreich researched unemployment among white-collar workers.
-
- ___ 4. Ehrenreich found that life was more difficult for white-collar workers than unskilled workers.
-
- ___ 5. Ehrenreich is pleased that the changes she made were temporary.
-
- ___ 6. Ehrenreich didn't learn as much as she expected by going undercover.
-



C. Read the statements. Then listen again. Circle the answer that best completes each statement.

1. For her book *Nickel and Dimed*, Ehrenreich worked undercover in each job for _____.
 - a. one month
 - b. three months
 - c. six months
2. While Ehrenreich was working undercover, _____.
 - a. she studied hard
 - b. she had a lot of fun
 - c. her life changed completely
3. Ehrenreich found that it was difficult to manage financially because _____ were so high.
 - a. food prices
 - b. travel expenses
 - c. rents
4. Ehrenreich says that some of the jobs made her feel _____.
 - a. very tired
 - b. very bored
 - c. very angry

5. Ehrenreich didn't expect *Nickel and Dimed* to be so _____.
 - a. expensive
 - b. popular
 - c. easy to write

6. For her next book, *Bait and Switch*, Ehrenreich _____.
 - a. used a false name
 - b. took several top jobs
 - c. didn't do any research

7. For *Bait and Switch*, Ehrenreich pretended to be an unemployed ____ executive.
 - a. account
 - b. human resources
 - c. public relations

8. Even though Ehrenreich claimed to have _____, she couldn't find any work.
 - a. letters of recommendation
 - b. a lot of experience
 - c. great qualifications

D. Work with a partner. Take notes on each book. In what ways are they similar? In what ways are they different?

Book	Notes
<i>Nickel and Dimed</i>	
<i>Bait and Switch</i>	

Vocabulary Skill Review

In Unit 2, you learned about adjective-noun collocations. Can you find any adjective-noun collocations in Activity E? Underline them.

E. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. It can be very difficult for people working in low-paying jobs to **cope**.
 - a. manage financially
 - b. build relationships
 - c. be happy

2. After working for ten hours without a break, we were **exhausted**.
 - a. very excited
 - b. very bored
 - c. very tired



3. It's hard to truly understand someone else's situation. Sometimes you need to experience it **firsthand**.
 - a. quickly
 - b. directly
 - c. together
4. You need to know all the facts before you can make an **informed** decision.
 - a. detailed
 - b. serious
 - c. educated
5. Agostino is always happy. He has a **permanent** smile on his face.
 - a. constant
 - b. occasional
 - c. attractive
6. Sociologists are doing **research** on how people live in the poorest parts of the city.
 - a. estimates
 - b. practice
 - c. studies
7. Many people who don't have jobs **struggle** when it is time to pay their bills.
 - a. work hard
 - b. have difficulty
 - c. invest money
8. Many students at college don't receive money from their parents. They need to be able to **support themselves**.
 - a. take care of themselves
 - b. live together
 - c. enjoy themselves
9. When the company closed down, many of its workers became **unemployed**.
 - a. jobless
 - b. educated
 - c. sick
10. I enjoy my work, but the **wages** are too low for me to make a living.
 - a. benefits
 - b. earnings
 - c. conditions



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Why do you think *Nickel and Dimed* was a best seller?
2. What qualities do you think a person needs to go undercover as Ehrenreich did? Would you like to try doing this? Why or why not?

Tip for Success

Be an active listener! Use expressions such as *Really?*, *Hmm*, *Yeah*, and *I see* to show that you are paying attention to the speaker.

C. Go online to watch a video about how Christine Marchuska changed her life after losing her job on Wall Street. Then check your comprehension.

burned-out (adj.) feeling as if you have done something too long and need a rest

ecstatic (adj.) very happy, excited, and enthusiastic

head back (v.) return

Ivy League (n.) a group of eight universities in the United States with high academic standards, a prestigious social status, and long-standing traditions

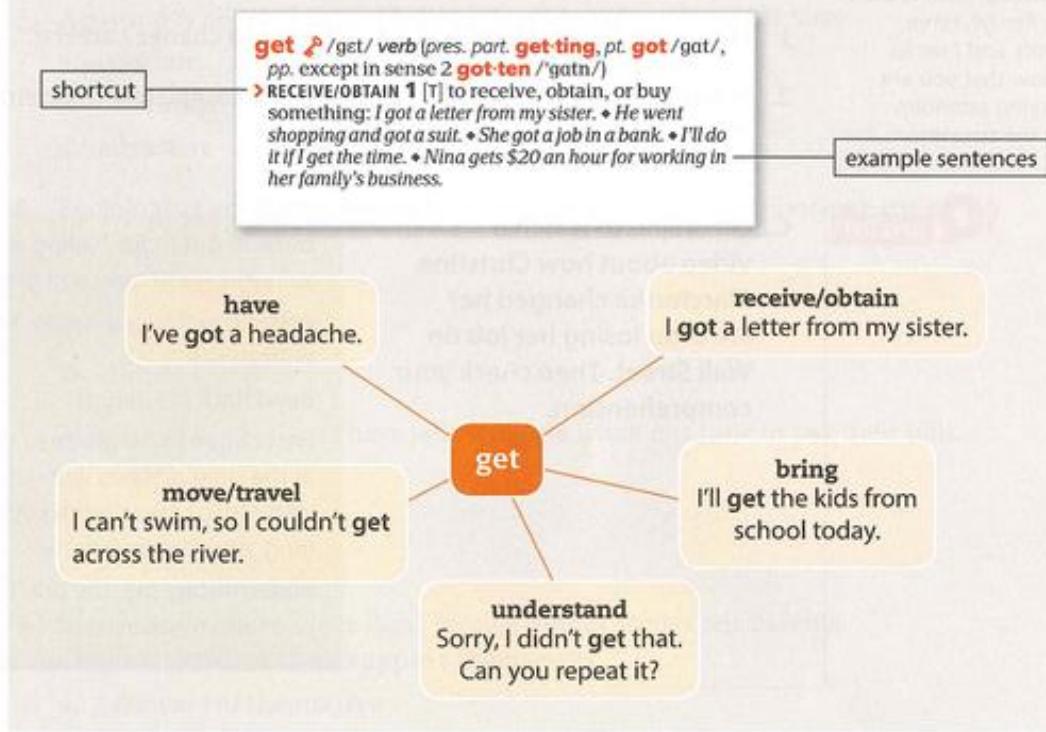
philanthropy (n.) the practice of helping the poor and those in need

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

1. Think about the changes that Gary McBride and Barbara Ehrenreich experienced. How were their experiences similar? How were they different?
2. What did each person learn from change? Who do you think learned more? Explain your reasons.

A word web is a diagram that connects words. You can use a word web to show the different meanings of a word.

- Start with a word with multiple meanings, such as *get*. Write the word in the middle circle of the word web.
- Next, look up the word in the dictionary. Some dictionaries have shortcuts, words that help you find the different meanings more quickly.
- Write each shortcut word in a circle surrounding the middle circle.
- Include an example sentence to help you understand the word and show how it is used in English.



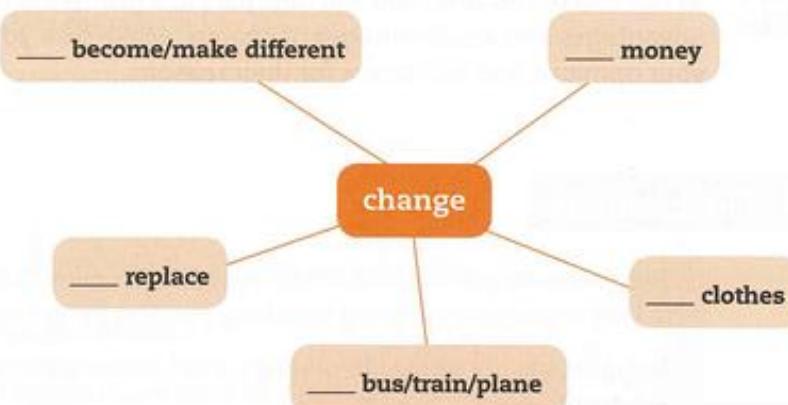
All dictionary entries are from the Oxford American Dictionary for learners of English © Oxford University Press 2011.

A. Read the sentences. Then write the number of each sentence below the correct shortcut in the word web. Use a dictionary to help you if necessary.

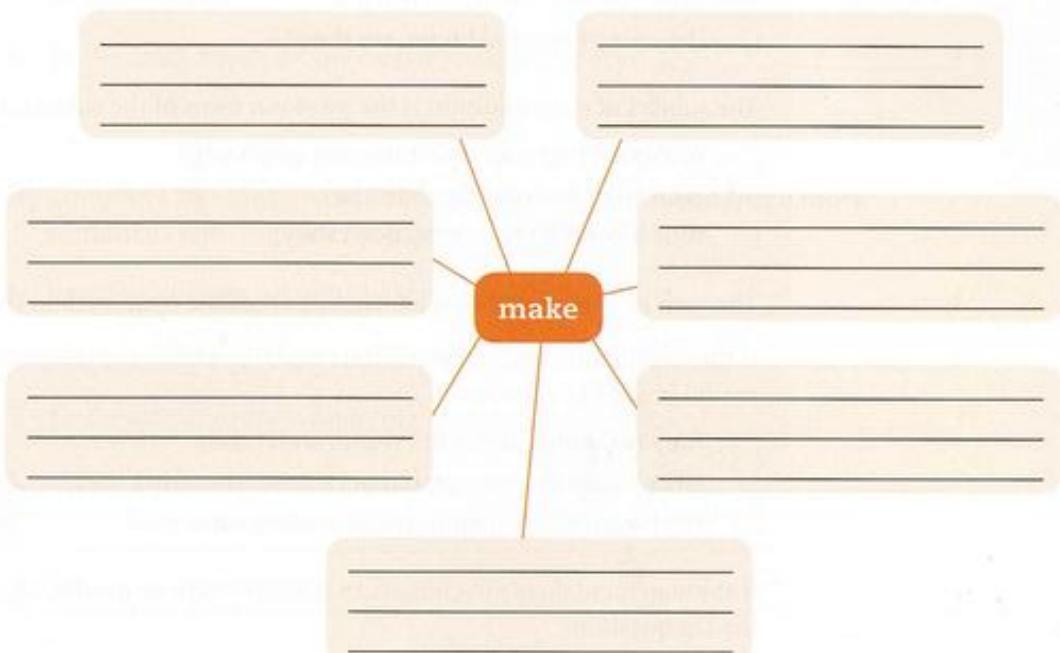
- This town has changed a lot in recent years.
- You need to change the light bulb in the kitchen.
- It's quicker by bus, but you have to change twice.

4. Do you want to change before we go out?

5. Can you change a twenty-dollar bill?



B. Work with a partner. Use a dictionary to help you complete this word web with the verb *make*. Follow the steps in the Vocabulary Skill box.



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





SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will take part in a group discussion about the advantages and disadvantages of change. Make sure you give reasons for your opinions and ask others for their reasons.

Grammar

Tag questions

Tag questions are common in everyday conversation. You can use a tag question to keep a conversation going by asking a person for her opinion about a situation.

Tag questions are formed by adding a short *yes/no* question at the end of a statement.

If the statement is positive, the tag question is negative.

Starting a new job is exciting, isn't it?

If the statement is negative, the tag question is positive.

They aren't moving home, are they?

The subject of a tag question is the pronoun form of the subject of the statement.

You're starting your own business, aren't you?

John went to Australia, didn't he?

Your friends all have jobs, don't they?

The verb in a tag question is a form or part of the main verb in the statement.

If the statement contains an auxiliary verb or modal, use the auxiliary verb or modal in the tag question.

They're curious about the world, aren't they?

All low-paid workers should get a raise, shouldn't they?

You haven't told anyone you're leaving, have you?

If the statement does not contain an auxiliary verb or modal, use a form of *do* in the tag question.

Your boss trusts you, doesn't he?

The crisis got better, didn't it?

- A. Use tag questions to complete the conversations. Then practice the conversations with a partner.

1. A: You're a journalist, _____?

B: Yes, I am.

2. A: Simon never works on the weekend, _____?
B: No, he doesn't.
3. A: They got married, _____?
B: No, they didn't.
4. A: It's important to have good friends, _____?
B: Yes, it is.
5. A: Susan should see her family more often, _____?
B: Yes, she should.
6. A: Abed and Gary don't have permanent jobs, _____?
B: No, they don't.
7. A: Valerie came here from France, _____?
B: Yes, she did.
8. A: We can't afford an overseas vacation this year, _____?
B: Yes, we can!

B. Complete the sentences. Use tag questions. Then add three more sentences with tag questions of your own.

1. You don't like to get your hair cut, _____?
2. You haven't bought a new cell phone, _____?
3. You're not thinking of moving abroad, _____?
4. _____?
5. _____?
6. _____?

C. Work with a partner. Take turns asking and answering the questions from activity B.

- D. Go online for more practice with tag questions.**
E. Go online for the grammar expansion.



The intonation you use in tag questions is very important. Use falling intonation on the tag question when you think you know the answer and you are asking for confirmation. Use rising intonation on the tag question when you are not certain of the answer.

Asking for confirmation



Carol's never worked abroad, has she?

You can scuba dive, can't you?

Uncertain of the answer

Carol's never worked abroad, has she?

You can scuba dive, can't you?



- A.** Listen to the sentences. Does the intonation rise or fall on each tag question? Check (✓) your answers.

	Rise	Fall
1. You've never been to Europe, have you?	<input type="checkbox"/>	<input type="checkbox"/>
2. Julie and Frank just had a baby, didn't they?	<input type="checkbox"/>	<input type="checkbox"/>
3. You're not looking for a new job, are you?	<input type="checkbox"/>	<input type="checkbox"/>
4. James is retiring next year, isn't he?	<input type="checkbox"/>	<input type="checkbox"/>
5. Kieron moved to New York last year, didn't he?	<input type="checkbox"/>	<input type="checkbox"/>
6. The new housing project was approved, wasn't it?	<input type="checkbox"/>	<input type="checkbox"/>



- B.** Listen to the sentences. Does the speaker know the answer or not? Check (✓) your answers.

	Knows the answer	Doesn't know the answer
1. You've tried horseback riding, haven't you?	<input type="checkbox"/>	<input type="checkbox"/>
2. Adapting to a new job can be hard, can't it?	<input type="checkbox"/>	<input type="checkbox"/>
3. You wouldn't like to live in New York, would you?	<input type="checkbox"/>	<input type="checkbox"/>
4. You're not afraid of change, are you?	<input type="checkbox"/>	<input type="checkbox"/>
5. Travel is exciting, isn't it?	<input type="checkbox"/>	<input type="checkbox"/>
6. You don't want to work for yourself, do you?	<input type="checkbox"/>	<input type="checkbox"/>



- C.** Listen again to the sentences from Activities A and B. Repeat the sentences. Use the same intonation that you hear.

- D.** Work with a partner. Take turns reading the sentences from Activities A and B. Your partner will listen carefully and decide whether your intonation rises or falls.

- E.** Go online for more practice with intonation in tag questions.

Speaking Skill

Asking for and giving reasons

To better understand someone's point of view, you can ask the person to explain the **reasons** for his or her opinion. You can also help people understand your point of view by explaining your own reasons. Here are some phrases you can use to ask for or give reasons.

Asking for reasons

- Why do you think/say that?
- What are your reasons for saying that?
- Can you explain why ...?

Giving reasons

- because ...
- because of/due to ...
- The reason ... is (that) ...
- That's why ...

To give several reasons for your point of view, you can introduce each reason with a phrase like these.

- First (of all),
- Also/Second,
- Another reason/thing is ...
- Finally,



Listen to how the phrases are used in this conversation.

- A: You know, I really don't think fishing is for me.
- B: Oh yeah? Why do you say that?
- A: Well, first of all, it's boring! Also, it's expensive to buy all the equipment, and another thing I hate is the smell of fish!



- A.** Listen to a conversation between two friends. Complete the conversation with the phrases you hear. Then practice the conversation with a partner.

Tip for Success

A good way to keep a conversation going is to ask questions. Asking for more information often helps a conversation become more interesting, too.

Jez: I haven't seen you for ages. How was your vacation in Spain?

Tom: It was great! I tried lots of new things—horseback riding, scuba diving ... I even went to a bullfight in Madrid.

Jez: What? You went to a bullfight? I'm surprised.

Tom: Really? _____ ?

Jez: _____ it's cruel, isn't it? Why would you
2
want to watch that?

Tom: Well, _____, it's an important part of the
3
culture ... you know? _____ it's really popular.
4
Lots of tourists were there. It's _____ good to
5
experience something different for a change ... I think.



white-water rafting

B. Work in a group. Look at the activities in the box. Discuss which activities you would like to try. Give reasons for your ideas.

bungee jumping

camping

white-water rafting

gardening

surfing

rock-climbing

other: _____

A: I'd like to try white-water rafting. That sounds amazing.

B: Really? Why do you say that? I think it sounds scary.

A: Well, first of all, I love water sports, and another reason is that it looks very exciting.



C. Go online for more practice asking for and giving reasons.

Unit Assignment

Take part in a group discussion

UNIT OBJECTIVE



In this assignment, you are going to take part in a group discussion about the advantages and disadvantages of change. As you prepare for the group discussion, think about the Unit Question, "Is change good or bad?" 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 74.

CONSIDER THE IDEAS

Work in a group. Think about the following important events that can occur in people's lives. Each event represents a big change. Discuss the advantages and disadvantages that each event might have. Use phrases from the Speaking Skill box on page 71 to practice giving and asking for reasons.

changing your job
getting married
studying abroad

passing an exam
starting at a new school/college

PREPARE AND SPEAK

- A. GATHER IDEAS** Think about the events you discussed with your group. Choose one of the events that you have experienced yourself. Then write answers to the questions.

Which event did you choose? _____

Did you experience the advantages and disadvantages you discussed with your group? What were they?

What did you learn from this event?

- B. ORGANIZE IDEAS** Complete the outline. Use ideas from your discussion and your notes from Activity A. Think about change in general as you answer the questions. Do not write exactly what you are going to say. Just write notes to help you organize your ideas.

What are the advantages of change?



What are the disadvantages of change?

What can we learn from change?

Tip for Success

When listening to your classmates, take notes of the main points each person makes. You can use these notes later when you want to ask questions.

- C. SPEAK** Discuss your ideas in a group. Do not read exactly what you wrote. Just use your notes. Use phrases from the Speaking Skill box on page 71 to give and ask for reasons. Decide who in your group has a view of change similar to your own. 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		
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.	
<input type="checkbox"/>	<input type="checkbox"/>	My group understood me.	
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.	
<input type="checkbox"/>	<input type="checkbox"/>	I used tag questions.	
<input type="checkbox"/>	<input type="checkbox"/>	I used intonation in tag questions.	
<input type="checkbox"/>	<input type="checkbox"/>	I asked for reasons for someone's opinion and gave reasons for my own opinions.	



- 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 change good or bad? 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

crisis position research AWL wages

Verbs

adapt AWL change cope get handle justify struggle suffer support (oneself)

Adjectives

curious exhausted fulfilled informed permanent steady unemployed

Adverbs

Also, considerably AWL Finally, First, firsthand Second,

Phrases

Another reason/thing is ... Can you explain why ...? First of all, That's why ... The reason ... is (that) ... What are your reasons for saying that? Why do you think/say that?

Oxford 3000™ words

AWL Academic Word List

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

NOTE TAKING

- I can use a chart to take notes on advantages and disadvantages. (p. 55)

LISTENING

- I can listen for time markers. (p. 60)

VOCABULARY

- I can use word webs. (p. 66)

GRAMMAR

- I can use tag questions. (p. 68)

PRONUNCIATION

- I can use intonation in tag questions. (p. 70)

SPEAKING

- I can ask for and give reasons. (p. 71)

UNIT
OBJECTIVE



- I can gather information and ideas to participate in a group discussion about change.

UNIT
4

Marketing

- LISTENING** ► identifying fact and opinion
- VOCABULARY** ► context clues to identify meaning
- GRAMMAR** ► modals expressing attitude
- PRONUNCIATION** ► intonation in questions
- SPEAKING** ► giving and supporting your opinions
- NOTE TAKING** ► using a mind map to note opinions

UNIT QUESTION

How can advertisers change our behavior?

A Discuss these questions with your classmates.

1. When you watch television, do you usually watch the commercials? What television ads can you think of right now?
2. How often do you click on Internet ads? Do you buy things on the Internet?
3. Look at the photos. What kinds of advertisements do you see?





Listen to a presentation and an interview and gather information and ideas to state and support your opinions in a group discussion on advertising.



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

1. Marcus thinks that advertising makes a product seem more familiar to us, and as a result we are more likely to buy it. Do you agree? Did you ever buy something because you saw an ad?
2. Felix says that advertising helps companies become more famous, and people tend to trust famous companies more than companies they don't know. Do you agree? Which companies do you trust?

iQ ONLINE

- C** Go online to watch a video about innovative marketing. Then check your comprehension.



consensus (*n.*) an opinion that all members of a group agree with

open the floodgates (*phr.*) start something that will be difficult to stop

put up (*phr. v.*) installed

subliminally (*adv.*) affecting your mind even though you are not aware of it

VIDEO VOCABULARY**iQ** ONLINE

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



E Complete the questionnaire.

Where do
you see
advertisements
in your daily life?



How often do you notice these ads in your daily life? Check (✓) your answers.

Type of Advertising	Very often	Often	Sometimes	Not often	Almost never
Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Billboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F Compare your answers with a partner. What are the advantages and disadvantages of each type of advertising? Which types do you pay most attention to?



LISTENING

LISTENING 1

Advertising Techniques

UNIT
OBJECTIVE



You are going to listen to a group of students giving a presentation. As you listen to the presentation, gather information and ideas about how advertisers can change our behavior.

PREVIEW THE LISTENING

A class was given an assignment to research advertising on local radio. One group of students is presenting their ideas to the class, explaining various advertising techniques used in the ads they heard.

- A. PREVIEW** What kinds of products do you expect to hear advertised on the radio? Think of five products and write them down. Then share your ideas with the class.
- 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.

appeal (n.)

brand (n.)

campaign (n.)

claim (v.)

logo (n.)

memorable (adj.)

persuade (v.)

relate to (phr.)

Oxford 3000™ words



- C. Go online to listen and practice your pronunciation.**

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Look at the advertising techniques in the chart. Listen to the students give their presentation. Take notes on each advertising technique they mention.

Advertising technique	Notes
Emotional appeal	
Association of ideas	
Bandwagon	
Repetition	
Humor	



B. Use your notes to match each ad with a technique from the chart.

Name of ad

1. Dan's Diner e

2. Seattle Security ____

3. Robertson's Black ____

4. Perfect Pens ____

5. Arizona Market ____

Now match the descriptions in the box to the techniques in the chart.
Compare your ideas with a partner. Then listen again and check your answers.

