

- READING ▶ identifying main ideas and supporting details
- VOCABULARY ▶ using the dictionary to identify word forms
- WRITING ▶ organizing and developing a paragraph
- GRAMMAR ▶ real conditionals: present and future



# Q

UNIT QUESTION

## How do you make a good first impression?

**A** Discuss these questions with your classmates.

1. What qualities do you look for in a friend?
2. What is the best way to make a good first impression on a classmate? On a boss?
3. Look at the photo. Describe the people in the room. Where are they? What are they doing?



**B** Listen to *The Q Classroom* online. Then match the suggestions in the box with the students.

- |                  |                            |                    |                      |
|------------------|----------------------------|--------------------|----------------------|
| a. be polite     | c. comb my hair            | e. have confidence | g. keep eye contact  |
| b. pay attention | d. remember people's names | f. smile           | h. wear nice clothes |

How do you make a good first impression?

Marcus	c. comb my hair, h. wear nice clothes	
Yuna	<input type="text"/>	<input type="text"/>
Felix	<input type="text"/>	<input type="text"/>
Sophy	<input type="text"/>	<input type="text"/>



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



## READING 1 | Small Talk: A Big Deal

UNIT OBJECTIVE

You are going to read an online newspaper article about small talk. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** Read the title and headings and look at the photographs. What do you think “small talk” means? Check (✓) your answer.

- talking about important events in your life
- talking about things like traffic or weather
- talking about your boss and coworkers

**Writing Tip**

When you quick-write, try to keep writing without stopping. Focus on your ideas.

**B. QUICK WRITE** How do you feel when you meet someone new at school or at work? What do you say to make him or her feel more comfortable? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

appreciate (v.)	lead to (phr. v.)
confidence (n.)	maintain (v.)
demonstrate (v.)	offensive (adj.)
effective (adj.)	select (v.)
impress (v.)	stranger (n.)

Oxford 3000™ words

**iQ ONLINE**

**D. Go online to listen and practice your pronunciation.**

### WORK WITH THE READING

- A. Read the article and gather information about how to make a good first impression.**

## Small Talk: A Big Deal

- Put a group of **strangers** in a room together, and they'll probably start a conversation. “Hot today, isn't it?” one might say. “You said it,” another replies. Soon enough, comments about today's weather will **lead to** other people's weather stories about getting stuck in the rain or trying to stay cool during last week's high of 100 degrees Fahrenheit (37.8 degrees Celsius).
- Why do we talk so much about the weather, and why is it important? When we first meet people, we don't begin by telling them our life story. We start with *small talk*, a polite conversation about something much less important like traffic or weather. Sometimes it goes nowhere. We may talk to people in the elevator, at the store, or on the bus, but the conversation quickly ends. Many other times, however, small talk can create something *much* bigger, including new friendships or even a better job. It just has to be done the right way.



### New Friends and Jobs

- Research suggests that small talk can build new friendships. When we begin conversations with new people, we want to feel comfortable, and so do they. We use small talk to find common interests. Weather may lead to more interesting topics like summer fashion or winter foods. Once we have a common interest, a friendship can begin. The more we engage in<sup>1</sup> small talk, the more friends we can make.
- Small talk even helps people get hired and perform better at work. In order to **impress** at a job interview, you need to bond with the interviewer right away. **Effective** small talk can make that first impression get you the job. Small talk is equally important after you are hired. In fact, research

<sup>1</sup> engage in: to take part in something

**demonstrates** that just five minutes of small talk can lead to more successful business deals. Effective small talk at the office can also help people get promoted<sup>2</sup> more often.

### As Easy as 1-2-3

- 5 So, how can you make small talk lead to a new friendship, job, or promotion? First off, find common ground. **Select** something around you that you share with the other person. At a job interview, look around the room for common interests. Perhaps the interviewer has a photo of his children on his desk. "Oh, you have kids, too?" you might ask.
- 6 Next, keep the conversation going. Compliment<sup>3</sup> the other person to make him or her feel comfortable, and ask questions to show interest: "Oh, you've been to Paris?" Don't do all the talking, and avoid saying anything **offensive** that might make the other person feel awkward. It could create a negative impression and possibly end the conversation.
- 7 Third, **maintain** eye contact. When you look people in the eye, they feel you **appreciate** what they are saying. Maintaining eye contact is important. It makes you appear honest and builds trust. Without trust, a relationship cannot develop<sup>4</sup>, say experts.

### The Big Question: To Talk or Not to Talk?

- 8 Some people shy away from small talk. They might not have enough **confidence** to start up conversations with strangers. And let's face it—talking to someone you don't know is not the easiest thing to do! Still, experts say with practice, small talk *does* get easier, even for the shy ones. You just have to take that first step.
- 9 Other people avoid small talk because they dislike discussing things like traffic, weather, or sports scores. For them, these topics are just *too* small. However, when you think about it, small talk is anything but small. In fact, it is actually a *very* big deal!



### Vocabulary Skill Review

Look at the sentences in Activity B. Which of the vocabulary words in bold are nouns? Which are verbs?

**B. VOCABULARY** Here are some words from Reading 1. Read the sentences. Then match each bold word with its definition below.

- f 1. I thought I saw a **stranger** standing in front of my apartment building, but then I realized it was my friend waiting for me.
2. Smiling can **demonstrate** to other people that you are a friendly person. Shaking a person's hand is another way to show friendliness.
3. People with **confidence** usually make better public speakers because they feel very comfortable standing in front of a lot of people.
4. Many people believe Facebook is an **effective** way to keep in touch with family and friends who live far away.
5. When you meet new people in school, it can sometimes **lead to** friendships that last a lifetime.
6. You should **select** what you wear to a job interview carefully. What you wear to an interview is very important.
7. I really **appreciate** my friends. They always give me good advice.
8. Omar wanted to **impress** the interviewer, so he told him about the important project he worked on.
9. One of the best ways to **maintain** a conversation is to keep asking questions; then it can easily continue.
10. Jokes are a great way to "break the ice" when you meet new people, but you should never tell **offensive** jokes that could make them feel uncomfortable or angry.

- a. (*phr. v.*) to have something as a result
- b. (*n.*) the feeling that you are sure about your own beliefs or abilities
- c. (*v.*) to make someone admire and respect you
- d. (*adj.*) producing the result that is wanted or intended
- e. (*v.*) to choose someone or something from similar people or things
- f. (*n.*) a person you do not know
- g. (*v.*) to enjoy or to understand the value of someone or something
- h. (*adj.*) unpleasant or insulting
- i. (*v.*) to show or explain how to do something
- j. (*v.*) to continue to have something; to keep something at the same level



**C. Go online for more practice with the vocabulary.**

<sup>2</sup> **promote**: to move someone to a higher rank or more senior job

<sup>3</sup> **compliment**: to praise or express admiration for someone

<sup>4</sup> **develop**: to become better and stronger



**D. Circle the main idea of the article.**

- a. Strangers who find themselves together in the same place will probably talk to each other.
- b. Small talk is a polite conversation with strangers about topics like traffic, weather, or sports.
- c. According to experts, there are three important steps to follow when you engage in small talk.
- d. When small talk is done correctly, it can improve people's social and professional lives.

**E. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true according to the article.**

- 1. People do not usually talk about their personal lives with strangers.
- 2. Small talk can happen at the store or on the bus.
- 3. Small talk helps people find shared interests.
- 4. Small talk is only helpful before you get a job.
- 5. Just five minutes of small talk helps employees get promoted.
- 6. You should never ask new people details about their family.
- 7. Some people feel uncomfortable using small talk.
- 8. Effective small talk can leave a bad first impression on others.

**F. Read these sentences from Reading 1. Then answer the questions. Find the sentences in the reading to help you.**

- 1. (Paragraph 1) Put a group of strangers in a room together, and **they**'ll probably start a conversation.  
Who does **they** refer to?
- 2. (Paragraph 2) **It** just has to be done the right way.  
What does **it** refer to?
- 3. (Paragraph 3) When we begin conversations with new people, we want to feel comfortable, and so do **they**.  
Who does **they** refer to?
- 4. (Paragraph 6) **It** could create a negative impression and possibly end the conversation.  
What does **it** refer to?

**Tip for Success**

Use pronoun referents, such as *it* and *they*, to continue an idea in a following sentence.

- 5. (Paragraph 7) **It** makes you appear honest and builds trust.

What does **it** refer to?

- 6. (Paragraph 8) **They** might not have enough confidence to start up conversations with strangers.

Who does **they** refer to?

**Critical Thinking Tip**

Activity G asks you to identify a **causal chain**. A causal chain is a series of causes and effects. When you organize ideas into a causal chain, it will help you to see how one event affects another event, which then affects another event.

- G. Read paragraph 3 of Reading 1 and complete this graphic organizer. Identify the causal chain in the paragraph. Write the correct answers in the boxes.



- a. We find common interests.
- b. We begin a conversation with a stranger.
- c. A new friendship starts.
- d. We discuss more interesting topics.
- e. We use small talk.

- H. The author suggests that there is also a *wrong* way to use small talk. What do you think the *wrong* way might be? Write 5–8 sentences giving your opinion. Then share your paragraph with a partner and compare your ideas.

**iQ ONLINE**

- I. Go online to read *Professional Email Etiquette* and check your comprehension.

**Q?**

**WRITE WHAT YOU THINK**

- A. Discuss these questions in a group.

- 1. When was the last time you used small talk? Describe the situation.
- 2. Do you agree with the author that small talk is “a big deal”? Why or why not?

- B. Choose one question and write a paragraph in response. Look back at your Quick Write on page 4 as you think about what you learned.

A paragraph is a group of sentences about the same topic. The **main idea** is usually given in the first sentence. This is called the **topic sentence**. Sometimes the topic sentence can also be the last sentence or in the middle of a paragraph. The other sentences are called supporting sentences and contain **supporting details**, such as examples, explanations, facts, definitions, and reasons.

Identifying main ideas and supporting details is an important skill that will help you become a more effective reader. When you read, skim for main ideas and scan for details.

**A. Read the sentences from Reading 1. Write MI for the main idea of the paragraph. Write SD for the supporting details.**

1. Paragraph 3

- a. Weather may lead to more interesting topics like summer fashion or winter foods.
- b. Research suggests that small talk can build new friendships.
- c. The more we engage in small talk, the more friends we can make.

2. Paragraph 4

- a. In order to impress at a job interview, you need to bond with the interviewer right away.
- b. In fact, research demonstrates that just five minutes of small talk can lead to more successful business deals.
- c. Small talk even helps people get hired and perform better at work.

3. Paragraph 5

- a. So, how can you make small talk lead to a new friendship, job, or promotion?
- b. First off, find common ground.
- c. At a job interview, look around the room for common interests.

**B. Look again at paragraphs 1, 6, 7, and 8 in Reading 1. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.**

**iQ ONLINE** **C. Go online for more practice identifying main ideas and supporting details.**



You are going to read an article from a career magazine about job interviews. Use the article to gather information and ideas for your Unit Assignment.

**PREVIEW THE READING**

**A. PREVIEW** Read the title and first sentence of each paragraph. Check (✓) all the things you think the article will say you should do at a job interview.

- Find out as much as you can about the job.
- Wear your most comfortable clothing.
- Don't smile; you want the interviewer to take you seriously.
- Let the interviewer do all the talking.
- Don't interrupt the interviewer when he or she is talking.