Technique	Description of technique
a. Emotional appeal	
b. Humor	
c. Bandwagon	<u>g</u>
d. Association of ideas	
e. Repetition	

- f. links the product with positive ideas
- g. claims the product is very popular
- h. focuses on feelings and emotions
- i. gives key information over and over again
- j. makes people laugh

C. Read the statements. Write *T* (true) or *F* (false). Correct the false statements.

- ____ 1. There is no charge for a security assessment from Seattle Security.
- ____ 2. Seattle Security specializes in fitting high-quality alarms.
- ____ 3. Robertson's Black is a chocolate bar made in Switzerland.
- ____ 4. Arizona Market is a family event that takes place next Saturday.
- ____ 5. Arizona Market starts at noon.
- ____ 6. The special offer at Dan's Diner is available all week.
- ____ 7. There is no charge for teenagers at Dan's Diner.
- ____ 8. There are three varieties of Perfect Pens.

D. With a partner, decide which advertising technique to use with each of these products. Take notes of your reasons. Then make a group and explain your ideas.



iQ ONLINE

E. Go online to listen to *Marketing Social Change* and check your comprehension.

F. VOCABULARY Use the new vocabulary from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each word or phrase in bold.

Tip for Success

Keep a small notebook with you for new words and phrases. Check your notes when you get home.

1. I don't like negative advertising. I can't understand its **appeal**.
a. attraction b. title c. product
2. This **brand** of toothpaste is the best one on the market.
a. design b. management c. kind
3. The ad **campaign** was expensive, but it didn't produce great results.
a. promotion b. sample c. poster
4. Many ads **claim** that their products have fantastic benefits, but don't give any proof.
a. imagine b. state c. suppose
5. Everyone wore T-shirts showing the company's new **logo** of a jumping tiger.
a. product b. design c. example
6. That company won the award for the most **memorable** ad of the year. People were still talking about it months afterwards.
a. current b. unforgettable c. exciting



7. Advertisers use several techniques to **persuade** consumers to buy certain products.
 - a. support
 - b. instruct
 - c. convince
8. Ads often try to **relate to** us on an emotional level.
 - a. reply to
 - b. connect with
 - c. help



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. Which radio ads in Listening 1 do you like most? Why?
2. Which advertising technique do you think is the most effective? Explain your reasons.
3. Think of an ad you have seen or heard recently. What product was it advertising? Which technique did it use? How effective do you think it was?

Listening Skill

Identifying fact and opinion

When you listen, it is important to identify what is a **fact** and what is someone's **opinion**.

A fact is something that is always true and can be proved.

- Paris is the capital of France.
- Soccer matches last 90 minutes.

An opinion is something that cannot be proved. People might disagree about an opinion.

- Paris is the most beautiful city in the world.
- Soccer is a great game for young children.



- A.** Listen to these statements from the radio ads you heard in Listening 1. Decide whether each statement is a fact or an opinion. Circle your answers.

1. fact / opinion
2. fact / opinion
3. fact / opinion

Tip for Success

The next time you listen to the radio, focus on the ads. Listen carefully, and try to identify what is fact and what is opinion.

- B. Now listen to statements from another ad describing a personal computer. Decide whether each statement is a fact or an opinion. Circle your answers.

1. fact / opinion
2. fact / opinion
3. fact / opinion
4. fact / opinion
5. fact / opinion
6. fact / opinion



- C. Go online for more practice identifying fact and opinion.

LISTENING 2**Advertising Ethics and Standards**UNIT
OBJECTIVE

You are going to listen to an interview with Mary Engle, associate director for advertising practices at the U.S. Federal Trade Commission (FTC). As you listen to the interview, gather information and ideas about how advertisers can change our behavior.

PREVIEW THE LISTENING

The Federal Trade Commission is an independent agency of the U.S. government. It is responsible for keeping American business competition free and fair. Mary Engle directs the Division of Advertising Practices. The Division is responsible for regulating national advertising matters, including claims about food, OTC (over the counter) drugs, dietary supplements, and Internet services.

- A. **PREVIEW** Mary Engle explains some of the ways in which advertising is controlled. In what ways do you think companies that break the advertising rules can be punished? Make a list of your ideas, and then compare 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.

aimed at (phr.)	mislead (v.)
competitor (n.)	monitor (v.)
deliberately (adv.)	refund (n.)
evidence (n.)	regulations (n.)
injury (n.)	withdraw (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 interview and take notes in the chart.

1. How the FTC finds ads
that break the rules

2. Examples of ways
advertisers can be
punished

B. Read the statements. Write *T* (true) or *F* (false) according to what Mary Engle says. Correct the false statements.

1. The FTC makes sure ads don't break the law.

2. Today there are fewer controls on advertising than in the past.

3. The FTC focuses mainly on health advertising.

4. Advertisers follow different regulations, depending on where the ad appears (for example, TV or radio).

___ 5. The FTC only checks ads on TV and radio.

___ 6. The FTC can take various steps to stop advertisers that break the rules.

___ 7. Monitoring advertising today is more difficult than in the past.

___ 8. The way companies advertise has not changed much over the years.



C. Read the sentences. Then listen again. Circle the answer that best completes each statement.

1. The “truth-in-advertising” laws mean that advertisers shouldn’t _____.
 - a. advertise to children
 - b. mislead the public
 - c. make claims without providing evidence
2. As an example of untruthful advertising in the past, Engle mentions _____.
 - a. weight loss products
 - b. beauty products
 - c. health food products
3. Engle says the main aim of the FTC is to make sure advertisers _____.
 - a. don’t overcharge people
 - b. act responsibly
 - c. don’t criticize other companies
4. The FTC doesn’t allow ads that might cause people to suffer physical or _____ harm.
 - a. emotional
 - b. personal
 - c. financial
5. The FTC can only regulate _____ advertising.
 - a. national
 - b. state
 - c. local



6. Engle gives an example of a fast food chain that broke the rules because _____.
- it claimed its food was healthy
 - its food was too expensive
 - its food made people ill
7. The FTC punished the fast food chain by _____.
- telling the company to withdraw the ad
 - closing the company
 - fining the company
8. Deliberately putting a funny video on the Internet that features a product is called _____.
- sub-viral marketing
 - product placement
 - Web promotion

Vocabulary Skill Review

In Unit 3, you learned that many words have more than one meaning. Use your dictionary to find any different meanings for each word, and make notes in your vocabulary notebook.

D. VOCABULARY Use the new vocabulary from Listening 2. Complete each sentence with the correct word from the list.

aimed at (phr.)	mislead (v.)
competitor (n.)	monitor (v.)
deliberately (adv.)	refund (n.)
evidence (n.)	regulations (n.)
injury (n.)	withdraw (v.)

- The product didn't work, so the company had to give customers a(n) _____.
- Advertisers may be given heavy fines if they _____ the public.
- Ads for games are usually _____ children.
- If a product causes _____ to customers, then the fines can be very large.
- Sometimes companies have to _____ their products from the market because of faults.

6. It's important to _____ ads to check they are fair.
7. Unfortunately, our main _____ has a very good ad campaign at the moment.
8. The company claims that this ad resulted in more sales, but there isn't any _____ of that.
9. Companies that _____ give false information should pay a fine.
10. In the United States, each state decides its own advertising



E. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Do you think product placement is a successful form of advertising? Explain your opinion. What product placement ads have you seen?
2. Which groups in society do you think are easy for advertisers to influence (children, teenagers, men, or women, for example)? Should advertising regulations be made stronger to protect these groups?

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

1. What claims do advertisers make to influence people to buy their products (for example, "it's cheap," "it's healthy," etc.)? Make a list of examples from ads in this unit and from other ads you know.
2. Look at the claims you listed above. What products are likely to make these claims? Name one product for each claim and say whether that claim is usually truthful or not.

Critical Thinking Tip

Question 2 of Activity B asks you to **evaluate** how truthful certain ad claims are. When you evaluate, you put your knowledge and opinions together.



When you hear a word or phrase you don't know, it is sometimes possible to determine the meaning from the **context**. Try to identify the part of speech, and think about the words that surround it. Use this information to help you figure out what the word means.

□ This magazine has a **circulation** of 100,000 a month.

Circulation is a noun. You can tell it refers to the number of copies of the magazine sold per month.

□ We advertise a lot in video games because teenagers are our main **target**.

Target is a noun. You can tell it refers to the type of people that the ad is aimed at.

□ **Infomercials** can mislead people into thinking they are watching a TV program.

Infomercial is the subject of the sentence and therefore a noun. You can see that it includes parts of two words you know: **information** and **commercial**. The context tells you that it refers to a type of TV program: an infomercial is a long commercial advertising a product.

A. Read the sentences. Underline the context clues that help you determine the meaning of each bold word. Compare your ideas with a partner.

1. That ad is so big and colorful. It's very **eye-catching**.
2. That radio station plays the same ads all day. It's **tedious** to hear them over and over.
3. Commercials in **prime time** are the most expensive because the largest number of people watch TV then.
4. We really need a more aggressive marketing strategy to **push** this product if we want it to sell more.
5. The ads for that new book are everywhere, but you shouldn't believe the **hype**. I read the book, and it's terrible.
6. The slogan was so **catchy** I couldn't stop thinking about it for days.

B. Write each word from Activity A next to its correct definition. Compare your answers with your partner.

1. **puch** _____ : to make something especially noticeable or attractive, so people will buy it
2. **eye catching** _____ : interesting or attractive to look at
3. **hype** _____ : the most popular time to watch TV
4. **catchy** _____ : advertising that makes something seem better than it is
5. **tedious** _____ : easy to remember
6. **prime time** _____ : boring and lasting a long time



C. Go online for more practice using context clues to identify meaning.





SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will take part in a group discussion about how advertisers change our behavior. Make sure to give and support your opinions when you participate in the discussion.

Grammar

Modals expressing attitude

Modal verbs are special *auxiliary verbs* that help to express the attitude of the speaker. They are followed by the base form of the verb.

Prohibition: They **must not** mislead anyone.

They **can't** say anything false.

Strong obligation: Ads **have to** be truthful.

Ads **must** tell the truth.

Recommendation: You **should** tell the FTC if an ad is misleading.

You **shouldn't** believe everything you hear.

There's another ad for that new restaurant. We **ought to** try it.

No obligation: Advertisers **don't have to** send ads for approval.

Note: Must/must not are more common in writing than in conversation.



A. Listen to the conversation. Circle the modal verbs you hear. Then practice the conversation with a partner.

Yvonne: Oh, look at that ad. Those poor animals! How can they show them suffering like that? I think it's terrible!

Maureen: Really? I think it's quite effective. They're trying to get your attention, you know.

Yvonne: Well, they (don't have to / can't) do it that way! It's not necessary, and it's upsetting.

Maureen: You (must not / don't have to) look at it if you don't want to.

Yvonne: That's not the point. That kind of advertising makes me really angry. I'm sure there's a law that says they (don't have to / can't) use animals like that.

Maureen: Maybe you should / have to complain, then.
4

Yvonne: Yes, I think I will. They shouldn't / don't have to be allowed to
5 do that!

B. Discuss these questions in a group. Use modals to express your attitude when possible.

1. What do you think about ads that might make people angry?
2. Are there any types of advertising that should not be allowed?



- C. Go online for more practice using modals to express attitude.**
D. Go online for the grammar expansion.

Pronunciation

Part 1 Intonation in questions

Intonation is different for **yes/no questions** than it is for **wh- questions** (questions that begin with *who*, *what*, *when*, *where*, *why*, *which*, or *how*). The intonation rises at the end of *yes/no* questions. It falls at the end of *wh-* questions.



Here are some examples from the interview with Mary Engle.

Yes/no questions

Is there an advertising standards code?

Are the rules the same in other countries?

Wh- questions

How do you find ads that break the rules?

What areas do you focus on in particular?



-  **A.** Listen to the questions. Does the intonation rise or fall at the end? Circle your answers.

1. Do you spend a lot of money on advertising? rise / fall
2. What do you think of that ad? rise / fall
3. Is that ad misleading? rise / fall
4. Does it have a special offer? rise / fall
5. Why is there so much hype these days? rise / fall

-  **B.** Listen again. Repeat the questions. Use the same intonation that you hear.

Pronunciation

Part 2 Intonation in questions

Statements as questions

Sometimes a statement is spoken with rising intonation to make it a question. This often happens if the speaker is surprised by what he has just heard.

 Listen to how the intonation changes these statements into questions.

Statements

There are no federal regulations.

They're going to withdraw the product.

Questions

There are no federal regulations?

They're going to withdraw the product?

-  **C.** Listen to the sentences. Are they spoken as statements or questions? Circle the correct answer and complete each sentence with a period or question mark.

1. There are no federal regulations ? statement / question

2. The company is giving a refund to all its customers ____ statement / question
3. You're going to withdraw the product ____ statement / question
4. That ad is really annoying ____ statement / question
5. There used to be no controls ____ statement / question
6. The rules aren't the same in other countries ____ statement / question
7. Viral marketing is becoming more popular ____ statement / question



D. Listen again. Then practice with a partner. Take turns saying different sentences from Activity C and deciding whether each sentence is a statement or a question.



E. Go online for more practice with intonation in questions.

Speaking Skill

Giving and supporting your opinions

It is often useful to support your opinion by giving reasons and examples. Here are some phrases you can use when you want to give your opinion.

Giving opinions

I (don't) think (that)
In my opinion/view,
If you ask me,
As far as I'm concerned,

Here are some phrases you can use to support your opinion.

Supporting opinions

because/as
For example,
For instance,
To give you an example,

In my opinion, there's too much advertising on TV these days. **To give you an example**, a program I watched last night had ads almost every ten minutes! **If you ask me**, they shouldn't show ads in the middle of programs on TV.





A. Listen to this conversation about an ad. Complete the conversation with the phrases that you hear. Then practice the conversation with a partner.

Hugo: Hey. Look at this ad. It's got six famous people in it!

Peter: So what? ¹, they should spend less on these expensive ads and lower the price of their clothes.

Hugo: Hmm. But I like seeing famous people in ads ² it makes it kind of cool.

Peter: ³, there are better ways to advertise things.
⁴, they could have some facts and statistics or something. You know, some information ...

Hugo: But it's an ad, right? ⁵, an ad should get people's attention, and using famous people does that.

Peter: Well, I guess it's eye-catching, but I'm not sure how effective it is.

B. Work with a partner. What do you think of ads that feature famous people? Are they effective? Discuss these questions. Use phrases from the Speaking Skill box to give and support your opinions.



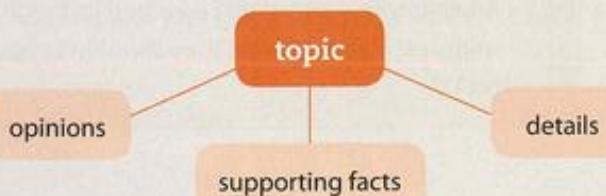
C. Go online for more practice giving and supporting your opinions.

Note-taking Skill

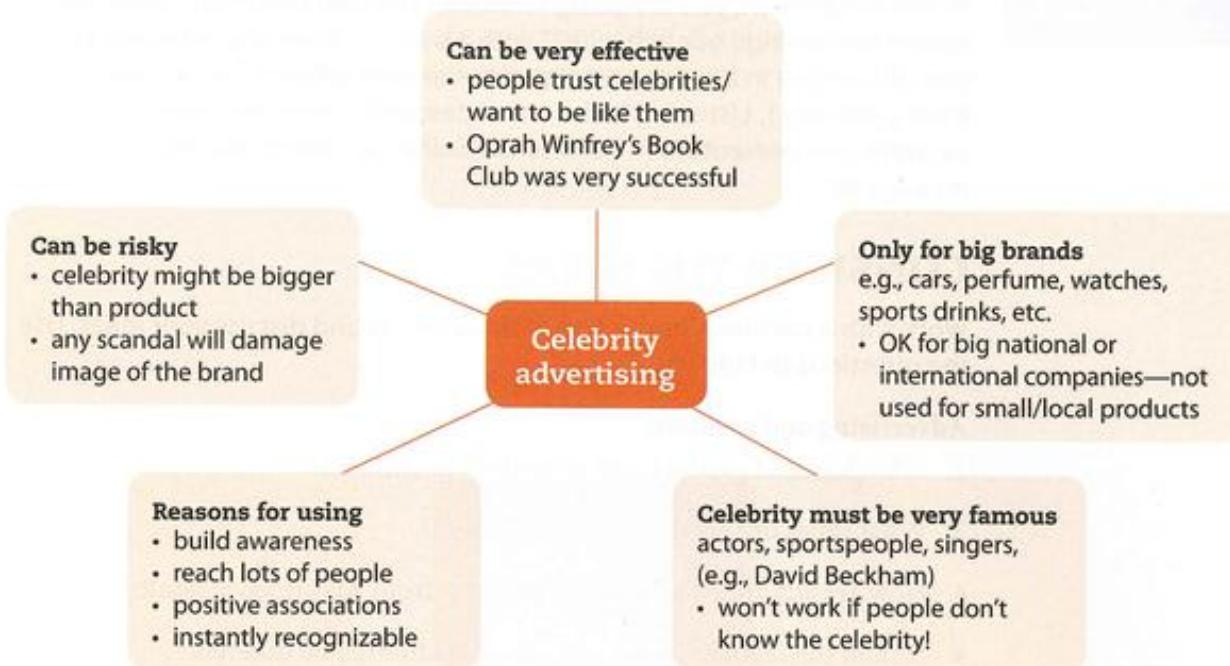
Using a mind map to note opinions

When discussing a topic, it can be useful to use a mind map. This is especially beneficial if you need to take notes on several different opinions. Using a mind map allows you to organize opinions and link supporting details to each opinion in a way that is easy to refer to later.

To make a mind map, first write the topic in the center and draw a circle around it. Then note all the different opinions by drawing a separate line for each opinion outward from the circle. You can add any supporting facts and details next to or below each opinion, as shown in the mind map below.



A. Study this mind map of a discussion on celebrity advertising. Notice how the opinions are noted separately along with their supporting ideas.



B. Discuss the topic of celebrity advertising using the mind map in Activity A to help you. Add any additional opinions and supporting details.

C. Fill in the mind map below to prepare for a discussion on what makes an advertisement effective. Write your opinions and supporting details in the empty circles. Then discuss your opinions with a partner.



D. Go online for more practice using a mind map to note opinions.





In this assignment, you are going to discuss the Unit Question, "How can advertisers change our behavior?" with a partner. Then you will summarize your discussion in a group and explain your own opinion. 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 98.

CONSIDER THE IDEAS

Work with a partner. Choose one of these topics and discuss your ideas. Use the questions to help you.

Advertising and children

1. What kinds of products are advertised to children?
2. What types of advertising are often used?
3. How are ads aimed at children different from ads aimed at adults?
4. Should the regulations for ads aimed at children be different?
5. Should advertising to children be banned?

Health ads

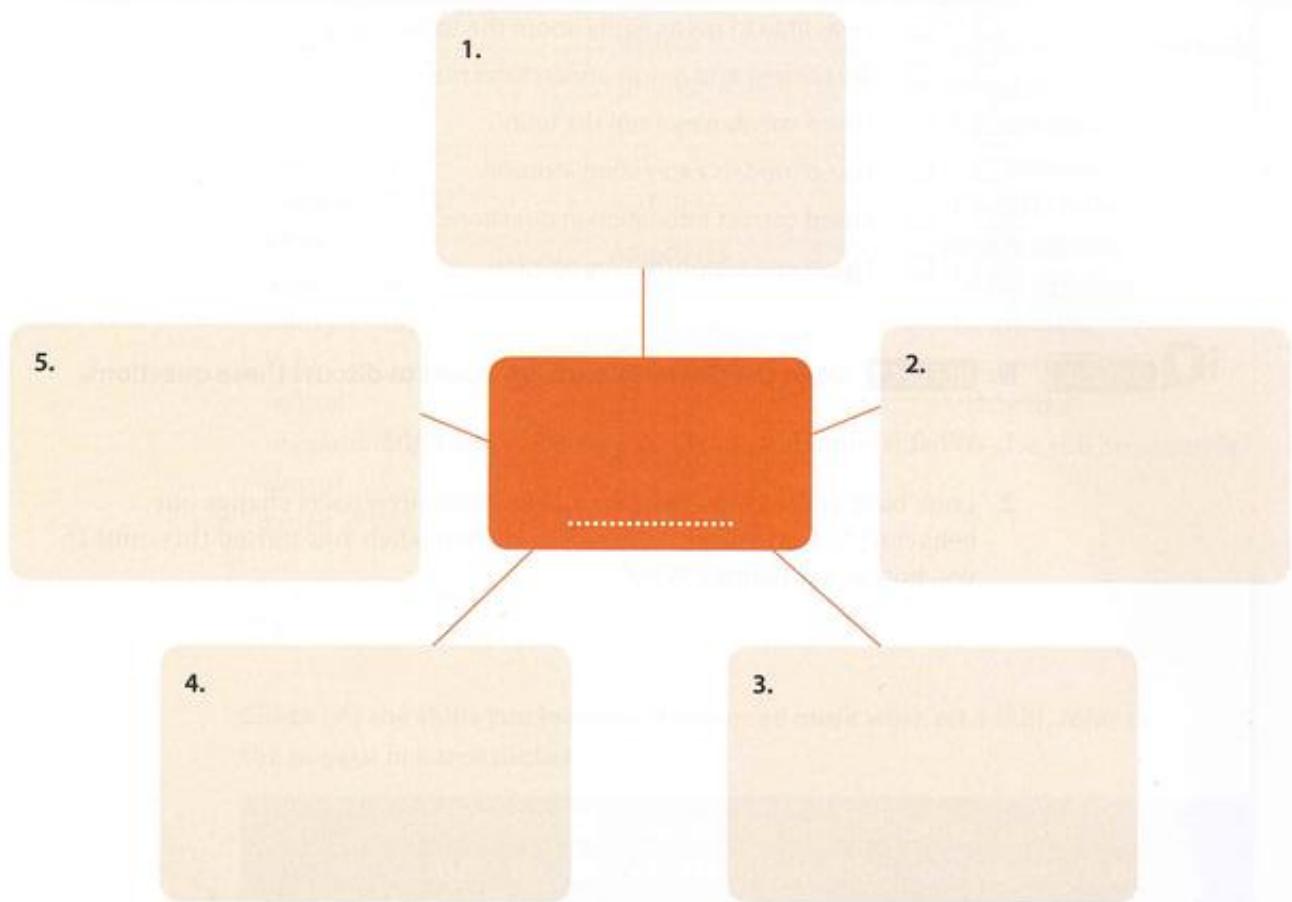
1. What kinds of health products are advertised?
2. What kind of person is influenced by health ads?
3. Are you influenced by health ads?
4. Should the regulations for health ads be stricter than they are for other ads?
5. Should the advertising of unhealthy products be banned?