**B. QUICK WRITE** What advice would you give to someone on a job interview? What should he or she do and not do? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Check (✓) the words 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.

accomplishment (n.)	punctual (adj.)
consider (v.)	research (n.)
exaggerate (v.)	responsible (adj.)
expect (v.)	slang (n.)
professional (adj.)	weakness (n.)

Oxford 3000™ words

**iQ ONLINE** **D. Go online to listen and practice your pronunciation.**

## WORK WITH THE READING

- 🔊 A. Read the article and gather information about how to make a good first impression.

# Job Interviews 101



1 You finally got that call you have been waiting for—an interview for a new job. At first, you will probably feel overjoyed<sup>1</sup>, but as the interview gets closer, you are likely to get more and more nervous about the big day. Experts say that you only have 30 seconds to make a good first impression at a job interview. The key to a successful interview is to be prepared



and stay **professional** at all times. To make sure you do your best, remember these ten tips:

- 2 *Be prepared.* Learn as much as you can about the company before the interview. Go to the business's website and read it so you are aware of how things work there. Think of questions the interviewer might ask you and practice your answers with a friend. Know how to discuss both your strengths and your **weaknesses** because you will be asked about both!
- 3 *Dress the part.* If you walk in wearing jeans and a T-shirt, you are not likely to get the position. Wear clothing that is neat, clean, and presentable. Most companies **expect** applicants to wear business clothes, such as a shirt and tie or a nice suit. Dressing well shows that you are serious about the job.

4 *Be **punctual**.* Arriving late to an interview can be deadly. No employer wants to hire someone who is not **responsible** enough to come to work on time. Get to the interview 10–15 minutes early to help yourself relax before you step into the office.

5 *Make eye contact.* Look your interviewer in the eye when you greet him or her and keep eye

contact throughout the entire interview. Keeping eye contact shows the other person that you are both honest and confident.

- 6 *Be polite.* Sit up straight when you are being interviewed, listen carefully to what the interviewer is saying, and avoid using **slang** or bad words. If you don't understand a question, ask politely, "Could you please repeat that?" When you are polite, you appear more professional and are more likely to get the job.
- 7 *Don't interrupt<sup>2</sup>.* Interrupting is **considered** rude. Let the interviewer finish what she or he is saying. If you have something important to say, try to remember it and wait for a moment of silence to speak up.
- 8 *Find shared interests.* Try to notice what the interviewer finds important. Listen for

topics that you both know something about and discuss them. If you can't think of anything, nod<sup>3</sup> yes or agree with points that the interviewer makes.

- 9 *Sell yourself.* Don't be afraid to talk about your **accomplishments**. Employers want to hire people who are successful and confident in their abilities. However, be careful not to **exaggerate**. Do not lie about past job responsibilities. You don't want employers to ask your old boss about things you never did!
- 10 *Stay positive.* Avoid complaining about a bad boss or job you had before. Being negative can make employers worry that you are not a team player, or that you don't work well

with others. And remember to smile. Smiling shows you are easygoing and enthusiastic.

- 11 *Ask questions.* At the end of the interview, ask specific questions about the job or company, such as "What kind of work can I expect to be doing the first year?" or "Where do you see the company five years from now?" You want to show the employer that you have done your **research** and that you care about working there.
- 12 Interviewing is not easy, but it is easier when you know what to do and what to expect. If you stay honest and professional, you will get yourself one step closer to the job you want. Oh, and one more thing: don't forget to breathe!

<sup>3</sup> **nod**: to move your head down and then up again quickly as a way of saying yes

## B. VOCABULARY Complete each sentence with the vocabulary from Reading 2.



accomplishment (n.)	professional (adj.)	responsible (adj.)
consider (v.)	punctual (adj.)	slang (n.)
exaggerate (v.)	research (n.)	weakness (n.)
expect (v.)		

- In the interview, Sami did not  his work experience. He knew his six months in sales wasn't a lot, but he wouldn't lie.
- My boss is a great person, but he has one . He almost never smiles, even when things are going well!
- You are not allowed to use your cell phone in some restaurants because many people  it rude.
- Alain is always . He's never late for anything.
- Many teenagers use so much  when they talk to each other that their own parents can't understand them.

<sup>1</sup> **overjoyed**: very happy


<sup>2</sup> **interrupt**: to make somebody stop speaking



6. Thamer is very . He always pays his bills on time. 
7. You were late for work again today. I  you to arrive on time tomorrow. 
8. A friend told me about a good company, so I did some  online. I learned that it was one of the top companies to work for here.
9. When you speak to customers, you should always be . You should be polite and try to help them as quickly as you can.
10. Getting a job as an accountant has been my greatest professional . It's something I dreamed about for years.




**C. Go online for more practice with the vocabulary.**

 **D. Complete the T-chart with information from the article.**

Job Interview Dos	Job Interview Don'ts
<p><i>Dress professionally.</i></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<p><i>Don't be negative.</i></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

**E. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true according to the article.**

-   1. Learn as much as you can about the company before the interview.
2. Most companies expect you to wear casual clothes to an interview.
3. Arrive 30–40 minutes early so you can start the interview early.
4. Keeping eye contact shows that you are confident.


5. It's OK to lie a little about a past job to impress the interviewer.
6. Avoid complaining about a boss you had before.
7. At the end of the interview, tell the interviewer a personal story.

**F. Match these main ideas from the reading with the correct supporting details below. Then read the article again to check your answers.**

- |   |  |
|---|--|
| <input type="checkbox"/> 1. Be prepared.    | <input type="checkbox"/> 5. Don't interrupt.       |
| <input type="checkbox"/> 2. Dress the part. | <input type="checkbox"/> 6. Find shared interests. |
| <input type="checkbox"/> 3. Be punctual.    | <input type="checkbox"/> 7. Sell yourself.         |
| <input type="checkbox"/> 4. Be polite.      | <input type="checkbox"/> 8. Stay positive.         |
- a. If you have something important to say, try to remember it and wait for a moment of silence to speak up.
- b. If you don't understand a question, ask politely, "Could you please repeat that?"
- c. Most companies expect applicants to wear business clothes.
- d. Being negative can make employers worry that you are not a team player.
- e. No employer wants to hire someone who is not responsible enough to come to work on time.
- f. Think of questions the interviewer might ask you.
- g. Employers want to hire people who are successful and confident.
- h. Listen for topics that you both know something about and discuss them.



## WRITE WHAT YOU THINK

 **A. Discuss the questions in a group. Look back at your Quick Write on page 11 as you think about what you learned.**

- Which job interview tip from Reading 2 do you think is the most important? Which is the hardest to do? Why?
- In your opinion, what is the best way to make a job interviewer interested in you?

**B. Think about Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.**

- What are the best ways to make a good impression on others?
- What are the best ways to avoid making a bad impression on others?
- Can you make a good first impression the same way in every situation (e.g., at a job interview, talking to a customer, meeting a new classmate, etc.)? Why or why not?



## Vocabulary Skill Using the dictionary to identify word forms

Learning word forms increases your vocabulary. It will help make your reading, speaking, and writing more fluent. Look at the dictionary definitions below.

**ac-com-plish** /ə'kʌmplɪʃ/ **verb** [T] to succeed in doing something difficult that you planned to do: *Very little was accomplished at the meeting.* **SYN** achieve

**ac-com-plished** /ə'kʌmplɪʃt/ **adj.** highly skilled at something: *an accomplished swimmer*

**ac-com-plish-ment** /ə'kʌmplɪʃmənt/ **noun** 1 [C] something difficult that someone has succeeded in doing or learning: *He was proud of his academic accomplishments.* 2 [formal] [U] the act of completing something successfully

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

**A. Complete this chart. An X indicates that a word form doesn't exist or you don't need to know it at this time. Use your dictionary to help you.**

	Noun	Verb	Adjective	Adverb
1.	accomplishment	accomplish	accomplished	X
2.	confidence	X		
3.			considerable	considerably
4.		demonstrate		X
5.		impress		
6.		offend		
7.		X	responsible	
8.		select		

### Tip for Success

Many words have the same noun and verb form. For example, *tie* can be a noun or a verb.

**B. Complete each sentence with a word from the chart in Activity A.**

- My biggest accomplishment in life so far has been my graduation from high school.
- Appearance is an important  if you want to make a good impression. Think carefully about how you will look to others.
- When you speak in public, you need to show . Even if you are nervous, you should look as if you are not.
- Keeping eye contact will  to others that you are interested in what they are saying.
- The person who applied for the job had a(n)  work history. The manager was surprised at the high-level positions she had held.
- Don't tell jokes when you meet people for the first time because you might  them and make them angry or upset.
- My coworkers have a lot of respect for Rakan because he acts  at work and always has a positive attitude.
- When you go on a job interview, it is best to  clothes that are professional, such as a suit and tie.

**C. Choose two sets of words from Activity A on page 16. Write one sentence for each form of the word. Then share your sentences with a partner.**



**D. Go online for more practice with using the dictionary to identify word forms.**



At the end of this unit, you will write a paragraph about how to make a good first impression. This paragraph will include specific information from the readings and your own ideas.

## Writing Skill Part 1 Organizing and developing a paragraph

A paragraph should discuss one main idea from beginning to end and develop the main idea with specific details.

- The **topic sentence** is usually the first sentence of a paragraph. It identifies the topic, or subject, of the paragraph. It also gives the main idea (or controlling idea), which explains what the writer will say about the topic.
- The **supporting sentences** are the middle sentences of a paragraph. They support the topic sentence with two or three smaller ideas, or subtopics. Subtopics are supported with specific details, such as examples, explanations, facts, definitions, and reasons.
- The **concluding sentence** is usually the last sentence of a paragraph. It summarizes the main points of the paragraph and restates the topic sentence, but in different words.

**A. WRITING MODEL** Read the model paragraph. Then answer the questions on page 19.

### How to Annoy Your Coworkers

When you start a job, you can leave a bad impression on your new coworkers very quickly without even realizing it. Because the workplace can be fast-paced and stressful, it can be easy to forget the people around you. One sure way to annoy your coworkers is to speak loudly on your phone. Speaking loudly on the phone can make it difficult for your coworkers to focus on what they are doing or to have phone conversations of their own. It may also send a message that you think your work and phone conversations are more important than anyone else's. Another common mistake is to take the last cup of coffee and not make another pot. Leaving an empty coffee pot

means that the next person has to take the time to make a new pot of coffee. Nobody likes to do this, particularly first thing in the morning! Many people find this behavior very rude. Leaving your cell phone on is another way you could unknowingly irritate your coworkers and cause them to form a bad impression of you. Your ringing cell phone may disturb the quiet your coworkers need to do their work. The noise may cause them to work more slowly or make mistakes. Also, many people consider it disrespectful. Finding your dream job may take a lot of time and effort, but unfortunately, leaving a bad impression on your coworkers can be done quickly and easily!

1. What is the topic sentence of the paragraph? Circle it.
2. How many supporting sentences are in the paragraph?
3. The paragraph gives three ways to make a bad impression on your coworkers. What are these three subtopics? Write them below.
  - a.
  - b.
  - c.
4. The paragraph uses reasons to support the subtopics. What reason explains why a ringing phone may cause people to make mistakes?
5. What is the concluding sentence of the paragraph? Underline it.

**B. Complete the paragraph below. Choose the correct topic sentence and supporting details from the box. Use the information from Reading 1 on pages 5–6 to develop your ideas. One sentence will not be used.**

- a. Find a shared interest or talk about what is around you, like your school or your teacher.
- b. Friends are easy to make at work.
- c. There are several ways to make new friends.
- d. For example, you could talk about your boss or your customers.