Status

1. What kinds of products are advertised as "high class"?
2. Who do you think is the target for these kinds of status ads?
3. Are the claims made by status ads misleading?
4. Why are so many people influenced by this type of advertising?
5. Are you influenced by this type of advertising?

PREPARE AND SPEAK

- A. **GATHER IDEAS** Write the topic you chose in the Consider the Ideas activity in the center of the mind map. Then note your answers to each question (1–5) in the space provided. If necessary, add more lines to help you note any additional ideas or opinions.



- B. **ORGANIZE IDEAS** Support your opinions by adding facts and details. Make notes next to or below each opinion to explain your reasons.

- C. **SPEAK** Have a group discussion about how advertisers can influence our behavior. Refer to the Self-Assessment checklist on page 98 before you begin.

1. Take turns presenting your ideas from Activity B.
2. You can refer to your notes, but do not read exactly what you wrote.
3. Give each student a turn as group leader.

CHECK AND REFLECT

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

SELF-ASSESSMENT			
Yes	No		
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.	
<input type="checkbox"/>	<input type="checkbox"/>	My partner and group understood me.	
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.	
<input type="checkbox"/>	<input type="checkbox"/>	I used modals expressing attitude.	
<input type="checkbox"/>	<input type="checkbox"/>	I used correct intonation in questions.	
<input type="checkbox"/>	<input type="checkbox"/>	I gave and supported my opinion.	



- 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 advertisers change our behavior? 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

appeal brand campaign circulation competitor evidence AWL hype infomercial injury AWL logo refund regulations AWL slogan target AWL

Verbs

claim mislead monitor AWL persuade push withdraw

Adjectives

catchy eye-catching memorable tedious

Adverbs

deliberately

Phrases

aimed at As far as I'm concerned, because/as For example, For instance, I (don't) think (that) If you ask me, In my opinion, In my view, prime time relate to To give you an example,

Oxford 3000™ words

AWL Academic Word List

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

LISTENING I can identify fact and opinion. (p. 82)

VOCABULARY I can identify meaning from context. (p. 88)

GRAMMAR I can use modals to express attitude. (p. 90)

PRONUNCIATION I can use correct intonation in questions. (pp. 91–92)

SPEAKING I can give and support my opinions. (p. 93)

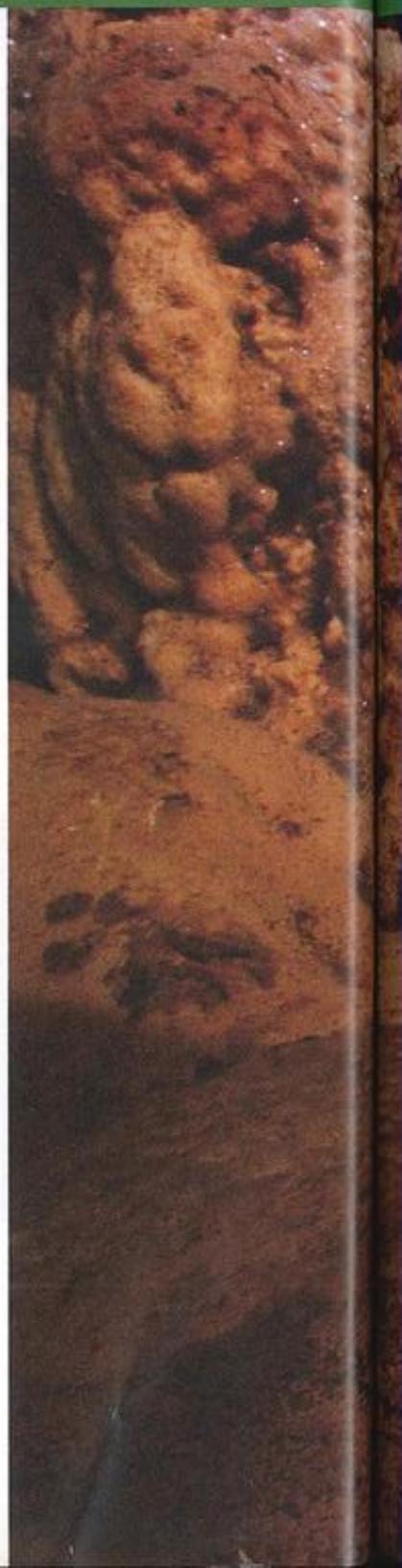
NOTE TAKING I can use a mind map to note opinions. (p. 94)

UNIT
OBJECTIVE



I can gather information and ideas to state and support my opinions in a group discussion on advertising.

- | | |
|----------------------|---|
| NOTE TAKING | ► separating risks and outcomes using a chart |
| LISTENING | ► identifying amounts; cardinal and ordinal numbers |
| VOCABULARY | ► word families |
| GRAMMAR | ► past perfect |
| PRONUNCIATION | ► contraction of <i>had</i> |
| SPEAKING | ► giving a short presentation |

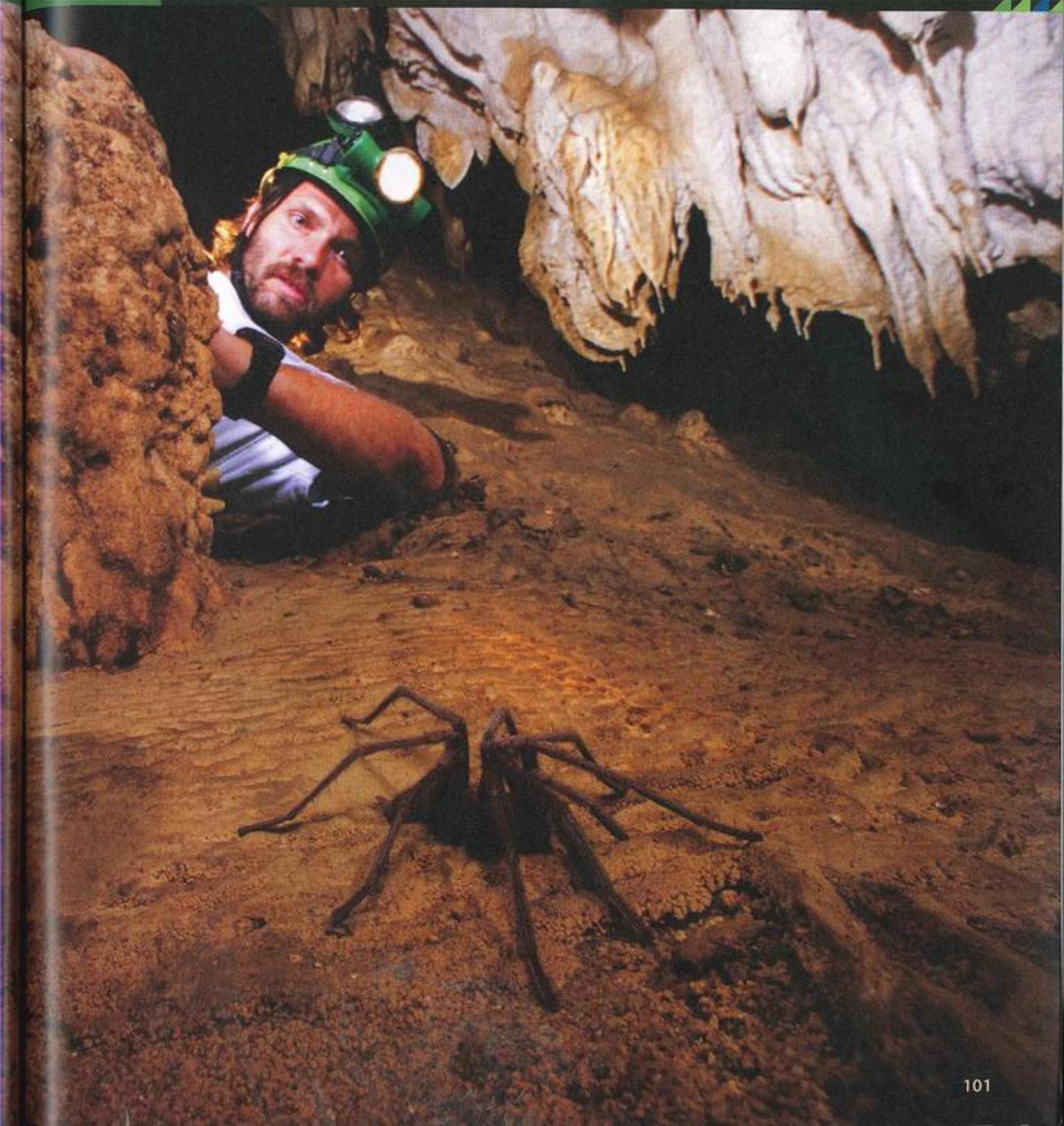
**UNIT QUESTION****What risks are good to take?****A** Discuss these questions with your classmates.

1. What are some risks that people take? Why do they take them?
2. What kinds of risks are OK to take? What kinds are not? Why?
3. Look at the photo. What kind of a risk is this man taking? Would you ever take this kind of risk? Why or why not?

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

1. What types of risks do the students mention?
2. Why is it good to take social risks? What are the risks of changing jobs?

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



- D** Look at the questionnaire. Check (✓) your answers. Then read the answers below to find out if you are a risk taker.



Are you a risk taker?



Have you ever:	Yes, I have.	No, but I might.	No, I never will.
① moved to a new country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
② gone on vacation without a place to stay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
③ bought something you couldn't afford?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
④ done something others might think crazy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑤ slept outside without a tent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑥ stayed up late the night before an exam?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑦ made a promise that might be difficult to keep?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
⑧ ridden on the back of a motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rate your answers

If you answered mostly yes: You like to take many different kinds of risks. You may get a thrill by taking risks. Life is fast and exciting. Sometimes, the risk will be worth it, but you could get into trouble.

If you answered mostly no: You play it safe. You are uncomfortable with risks. Your idea of a good time is staying home and reading a book. The good thing is that you will avoid trouble. On the other hand, you may not be as successful as some risk takers.

If your answers were mostly in the middle column or included some of each: You are middle-of-the-road. You are willing to take some risks, but not too many. You're careful, but willing to put yourself in uncomfortable situations if it's worth it.

- E** Discuss the answers in a group. Do you agree with the description of you? Why or why not? Give examples.

When people take risks, they do it because they want one or more outcomes. An outcome is a result, or an effect, of taking a certain action. When listening to a speaker talking about risks and outcomes, you can list the risks and outcomes for an action separately in a chart.

Action: Moving to a new city	
Risks	Desired Outcomes
• far away from friends/family	• find a better job in field
• have to quit job	• take classes at the university
• no apartment	• meet new people

Signposts to listen for:

One possible risk is . . .

I hope to . . .

This is risky because . . .

She wants to . . .

One danger of this is . . .

We take the risk in order to . . .

You risk . . .

. . . far outweighs any risk.

It threatens . . .

A. Read this excerpt from a presentation about a new hobby. Then answer the questions on page 104.

For the past several years, I have played soccer every Thursday night on a club team. This year, I decided to try something different. I wanted to learn how to kayak but the class was on Thursday nights. I was nervous. Signing up for the kayaking class was a little risky because I would lose my spot on the soccer team. Also, I know how to play soccer, and I might be bad at kayaking. But I wanted to try something new. I was a little bored with soccer. Kayaking is also great exercise, and it is a new skill. I use different muscles. Also, I am meeting new people. You can kayak with other people, or you can kayak by yourself, so it's more flexible.



Kayaking

OXFORD UNIVERSITY PRESS
PROHIBIDA SU VENTA
MUESTRA SIN VALOR COMERCIAL

1. What action does the speaker talk about? _____

2. What were some risks?

3. What outcomes did the speaker hope for?

B. With a partner, summarize the speaker's points on the chart below.

Action:	
Risks	Outcome



C. Go online for more practice separating risks and outcomes with a chart.



LISTENING

LISTENING 1 Write Your Own Success Story

UNIT
OBJECTIVE

You are going to listen to a book reviewer talk about different risks writers take to get published. As you listen to the talk, gather information and ideas about what risks are good to take.

PREVIEW THE LISTENING

- A. **PREVIEW** What are two risks a writer might take in order to get his or her book published?
- B. **VOCABULARY** Read aloud these words and phrases 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.

audience (n.)	income (n.)
embarrass (v.)	model (n.)
expose (v.)	promote (v.)
financial (adj.)	publish (v.)
funds (n.)	threaten (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 talk about publishing. Before you listen, look at the chart below. As you listen, add information to the chart.

Writer	Action	Outcome
John Grisham		
Christopher Paolini and parents		
Brunonia Barry		
Amanda Hocking		



B. Work with a partner. Complete the chart with information from activity A.

Self-publishing and marketing	
Risks	Outcome
• You don't have to pay a publisher to do the editing, design, and marketing work. • You can publish your book online or print it yourself. • You can sell your book online or at book fairs and literary events.	• You can earn more money than you would from a traditional publisher. • You can keep more of the profits from your book sales. • You can control how many copies of your book are printed.

C. Read the statements. Write *T* (true) or *F* (false). Write supporting information from the listening. Then correct each false statement to make it true.

	Supporting information in the listening
<input checked="" type="checkbox"/> 1. For a long time, publishing your own book was a risk to your reputation.	<i>It was embarrassing.</i>
<input type="checkbox"/> 2. Publishers typically pay authors a large advance and also pay to promote the book.	A publisher may offer a large advance to an author to help them promote their book.
<input type="checkbox"/> 3. It's not hard to promote your own book.	It's not hard to promote your own book.
<input type="checkbox"/> 4. Even when a person publishes his or her own book, a major publisher may decide to buy it later.	A major publisher may decide to buy a book published by a smaller publisher if they like it.
<input type="checkbox"/> 5. Because e-books are inexpensive to produce, they can be made available to more people.	E-books are inexpensive to produce and can be made available to more people.



D. Listen again. Write the missing details in the chart.

Writer	Type of book	First publisher	What the writer did (strategies)
John Grisham		very small publishing company	
	adventure novel		
		their own software company	
Amanda Hocking			

E. Based on the information in the listening, complete each sentence with the best phrase.

1. Writers who publish their own books today get ____ those in the past.
 - a. less respect than
 - b. the same amount of respect as
 - c. more respect than
2. For successful self-publishers, publication of the book is probably ____.
 - a. the final step in a long process
 - b. the beginning of a new stage of the process
 - c. fairly easy
3. The speaker probably thinks self-publishing is ____.
 - a. a bad idea
 - b. an excellent idea
 - c. an idea writers should think about

F. Read the situations below. All three of these people have written books, but can't find a publisher. Which strategies used by other writers do you think they should try? Discuss with a partner. Explain your reasons.

1. Marisa Jackson just graduated from college. She has written three young adult novels set in a strange new world. She uses social media a lot.
2. Howard Hart is a middle-aged lawyer. His work keeps him very busy. He has a lot of money in savings. He wrote an exciting courtroom drama.
3. Elena Marx is a single parent with two children in college. She works as an accountant and part-time in a bookstore. She has written and illustrated three children's books.



G. VOCABULARY Use the new vocabulary from Listening 1. Read the paragraph. Then fill in the blanks with the correct words from the list.

audience (n.)	expose (v.)	funds (n.)	model (n.)	publish (v.)
embarrass (v.)	financial (adj.)	income (n.)	promote (v.)	threaten (v.)

Learning about Money the Hard Way

When I went to college, I didn't know anything about
_____ matters. I didn't have very much money.
¹
I wasn't working, so I didn't have a regular _____.
²
I started to buy things online or that I saw on TV. If an ad came on to
_____ a new product, I just had to have it. That way I could
³ buy whatever I wanted without paying right away. Soon, I had a \$25,000
credit card bill. When my parents found the bill, they were very upset.
They offered to give me the _____ I needed to pay it. They
⁴ didn't want to _____ me, but told me I needed to be more
responsible. I finally repaid them, but it took a long time. Now I work for
a bank and give talks to college students about managing their money. I
try to _____ the problems they can have if they owe a lot of
⁶ money when they are in school. I explain that what I did was not a good
_____ to follow. The students in the _____
⁷ ⁸
are always interested in the topic. They usually don't know that owing
so much money can _____.
⁹ their future happiness.
We are going to _____ a book soon about money and
¹⁰ college students.



H. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. Why do you think these writers took the risks they did?
2. Do you have any dreams or goals that might require you to take risks? What are they? What are some of the risks you might have to take to achieve them?
3. What careers do you think involve a lot of risk? Why?

Listening Skill

Part 1 Identifying amounts; cardinal and ordinal numbers

Identifying amounts

When listening to amounts of money, first listen for the amounts (*fifty, one hundred, two thousand, million, billion*). Then listen for the units or currency (*dollars, euros, pounds*). It is important to remember that the way you say and hear amounts of money is different from the way you write them or see them when reading. For example, you will read and write \$300, but you will hear *three hundred dollars*.



Listen to these examples.

\$500	\$200,000
£1,000	£5,000,000
€10,000	€12,000,000,000



Listen to this excerpt from Listening 1 and pay attention to the amounts you hear. Notice that the \$, £, or € sign is always written to show amounts of money, but it is not always spoken, especially after the first reference.

- They risked their savings, spending \$50,000 on the publication and publicity.
She sold the rights for \$2 million.

Using amounts as adjectives



- It was a **fifty-dollar shirt**.
The **three-hundred-pound football player** needed a larger uniform.
The **four-hundred-seat stadium** was too small for the crowd.
It's a **fifteen-minute bus ride** to my office.

When you write an amount as an adjective before a noun, use hyphens between each word of the adjective. Notice that it is not in the plural.

- ✓ A **five-hundred-dollar TV**.
✗ A **five-hundred-dollars TV**.





A. Listen to the sentences. Complete the sentences with the amounts you hear. Do not write the dollar sign (\$). Write out the amounts in words. If the amount is an adjective, use hyphens.

1. Christopher Paolini sold the rights to his novels for _____.

2. The cheapest tickets are _____.

3. The _____ bag of sugar is _____.

4. The _____ stadium was too small for the crowd.

5. That store sells _____ shoes.

6. We took a _____ survey online.

7. My suitcase weighs over _____.

8. Maria found a _____ bill on the sidewalk.

B. Work with a partner. Take turns asking and answering questions about the sentences in Activity A.

A: How much did Paolini sell his book rights for?

B: He sold them for five hundred thousand dollars.

Listening Skill

Part 2 Identifying amounts; cardinal and ordinal numbers

Identifying cardinal and ordinal numbers

Some **ordinal** numbers sound very different from **cardinal** numbers (*first/one, second/two, third/three*). Most sound very similar except they end in a **-th** sound (*sixteen/sixteenth, thirty/thirtieth*).



Listen to these cardinal and ordinal numbers. Pay attention to the **-th** sound at the end of most ordinal numbers.

cardinal	ordinal	cardinal	ordinal
one	first	seven	seventh
two	second	twenty	twentieth
three	third	thirty-four	thirty-fourth
five	fifth	forty-six	forty-sixth



C. Listen to the sentences. Check (✓) the sentence you hear.

1. The seven tests can be taken this week.
 The seventh test can be taken this week.
2. The nine students left an hour ago.
 The ninth student left an hour ago.
3. I ate the fifteen cookies.
 I ate the fifteenth cookie.
4. Did you receive the six emails I sent you?
 Did you receive the sixth email I sent you?
5. Push the four buttons.
 Push the fourth button.



D. Listen again. Repeat the sentences. Then take turns saying and identifying the sentences from Activity C with a partner.



E. Go online for more practice identifying amounts and cardinal and ordinal numbers.

LISTENING 2

Science on the Edge

UNIT
OBJECTIVE



You are going to listen to a report on scientists with risky jobs. As you listen to the report, gather information and ideas about what risks are good to take.



PREVIEW THE LISTENING

A. **PREVIEW** Which fields of science do you think are risky?

- | | |
|--|---|
| <input type="checkbox"/> drug research | <input type="checkbox"/> studying volcanoes |
| <input type="checkbox"/> laboratory research | <input type="checkbox"/> underwater exploration |
| <input type="checkbox"/> meteorology (weather) | <input type="checkbox"/> your idea: _____ |

B. **VOCABULARY** Read aloud these words and phrases 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.

discover (v.)	investigate (v.)	mystery (n.)	prove (v.)	retire (v.)
invention (n.)	locate (v.)	previous (adj.)	reputation (n.)	solve (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 report. Take notes in the chart as you listen.

	Risks taken	Outcomes
Paul Flaherty		
Tina Neal		

B. Work with a partner. Answer the questions with information from the chart.

1. What risks do they both take?
2. What outcomes do both hope for?

C. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true.

- 1. Flaherty and Neal work in the same scientific field.

- 2. Weather is one of the biggest risks they face.

- 3. Both scientists gather information to help predict natural disasters.

- 4. Unfortunately, there isn't much they can do to control or lower their risks.

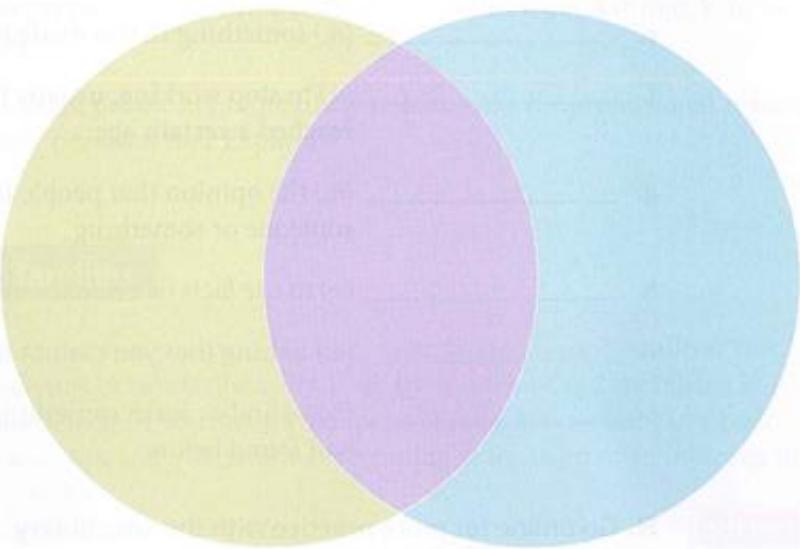


D. Listen again. Who is the detail about? Write F (Flaherty), N (Neal), or B (both) on the line.

- | | |
|--|--|
| — 1. is a pilot | — 5. lives in Alaska |
| — 2. flies a lot as part of the job | — 6. uses data to protect people |
| — 3. makes maps of safe areas | — 7. works for National Oceanic and Atmospheric Administration |
| — 4. provided information on Hurricane Katrina | — 8. works for the U.S. Geological Survey |

E. Complete the Venn diagram with information about the two scientists.

Paul Flaherty Both Tina Neal



F. Go online to listen to *The Blind Traveler* and check your comprehension.

**Vocabulary
Skill Review**

In Unit 4, you learned how to use context clues to identify meaning. In Activity G, underline the clues in the sentences that help you identify the meaning of the words in bold.

G. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Then write each bold word next to the correct definition.

1. Marie Curie was the first person to **discover** the elements polonium and radium.
2. My uncle's **invention** is a new machine that makes coffee and a doughnut at the same time.
3. For your next paper, I want you to **investigate** a topic that is interesting to you.
4. The police were unable to **locate** the stolen artifact.
5. Until recently, the nature of the planet Mars has been a **mystery**.
6. On my **previous** trip to Italy, I went to Venice, but I'm not going there this time.
7. Columbus was able to **prove** the earth was round.
8. That university has a very good **reputation**.
9. Dr. Arnesen enjoys his job so much, he says he never wants to **retire**.
10. Some of life's problems are too difficult for people to **solve** on their own.
 - a. _____ (*v.*) to find the exact position of someone or something
 - b. _____ (*v.*) to find a way of dealing with a problem or situation



- c. _____ (*adj.*) coming or happening before or earlier
- d. _____ (*v.*) to try to find out all the facts about something
- e. _____ (*n.*) something that is made for the first time
- f. _____ (*v.*) to stop working, usually because you have reached a certain age
- g. _____ (*n.*) the opinion that people in general have about someone or something
- h. _____ (*v.*) to use facts or evidence to show something is true
- i. _____ (*n.*) a thing that you cannot understand or explain
- j. _____ (*v.*) to find or learn something that no one knew or had found before



H. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Why do you think Flaherty and Neal are willing to take risks? Do you think they are different from most people? If so, how?
2. What other weather problems or natural disasters do we need to learn more about? What risks are involved in investigating them?

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

1. What kinds of risks do scientists take today?
2. Why are people willing to try new and perhaps risky technologies?



C. Go online to watch a video about a scientist collecting a sample from the Mount Nyiragongo volcano in the Democratic Republic of the Congo. Then check your comprehension.

deflect (*v.*) to prevent something from being directed toward you
lava (*n.*) hot liquid rock that comes out of a volcano
outrun (*v.*) to run faster than
retreat (*v.*) to move away or back
solidify (*v.*) to become solid

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

1. Why do people take risks in their careers? Is this a good thing? Why or why not?
2. Do you think people are more likely to take risks for professional reasons or in their personal life? Explain.

Vocabulary Skill

Word families

One way to increase your vocabulary is to understand **word families**. Word families consist of words that come from the same root and are related in form. They usually include several different parts of speech. For example, a noun may have an adjective and a verb form. The ending of the word often indicates the part of speech.

in-vent /in'vent/ **verb** [T] **1** to think of or make something for the first time: *Who invented the sewing machine?* • *When was the camera invented?* **2** to say or describe something that is not true: *I realized that he had invented the whole story.* ► **in-ven-tor** /in'ventər/ **noun** [C]

in-ven-tion /in'venʃn/ **noun** **1** [C] a thing that has been made or designed by someone for the first time: *The microwave oven is a very useful invention.* **2** [U] the action or process of making or designing something for the first time: *Books had to be written by hand before the invention of printing.* **3** [C, U] telling a story or giving an excuse that is not true: *This story is apparently a complete invention.*

in-ven-tive /in'ventiv/ **adj.** having new and interesting ideas ► **in-ven-tive-ness** **noun** [U]

When you look up new words in the dictionary, look at the other words in the same word family. By doing this, you can add several new words to your vocabulary.

Another benefit of understanding word families is that when you see new words that look similar to words you already know, you can use your knowledge to figure out their meaning.

All dictionary entries are from the *Oxford American Dictionary for learners of English*
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Critical Thinking Tip

The chart in Activity A **categorizes** words by their part of speech. **Categorizing** is placing things into different groups. It can help you see similarities within groups and differences between groups.

- A.** Work with a partner. Complete the word family chart with any forms of the words you know. Use a dictionary to check your answers.

Verb	Noun	Adjective	Adverb
invent	inventor	inventive	inventively
		creative	
discover			
embarrass			
		financial	
locate			
prove		proven	
solve			

- B.** Complete each sentence with an appropriate word from Activity A. You may need to change the form.

1. Children are often _____ in the ways they play.
2. I can't _____ this math problem.
3. The scientist made an important new _____.
4. Independent TV producers _____ their programs in different ways: from credit cards to private investors to personal savings.
5. The _____ to the problem is at the back of the book.
6. Having too much credit card debt can lead to _____ disaster.
7. Scientists have never found real _____ that aliens exist.
8. We decided not to buy the house because of its _____. It was too close to the freeway.
9. I can't _____ he took my money, but I think he did.
10. I spilled coffee all over the table and myself at the fancy restaurant last night—it was so _____!



- C.** Go online for more practice with word families.



SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will give a short presentation on a risk you have taken. Be sure to clearly explain your reasons for taking that risk.

Grammar

Past perfect

Use the **past perfect** to show the relationship between two events or actions that happened in the past. Use the past perfect to describe the first event or action that happened. Use the **simple past** to describe the second event or action.

Past perfect (1st event)

I had driven for five hours.

Simple past (2nd event)

I went straight to bed without dinner.

Past perfect (1st event)

The match had already started.

Simple past (2nd event)

We arrived late.

Use the past perfect with past time clauses that begin with *when*, *before*, *by the time*, and *until*.

Past perfect (1st event)

He had been at work for hours

Paul had driven for an hour

They had already eaten dinner

I hadn't heard anything about it

Simple past (2nd event)

when we called him.

before he noticed he had a flat tire.

by the time I got home.

until I read the paper this morning.

Note: The past perfect is often used with the adverbs *already*, *yet*, *never*, *ever*, and *just*.

A. Read the pairs of sentences. Write 1 next to the sentence that happened first. Write 2 next to the sentence that happened second. Then write one sentence. Use the past time clause in parentheses.

1. The scientist retired. 1

He began research on a new area of interest. 2

(before) The scientist had retired before he began research on a new area of interest.

2. I didn't hear about Brunonia Barry. ____

I read the article. ____

(until) _____



3. It started to rain. ____
We finished hiking. ____
(before) _____
4. Mari picked up the phone. ____
It stopped ringing. ____
(by the time) _____
5. My sister told me. ____
I didn't realize my sweater was on backwards. ____
(until) _____
6. Nawaf left his house. ____
His mother called. ____
(when) _____
7. I drank the cup of coffee. ____
I realized it wasn't mine. ____
(before) _____
8. We arrived at the airport. ____
Our plane departed. ____
(by the time) _____

B. Complete the sentences with information that is true for you. Then take turns reading your sentences with a partner.

1. I _____ when I got home yesterday.
2. I _____ until I started taking this class.
3. I _____ by the time I graduated from high school.
4. I _____ by the year 2000.
5. I _____ before I _____.



C. Go online for more practice using the past perfect.

D. Go online for the grammar expansion.

The contraction *'d* is frequently used instead of *had* in affirmative statements with the past perfect. Noticing *had* and the contraction *'d* can help you better understand the order of past events.



Listen to these examples. The speaker joins *'d* to words that follow beginning with vowel sounds and certain consonant sounds (*l, r*). Notice that *'d* is not stressed.

I'd already finished the test when the teacher collected our papers.

He'd eaten at that restaurant before.

We'd often talked about getting married.

You'd left when we got there.

She'd written her email before she received mine.

Do not use a contraction with questions. Notice that *had* is not stressed in these questions.

Had you heard from him by the time you left?

Had everyone finished the test by 2:00?

The contraction with negatives is *hadn't*.

I hadn't finished my phone call by the time the train arrived.

They hadn't gone to the mall before they ate dinner.



A. Listen to the sentences. Check (✓) the sentence you hear.

1. He worked at a bookstore.
 He'd worked at a bookstore.
2. We left when it started raining.
 We'd left when it started raining.
3. They answered the questions.
 They'd answered the questions.
4. I've eaten my lunch.
 I'd eaten my lunch.
5. You've already taken the test.
 You'd already taken the test.



6. She didn't work there.
 She hadn't worked there.
7. It hasn't started to rain.
 It hadn't started to rain.
8. Has he found it?
 Had he found it?
9. Have you called Alex?
 Had you called Alex?

 **B.** Listen again. Repeat the sentences. Then take turns saying and identifying the sentences from Activity A with a partner.



C. Go online for more practice with the contraction of *had*.

Speaking Skill

Giving a short presentation

When you give a short presentation in class or at work, start by introducing your topic clearly.

Here are some phrases you can use to introduce your topic.

- I want to talk about ...
- My topic is ...
- This presentation is on ...
- I'm going to talk about ...

During your presentation, it is important to use words and phrases that help your audience understand the order of events and the reasons for them.

Here are some words and phrases you can use to help your audience follow and understand your presentation.

Order of events	Purpose/reason
First,	so ...
Second,	so that ...
After that,	in order to ...
Then,	The reason I took this risk was ...
Before	
By the time	



A. Listen to this presentation. Complete the sentences with the words and phrases you hear.

Learning Japanese

_____ a time I took a risk and it
1

turned out well. I'd always wanted to learn to speak Japanese.

When I was in high school, I started to take classes in Japanese.

_____ I graduated from college, I had studied
2

the language for eight years, but I still couldn't speak it very well,

_____ I decided to go to Japan to study.
3

I didn't know anyone there. My grandmother had given me money the

year before, _____ I used that for the trip.
4

_____ I left, I'd done some research on language
5

schools. I stayed in Japan for three months and met some great people

there. My Japanese improved a lot. _____ I finally
6

returned to my country, I had become fluent.

Tip for Success

When listening, make sure you maintain eye contact. This encourages the speaker and shows that you are interested.

B. Check (✓) the risks you would take to learn English. Add some of your own ideas.

- join a club or sports team where people speak English
- take classes in other subjects with native English speakers
- move to a new city or country
- meet and talk to native speakers
- travel in English-speaking countries
- (your idea) _____
- (your idea) _____

C. Work with a partner. Take turns talking about the risks you checked in Activity B. Use words and phrases from the Speaking Skill box on page 120.

iQ ONLINE

D. Go online for more practice with giving a short presentation.



Unit Assignment Give a short presentation

UNIT OBJECTIVE ➤➤➤

In this assignment, you are going to give a one-minute presentation on a risk you have taken. As you prepare your presentation, think about the Unit Question, "What risks are good to take?" 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 124.

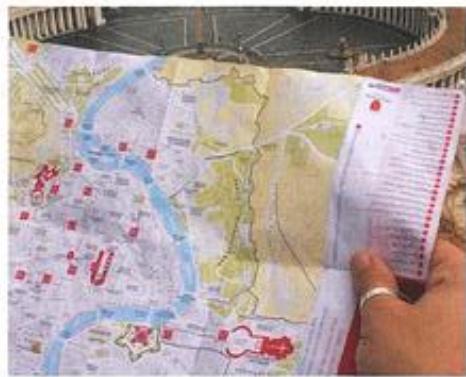
CONSIDER THE IDEAS



Listen to one man talk about a risk he took and the reasons why he took it. Take notes as you listen. Then discuss the questions with a partner.



The Pantheon in Rome



A map of Rome

What had his life been like before?

What did he risk by leaving?

Do you think it was a good risk to take? Why or why not?

What do you think happened when he arrived in Rome?

PREPARE AND SPEAK

- A. **GATHER IDEAS** Think about the experience of the speaker in the Consider the Ideas activity above. Have you had a similar experience? What risks in your own life do you feel were good to take? Make a list.

B. ORGANIZE IDEAS Choose one risk from your list in Activity A. Prepare to talk about it. Use the outline to help you organize your ideas.

The risk you took: _____

The reason why you took this risk:

Describe what happened:

What did you learn or gain from this experience?



C. SPEAK Give a one-minute presentation to your group or class about a risk you have taken. Refer to the Self-Assessment checklist below before you begin.

1. Use an appropriate phrase to introduce your topic.
2. Use your notes from Activity B to help you, but do not read exactly what you wrote.
3. Try to talk continuously for the entire minute.



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		
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.	
<input type="checkbox"/>	<input type="checkbox"/>	My group or class understood me.	
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.	
<input type="checkbox"/>	<input type="checkbox"/>	I used the past perfect and simple past.	
<input type="checkbox"/>	<input type="checkbox"/>	I used contractions of <i>had</i> .	
<input type="checkbox"/>	<input type="checkbox"/>	I used phrases to introduce my topic, explain the order of events, and give reasons for events.	



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—What risks are good to take? 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

audience
credit AWL
debt
funds AWL
income AWL
invention
model
mystery
reputation

Verbs

discover
embarrass
expose AWL
investigate AWL
locate AWL
promote AWL
prove
publish AWL
retire
solve
threaten

Adjectives

financial AWL
previous AWL

Phrases

I'm going to talk about ...
I want to talk about ...
in order to
My topic is ...
This presentation is on ...

Oxford 3000™ words

AWL Academic Word List

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

NOTE TAKING

- I can use a chart to separate risks and outcomes. (p. 103)

LISTENING

- I can identify amounts and cardinal and ordinal numbers. (pp. 109–110)

VOCABULARY

- I can use word families. (p. 115)

GRAMMAR

- I can use the past perfect. (p. 117)

PRONUNCIATION

- I can use the contraction of *had*. (p. 119)

SPEAKING

- I can give a short presentation. (p. 120)

UNIT
OBJECTIVE



- I can gather information and ideas to give a short presentation on a risk I have taken.

- | | |
|----------------------|---|
| LISTENING | ► inferring a speaker's attitude |
| VOCABULARY | ► using the dictionary |
| GRAMMAR | ► gerunds and infinitives as the objects of verbs |
| PRONUNCIATION | ► stress on important words |
| SPEAKING | ► leading a group discussion |
| NOTE TAKING | ► building an outline to take notes on a discussion |

Q?

UNIT QUESTION

Are we responsible for the world we live in?



A Discuss these questions with your classmates.

1. What does "to take responsibility" mean?
2. Do you think you are a responsible citizen?
3. Look at the photo. What are these people doing? Why?



UNIT OBJECTIVE ➤➤➤

Listen to a lecture and an excerpt from a college seminar and gather information and ideas to state and explain your opinions about our responsibility for issues impacting our world.



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

1. What three ways are mentioned as ways in which people can be responsible in their communities? Which of these things do you do? Which don't you do? Why not?
2. Felix says it is "not realistic to expect everyone to do those things" as they don't have time. Do you agree?

iQ ONLINE

- C** Go online to watch a video about TOMS Shoes. Then check your comprehension.



betterment (*n.*) the process of becoming or making someone or something better

stigma (*n.*) feelings of disapproval about certain illnesses or behavior

take it for granted (*phr.*) be so accustomed to something that you no longer think about its value

VIDEO VOCABULARY

iQ ONLINE

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



- E Complete the web survey. Then work with a partner. Discuss who you think should be responsible for each activity.

The screenshot shows a web browser window with the URL www.rolesandresponsibilities.survey. The page title is "ROLES and RESPONSIBILITIES". A sub-section title "Who should be responsible for..." is displayed. To the right is a vertical list of responsibility categories. Below each category is a blank line for writing an answer. At the bottom of the page are six circular icons representing different activities: a person recycling, a one-way street sign, a recycling symbol, a police officer's hat, a person walking with a child, and an elderly couple.

picking up litter:	Parents
reducing traffic accidents:	Children
recycling used bottles, paper, etc:	Individuals
fighting crime:	Government
making sure children go to school:	Volunteer groups
taking care of the elderly:	Charities
	Other

- F Work in a group. Discuss your ideas from Activity E. Give reasons for your answers. Then discuss how responsible you personally feel for each activity. Give examples of ways you take responsibility.



LISTENING

LISTENING 1 Corporate Social Responsibility

UNIT
OBJECTIVE



You are going to listen to a lecture to a group of business students. As you listen to the lecture, gather information and ideas about responsibility in the world we live in.

PREVIEW THE LISTENING



- A. **PREVIEW** The lecturer starts by defining “corporate social responsibility” and then discusses its importance in today’s world. What do you think “corporate social responsibility” means? Discuss your ideas with a partner. Take notes on your discussion.

- 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.

benefit (n.)	fine (n.)
consumer (n.)	ignore (v.)
demand (v.)	impact (n.)
developed (adj.)	pollute (v.)
fair (adj.)	profit (n.)

Oxford 3000™ words



- C. Go online to listen and practice your pronunciation.



WORK WITH THE LISTENING



- A. **LIS**TEN AND TAKE NOTES Listen to the lecture. As you listen, complete the notes.

CSR is the belief that companies need to be responsible for the _____, social, and _____ impact of their actions.

Problems

- Child employment: No. of children working: _____ million

(Reasons: They learn quickly and are _____.) dangerous conditions/no health care

- Pollution of rivers/oceans

Pressure for change

Consumers: demanding that workers get a _____

Workers: expect companies to protect their _____ /
maybe provide _____, etc.

_____ : demanding companies reduce pollution

Who is responsible?

- international companies - local _____

- individual managers - _____

Important to realize that _____ and responsibility can go together.

- B. Read the statements. Write T (true) or F (false) according to what the professor says.

- ___ 1. These days, more people are concerned about the impact companies have on the world we live in.
- ___ 2. The issue of corporate social responsibility affects only a small number of people.
- ___ 3. Companies in developed countries act more responsibly than those in developing countries.
- ___ 4. Pressure on companies to act more responsibly comes mainly from governments.

- ___ 5. It's often difficult to decide who is responsible for the actions of a company.
- ___ 6. It's not possible for companies to be socially responsible and to make a profit.



C. Read the sentences. Then listen again. Circle the answer that best completes each statement.

1. The professor says it's understandable that companies _____.
 - want to make a profit
 - find it difficult to be socially responsible
2. He adds that people in developed countries don't seem to be concerned about _____.
 - the conditions of workers elsewhere
 - the price they pay for products
3. He suggests that consumers are beginning to _____.
 - demand that governments do more to help
 - realize they can help change the situation
4. The professor thinks that it is not easy to decide who _____.
 - is to blame for the problems
 - should take more responsibility
5. He thinks that stopping child labor is something that _____.
 - can be achieved soon
 - we are all responsible for

D. What two ways does the professor say companies can be forced to behave more responsibly?



E. Go online to listen to *Buy One, Give One* and check your comprehension.

Vocabulary Skill Review

In Unit 4, you learned to identify meaning from context. Remember to read the whole sentence and consider the **context**. This can help you identify the correct word and meaning.

F. VOCABULARY Use the new vocabulary from Listening 1. Complete each sentence with the correct word from the box.

benefit (n.)	developed (adj.)	profit (n.)	fair (adj.)	impact (n.)
consumer (n.)	demand (v.)	fine (n.)	ignore (v.)	pollute (v.)

1. As a(n) _____, I always try to buy products from companies I know well.



2. Most people agree that companies should pay their workers a(n)
_____ wage.
3. There are laws protecting workers. Most companies follow these laws,
but some companies _____ them.
4. The company accepted responsibility for the accident and paid a large
_____.
5. Some companies only care about money. Making a(n)
_____ is more important to them than anything else.
6. Private health care is just one _____ that some companies
give their workers.
7. Angry workers around the world are starting to _____
more rights.
8. I think companies that _____ rivers with chemicals
should be closed down.
9. People these days are more aware of the _____ of pollution
on the environment.
10. _____ countries have a responsibility to help the
global community.



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

Tip for Success

In discussion activities, always try to use words you have studied in the unit. This will help you learn the words and remember them in the future.

1. How important is it for companies to be socially responsible? What are the benefits?
2. Who do you think is more responsible for the actions of a company: the company itself or the individual decision-makers?

You can learn a lot about a speaker's attitude by noticing the way he talks. Someone who speaks slowly or sometimes hesitates before speaking might be nervous. Someone who raises her voice could be angry. Someone who is bored or uninterested might speak in a low voice with level intonation.

 Listen to this excerpt from the lecture. Notice that the professor raises his voice. This indicates he feels passionately about the topic and is perhaps a little angry.

 We are all happy to buy our clothes more cheaply, but do we stop to think where they were made, and who made them?

Listen to this conversation. Notice that Speaker A speaks in a low voice with level intonation, expressing a lack of interest. Speaker B speaks slowly and hesitates. This shows he is nervous.

 A: It's the neighbor again. What does he want this time?
B: Excuse me. Would you mind turning down the TV, please?
A: Yeah, sure.

 **A. Listen to these sentences. Match each sentence with the speaker's attitude.**

- | | |
|---|-----------------|
| ___ 1. Did you know that this is a nonsmoking area? | a. uninterested |
| ___ 2. I don't know why Simon's always late for work. | b. angry |
| ___ 3. Yeah. That garbage has been there for a week. | c. nervous |

 **B. Listen to each conversation. Check (✓) the word that describes how the woman feels.**

- | | | |
|--|--------------------------------|----------------------------------|
| 1. <input type="checkbox"/> uninterested | <input type="checkbox"/> angry | <input type="checkbox"/> nervous |
| 2. <input type="checkbox"/> uninterested | <input type="checkbox"/> angry | <input type="checkbox"/> nervous |
| 3. <input type="checkbox"/> uninterested | <input type="checkbox"/> angry | <input type="checkbox"/> nervous |

C. Work with a partner. Take turns reading the sentences. Practice sounding angry, uninterested, or nervous. Your partner will try to identify how you feel.

1. Someone's left the front door open again.
2. I think there's something wrong with the engine.
3. Muna hasn't finished the report yet.

D. Go online for more practice with inferring a speaker's attitude.

You are going to listen to an excerpt from a college seminar. As you listen to the excerpt, gather information and ideas about responsibility in the world we live in.



PREVIEW THE LISTENING

- A. PREVIEW** The students are discussing the issue of personal responsibility. Before you listen, think about the things you are responsible for in your daily life. Note your ideas, and then share them with the class.
- 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.

appropriate (adj.)	influence (v.)
check up on (phr. v.)	lie (v.)
guilty (adj.)	obligation (n.)
help out (phr. v.)	sensible (adj.)
in charge of (phr.)	trust (v.)

KEY Oxford 3000™ words



- C. Go online to listen and practice your pronunciation.**

WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Listen to the first part of a seminar on personal responsibility. Note the examples each student gives of ways in which they take individual responsibility at home.