### Making New Friends

<sup>1</sup> First, if you go to school, you can make new friends in class. Come early so you have time to meet other people before class starts, and try not to sit by yourself. Instead, sit next to another student and use small talk to start a conversation.  <sup>2</sup> Soon you will discover what you have in common, and your new friendship can develop! Another great place to make new friends is at work. You and your coworkers will already have many things in common to talk about.  <sup>3</sup> If your friendship develops, you might even hang out, which will give you something to look forward to after you finish work. Making new friends is not always easy, but with a little effort, you can build friendships with the people around you, and in the process, you may even find your new best friend!

An **outline** is a plan you make before you start writing. Outlines help you put your ideas in order. When you write an outline for a paragraph, include the topic sentence, the subtopics, important supporting details, and the concluding sentence.

**Example of an outline**

1. **Topic sentence:** When you start a job, you can leave a bad impression on your new coworkers very quickly without even realizing it.
2. **Subtopics and supporting details:**
  - A. talking loudly on your phone
    1. coworkers can't focus or have phone calls
    2. sends a message
  - B. taking the last cup of coffee
    1. someone else has to make more
    2. many people find it rude
  - C. leaving cell phone on
    1. coworkers may work more slowly or make mistakes
    2. many people consider it disrespectful
3. **Concluding sentence:** Finding your dream job may take a lot of time and effort, but unfortunately, leaving a bad impression on your coworkers can be done quickly and easily!

A. **WRITING MODEL** Read the model paragraph. Then complete the outline on page 21.

**Fixing a Negative Impression**

Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation. First, you must figure out why you have made others upset or uninterested. Think about the conversation you had earlier and try to remember what you said that offended others. For example, sometimes we tell a joke that they do not think is funny. Second, be prepared for the next time you see them. Make a plan about what you want to say and what topics you should avoid. You do not want to make the same mistake twice! Finally, when you see them again, be positive and act interested. Do not bring up the bad past experience. Instead, focus on the present. You should get them to talk a lot so that they feel more comfortable around you. Ask questions, listen carefully to their answers, and respond with thoughtful comments that show you care about what they have to say. There is no standard formula to turn a negative impression into a positive one; however, if you stay positive and seem interested in changing their opinion about you, you are more likely to get them to like you the next time!

1. Topic sentence: Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation.
2. Subtopics and supporting details:
  - A.
  1. Think about the conversation.
  2.
  - B. Be prepared.
  1.
  2.
  - C.
  1. Don't bring up the bad past experience.
  2.
3. Concluding sentence:

**Writing Tip**

Use listing-order transition signals, such as *first*, *second*, and *third*, to introduce subtopics in a paragraph that gives steps or advice.

- B. Work with a partner or group to complete this outline for the paragraph in Activity B on page 19. Fill in the topic sentence, the remaining subtopic and supporting details, and a concluding sentence. Use your own ideas.
1. Topic sentence:
  2. Subtopics and supporting details:
    - A. You can make new friends in class.
    1. Come to class early.
    2.
    3.



- B.
- -
3. Concluding sentence:
- 
- 
- 

**iQ ONLINE** C. Go online for more practice with organizing and developing a paragraph.

**Grammar** Real conditionals: present and future 

The **present real conditional** is used to talk about general truths, habits, and things that happen again and again. It is formed by using the simple present in both the *if* clause (the condition) and the result clause.

*if clause* | *result clause*  
If you **walk** in wearing jeans and a T-shirt, you **are not likely** to get the position.

You can also use a modal (*may, might, would, could*) in the result clause.

*if clause* | *result clause*  
If you **disagree** too much in your first conversation, the other person **may think** you are hard to get along with.

The **future real conditional** is used to talk about what will happen under certain conditions. The *if* clause gives the condition. The result clause gives the result. The future real conditional is formed by using the simple present in the *if* clause and the future with *will* or *be going to* in the result clause.

*if clause* | *result clause*  
If you **smile** frequently, it **will make** other people more comfortable.

*if clause* | *result clause*  
If you **stay** honest and professional, you **will get** one step closer to the job you want.

You can also use *when* or *whenever* instead of *if* for both the present real conditional and the future real conditional.

*when clause* | *result clause*  
When you **take care of** yourself, you **feel** better!

*result clause* | *when clause*  
You'll **impress** other people when you **practice** good listening skills.

**iQ ONLINE** Go online to watch the Skill Video.

**A. Underline the *if* or *when* clause and circle the result clause.**

- People want to be around you when you have good listening skills.
- If you tell a joke, you could offend someone.
- When you dress appropriately, people take you seriously.
- You are more likely to make a good impression if you are confident and prepared.
- If you don't ask questions, people may not think you're interested in what they're saying.

**B. Complete each sentence with the correct form of the verb in parentheses. There may be more than one correct answer.**

- If they offer me the job, I think I will take it. (take)
- I  better when I exercise regularly. (feel)
- If a student pays attention in class, the teacher  a good first impression of her or him. (have)
- If you  unprepared, the interviewer might think you are not serious. (come)
- He probably won't pass if he . (not, study)



**C. Complete each sentence with your own ideas.**

1. If you don't get enough sleep,
2. If you don't prepare for the interview,
3. If you don't pay attention to your friend,
4. If you tell a joke,
5. If you arrive 15 minutes late to a job interview,



**D. Go online for more practice with real conditionals.**

**E. Go online for the grammar expansion.**



**Go to the Online Resources for your Unit Assignment.**



## TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

### Nouns

accomplishment  
confidence  
research  
slang  
stranger  
weakness

### Verbs

appreciate  
consider  
demonstrate  
exaggerate  
expect  
impress  
maintain  
select

### Adjectives

effective  
offensive  
professional  
punctual  
responsible

### Phrasal Verb

lead to

Oxford 3000™ words

Academic Word List

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

**READING** I can identify main ideas and supporting details. (p. 10)

**VOCABULARY** I can use the dictionary to identify word forms. (p. 16)

**WRITING** I can organize and develop a paragraph. (pp. 18 and 20)

**GRAMMAR** I can use real conditionals. (pp. 22–23)

**UNIT OBJECTIVE**

I can gather information and ideas to write a paragraph on how to make a good first impression.

- READING ▶ previewing a text  
 VOCABULARY ▶ use of context to understand words  
 WRITING ▶ using descriptive adjectives  
 GRAMMAR ▶ use and placement of adjectives



## UNIT QUESTION

## What makes food taste good?

**A** Discuss these questions with your classmates.

1. What kinds of food do you eat every day?
2. What kinds of food do you eat on special occasions?
3. Look at the photo. Do you think how food looks—its presentation—affects how it tastes? Explain.

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

1. Yuna says that homemade food tastes the best. Why does homemade food taste better than prepared food?
2. Felix believes foods with too much sugar and fat cause weight problems. In contrast, what kinds of food do you think help people lose weight?

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





# READING

## READING 1 | Knowing Your Tastes



You are going to read an article from a food magazine about why people like and dislike certain foods. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

A. **PREVIEW** Read the title and headings. Then look at the pictures. The author has two main reasons for writing the article. Check (✓) the two reasons.

- to describe different kinds of foods
- to compare different kinds of tasters
- to argue why people should eat well
- to give advice about people's food choices
- to explain the causes of overeating

B. **QUICK WRITE** What is an important food or dish in your culture? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

C. **VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

balanced (adj.)	be made up of (phr. v.)	sensitive (adj.)
identify (v.)	recognize (v.)	system (n.)
likely (adj.)	at risk (phr.)	typically (adv.)

Oxford 3000™ words



D. Go online to listen and practice your pronunciation.

## WORK WITH THE READING

A. Read the article and gather information about what makes food taste good.

### Knowing Your Tastes



#### Food Likes and Dislikes

1 Why do some people love spicy food and others hate it? Why do many people dislike broccoli? Why do some people want sweets all the time? Human taste is not as simple as liking or disliking something. The kind of tongue you have can affect your food choices—and your health.

#### How the Tongue Works

2 The human tongue **is made up of** a group of muscles and taste buds that work together to **recognize** taste. The average adult tongue has 10,000 taste buds, which are tiny bumps located on the tongue. Tiny hairs on the end of the taste buds tell us whether food is sweet, sour, bitter, or salty. The taste buds send messages to the brain as chemicals from the food enter the nose. Together, the taste buds and nose tell the brain exactly what the tongue is tasting. This complex **system** helps humans survive by recognizing which foods are safe and which might be dangerous.

#### Nontasters, Medium Tasters, Supertasters

3 Although all humans have taste buds, we do not all have the same number of them. *Medium tasters* **typically** have 10,000 taste buds. These “average tasters” make up about 50 percent of the world population. *Nontasters*, 25 percent of the population, have half the

number of taste buds as medium tasters.

The remaining 25 percent are *supertasters*. Supertasters have four to six times as many taste buds as nontasters and twice as many as medium tasters (see Figure 1). Research shows that supertasters are more **likely** to be women and from Asia, Africa, and South America.

#### Different Worlds for Different Tasters

4 Supertasters live in a very colorful world of tastes, nontasters live in a gray world, and medium tasters are somewhere between the two. Supertasters think that a lot of foods are too strong. In addition to having more taste buds, supertasters are born with a **gene**<sup>1</sup> that makes them **sensitive** to bitter foods. Consequently, they dislike broccoli, cauliflower, grapefruit, and even coffee. With more taste buds, they can more easily feel fatty foods in their mouths. As a result, they stay away from high-fat food items like French fries and sweets. They are also very sensitive to pain on the tongue, so they avoid spicy food. Nontasters, on the other hand, experience fewer tastes in general, so they can enjoy hot foods like chili and pepper with much less pain.

#### Supertasters, Nontasters, and Diet

5 As a rule, humans avoid foods that taste bad and eat foods that give them pleasure. Since supertasters avoid bitter fruits and

<sup>1</sup> **gene**: a part of a cell in a living thing that decides its characteristics



vegetables, their diets are sometimes not **balanced**, which could put them more **at risk** for certain types of cancers. However, they also dislike fatty and sweet foods, so they tend to be thinner and at lower risk for heart disease and diabetes<sup>2</sup>. In contrast, nontasters like foods high in fat because their tongues do

not react negatively to them. All people should pay attention to what they eat, but nontasters and supertasters must be more aware of the foods they are consuming or avoiding and find other ways to make up the difference.

**What Kind of "Taster" Are You?**

- If you can **identify** which kind of taster you are, you will be able to make more educated choices about your diet. This simple test can show whether you are a nontaster, medium taster, or supertaster. Put a small amount of blue food coloring on your tongue. Take a piece of notebook paper (the kind with three holes punched out), and put one of the holes over your tongue. Your taste buds will look like little pink bumps on your blue tongue. Count how many bumps you see in the hole. If there are 5 bumps or fewer, you are a nontaster. If there are 30 or more, you are a supertaster. If there are between 5 and 30, you're a medium taster.

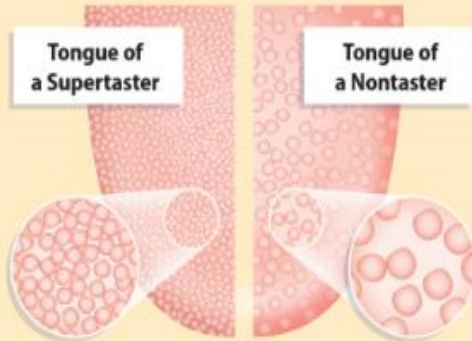


Figure 1 Supertasters have many more taste buds than nontasters.