Name	Notes
Naomi	
Michael	
Nina	
Mark	

B. Circle the answer that best completes each statement.

1. (All / Some) of the students feel it is important to help out at home.
2. Naomi's parents (help with / don't care about) recycling.
3. Michael helps out around the house (every day / only on Saturdays).
4. Nina usually (does all the cooking / helps in the evenings).
5. Mark takes care of his (little sister / pets).



C. Listen to the rest of the seminar. Circle the answer that best completes each statement.

1. _____ of the students say their parents always want to know where they are.
a. All b. Many c. None
2. The students seem to be _____ that their parents check up on them.
a. pleased b. annoyed c. proud
3. The students feel their parents don't _____ them enough.
a. trust b. listen to c. support
4. According to the professor, the amount of responsibility parents give their children might depend on their _____.
a. behavior b. attitude c. age
5. The students do not _____ at what age children are responsible.
a. know b. agree c. understand

D. Complete the sentences.

1. Mark says his parents _____ him a lot when he is out.
2. Neil once _____ to his parents, but regretted it later.
3. Naomi thinks that anyone from the age of _____ is responsible for his or her actions.
4. According to Mark, teenagers need to be protected from the wrong _____.
5. Michael says it is possible for young children to learn to _____ other people.

E. What two reasons does Neil give to explain why his parents don't like him playing video games? Does he think his parents are right to be worried? What's your opinion?



F. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Then write each bold word or phrase next to the correct definition.

1. My mother told me it's not appropriate to wear torn jeans to the event.
2. Amy's parents worry, so they always check up on her.
3. Sometimes I feel guilty when I don't tell my parents where I'm going.
4. My parents are always busy, so I'm glad to help out around the house.
5. Who is in charge of health and safety in your school?
6. You shouldn't let other people influence you all the time. You need to make your own decisions.
7. Do you agree it's wrong to lie, even if the truth can hurt?
8. A teacher's main obligation is to help students learn.
9. It's not very sensible to run across a busy road.
10. It's important to have good friends you can trust.
 - a. _____ (phr. v.) to make sure someone is behaving well
 - b. _____ (v.) to believe someone is honest and reliable
 - c. _____ (adj.) responsible for doing something wrong
 - d. _____ (adj.) showing the ability to act in a reasonable way
 - e. _____ (v.) to have an effect on
 - f. _____ (n.) something that you must do because it is your duty or because you promised to do it
 - g. _____ (v.) to say something that you know is not true
 - h. _____ (phr.) responsible for something
 - i. _____ (phr. v.) to assist by doing useful jobs
 - j. _____ (adj.) suitable or right for a particular situation, person, or use



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK



A. Discuss the questions in a group.

1. How much responsibility does your family give you? Are you content with this much responsibility?
2. At what age do you think someone becomes responsible for his or her actions (for example, behaving well in public, doing chores, or handling money)? Explain.

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

1. What should companies do to protect the environment? In what ways should individuals be responsible for the environment? Who has more responsibility?
2. In what ways do you take responsibility for the world you live in? Give examples.

Vocabulary Skill

Using the dictionary

Finding the correct meaning

Words listed in a dictionary often have several meanings. To choose the correct meaning, first identify the part of speech (*noun*, *verb*, *adjective*, etc.). Then read all the definitions and example sentences. Finally, choose the meaning that best matches the context.

For example, read this conversation.

Nour: Look, May. I found this gold ring in the park. It fits me perfectly!
May: You're not going to keep it, are you? That's wrong! Turn it in to the police.

Wrong can be a verb, noun, adjective, or adverb. Here, *wrong* is an adjective. *Wrong* (*adj.*) in this dictionary has four different meanings. By considering the context and comparing examples, you will find that the most appropriate definition is Number 4—"not good or right."

wrong¹ /rɒŋ/ **adj.** 1 not true or not correct; not right: *the wrong answer* • *You have the wrong number (= on the telephone).* • *I think you're wrong about that.*
ANT **right²** 2 not the best; not suitable: *That's the wrong way to hold the bat.* • *I think she married the wrong man.* **ANT** **right³** (not before a noun) **wrong (with sb/sth)** causing problems or difficulties; not as it should be: *You look upset. Is something wrong?* • *What's wrong with the car this time?* • *She has something wrong with her leg.* **4 wrong (to do sth)** bad or against the law; not good or right: *It's wrong to tell lies.* • *The man said that he had done nothing wrong.*



A. Read the sentences. Use a dictionary. Follow the steps in the Vocabulary Skill box on page 137 to identify the correct meaning of each bold word. Then write the definition.

1. People living in a **just** society should respect the law.

(adjective) fair and right, reasonable

2. Complaints against dishonest politicians have reached a **peak** in the last few years.
-

3. If it doesn't stop raining soon, I think we should **abandon** the idea of going for a walk.
-

4. I don't have **outstanding** bills. I paid them all on Wednesday.
-

5. People in positions of authority shouldn't **abuse** their power.
-

6. Terri lives a very **moral** life. She's a good example for her children.
-

7. Companies that continue to pollute the environment **risk** getting heavy fines.
-

8. In any relationship, it's important to be **open** and supportive.
-

B. Choose five words from Activity A and write your own sentences in your notebook. Then compare your sentences with a partner.



C. Go online for more practice using the dictionary.



SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will take part in a group discussion. Make sure to take turns leading the group discussion.

Grammar

Gerunds and infinitives as the objects of verbs

A **gerund** is the base form of the verb + *-ing*. Gerunds can be used as the objects of certain verbs, e.g., *admit, avoid, discuss, dislike, enjoy, finish, miss, quit*.

- Nigel enjoys **doing** the chores.
- After she left home, Emily missed **seeing** her family.

An **infinitive** is *to* + the base form of the verb. Infinitives can also be used as the objects of certain verbs, e.g., *agree, choose, decide, hope, learn, need, plan, want*.

- Managers decided **to ignore** safety concerns.
- The company plans **to reduce** pollution by 10 percent over the next year.

Some verbs can be followed by either a gerund or an infinitive, with no difference in meaning, e.g., *begin, hate, like, love, prefer*.

- Workers at the factory began **demanding** better conditions and more pay.
- Workers at the factory began **to demand** better conditions and more pay.

A. Circle the correct verb forms to complete the conversation. If both the infinitive and the gerund are possible, circle both answers. Then practice the conversation with a partner.

Vicky: Hey, Janice. Did you hear the news? My boss agreed (giving / to give)₁ me a promotion last month.

Janice: That's great! Well done, Vicky. So, now your life is all about work, work, work, right?

Vicky: Yeah, but I hope (to become / becoming)₂ vice president next year. Are you sorry you left the company?

Janice: Of course not! I love (staying / to stay)₃ at home with my daughter. I don't miss (working / to work)₄ in an office at all.



Vicky: Hmm. I can't believe you chose (quitting / to quit). I thought you wanted (to stay / staying) at the company for at least five more years.

Janice: Well, I did! But when I became a mother my priorities changed, I guess.

I felt I needed (to spend / spending) time at home with my daughter. My husband and I have saved a lot of money, so I don't need (having / to have) a job right now.



B. Write answers to the questions. Then discuss your answers with a partner.

1. Do you think a mother should quit working to look after her child?

-
2. At what age would you want to become a parent?
-

3. Do you think parents miss looking after their children after they leave home?
-

4. How responsible do children need to feel for their parents when they are elderly?
-



C. Go online for more practice with gerunds and infinitives as the objects of verbs.

D. Go online for the grammar expansion.

Speakers usually put more **stress** on the important words in a sentence, such as *nouns, verbs, adjectives, and adverbs*. These words are usually louder and clearer than other words in the sentence. Listening for stressed words can help you hear and understand the most important information.

- Listen to this extract from Listening 1. Notice how the speaker stresses the important words.

We are all happy to buy our clothes more cheaply, but do we stop to think where they were made, and who made them? Do you know who made your jeans, your shirt, or your running shoes?

A. Listen to more sentences from Listening 1. Underline the stressed words.

1. Corporate social responsibility is becoming a big issue these days.
2. Of course, companies want to make money. There's nothing wrong with that.
3. What is the cost to us, the planet, and the society we live in?
4. Imagine a company is polluting the environment. Who is responsible?
5. More and more consumers are demanding that companies pay their workers a fair wage.

B. Listen again. Repeat the sentences. Practice stressing the important words.

C. Read the extract below. Underline the important words that should be stressed. Then listen and check your answers.

As consumers demand higher standards, more companies are trying to improve the lives of their workers and the society they live in. These companies show that profit, and social responsibility, can go together.

D. Listen again. Then read the extract aloud. Practice stressing the words you underlined in Activity C.

E. Go online for more practice with word stress.



When discussing a topic in a group, it is important to choose one person to **lead the discussion**. The role of the leader is to guide the flow of the discussion. The leader

- starts the discussion
- gets comments from the members of the group
- keeps the discussion on topic
- ends the discussion

Here are some phrases you can use when you are leading a discussion.

Starting the discussion

- The topic I'd like to discuss today is ...
- Today, we're going to discuss ...
- Our topic today is ...

Getting comments from different people

- What do you think, Massoud?
- Kelly, what's your opinion?
- Do you have anything to add, Charlene?

Keeping on topic

- I think we need to return to the topic. What is your view on ...?
- Sorry, but can we keep to the topic?
- Let's get back on topic.

Ending the discussion

- That's all we have time for today.
- To sum up, then, (summarize the main points)



- A. Listen to this excerpt from a discussion on recycling. Complete the discussion with the phrases you hear. Then practice the discussion in a group of four.

Leader: OK, so today 1 recycling, and exactly who should be responsible. Brad, 2?

Brad: Well, I think that basically as individuals we can't change much. It's the government that has to take action.

Leader: I see. 3, Seline?

Seline: I don't agree. We all need to do what we can. I mean, just one person can't do much ... but everyone in the world acting together can change a lot! It's the same with raising money for charity. When everyone gives a little money, you can raise millions!

Brad: Yes. My brother ran a marathon for charity last year and ...

Leader: Sorry, but 4? Susan,
5?

Susan: Well, I probably agree with Brad. Recycling is such a big problem—you need the government to act, really.

Leader: OK, so 6, Susan and Brad feel the government should take responsibility, while Seline thinks individuals should lead the way.

- B. Work with a partner. Continue the discussion from Activity A, using your own ideas.



- C. Go online for more practice leading a group discussion.



Building an outline is an effective way to take notes on a discussion. An outline is useful if you need to take comprehensive notes, as it will help you to make sure you cover all the main points. It will also show you how the different points relate to each other, as well as allow you to record examples and opinions in a systematic way. To organize your notes in outline form, list the main points and then use indentation to record supporting points, opinions, and examples.

- A.** Study this outline from the discussion on recycling between Brad, Susan, and Seline. Notice how the main points and the details of their discussion are noted, along with their supporting ideas.

Topic Who is responsible for recycling?

(main point) • *The government should be responsible*

(opinion) *individuals can't change a lot*

(opinion) *it's a big problem so the government should act*

(main point) • *Individuals should take responsibility*

(opinion) *people must act together*

(supporting idea) *raising money for charity – a little money from a lot of people = \$\$\$*

- B.** With a partner, think back to your discussion on recycling in Activity B on page 143. Add any additional opinions and supporting details or examples to the outline above.

 C. Listen again to Listening 2. Complete this outline on the discussion.

(Topic) *Individual responsibility*

(main point) • *Children should help out at home*

(example) *take out _____*

(example) *sort recycling*

(opinion) *recycling is _____*

(example) *do dishes*

(example) *wash _____*

(example) *look after _____*

(example) *take care of pets*

(main point) • *Parents should be responsible for their children*

(example) *know where their children are*

(example) *_____ them when they go out*

(opinion) *parents should _____ their children*

(main point) • *Children should not lie to their parents*

(example) *should be truthful about what they are doing*

(supporting idea) *feel _____ if lie*

(main point) • *Individual responsibility depends on age*

(opinion) *should know right from wrong at 16*

(opinion) *only responsible at 20*

(supporting idea) *at 16 can be easily _____*

(opinion) *responsible from 5 or 6*

(supporting idea) *possible to behave well/ _____ others*



D. Go online for more practice building an outline to take notes on a discussion.





In this assignment, you are going to take part in a group discussion. As you prepare for the group discussion, think about the Unit Question, "Are we responsible for the world we live in?" 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 148.

CONSIDER THE IDEAS

Work in a group. Make a list of issues that affect your world (for example, pollution, crime, use of the Internet, etc.). Write your responsibilities concerning these issues below.

PREPARE AND SPEAK

A. GATHER IDEAS Read the statements. Check (✓) the ones you agree with.

- Individuals, not governments, are responsible for the society we live in.
- The content and use of the Internet need to be controlled.
- Global warming is something that only governments can fight effectively.
- Responsibility to your family is more important than anything else.
- It is OK for parents to spy on their children.
- Stealing is always wrong.
- We should all give money to support charities.

Critical Thinking**Tip**

This activity asks you to **support your ideas**. When you support your ideas, you give reasons, examples, or details that help you prove your point. This helps you see strengths and weaknesses in your thinking.

- B. ORGANIZE IDEAS** Choose two statements from Activity A that you agree with and one that you disagree with. Complete the outline to help you prepare to give your opinion.

Agree

Statement: _____

Reasons: _____

Agree

Statement: _____

Reasons: _____

Disagree

Statement: _____

Reasons: _____

Tip for Success

When taking part in a group discussion, encourage other speakers by paying close attention. You might also want to take notes of any good ideas.

- C. SPEAK** Have a group discussion about whether or not we are responsible for the world we live in. Refer to the Self-Assessment checklist on page 148 before you begin.

1. Choose a leader for your discussion. The leader can begin the discussion by asking about your responses to the statements in Activity A.
2. When an issue you have written about in Activity B comes up for discussion, give your opinion and explain your reasons.
3. You can refer to your notes, but do not read exactly what you wrote.
4. Give each student a turn as group leader.



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		
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.	
<input type="checkbox"/>	<input type="checkbox"/>	My group understood me.	
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.	
<input type="checkbox"/>	<input type="checkbox"/>	I put stress on important words as I spoke.	
<input type="checkbox"/>	<input type="checkbox"/>	I led a group discussion.	
<input type="checkbox"/>	<input type="checkbox"/>	I used an outline to take notes on the discussion.	



- 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—Are we responsible for the world we live in? 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

benefit AWL
consumer AWL
fine
impact AWL
obligation
peak
profit

Verbs

abandon AWL
abuse
demand
ignore AWL
influence
lie
pollute
risk
trust

Adjectives

appropriate AWL
developed
fair
guilty
just
moral
open
outstanding
sensible
wrong

Phrasal Verbs

check up on
help out

Phrases

Do you have anything to add?
in charge of
I think we need to return to the topic.
Let's get back on topic.
Our topic today is ...
Sorry, but can we keep to the topic?
That's all we have time for today.
The topic I'd like to discuss today is ...
To sum up, then,
Today, we're going to discuss ...
What do you think?

Oxford 3000™ words

AWL Academic Word List

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

LISTENING I can infer a speaker's attitude. (p. 133)

VOCABULARY I can use a dictionary to find the correct meanings of words. (p. 137)

GRAMMAR I can use gerunds and infinitives as the objects of verbs. (p. 139)

PRONUNCIATION I can put stress on important words. (p. 141)

SPEAKING I can lead a group discussion. (p. 142)

NOTE TAKING I can build an outline to take notes on a discussion. (p. 144)

UNIT OBJECTIVE
 I can gather information and ideas to state and explain my opinions about our responsibility for issues impacting our world.

LISTENING	► listening for signposts
VOCABULARY	► idioms
GRAMMAR	► types of sentences
PRONUNCIATION	► intonation in different types of sentences
SPEAKING	► agreeing and disagreeing
NOTE TAKING	► taking and organizing notes from a discussion

Q

UNIT QUESTION

Can money buy happiness?

A Discuss these questions with your classmates.

1. How much money do you think people really need in order to be happy? Explain.
2. Do you think more money would make you happier? Why or why not?
3. Look at the photo. Would you be happier if you could buy a home like this? Why or why not?

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

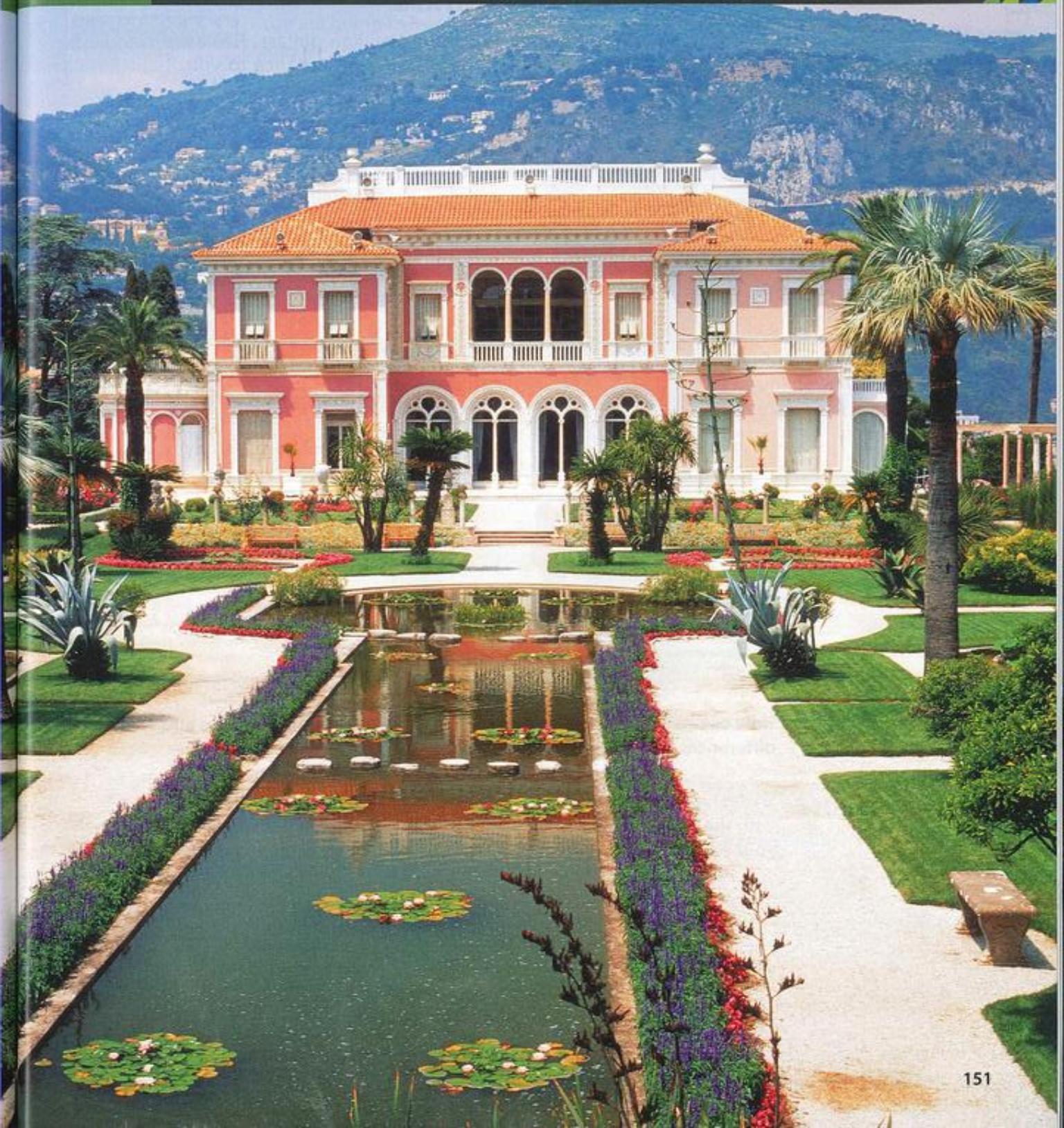
1. What things did the students mention they would do if they had more money?
2. According to Felix, what is something money can't buy?

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





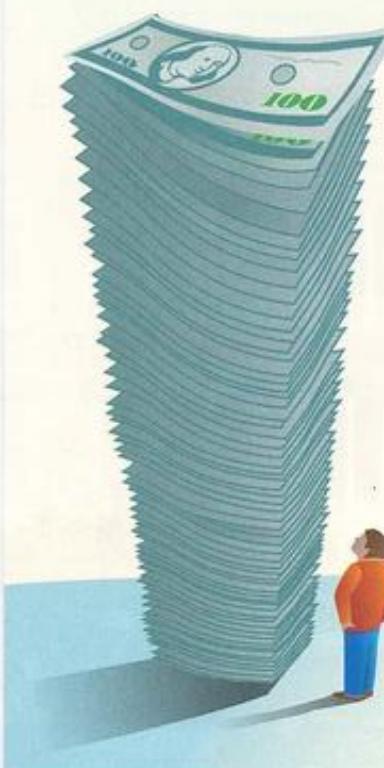
Listen to a presentation and an interview and gather information and ideas to participate in a group discussion evaluating the influence money has on happiness.



D Complete the questionnaire.

One Million Dollars

Imagine someone gives you one million dollars. Rank the following expenses in order of their importance to you, from 1 (most important) to 10 (least important).



- more education
- a new car
- a new house
- new clothes
- travel
- giving money to charity
- helping friends or family
- a flat-screen TV
- a vacation home
- paying off debt

E Now compare your answers with a partner. Discuss the similarities and differences in your choices.

F Write the three things that make you the happiest. Then compare this list with the three things you chose in the questionnaire in Activity D. With your partner, discuss which list of things makes you happier and why.



LISTENING

LISTENING 1

Sudden Wealth

UNIT
OBJECTIVE



You are going to listen to a presentation on how people can change when they suddenly become rich. As you listen to the presentation, gather information and ideas about money and happiness.



Tip for Success

A question and answer early in a talk often indicates the speaker's main topic.

PREVIEW THE LISTENING

A. PREVIEW Which topics do you think will be presented? Check (✓) your ideas.

- how sudden wealth makes people happy
- how sudden wealth causes problems
- the advantages and disadvantages of sudden wealth

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.

acquire (v.)

circumstances (n.)

complicated (adj.)

destructive (adj.)

dramatic (adj.)

get used to (phr.)

immediate (adj.)

pleasure (n.)

wear off (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 presentation about sudden wealth. Take notes in the chart as you listen.

Sudden Wealth	
Positive effects	Negative effects



B. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true. Explain your answer with information from the listening.

	Supporting information in the listening
<input type="checkbox"/> F 1. Getting rich suddenly often reduces stress. <small>causes</small>	<i>People who acquire a sudden fortune... experience a lot of stress.</i>
<input type="checkbox"/> 2. At first, acquiring a lot of money has a positive effect on our brains.	
<input type="checkbox"/> 3. For most people, acquiring sudden wealth increases happiness.	
<input type="checkbox"/> 4. Sudden wealth can cause many different problems.	
<input type="checkbox"/> 5. People can feel more alone after they become suddenly wealthy.	