<sup>2</sup> **diabetes**: a serious disease in which a person's body cannot control the level of sugar in the body

**Vocabulary Skill Review**

In Unit 1, you learned how to identify word forms with a dictionary. Look at all the words in the sentences. Which words are adjectives? Which words are nouns used like adjectives?

- B. VOCABULARY** Complete each sentence with the vocabulary from Reading 1. You may need to change the form of the word or phrase to make the sentence grammatically correct.

balanced (adj.)	be made up of (phr. v.)	sensitive (adj.)
identify (v.)	recognize (v.)	system (n.)
likely (adj.)	at risk (phr.)	typically (adv.)

- I did not [ ] the taste of the dessert at first. It took me a minute to realize that it tasted like pistachios.
- Water [ ] hydrogen and oxygen.
- The human digestive [ ] includes the mouth and stomach. It helps to change the food we eat into energy.
- People who don't eat well are more [ ] to get sick than people with healthy diets.
- People who don't eat well are [ ] of getting sick.

- People who eat healthy foods and exercise [ ] have fewer health problems than people who don't.
- The police used a photograph to [ ] the man who stole Abdullah's wallet.
- Most health experts agree that a [ ] diet should include different types of foods, such as meat, fruits, vegetables, bread, and cheese.
- Sarah's teeth are very [ ] to cold, so she usually drinks water at room temperature.



**C. Go online for more practice with the vocabulary.**

**D. Circle the answer to each question.**

- What is the main idea of the article?
  - As a rule, humans eat foods that taste good and avoid foods that taste bad.
  - The kind of taster you are can affect your food choices and health.
  - Supertasters live in a colorful world of taste, but nontasters live in a gray world.
  - Supertasters have about 20,000 taste buds, double the amount that medium tasters have.
- Which statement is true about taste buds?
  - They send messages to the tongue.
  - The average person has 5,000 taste buds.
  - They are large bumps on the tongue.
  - They tell the brain how food tastes.
- Which statement is true about the number of taste buds a person has?
  - How many taste buds you have has no effect on taste.
  - The number of taste buds you have can cause you to like or dislike certain foods.
  - The more taste buds you have, the more you enjoy spicy foods.
  - People with a lot of taste buds never eat fruits or vegetables.
- Which statement is true about the three different kinds of tasters?
  - Finding out what kind of taster you are can help you make important decisions about your diet.
  - Supertasters are more likely to be men from Asia, Africa, and South America.
  - You need a complex test to show you what kind of taster you are.
  - Unlike nontasters and supertasters, medium tasters do not have to care about the kinds of food they eat.



E. Answer the questions. Write the paragraph number where the answer is found. Then discuss your answers with a partner.

1. What four tastes can taste buds identify? Paragraph:
2. How many taste buds do nontasters have? Paragraph:
3. Who is more likely to be a supertaster, a woman from Italy or a woman from Korea? Paragraph:
4. What types of foods do supertasters avoid? Paragraph:
5. Why should supertasters and nontasters pay close attention to the foods they eat? Paragraph:

F. Find these sentences in the article. Then circle the answer to each question.

1. (Paragraph 3) Although all humans have taste buds, we do not all have the same number of **them**.  
Who or what does **them** refer to?  
 a. humans       b. taste buds       c. nontasters
2. (Paragraph 4) Consequently, **they** dislike broccoli, cauliflower, grapefruit, and even coffee.  
Who or what does **they** refer to?  
 a. foods       b. medium tasters       c. supertasters
3. (Paragraph 4) **They** are also very sensitive to pain on the tongue, so **they** avoid spicy food.  
Who or what does **they** refer to?  
 a. spicy food       b. supertasters       c. medium tasters

4. (Paragraph 5) However, **they** also dislike fatty and sweet foods, so **they** tend to be thinner and at lower risk for heart disease and diabetes.  
Who does **they** refer to?  
 a. nontasters       b. medium tasters       c. supertasters
5. (Paragraph 5) In contrast, nontasters like foods high in fat because their tongues do not react negatively to **them**.  
Who or what does **them** refer to?  
 a. high-fat foods       b. nontasters       c. taste buds

**Critical Thinking Tip**

Activity G asks you to make **inferences**. When you make an inference, you are guessing that something is true based on what you read and your own knowledge.

G. Answer these questions. Then compare your answers with a partner.

1. Medium tasters have about 10,000 taste buds. How many taste buds do supertasters have?
2. Can people decide to be a supertaster? Why or why not?
3. Supertasters do not enjoy bitter foods or foods high in fat. They also dislike sweet foods. What kinds of foods do you think supertasters like to eat?
4. Nontasters like spicy foods and high-fat foods. What kinds of health risks do you think nontasters have because of their diet?

**iQ ONLINE**

H. Go online to read *The Grapefruit Diet* and check your comprehension.

**Q?**

**WRITE WHAT YOU THINK**

A. Discuss these questions in a group.

1. Do you think you are a nontaster, medium taster, or supertaster? Why?
2. What foods do you really like or dislike? Choose one food and describe what you like or dislike about it.
3. In addition to the type of tasters they are, what are other possible reasons why people like certain foods and don't like others?

**Writing Tip**

Remember to use your topic sentence to state your main idea.

B. Choose one question and write a paragraph in response. Look back at your Quick Write on page 28 as you think about what you learned.



**Previewing** means looking through a text quickly to find the topic and main ideas before you read the whole text. Previewing gives you a general understanding of the reading first, which will help you when you read the whole text from beginning to end. When you preview, the goal is to predict what the text is going to talk about.

Previewing usually includes these steps:

- reading the title and subtitles
- looking at the photographs and pictures
- reading the first and last paragraphs

After you preview a text, you should be able to answer these questions:

- What is the topic of the reading?
- What ideas are discussed in the reading?

**A. Look at Reading 2. Follow these steps as you preview the text.**

**Step 1:** Read the title and subtitles.

1. What is the title of the reading?

2. There are four headings within the reading. What are they?

Food, Balance, and Culture:

**Step 2:** Look at the photographs and pictures.

Look at the photo and picture. What are they of?