C. Listen again. Write two examples for each main point. Compare your ideas with a partner.

Effect on our brains

1. _____
2. _____

Effect on relationships

1. _____
2. _____

Effect on emotions

1. _____
2. _____

D. Read each situation. Based on the information in the listening, choose the best word or phrase to complete each sentence.

1. Mark got a great deal of money from his grandfather, but they didn't get along. Mark probably feels ____.
 - a. happy
 - b. sad
 - c. guilty
2. Elena received a very large bonus from her job. She bought a new car. After a month, she ____.
 - a. bought a new house
 - b. opened a savings account
 - c. gave the money away
3. Karen receives millions of dollars. She buys a house in an expensive town. After six months, she ____.
 - a. has all new friends
 - b. misses her old friends
 - c. feels supported in her new home

E. Read about a Canadian couple that suddenly received a lot of money. Answer the questions according to what you learned in the listening. Discuss your answers with a partner.

Allen and Violet Large received more than 11 million dollars in 2010. The Larges lived in Nova Scotia, Canada, and were in their 70s. Violet was getting treatment for cancer at the time. They didn't go on a spending spree. They decided to give their money away to family, charities, and even the hospital where Violet was treated. Married for 36 years, the Larges didn't need the money. Violet said, "What you never had, you never miss." As Allen said, "We have each other."

1. How do most people respond to receiving money? How did the Larges respond differently?
-
-

2. Would the Larges be happier if they spent the money? Why or why not?
-
-



F. VOCABULARY Use the new vocabulary from Listening 1. Read the paragraphs. Then fill in the blanks with the correct words from the box.

acquire (v.)

destructive (adj.)

immediate (adj.)

circumstances (n.)

dramatic (adj.)

pleasure (n.)

complicated (adj.)

get used to (phr. v.)

wear off (phr. v.)

A Success Story?

Thomas Carter never believed that he would _____¹

12 million dollars, but in 2004, that's exactly what happened. He didn't receive the money from his parents—he got it when he sold an antique vase from his attic. At the time, he only had \$213 in his bank account. Tom's sudden wealth brought him a lot of _____² because he could buy whatever he wanted. But this _____³ improvement did not last long.

He started to change his life in significant ways. These _____⁴ changes were hard for Tom to deal with because everything in his life became so different. Within three months, Tom had spent almost all his millions on a restaurant, a used-car lot, and an airplane. His _____⁵ had changed, but he still had trouble managing his money.

Over the next eight years, many things started happening that Tom didn't understand. His life, which had once seemed simple, was becoming more and more _____⁶. The effects of his wealth soon became _____⁷; it damaged many of his relationships with friends and family members. Like many people who _____⁸ spending a lot of money, Tom couldn't stop even after he had lost so much of it. He continued to buy houses, cars, motorcycles, and boats. The good feeling he got from spending money started to _____⁹ as time passed. Tom told people later that he was happier before he made all that money.



G. Go online for more practice with the vocabulary.

Q?

SAY WHAT YOU THINK

Discuss the questions in a group.

1. Which of the effects mentioned in Listening 1 do you think are the most difficult to deal with? Why?
2. Has sudden money made anyone you know about happier or unhappier? Explain.
3. Under what circumstances do you think money could make someone happier?



Listening Skill

Listening for signposts

Signposts are words and phrases that can tell you the order in which things happened. Listen for signposts to help you follow the order of events and the logic in a text.

Listen to these examples of signposts from Listening 1.

First, it affects how our brains work, at least for a while.

In the beginning, when we get the money, our brain identifies it as pleasure.

Then that feeling wears off.

Here are some words and phrases which are used as signposts.

At the start

At first,

First,

In the beginning,

In the middle

After (that),

Before (that),

Later,

Next,

Second,

Then,

At the end

Finally,

In conclusion,

In summary,





A. Listen to a reporter interview a secretary who suddenly acquired a lot of money. Complete the interview with the signposts you hear.

Reporter: You are one of many people in this town who suddenly acquired a lot of wealth when your company was purchased by a large software company. How has that affected your life?

Laura Green: Well, ¹ it was pretty incredible. It took a while for me to believe it. But ² I began to realize what it could actually do to my life. Things have changed dramatically.

Reporter: In what way?

Laura: I paid off all of my credit card debt. And sent my son to college. Receiving this money was just fantastic! ³, I was worried all the time.

Reporter: So your financial circumstances have improved. What else has changed?

Laura: You know, I was a secretary at that company for 20 years. I had gotten used to just working to pay the bills. I always wished I could do more with my life. ⁴ I can do that.

Reporter: And what do you want to do?

Laura: ⁵, I'm going to go to Paris. I've always dreamed of going there. ⁶, I'm thinking of going back to school. I'd like to study gardening. I love flowers. ⁷, maybe I will open my own business.

Reporter: We hear stories in the news all the time about people who get a lot of money suddenly and have many problems. How do you think those problems can be avoided?

Laura: It's about staying true to your values and remembering what's really important in life. You don't need to let money complicate things.



**B. Answer the questions using signposts and complete sentences.
Then take turns asking and answering the questions with a partner.**

1. What did Laura do before she received the money?

Before that, she worked as a secretary.

2. How did Laura feel about the money in the beginning?
-

3. What is one of the first things she did with the money?
-

4. What did she do after that?
-

5. What is Laura going to do in the immediate future?
-

6. What will she do next?
-



C. Go online for more practice listening for signposts.





You are going to listen to an interview with Sonja Lyubomirsky, a psychologist who does research on happiness. As you listen to the interview, gather information and ideas about money and happiness.



Sonja Lyubomirsky

PREVIEW THE LISTENING

- A. PREVIEW** Which topics do you think psychologist Sonja Lyubomirsky will discuss?

- | | |
|--|--|
| <input type="checkbox"/> hobbies | <input type="checkbox"/> travel |
| <input type="checkbox"/> income | <input type="checkbox"/> where people live |
| <input type="checkbox"/> relationships | <input type="checkbox"/> work |

- 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.

analysis (n.)

independence (n.)

associated with (adj. + prep.)

outcome (n.)

burn out (phr. v.)

persuasive (adj.)

conduct (v.)

somewhat (adv.)

demonstrate (v.)

wholly (adv.)

 Oxford 3000TM words


ONLINE

- C. Go online to listen and practice your pronunciation.**

WORK WITH THE LISTENING



- A. LISTEN AND TAKE NOTES** Listen to the interview. Write the phrases in the correct boxes to complete the cause-effect chain.





B. Listen to the interview again. Circle the best answer to the questions.

1. How did Lyubomirsky's research influence her ideas about happiness?
 - a. Her research proved that our personal relationships have the greatest influence on our happiness.
 - b. Although she expected relationships to influence our happiness, her research showed that work was more important.
 - c. Her research showed that wealth influenced happiness more than work.
2. What qualities in a job are associated with greater happiness?
 - a. productivity, creativity, and independence
 - b. structure, routine, and a pleasant environment
 - c. friends, a high income, and good benefits
3. What is the relationship between happiness and income?
 - a. The more money we have, the happier we will be.
 - b. The happier we are, the less we care about money.
 - c. Happiness, job satisfaction, and income influence each other in a positive way.

C. Read the statements. Write *T* (true) or *F* (false). Then correct each false statement to make it true.

- ___ 1. Lyubomirsky and her colleagues looked at the research from 300 studies.

- ___ 2. Lyubomirsky has changed her ideas about what makes us happy.

- ___ 3. Our jobs have more of an effect on happiness than our personal relationships do.

- ___ 4. Happy people take fewer sick days than unhappy people.

- ___ 5. People who are happy when they are young will have lower salaries when they are older.

- ___ 6. Creativity and productivity at work leads to happier workers.



D. Show the relationship between each pair. Use a plus sign (+) if there is a positive relationship, or a minus sign (-) if there is a negative relationship. Use Ø if there is no relationship between the two.

- | | |
|------------------------------------|--|
| 1. high creativity in a job | <input type="text"/> + job satisfaction |
| 2. a job that's the same every day | <input type="text"/> — job satisfaction |
| 3. higher income | <input type="text"/> — happiness |
| 4. happiness | <input type="text"/> — sick days |
| 5. happiness | <input type="text"/> — burn out |
| 6. happiness at 18 | <input type="text"/> — quality of job at 26 |
| 7. happiness at 18 | <input type="text"/> — size of apartment at 30 |
| 8. happiness at 21 | <input type="text"/> — higher income at 37 |

iQ ONLINE

E. Go online to listen to *Counterfeit Money* and check your comprehension.

Vocabulary Skill Review

In Unit 1, you learned that suffixes help you recognize parts of speech. Look at the sentences in Activity F. Underline the common suffixes that indicate nouns, verbs, adjectives, and adverbs.

F. VOCABULARY Use the new vocabulary from Listening 2. Read the sentences. Then write each bold word or phrase next to the correct definition.

1. The **analysis** of the research shows that money doesn't make people happier.
 2. Sudden wealth is **associated with** stress. Many people who become rich quickly experience a lot of stress.
 3. I have been working too much lately. I'm afraid I'm going to **burn out**.
 4. The researchers are going to **conduct** a study on money and happiness. The study will involve fifty people.
 5. Mia likes a job with **independence**. She doesn't like someone telling her what to do.
 6. Researchers used the results of their study to **demonstrate** that more money does not make people happier.
 7. One **outcome** of sudden wealth is a change in relationships. Others include stress and loneliness.
 8. The salesman was very **persuasive**. I bought the first car he showed me!
 9. I'm **somewhat** unhappy at work, but not so much that I plan to quit my job.
 10. I was **wholly** to blame for the argument. You did nothing wrong.
- a. _____ (*n.*) the state of being free and not controlled by another person
- b. _____ (*adv.*) completely; fully

- c. _____ (*v.*) to show clearly that something exists or is true; to prove something
- d. _____ (*n.*) the careful examination of something
- e. _____ (*phr. v.*) to become very tired through overwork
- f. _____ (*v.*) to do, carry out, or organize something
- g. _____ (*adj. + prep.*) connected to; involved with
- h. _____ (*n.*) a result or effect of an action or event
- i. _____ (*adj.*) able to make someone do or believe something
- j. _____ (*adv.*) a little



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Which do you think comes first, happiness or money? Explain.
2. What qualities of a happy person do you think lead to better employment and financial outcomes?

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

1. How much money or income do you think is necessary to be happy?
2. What are the best ways to help the poor?



C. Go online to watch a video about how microloans, or very small loans, can help the poor. Then check your comprehension.

collateral (*n.*) property or something valuable that you plan to give to someone if you cannot pay back money that you borrow

creditworthy (*adj.*) able to be trusted to pay back money that is owed

hustle (*v.*) sell something

profound (*adj.*) very great

taken hold (*phr.*) become strong

welfare (*n.*) money the government pays regularly to people who are poor, sick, unemployed, etc.



Question 1 of

Activity D asks you to **choose** between two things. To make the best choice, you evaluate a variety of factors, including your knowledge and experience.

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

- What is the difference between sudden wealth and earning more money from a better job? Which would you prefer? Why?
- How responsible do you think people are for their own wealth or lack of money? How much responsibility do the rich have to help the poor?

Vocabulary Skill

Idioms

Idioms are phrases that have a different meaning than the literal meanings of the individual words. Look at these examples.

 **Out of the blue**, Pauline found a plastic bottle.

Out of the blue means “unexpectedly.” For example, storms from a clear blue sky are unexpected.

 Communicating with a new friend from another state is a **snap** these days, thanks to the Internet and e-mail.

To be a snap means “to be really easy.” For example, making a *snapping* noise with your fingers is really easy.

Learning idioms is an important way to increase your vocabulary. English speakers use them often. As you become more familiar with idioms, you will be able to understand conversations, television programs, and radio broadcasts better.

A. Work with a partner. Read the sentences. Then match each bold phrase with the correct definition.

- I hope you have a great summer. **Drop me a line** sometime and tell me how you are doing.
- Mark seems very upset. I think he has something he needs to **get off his chest**.
- Off the top of my head**, I don't have any ideas about what we should do.
- Sometimes I can't **hold my tongue**. I always want to say what I'm feeling.
- I'm **all ears**. How did your conversation with Professor Elliot go? I want to hear every detail!
 - listening carefully
 - without thinking first

Tip for Success

If you know all the words in a phrase, but still don't understand the meaning, the phrase might be an idiom. Idioms have to be learned by experience.

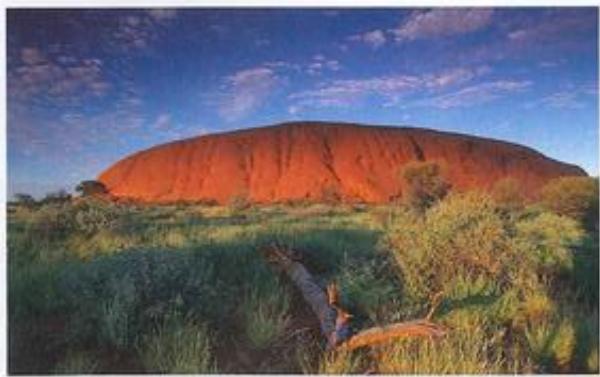
- c. to keep quiet; not to say anything
- d. to talk about a problem
- e. to write someone a letter

B. Complete the conversations with the idioms from Activity A. Then practice the conversations with a partner.

1. A: I have to do a report. Where can I find out about languages that are dying out?
B: Hmm. I don't know _____ but we can look online.
2. A: I can't _____ anymore. I just have to say something.
B: That's probably not a good idea. I think you should keep quiet.
3. A: I can't wait for my vacation. I've never been to Australia.
B: Oh, you'll have a great time. _____ when you can, so I know how your trip is going.
4. A: I have something really interesting to tell you.
B: What is it? I'm _____.
5. A: Listen, I've got something I've got to _____. I'm really upset about it.
B: What is it? Tell me what's wrong.



C. Go online for more practice using idioms.



Uluru, Australia





SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will participate in a group discussion evaluating the influence money has on happiness. Make sure to use appropriate phrases for agreeing and disagreeing when you discuss this topic.

Grammar

Types of sentences

In English, there are four main sentence types in normal speech.

Declarative sentence (a statement):	I am trying to save money.
Interrogative sentence (a question):	How do you save money?
Imperative sentence (a direction or command):	Save your money.
Exclamatory sentence (an exclamation):	I saved so much money!

Punctuation at the end of sentences

Use periods with declarative sentences, question marks with interrogative sentences, and exclamation marks with exclamatory sentences.

Imperative sentences can end with either a period or an exclamation mark. An exclamation mark shows more emotion.

A. Read the conversation. Write the sentence type (declarative, interrogative, imperative, exclamatory) next to each sentence. Then practice the conversation with a partner.

- _____ 1. **Hong:** There are so many cars here!
- _____ 2. **Nan:** Yeah, I know. It's hard to believe we can finally afford a new one.
- _____ 3. **Hong:** I'm just glad we got the money as a reward for helping someone.
- _____ 4. **Nan:** Me, too. I didn't even know your uncle very well.
- _____ 5. **Hong:** Didn't you meet him at the wedding?
- _____ 6. **Nan:** Yes, but I only had a short conversation with him.
- _____ 7. **Hong:** I had no idea that he was going to give us so much money.
- _____ 8. **Nan:** Speaking of money, hold my purse for a minute. I can't find my wallet!

B. Go online for more practice with sentence types.

C. Go online for the grammar expansion.

Pronunciation

Intonation in different types of sentences

Intonation varies according to **sentence type**. Learning intonation patterns can help you understand if a speaker is asking a question, giving a command, or making a statement.

Declarative and imperative sentences:

Declarative and imperative sentences have a falling intonation.

I am going to purchase a new home.

Please give me some advice.

Exclamatory sentences:

Exclamatory sentences have a rise-fall intonation.

This is fun!

Interrogative sentences:

Remember that interrogative sentences or questions have two intonation patterns. Yes/no questions have a rising intonation pattern.

Are you coming with me?

Wh- questions have a falling intonation pattern.

Why did you leave?



A. Listen to the sentences. Check (✓) the type of sentence for each according to the intonation you hear.

- | | |
|--|--|
| 1. a. <input type="checkbox"/> statement | <input type="checkbox"/> yes/no question |
| b. <input type="checkbox"/> statement | <input type="checkbox"/> yes/no question |
| 2. a. <input type="checkbox"/> command | <input type="checkbox"/> wh- question |
| b. <input type="checkbox"/> command | <input type="checkbox"/> wh- question |
| 3. a. <input type="checkbox"/> statement | <input type="checkbox"/> exclamation |
| b. <input type="checkbox"/> statement | <input type="checkbox"/> exclamation |





B. Listen again. Repeat the sentences using the same intonation that you hear.



C. Go online for more practice with intonation in different types of sentences.

Speaking Skill

Agreeing and disagreeing

There are certain phrases used for **agreeing and disagreeing**. It's important to know which phrases and expressions are appropriate for formal and informal situations. An informal conversation is very different from a formal discussion at college or at work.

Here are some phrases you can use when you want to agree or disagree in different situations.

Agreeing

I agree (completely).
That's exactly what I think.
That's a good point.
That's right.
I think so too.
Absolutely!
Yeah, I know!

formal

Disagreeing

I disagree.
I don't agree (at all).
Sorry, but that's not my opinion.
I don't feel the same way.
I don't think so.
No way!
Oh, come on!

informal



A. Listen to the conversations. Complete each conversation with the phrases you hear.

1. Ellie: What are you going to do with the money your grandfather gave you?

Sam: I'm not sure. I think I'm going to take an expensive vacation.

Ellie: Really? Don't you have a lot of school loans to pay?

Sam: 1. Maybe the vacation's not such a good idea.

Ellie: 2! Vacations are fun, but it's much more important to pay off your debt.

2. Monica: I think raising the average income in countries around the world is the best way to increase the level of happiness.

Patricia: I 3. More money might make the very poor happier, but not everyone.

Monica: I . I think everyone except perhaps the very wealthy will benefit from a higher income.

Patricia: Well, I can see we'll just have to agree to disagree.



B. Go online for more practice with agreeing and disagreeing.

Note-taking Skill

Taking and organizing notes from a discussion

Sometimes it is important to take notes from a pair or group discussion. You may need to report on the discussion to the class, or you may want to use the ideas from the discussion to prepare for a test, write an essay, or make a presentation. One way to organize your notes is by using a graphic organizer. For a pair discussion, you can use a Venn diagram. This allows you to show points of agreement and disagreement.

A. With a partner, read this excerpt from a discussion about happiness. Then take notes in the Venn diagram on page 170.

Tom: OK. What do we want to say about the research on money and happiness?

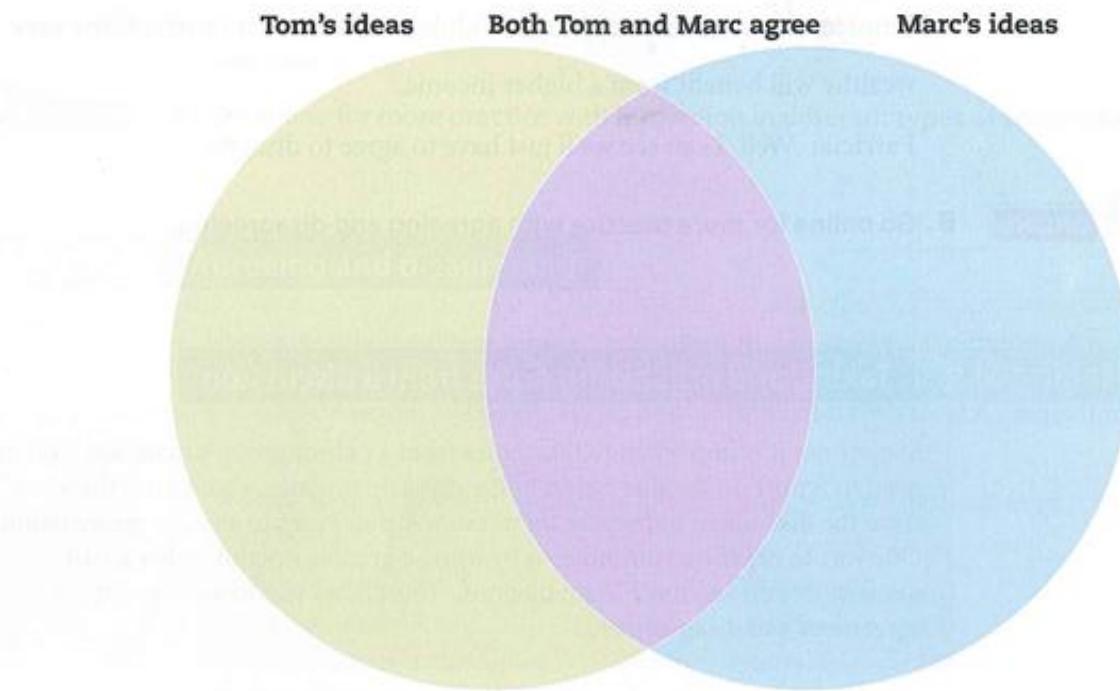
Marc: Well, according to the study by Betsey Stevenson and Jeffrey Wolfers, richer people are happier. I know when I have more money, I feel more relaxed about paying my bills.

Tom: True. But didn't research in the U.K. by Layard show that as long as you have a certain amount, you can be happy? All I want is to be able to pay all my bills and have some extra to do the things I enjoy. I don't need a really big house or an expensive car.

Marc: I agree. I need a home and a car, but they don't have to be really huge or expensive. But I do want to have enough money to travel. And when I say travel, I mean, to places I've never been—like Chiang Mai in Thailand and Machu Picchu in Peru. And I don't want to skimp. I want to really enjoy the trip and stay in nice hotels.

Tom: Yeah, I would love to go to those places. But I don't need to stay in nice hotels. I could camp or stay in hostels. The important thing is the people you are with and the experiences you have.





B. Use your notes to answer the questions.

1. What was the topic of the discussion? _____

2. What information did they give to support their ideas?

3. What did the two speakers agree about?

4. What did they disagree about?

C. With a partner, summarize the speakers' points using the notes from the graphic organizer.



D. Go online for more practice taking and organizing notes from a discussion.



In this assignment, you are going to take part in a group discussion about money and happiness. As you prepare for the discussion, think about the Unit Question, "Can money buy happiness?" 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 172.

CONSIDER THE IDEAS

Work with a partner. Discuss the questions about money and happiness. Be sure to use the correct intonation when you ask each other questions.

What is money's influence on happiness?

What kind of person do you think would be happier with more money? Why?

Would your life be different if you had more or less money? How?

Is it more enjoyable to give or receive money? Why?

Tip for Success

When disagreeing with someone, you can sound more polite by starting with *I know what you mean, but ... or I see your point, but ...*

PREPARE AND SPEAK

A. GATHER IDEAS Take notes on your discussion with your partner. Use these questions to guide you.

1. What were the main points of your discussion?
2. What did you agree on?
3. What did you disagree on?

B. ORGANIZE IDEAS Choose one question from the Consider the Ideas activity. Use the outline to help you prepare for a group discussion. Do not write exactly what you are going to say. Just write notes to help you organize your ideas.

Question: _____

Ideas that I agree with:

Ideas that I disagree with:



My answer to the question:

Reasons for my answer:

Examples:

- C. **SPEAK** Work in a group. Take turns presenting your ideas on the questions you chose in Activity B. 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	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My group understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used different types of sentences when speaking.
<input type="checkbox"/>	<input type="checkbox"/>	I used different intonation patterns.
<input type="checkbox"/>	<input type="checkbox"/>	I used phrases to agree and disagree.



- 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—Can money buy happiness? 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

analysis AWL
circumstances AWL
independence
outcome AWL
pleasure

Verbs

acquire AWL
conduct AWL
demonstrate AWL
inherit

Adjectives

associated (with)
complicated
destructive
dramatic AWL
immediate
persuasive

Adverbs

Absolutely!
Finally, AWL
First,
Later,
Next,
Second,
somewhat AWL
Then
wholly

Phrasal Verbs

burn out
wear off

Phrases

After (that),
At first,
Before (that),
get used to

I agree (completely).

I disagree.

I don't agree (at all).

I don't feel the same way.

I don't think so.

I think so, too.

In conclusion,

In summary,

In the beginning,

No way!

Oh, come on!

Sorry, but that's not my opinion.

That's a good point.

That's exactly what I think.

That's right.

Yeah, I know!

Oxford 3000™ words

AWL Academic Word List

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

LISTENING ■ I can listen for signposts. (p. 157)

VOCABULARY ■ I can use idioms. (p. 164)

GRAMMAR ■ I can use different types of sentences. (p. 166)

PRONUNCIATION ■ I can use correct intonation in different types of sentences. (p. 167)

SPEAKING ■ I can use phrases for agreeing and disagreeing. (p. 168)

NOTE TAKING ■ I can take and organize notes from a discussion. (p. 169)

■ I can gather information and ideas to participate in a group discussion evaluating the influence money has on happiness.

UNIT
OBJECTIVE



UNIT 8

Behavioral Science

- | | |
|----------------------|---|
| LISTENING | ► listening for examples |
| VOCABULARY | ► prefixes |
| GRAMMAR | ► simple past and present perfect |
| PRONUNCIATION | ► varying intonation to maintain interest |
| SPEAKING | ► asking for and giving clarification |
| NOTE TAKING | ► taking notes with examples |



UNIT QUESTION

What can we learn from success and failure?

A Discuss these questions with your classmates.

1. What are some of the different ways a person can be successful?
2. In what ways do you think you are successful?
3. Look at the photo. What is happening? In what ways can failure affect people?



UNIT
OBJECTIVE



Listen to a lecture and a speech and gather information and ideas to discuss successful and unsuccessful personal experiences and explain what you learned from them.



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

1. What types of success do the students mention? Do you agree or disagree with their ideas? Why?
2. Marcus thinks we learn more from our failures than our successes. What explanation does he give for this opinion? Do you agree?

iQ
ONLINE

- C** Go online to watch a video about a race car driver. Then check your comprehension.



blown away (adj.) impressed by someone or something

mayhem (n.) confusion

pit crews (n.) teams of people that work on race cars

tinker (v.) repair things

VIDEO VOCABULARY

iQ
ONLINE

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



E Look at the questionnaire. Check (✓) the three things that are most true for you. Then write reasons for each of your choices.

What Does Success Mean to You?



For Me Success Means ...

- being rich
- doing well on exams
- having a job I love
- enjoying a happy family life
- being able to do what I want
- having lots of friends
- enjoying good health
- being famous
- having a powerful or important job

Reasons:

Your idea: _____

Your idea: _____



F Discuss your answers in a group. Explain the reasons for your choices.



LISTENING

LISTENING 1 Chasing Your Dreams

UNIT
OBJECTIVE



You are going to listen to the beginning of a lecture by a college professor. As you listen to the lecture, gather information and ideas about what we can learn from success and failure.

PREVIEW THE LISTENING

A college professor is talking about the importance of success and what it means to be successful.



A. PREVIEW Which things do you think the college professor will say are important for success? Check (✓) your answers.

- being lucky
- having clear goals
- never giving up
- trying hard

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.

achieve (v.)

goal (n.)

determination (n.)

measure (v.)

downside (n.)

realistic (adj.)

frustrating (adj.)

ruin (v.)

give up (phr. v.)

status (n.)

Oxford 3000™ words



C. Go online to listen and practice your pronunciation.



WORK WITH THE LISTENING



- A. **LISSEN AND TAKE NOTES** Listen to the lecture. Complete the missing words in the chart, and add notes on any examples the professor gives.

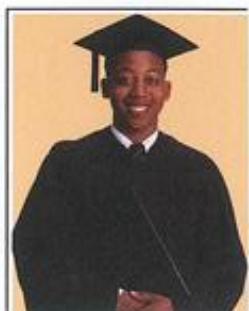
Main points	Examples
1. Make sure your goals are _____.	
2. Aiming for success should not cause _____ or _____.	none given
3. Success can bring _____.	
4. Our definition of success changes with _____.	

- B. In what ways does the professor use humor to make her points? Do you think this is an effective technique? Why or why not?



- C. Listen to the lecture again. Circle the answer that best completes each statement according to what the professor says.

1. We learn that success is good _____.
 - a. from an early age
 - b. as we grow older
2. To be successful, you _____.
 - a. need to set achievable goals
 - b. should never stop trying to achieve your goals
3. Achieving your goals should be _____.
 - a. the most important thing in your life
 - b. one of several important things in your life
4. You should try to focus on _____.
 - a. only the positive aspects of success
 - b. both the positive and the negative aspects of success
5. You need to _____.
 - a. keep the same goals throughout your life
 - b. change your goals to match different stages in your life



D. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true.

- ___ 1. This is the professor's first lecture on success to the class.
- ___ 2. She says that with hard work and determination, it is possible to achieve anything you want.
- ___ 3. According to the professor, trying to achieve some dreams can be a waste of time and effort.
- ___ 4. The professor says that trying too hard to be successful can cause problems.
- ___ 5. She argues that success can also bring failure.
- ___ 6. She says that people often see success differently as they grow older.

Vocabulary Skill Review

Remember to read the whole sentence and consider the context. This can help you identify the correct word and meaning.

E. VOCABULARY Use the new vocabulary from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. It may be difficult to **achieve** your dreams, but hard work can often help you get what you want from life.
a. reach b. control c. remember
2. **Determination** is important for success. You have to keep trying even when it is difficult.
a. force b. willpower c. luck
3. I love my job, but the **downside** is that the salary is low.
a. mistake b. error c. disadvantage
4. It can be very **frustrating** to try hard without succeeding.
a. difficult b. boring c. annoying
5. "If at first you don't succeed, try, try again." This saying means "**don't give up**".
a. quit b. fail c. alter
6. Peter is a salesperson now, but his **goal** is to have his own business someday.
a. argument b. ambition c. challenge
7. There are various ways to **measure** success. It's not just about making lots of money.
a. judge b. enjoy c. discuss



8. It's not **realistic** to expect to be successful at everything you do. No one can be good at everything.
 - a. confident
 - b. reasonable
 - c. intelligent
9. Don't wash that sweater in hot water. You'll **ruin** it.
 - a. break
 - b. injure
 - c. spoil
10. Sarah's new job gave her a much higher **status** within the company.
 - a. position
 - b. activity
 - c. popularity



F. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. Do you agree with the points the professor makes about success? Why or why not?
2. Who is the most successful person you know? In what ways is he or she successful?
3. What things do you think are more important than success?



There are many different types of success.

Listening Skill

Listening for examples

Listening for examples will help you understand a speaker's main points more clearly. Speakers often introduce examples with a common phrase that tells you that an example follows.

- | | | |
|---------------|--------------------|---------------------------|
| For example, | such as | To give (you) an example, |
| For instance, | Take, for example, | To illustrate this, |



- A.** Listen to the lecture again. List the phrases the professor uses to introduce examples.



- B.** Listen to Paul talk about how his view of success has changed. List each example he gives. You do not need to write full sentences.

1. When he was younger, Paul says he was “money hungry.”

Example: _____

2. He also says he was concerned about status.

Example: _____

3. These days, Paul says being successful for him means being healthy.

Example: _____

4. He also says that having good friends is important to him.

Example: _____

- C.** Think about one goal you would like to achieve. Write three benefits you expect from achieving this goal.

Your goal: _____

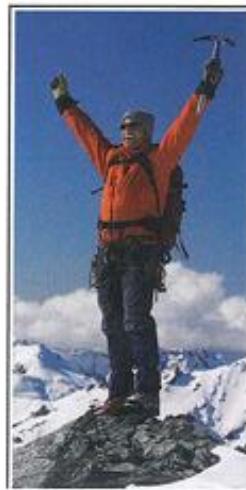
Benefits:

1. _____

2. _____

3. _____





- D.** Work with a partner. Take turns talking about your goals and their benefits. Use phrases from the Listening Skill box on page 180 when you give examples. Take notes below as you listen to your partner. Then discuss whether or not you agree with the benefits she or he expects.

Your partner's goal: _____

Benefits:

1. _____

2. _____

3. _____



- E.** Go online for more practice listening for examples.

LISTENING 2 | The Benefits of Failure

UNIT
OBJECTIVE



You are going to listen to a short speech by a college student. As you listen to the speech, gather information and ideas about what we can learn from success and failure.

PREVIEW THE LISTENING

- A. PREVIEW** Carl Simmons, a college student, is talking about the opposite of success—failure. In what ways do you think failure can be a positive experience? Make a list of your ideas, and then compare 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.

develop (v.)

emphasize (v.)

fear (v.)

lack (v.)

permit (v.)

preparation (n.)

top (adj.)

turn down (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 Carl's speech. Complete the two main points he makes. Then complete the examples he gives to support his opinion.



Akio Morita

1. **Main point 1:** We shouldn't be _____ of failure. We can _____ from our mistakes.
2. **Main point 2:** Don't let failure _____ you. Never give up!

Examples of people who failed but went on to succeed	
Stephen King	publishers turned down his first book
Michael Jordan	from his high school basketball team
John Grisham	his first book, <i>A _____ to Kill</i> , was a failure
Akio Morita	first product was a _____ that didn't work
Thomas Edison	struggled to make the first _____ work





B. Listen to the speech again. Match the people with the statements about them.

- | | |
|-----------------------|--|
| ___ 1. Stephen King | a. threw his first book in the trash |
| ___ 2. Michael Jordan | b. failed thousands of times before succeeding |
| ___ 3. John Grisham | c. lost a lot of money at first |
| ___ 4. Akio Morita | d. was rejected by 16 agents and publishers |
| ___ 5. Thomas Edison | e. "lacked skill" |

C. Check (✓) the main ideas of the speech.

- ___ 1. Some people prefer to fail rather than succeed.
- ___ 2. It is sometimes necessary to fail in order to succeed.
- ___ 3. Modern society doesn't accept failure.
- ___ 4. We can learn from our failures.
- ___ 5. Many successful people begin by failing.

D. Complete the summary.

Carl Simmons' view is that failure is something we all _____, but in fact it is an important stage on the road to _____. He says we can learn a lot more from our failures than we can from our successes. Failure is something to be _____ by. It is a good _____ for life. We need to experience failure, and _____ from it, in order to succeed.



E. Go online to listen to *The Advantages of Business Failure* and check your comprehension.

Tip for Success

Making lists of words with similar meanings, or *synonyms*, is a good way to expand your vocabulary. Use a dictionary to study differences in meaning.

F. VOCABULARY Use the new vocabulary from Listening 2. Circle the answer that best matches the meaning of each word or phrase in bold.

1. develop (v.)	future	changing	improve
2. emphasize (v.)	successful	importance	stress
3. fear (v.)	scare	frightening	be afraid
4. lack (v.)	missing	absence	need
5. permit (v.)	allow	helpful	ability
6. preparation (n.)	ready	training	educate
7. top (adj.)	leading	famously	seriousness
8. turn down (phr. v.)	unhelpful	acceptance	refuse



G. Go online for more practice with the vocabulary.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Of the people in Listening 2, who do you think overcame the biggest difficulties? Who learned the most from their failures?
2. Give an example of a time when you succeeded after failing at first. What did you learn from your mistakes?

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

1. Do you think the examples in Carl Simmons' speech support the professor's ideas about success in Listening 1? Why or why not?
2. In what ways, if any, has your view of success and failure changed?



Prefixes are added to the beginning of words to change their meaning. Understanding prefixes can help you expand your vocabulary and figure out the meaning of unknown words.

Notice the use of prefixes in these examples from Listening 2.

Being successful is not about being a **multimillionaire**.

(**multi-** + millionaire = multimillionaire)

Chasing an **impossible** dream, one that you can never reach, is a frustrating waste of time and energy. (**im-** + possible = impossible)

Many prefixes give the opposite meaning to words.

dis- disagree

im- (before words beginning with *m/p*) impolite

ir- (before words beginning with *r*) irrational

These prefixes give other meanings to words.

co- (together) cooperate

re- (again) replace, rewrite

multi- (many) multipurpose

anti- (against) antiwar

A. Add a prefix from the Vocabulary Skill box to complete each word.

- | | | |
|--------------------|-----------------|-----------------|
| 1. <u>re</u> view | 5. ___ perfect | 9. ___ patient |
| 2. ___ responsible | 6. ___ social | 10. ___ regular |
| 3. ___ like | 7. ___ national | 11. ___ apply |
| 4. ___ worker | 8. ___ honest | 12. ___ media |

B. Choose three words from Activity A. Write a sentence using each word.

1. _____
2. _____
3. _____

C. Read your sentences to a partner. Write any words you hear from Activity A in your notebook. Underline the prefixes.

D. Go online for more practice with prefixes.





SPEAKING

UNIT
OBJECTIVE



At the end of this unit, you will take part in a discussion about success and failure. Make sure to ask for and give clarification as you discuss the topic.

Grammar

Simple past and present perfect

Use the **simple past** for actions that began and ended in the past. For actions that began in the past and continue up to the present, use the **present perfect**.

Simple past

- Michael Jordan **played** basketball.
(He no longer plays basketball.)

Present perfect

- John Grisham **has written** thirty novels.
(He is still writing novels.)

Use the simple past for actions that occurred at a specific time in the past. If the time an action occurred is not known or not important, use the present perfect.

Simple past

- Stephen King **published** his first book in 1974.

Present perfect

- Stephen King **has published** many books.
(When he published the books is not important.)

Use the present perfect for actions that happened more than once in the past when the focus is on how often the actions happened rather than when they happened.

- Carl Simmons **fails** sometimes. He **has learned** from his mistakes.

Time expressions used with the simple past and present perfect

Last, ago, in, and on are commonly used with the simple past to show that an action was completed in the past.

For and since are commonly used with the present perfect to show that an action is connected to the present.

- Sara started college **two years ago**.
She **has been** a student **for two years**.



A. Circle the correct verb forms to complete the conversation. Then practice the conversation with a partner.

Ashley: Hey, Kevin. Great shot! You know, you're a pretty good tennis player.

(Did you ever enter / Have you ever entered) any tennis competitions?

Kevin: Yes, I (did / have). Actually, I (came / have come) in second in the Senior Tournament at our club last year.

Ashley: Really? That's great. (Did you enjoy / Have you enjoyed) it?

Kevin: Sure! Especially because it (was / has been) my first attempt. How about you?

Ashley: Oh, I play in a small local league, but I (didn't win / haven't won) any competitions or anything. I just play for fun, to keep fit and healthy.

B. Think of a hobby or sport that you enjoy. Note your answers to these questions. Then ask and answer the questions with a partner.

1. What hobby or sport do you enjoy? _____
2. How long have you done it? _____
3. Why do you like it? _____
4. Have you ever entered any competitions? _____
5. In what ways are you "successful" at your hobby or sport?

C. Complete each statement with your own ideas. Then compare sentences with a partner.

1. I _____ lately.
2. I _____ since last week.
3. I _____ yet.
4. I _____ a few years ago.
5. I _____ yesterday.

D. Go online for more practice with simple past and present perfect.

E. Go online for the grammar expansion.

Pronunciation

Varying intonation to maintain interest

You can help your listeners follow what you are saying more easily, and also help to keep them interested while you are speaking, by varying your intonation—making your voice rise and fall—a little more than usual.



Listen to this sentence from Carl Simmons's speech. You will hear it twice. Notice how the speaker sounds more interested the second time, and this makes it more interesting and easier to follow.

□ Just as success is something we all want, failure is something that we all fear.



Listen to some more examples. Notice how the speaker varies her intonation to make what she says easier to follow and sound more interesting.

□ You can learn more from your failures than you can from your successes.

Success for my grandfather is getting out of bed in the morning!

□ Failing is a good preparation for life.



A. Listen twice to each sentence. Who sounds more interested, Speaker 1 or Speaker 2?

	Speaker 1	Speaker 2
1. Failure is an important stage on the road to success.	<input type="checkbox"/>	<input type="checkbox"/>
2. We shouldn't be afraid of failure because we can learn from it.	<input type="checkbox"/>	<input type="checkbox"/>
3. Failure is something to be encouraged by.	<input type="checkbox"/>	<input type="checkbox"/>
4. Don't give up too easily!	<input type="checkbox"/>	<input type="checkbox"/>



B. Listen again. Repeat the sentences, using the same intonation you hear.

C. Read the paragraph below. Think about how you can use intonation to make this sound interesting and easier for listeners to follow. With a partner, take turns reading the paragraph aloud.

You need to experience failure and learn from it in order to really succeed. Failing is a good preparation for life. It makes you stronger and more able to overcome life's problems. Don't be scared of failure! It might sound strange, but letting go of your fear of failure might help you to succeed.





- D. Listen and check your answers to Activity C. Then listen and repeat, using the same intonation.

- E. Go online for more practice varying intonation to maintain interest.

Speaking Skill

Asking for and giving clarification

After you listen to a speech or presentation, you can ask questions if you need clarification or more information about something the speaker said. Asking questions shows that you are interested and have been paying attention.

Asking for clarification

- Sorry, I don't get what you mean.
- What do you mean exactly?
- Could you say a bit more about ...?
- Can you give an example?

After giving a speech or presentation, it is a good idea to ask the audience for questions. This gives you an opportunity to clarify your most important points and make sure your audience understood them.

Giving clarification

- What I'm trying to say ...
- To give you an example ...
- I mean ...



- A. Listen to the excerpts from a discussion. Complete the excerpts with the phrases you hear. Then practice the conversations with a partner.

1. Professor: So you need to make sure the success you're aiming for is achievable.

Student 1: _____ 1

Professor: What _____ 2 be realistic with the goals you set for yourself.

2. Professor: Success in one area can bring problems in others.

Student 2: _____?

3

Professor: Well, _____, someone can be at the
top of her career, but her family life might be in crisis as a result.

4

3. Professor: Keep your desire for success in proportion.

Student 3: _____?

5

Professor: Yes. I mean don't let your desire for success become greater than other important areas in your life.

4. Professor: Our definition of success alters with age.

Student 1: _____?

6

Professor: Sure. Someone of 20 might view success as being rich, but at 50 that same person might think of success as a happy family life.

B. Work with a partner. Take turns reading the statements from Listening 1 and Listening 2 aloud and asking for and giving clarification.

1. Failure is an important stage on the road to success.

A: Sorry, I don't get what you mean.

B: What I mean by that is we learn from our mistakes.

2. If at first you don't succeed, try, try again.

3. Success for my grandfather is simply getting out of bed in the morning.

4. Failing is a good preparation for life.



C. Go online for more practice asking for and giving clarification.



When discussing a topic, you may want to give examples to help support your opinion. Taking notes with examples is therefore a very useful skill. It allows you to organize your ideas and support your opinions in a way that is easy to refer to when you are speaking.

Look at these main points and examples from Listening 1. Notice how the main points are noted separately, next to the supporting examples.

Main points	Examples
1. Make sure your goals are realistic.	short, 30-year-old male smoker shouldn't quit job to become basketball player
2. Aiming for success should not cause stress or anxiety.	no example
3. Success can bring problems.	<ul style="list-style-type: none"> famous people (TV presenters and sports stars, etc.) who have relationship problems a high school friend, successful businessman but is now divorced

A. Think of different examples to support each main point in the chart below. Then discuss the topic of success with a partner.

Main points	Examples
1. Make sure your goals are realistic.	
2. Aiming for success should not cause stress or anxiety.	
3. Success can bring problems.	



B. Go online for more practice taking notes with examples.



In this assignment, you are going to take part in a discussion about success and failure. As you prepare for the discussion, think about the Unit Question, "What can we learn from success and failure?" 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 196.

CONSIDER THE IDEAS

Work with a partner. Read the quotes about success and failure. Decide what the quotes mean, and think of an example for each one. Take notes in the charts.

Critical Thinking Tip

This activity asks you to **paraphrase**. **Paraphrasing**, or saying the information in your own words, helps you to understand and remember ideas better.

"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."

—Albert Schweitzer

Meaning	Example

Do you agree or disagree with this quote? Explain.

"Success is never final. Failure is never fatal. Courage is what counts."

—Winston Churchill

Meaning	Example

Do you agree or disagree with this quote? Explain.



"Many of life's failures are people who did not realize how close they were to success when they gave up."

—Thomas Edison

Meaning	Example

Do you agree or disagree with this quote? Explain.

PREPARE AND SPEAK

A. **GATHER IDEAS** Think about what success means to you. Complete the activities.

1. Make a list of things you have been successful at. They can be big things, such as graduating from high school, or small things, such as cooking a delicious meal.

2. Now make a list of things you have tried, but were not successful at. Again, they can be big things, such as applying for a job, or small things, such as playing a game of tennis.

B. ORGANIZE IDEAS Choose one example from each list in Activity A.
Complete the outline to help you prepare to discuss your ideas.

1. Something I was successful at: _____

What were some of the difficulties you experienced?

How has this experience affected your life?

What have you learned from this experience?

2. Something I was not successful at: _____

What were some of the difficulties you experienced?

How has this experience affected your life?

What have you learned from this experience?



C. SPEAK Complete these steps. Refer to the Self-Assessment checklist below before you begin.

1. Work with a partner. Take turns telling each other about your experiences.
2. Discuss which experience you learned more from. Do not read directly from your outline. Just use it to help you remember your ideas. Use phrases from the Speaking Skill box on page 190 to ask for and give clarification.



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	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used simple past and present perfect.
<input type="checkbox"/>	<input type="checkbox"/>	I varied my intonation to maintain interest.
<input type="checkbox"/>	<input type="checkbox"/>	I asked for and gave clarification.



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—What can we learn from success and failure? 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

determination  downside
goal  AWL
preparation 
status  AWL

Verbs

achieve  AWL
develop 
emphasize  AWL
fear 
lack 
measure 
permit 
ruin 

Adjectives

frustrating
realistic 
top 

Phrasal Verbs

give up
turn down

Phrases

Can you give an example?
Could you say a bit more
about ...?
For example,
For instance,

Sorry, I don't get what
you mean.
such as

Take, for example,
To give (you) an
example,

To illustrate this,
What do you mean
by ...?

What I'm trying to say
is ...

What I mean by that is ...

 Oxford 3000™ words

AWL Academic Word List

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

LISTENING I can listen for examples. (p. 180)

VOCABULARY I can use prefixes. (p. 186)

GRAMMAR I can use simple past and present perfect. (p. 187)

PRONUNCIATION I can vary intonation to maintain interest. (p. 189)

SPEAKING I can ask for and give clarification. (p. 190)

NOTE TAKING I can take notes with examples. (p. 192)

UNIT
OBJECTIVE



I can gather information and ideas to discuss
successful and unsuccessful personal experiences
and explain what I learned from them.



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_03_LS_	Page	Track Name: Q2e_03_LS_	Page	Track Name: Q2e_03_LS_
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7	U01_Listening1_ActivityA.mp3	92	U04_Pronunciation_Part1_ActivityA.mp3	168	U07_Pronunciation_ActivityB.mp3
8	U01_Listening1_ActivityD.mp3	92	U04_Pronunciation_Part1_ActivityB.mp3	168	U07_SpeakingSkill_ActivityA.mp3
11	U01_ListeningSkill_Example.mp3	92	U04_Pronunciation_Part2_Examples.mp3		
11	U01_ListeningSkill_ActivityA.mp3	92	U04_Pronunciation_Part2_ActivityC.mp3		
11	U01_ListeningSkill_ActivityC.mp3	93	U04_Pronunciation_Part2_ActivityD.mp3		
12	U01_Listening2_ActivityA.mp3	94	U04_SpeakingSkill_ActivityA.mp3		
13	U01_Listening2_ActivityD.mp3				
21	U01_Pronunciation_Examples.mp3	100	U05_Q_Classroom.mp3	175	U08_Q_Classroom.mp3
21	U01_Pronunciation_ActivityA.mp3	105	U05_Listening1_ActivityA.mp3	178	U08_Listening1_ActivityA.mp3
22	U01_SpeakingSkill_Examples.mp3	107	U05_Listening1_ActivityD.mp3	178	U08_Listening1_ActivityC.mp3
		109	U05_ListeningSkill_Part1_Example1.mp3	181	U08_ListeningSkill_ActivityA.mp3
27	U02_Q_Classroom.mp3	109	U05_ListeningSkill_Part1_Example2.mp3	181	U08_ListeningSkill_ActivityB.mp3
30	U02_Listening1_ActivityA.mp3	109	U05_ListeningSkill_Part1_Example3.mp3	183	U08_Listening2_ActivityA.mp3
30	U02_Listening1_ActivityB.mp3	110	U05_ListeningSkill_Part1_ActivityA.mp3	184	U08_Listening2_ActivityB.mp3
33	U02_ListeningSkill_Examples.mp3	110	U05_ListeningSkill_Part2_Examples.mp3	189	U08_Pronunciation_Example1.mp3
34	U02_ListeningSkill_ActivityA.mp3	111	U05_ListeningSkill_Part2_ActivityC.mp3	189	U08_Pronunciation_Example2.mp3
34	U02_ListeningSkill_ActivityB.mp3	111	U05_ListeningSkill_Part2_ActivityD.mp3	189	U08_Pronunciation_ActivityA.mp3
37	U02_Listening2_ActivityA.mp3	112	U05_Listening2_ActivityA.mp3	189	U08_Pronunciation_ActivityB.mp3
38	U02_Listening2_ActivityB.mp3	112	U05_Listening2_ActivityD.mp3	190	U08_Pronunciation_ActivityD.mp3
38	U02_Listening2_ActivityC.mp3	119	U05_Pronunciation_Examples.mp3	190	U08_SpeakingSkill_ActivityA.mp3
45	U02_Pronunciation_Examples.mp3	119	U05_Pronunciation_ActivityA.mp3		
45	U02_Pronunciation_ActivityA.mp3	120	U05_Pronunciation_ActivityB.mp3		
45	U02_Pronunciation_ActivityB.mp3	121	U05_SpeakingSkill_ActivityA.mp3		
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52	U03_Q_Classroom.mp3	127	U06_Q_Classroom.mp3		
57	U03_Listening1_ActivityA.mp3	130	U06_Listening1_ActivityA.mp3		
57	U03_Listening1_ActivityB.mp3	131	U06_Listening1_ActivityC.mp3		
57	U03_Listening1_ActivityC.mp3	133	U06_ListeningSkill_Examples.mp3		
60	U03_ListeningSkill_ActivityA.mp3	133	U06_ListeningSkill_ActivityA.mp3		
61	U03_Listening2_ActivityA.mp3	133	U06_ListeningSkill_ActivityB.mp3		
61	U03_Listening2_ActivityB.mp3	134	U06_Listening2_ActivityA.mp3		
62	U03_Listening2_ActivityC.mp3	135	U06_Listening2_ActivityC.mp3		
70	U03_Pronunciation_Examples.mp3	141	U06_Pronunciation_Examples.mp3		
70	U03_Pronunciation_ActivityA.mp3	141	U06_Pronunciation_ActivityA.mp3		
70	U03_Pronunciation_ActivityB.mp3	141	U06_Pronunciation_ActivityB.mp3		
70	U03_Pronunciation_ActivityC.mp3	141	U06_Pronunciation_ActivityC.mp3		
71	U03_SpeakingSkill_Examples.mp3	141	U06_Pronunciation_ActivityD.mp3		
71	U03_SpeakingSkill_ActivityA.mp3	143	U06_SpeakingSkill_ActivityA.mp3		
		145	U06_NoteTakingSkill_ActivityC.mp3		
77	U04_Q_Classroom.mp3				
79	U04_Listening1_ActivityA.mp3	150	U07_Q_Classroom.mp3		
80	U04_Listening1_ActivityB.mp3	153	U07_Listening1_ActivityA.mp3		
82	U04_ListeningSkill_ActivityA.mp3	154	U07_Listening1_ActivityC.mp3		
83	U04_ListeningSkill_ActivityB.mp3	157	U07_ListeningSkill_Examples.mp3		
84	U04_Listening2_ActivityA.mp3	158	U07_ListeningSkill_ActivityA.mp3		
85	U04_Listening2_ActivityC.mp3	160	U07_Listening2_ActivityA.mp3		
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Series Consultants

ONLINE INTEGRATION

Chantal Hemmi holds an Ed.D. TEFL and is a Japan-based teacher trainer and curriculum designer. Since leaving her position as Academic Director of the British Council in Tokyo, she has been teaching at the Center for Language Education and Research at Sophia University on an EAP/CLIL program offered for undergraduates. She delivers lectures and teacher trainings throughout Japan, Indonesia, and Malaysia.

COMMUNICATIVE GRAMMAR

Nancy Schoenfeld holds an M.A. in TESOL from Biola University in La Mirada, California, and has been an English language instructor since 2000. She has taught ESL in California and Hawaii, and EFL in Thailand and Kuwait. She has also trained teachers in the United States and Indonesia. Her interests include teaching vocabulary, extensive reading, and student motivation. She is currently an English Language Instructor at Kuwait University.

WRITING

Marguerite Ann Snow holds a Ph.D. in Applied Linguistics from UCLA. She teaches in the TESOL M.A. program in the Charter College of Education at California State University, Los Angeles. She was a Fulbright scholar in Hong Kong and Cyprus. In 2006, she received the President's Distinguished Professor award at Cal State, LA. She has trained EFL teachers in Algeria, Argentina, Brazil, Egypt, Libya, Morocco, Pakistan, Peru, Spain, and Turkey. She is the author/editor of publications in the areas of integrated content, English for academic purposes, and standards for English teaching and learning. She recently served as a co-editor of *Teaching English as a Second or Foreign Language* (4th ed.).

VOCABULARY

Cheryl Boyd Zimmerman is a Professor at California State University, Fullerton. She specializes in second-language vocabulary acquisition, an area in which she is widely published. She teaches graduate courses on second-language acquisition, culture, vocabulary, and the fundamentals of TESOL and is a frequent invited speaker on topics related to vocabulary teaching and learning. She is the author of *Word Knowledge: A Vocabulary Teacher's Handbook* and Series Director of *Inside Reading*, *Inside Writing*, and *Inside Listening and Speaking*, all published by Oxford University Press.

ASSESSMENT

Lawrence J. Zwier holds an M.A. in TESL from the University of Minnesota. He is currently the Associate Director for Curriculum Development at the English Language Center at Michigan State University in East Lansing. He has taught ESL/EFL in the United States, Saudi Arabia, Malaysia, Japan, and Singapore.



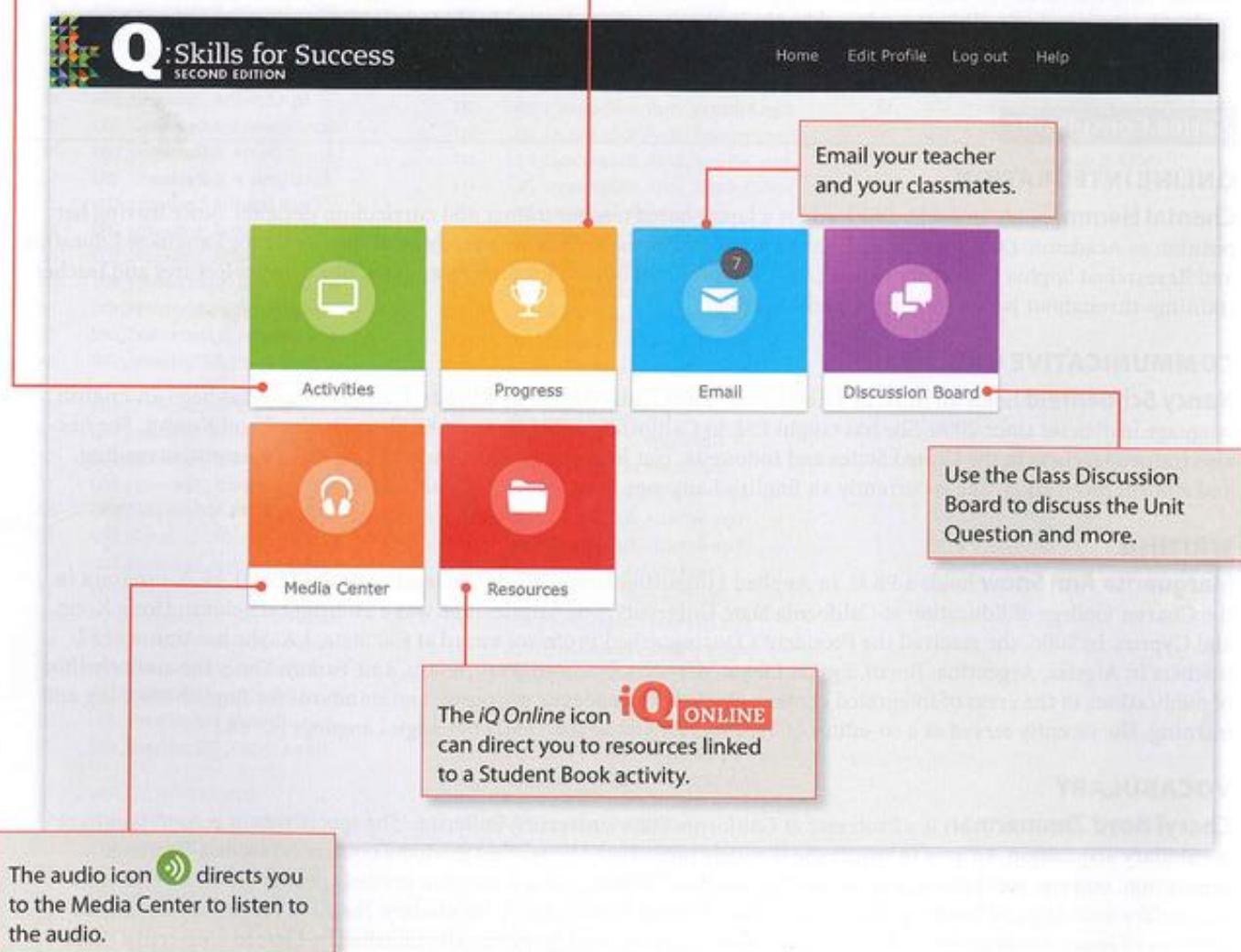
HOW TO USE iQ ONLINE

iQ ONLINE extends your learning beyond the classroom. This online content is specifically designed for you! *iQ Online* gives you flexible access to essential content.

Activities include

- Additional practice and support
- Videos—watch anytime, anywhere
- Online tests assigned by your teacher.

Progress reports show what skills you have learned and where you still need more practice.



The screenshot shows the iQ Online platform with a navigation bar at the top featuring the title "Q: Skills for Success SECOND EDITION" and links for "Home", "Edit Profile", "Log out", and "Help". Below the navigation bar is a grid of six colored boxes representing different features:

- Activities** (Green box): An icon of a computer monitor. A callout box points to it with the text "Activities include • Additional practice and support • Videos—watch anytime, anywhere • Online tests assigned by your teacher."
- Progress** (Orange box): An icon of a trophy.
- Email** (Blue box): An icon of an envelope with a "7" notification badge. A callout box points to it with the text "Email your teacher and your classmates."
- Discussion Board** (Purple box): An icon of two speech bubbles. A callout box points to it with the text "Use the Class Discussion Board to discuss the Unit Question and more."
- Media Center** (Orange box): An icon of headphones.
- Resources** (Red box): An icon of a folder.

A red callout box points to the "Media Center" icon with the text "The audio icon  directs you to the Media Center to listen to the audio."

An "iQ ONLINE" icon is located near the bottom center of the page, indicating a link to additional resources.

SEE THE INSIDE FRONT COVER FOR HOW TO REGISTER FOR *iQ ONLINE* FOR THE FIRST TIME.

Take Control of Your Learning

You have the choice of where and how you complete the activities. Access your activities and view your progress at any time.

Your teacher may

- assign *iQ Online* as homework,
- do the activities with you in class, or
- let you complete the activities at a pace that is right for you.

iQ Online makes it easy to access everything you need.

Set Clear Goals

STEP 1 If it is your first time, look through the site. See what learning opportunities are available.

STEP 2 The Student Book provides the framework and purpose for each online activity. Before going online, notice the goal of the exercises you are going to do.

STEP 3 Stay on top of your work, following the teacher's instructions.

STEP 4 Use *iQ Online* for review. You can use the materials any time. It is easy for you to do follow-up activities when you have missed a class or want to review.

Manage Your Progress

The activities in *iQ Online* are designed for you to work independently. You can become a confident learner by monitoring your progress and reviewing the activities at your own pace. You may already be used to working online, but if you are not, go to your teacher for guidance.

Check 'View Reports' to monitor your progress. The reports let you track your own progress at a glance. Think about your own performance and set new goals that are right for you, following the teacher's instructions.

iQ Online is a research-based solution specifically designed for English language learners that extends learning beyond the classroom. I hope these steps help you make the most of this essential content.



Chantal Hemmi, EdD TEFL
Center for Language Education and Research
Sophia University, Japan

Note-taking Skill Taking notes with examples

When discussing a topic, you may want to give examples to help support your opinion. Taking notes with examples is therefore a very useful skill. It allows you to organize your ideas and support your opinions in a way that is easy to refer to when you are speaking.

Look at these main points and examples from Listening 1. Notice how the main points are noted separately next to the supporting examples.

Main points	Examples
1. Make sure your goals are realistic.	short, 50-year-old male smoker who's quit job to become basketball player
2. Aiming for success should not cause stress or anxiety.	No example
3. Success can bring problems.	+ famous people (TV presenters and sports stars, etc.) who have relationship problems + a high school friend, successful businessman but is now divorced

A. Think of different examples to support each main point in the chart below. Then discuss the topic of success with a partner.

Main points	Examples
1. Make sure your goals are realistic.	
2. Aiming for success should not cause stress or anxiety.	
3. Success can bring problems.	

iQ Online B. Go online for more practice taking notes with examples.

192 UNIT 8 | What can we learn from success and failure?

Notice the icon. It directs you to the online materials linked to the Student Book activities.



Mariel Zuarino

Skills for Success SECOND EDITION

My Achievements My grades

Unit	Score	Progress
1 Sociology	76%	Completed 10 of 14
2 Nutritional Science	100%	Completed 10 of 10
3 Informational Technology	92%	Completed 10 of 10

VOCABULARY LIST AND CEFR CORRELATION

 The keywords of the Oxford 3000™ have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness.

AWL The Academic Word List is the most principled and widely accepted list of academic words. Averil Coxhead gathered information from academic materials across the academic disciplines to create this word list.

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

assume (v.)  AWL, A1
behavior (n.)  A1
briefly (adv.)  B1
conscious (adj.)  A2
effective (adj.)  A1
encounter (n.)  AWL, B1
error (n.)  AWL, A2
expert (n.)  AWL, A2
negative (adj.)  AWL, A2
positive (adj.)  AWL, A2
sample (n.)  A2
select (v.)  AWL, A2
suspicious (adj.)  B1

UNIT 2

complex (adj.)  AWL, A2
concentrate (v.)  AWL, A2
consume (v.)  AWL, B1
diet (n.)  A2
disgusting (adj.)  B1
distinguish (v.)  B1
estimate (v.)  AWL, A2
flavor (n.)  B1
occasionally (adv.)  B1
mix (v.)  A2
mood (n.)  B1
spicy (adj.)  B1
swallow (v.)  B1
trend (n.)  AWL, A2
wise (adj.)  B1

UNIT 3

adapt (v.)  AWL, B1
considerably (adv.)  B2
cope (v.)  B1
crisis (n.)  A2
curious (adj.)  B1
handle (v.)  A2
justify (v.)  AWL, B1
permanent (adj.)  A2
position (n.)  B1
research (n.)  AWL, A2
steady (adj.)  B1
struggle (v.)  A2
suffer (v.)  A1
support (v.)  B2
unemployed (adj.)  B1
wages (n.)  A2

UNIT 4

aimed at (phr.)  B1
appeal (n.)  A2
brand (n.)  B1
campaign (n.)  A2
claim (v.)  A1
deliberately (adv.)  B1
evidence (n.)  AWL, A1
injury (n.)  AWL, A2
monitor (v.)  AWL, B1
persuade (v.)  A2
regulations (n.)  AWL, A2
relate to (phr.)  A1
withdraw (v.)  A1

UNIT 5

audience (n.)  A1
discover (v.)  A1
embarrass (v.)  B2
expose (v.)  AWL, B1
financial (adj.)  AWL, A1
funds (n.)  AWL, A1
income (n.)  AWL, A1
invention (n.)  B2
investigate (v.)  AWL, A2
locate (v.)  AWL, B1
model (n.)  A2
mystery (n.)  B1
previous (adj.)  AWL, A1
promote (v.)  AWL, B1
prove (v.)  A1
publish (v.)  AWL, A1
reputation (n.)  B1
retire (v.)  B1
solve (v.)  A2
threaten (v.)  A1

UNIT 6

appropriate (adj.)  AWL, A1
benefit (n.)  AWL, A1
consumer (n.)  AWL, A1
demand (v.)  B1
fair (adj.)  A2
guilty (adj.)  A2
ignore (v.)  AWL, A1
impact (n.)  AWL, B1
influence (v.)  A2
lie (v.)  A1

UNIT 7

profit (n.)  A1
sensible (adj.)  B1
trust (v.)  A2

acquire (v.)  AWL, A2
analysis (n.)  AWL, A1
associated with (adj.)  B2
circumstances (n.)  AWL, A2
complicated (adj.)  B1
conduct (v.)  AWL, A2
demonstrate (v.)  AWL, A2
dramatic (adj.)  AWL, B1
immediate (adj.)  A2
independence (n.)  A2
outcome (n.)  AWL, A2
pleasure (n.)  A2
somewhat (adv.)  AWL, A2

UNIT 8

achieve (v.)  AWL, A1
determination (n.)  B1
develop (v.)  B1
emphasize (v.)  AWL, A2
fear (v.)  A2
goal (n.)  AWL, A2
lack (v.)  B1
measure (v.)  A1
permit (v.)  A2
preparation (n.)  A2
realistic (adj.)  B2
ruin (v.)  B2
status (n.)  AWL, A1
top (adj.)  A2

Oxford 3000

The Oxford 3000: the most important words you need to know to succeed in English

The **Oxford 3000** is a ready-made list of words that have been carefully selected to meet the needs of language learners. It's a list you can trust, and is ideal for class or homework activities.

The **Oxford 3000** wordlist:

- is corpus-based
- has been created by language experts and teachers based on frequency, range and familiarity
- allows students to understand up to 80–85% of words in general English texts
- is used as the defining vocabulary to explain the meaning of words in Oxford learners' dictionaries
- expands vocabulary to 7500 (when using the keyword entries in the *Oxford Advanced Learner's Dictionary*)

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Q: Skills for Success

SECOND EDITION

Think critically. Succeed academically.

Q: Skills for Success, Second Edition is a six-level series with two strands, *Reading and Writing* and *Listening and Speaking*.

Academic Readiness

New note-taking skills, an extended writing syllabus, and authentic video in every unit equip students for academic success.

Measurable Progress

Clearly stated unit objectives motivate students to achieve their language learning goals, while online tools enable teachers to track class progress.

Blended Learning

For Students

iQ Online course content has been researched, developed and tested to fit the needs of English language learners.

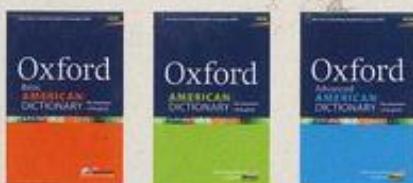
For Teachers

iTools classroom presentation tool increases engagement in lessons and reduces your prep time.



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SHAPING learning TOGETHER

CEFR
C1
B2
B1

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