**Step 3:** Read the first and last paragraphs.

Read the paragraphs quickly. Underline the topic sentence of each paragraph.

**B. What is the topic of the reading?**

**C. What ideas are discussed in the reading?**



**D. Go online for more practice previewing a text.**

## READING 2 Finding Balance in Food



You are going to read an article from an online journal about how culture can affect people's food choices. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** What do you already know about this topic? Share your ideas with a partner.

**B. QUICK WRITE** What is your definition of a balanced diet? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Work with a partner to find the words in the reading. Circle clues in the text that help you understand the meaning of each word. Then use a dictionary to define any unknown words.

concept (n.)	method (n.)	principle (n.)
consume (v.)	portion (n.)	property (n.)
cuisine (n.)	practice (n.)	region (n.)
influence (v.)		

Oxford 3000™ words



**D. Go online to listen and practice your pronunciation.**

### WORK WITH THE READING

**A. Read the article and gather information about what makes food taste good.**

## Finding Balance in Food

**Food, Balance, and Culture**

1 Nutritionists around the world often speak about the importance of a balanced diet. A balanced diet usually means eating more fruits, vegetables, and grains and consuming fewer foods high in fat, sugar, and cholesterol. When comparing the food habits of different cultures, however, the definition of a “balanced diet” might

also be seen differently. A person’s culture can **influence** the way he tries to find balance in the foods he **consumes**. Cultures might view balance differently according to the way a dish tastes, or how a meal is prepared and served. Looking at the **concept** of a “balanced diet” through the eyes of two very different cultures makes it clear that the definition can differ greatly.





Figure 1 France has 22 different regions.

### France: Balancing Geography and Portions

- For the French, balance does not come only from using different kinds of ingredients; enjoying the tastes of the country's many **regions** can also make their diet feel balanced. France is divided into 22 regions. Each region has its own local **cuisine** and food traditions, or what the French call *terroir*. The French embrace<sup>1</sup> all 22 regions and the cuisine produced in each. French cafés, restaurants, and food advertisements often refer to<sup>2</sup> the different regions, and to the fact that French people find pleasure in eating foods from different parts of the country in a search for balance.
- One can also see balance in the way the French serve their food. A traditional French meal can have from three to seven different courses. It might include an appetizer, a main plate, a side plate, a cheese plate, a salad, and a dessert, which makes it a well-balanced dining experience. Each dish is eaten and enjoyed separately, and **portions** are small. This **practice** has even affected the menus of fast-food chains. Many French people dislike

<sup>1</sup> embrace: to accept something

<sup>2</sup> refer to: to talk about

the traditional fast-food meal because it is too simple and quick, so fast-food restaurants in France have changed their menus. Some now include an appetizer, a main dish, a dessert, and a coffee to offer diners the balance they want.

### China: Balancing Opposites

- Like French cuisine, traditional Chinese cooking also tries to find balance, but in a different way. The Chinese believe there are two different types of foods, which work together to create harmony in a dish. According to this **principle**, foods like carrots, water, and tofu are "cool" foods because they decrease body heat. In contrast, foods such as chicken, eggs, and mushrooms are "warm" foods because they increase body heat. When a dish has an equal amount of warm and cool foods together, it is considered balanced. Likewise, opposing cooking **methods** balance dishes. Boiling and steaming are water-based, so they contrast well with frying, an oil-based method.
- The challenge in traditional Chinese cooking is to prepare and eat meals that balance these opposing **properties**. The Chinese believe that achieving this kind of balance can result in improved health. For instance, dishes like beef with broccoli and sweet and sour chicken are considered healthy because they have a mix of foods, colors, flavors, and textures. For the same reason, a warm dish like fried rice might be eaten with a cool fruit such as watermelon. The Chinese believe diseases occur when there are too many cool or warm foods in the



Figure 2 sweet and sour chicken

human body. For them, food acts as medicine. A person might have heartburn because he or she is eating too much spicy food. As a result, a doctor might suggest drinking iced tea, a cool drink, to balance the extra warmth.

### Different Cultures, Shared Desire

- France and China have very different cultures, and people in each culture have their own ideas of what constitutes a balanced

meal, whether it is tastes, menus, ingredients, eating habits, or nutritional benefits. What connects the two, however, is a shared desire to find some kind of balance. A look at their food preferences also suggests that culture and food are not separate from each other. They are closely related, and their connection can be observed around the world in very different and fascinating ways.

**B VOCABULARY** Here are some words from Reading 2. Cross out the word or phrase that is different from the bold word.

- People who **consume** too many calories typically gain weight.
  - take in
  - waste
  - eat
- The foods we eat as children can **influence** the foods we prefer as adults.
  - make
  - affect
  - help determine
- The **concept** behind organic food is that farmers should grow fruits, vegetables, and grains without harmful chemicals.
  - idea
  - part
  - belief
- Although bananas are found in tropical **regions**, they also grow in deserts.
  - areas
  - places
  - directions
- Middle Eastern **cuisine** is known for its use of rich spices like cumin, ginger, and cardamom.
  - history
  - cooking
  - food
- For dinner, I ate meat, vegetables, and just a small **portion** of dessert.
  - amount
  - kind
  - quantity
- The **practice** of eating with one's hands is considered rude in some cultures but polite in others.
  - action
  - advantage
  - custom
- A unique **property** of water is taking up more space as ice than as a liquid.
  - quality
  - characteristic
  - size
- One **principle** of healthy eating is to read the labels on foods.
  - basic rule
  - decision
  - belief
- Various cultures use different **methods** for preparing foods.
  - problems
  - ways
  - processes

**C. Go online for more practice with the vocabulary.**

**D. Circle the answer to each question.**

- What is the main purpose of the article?
  - to compare how two cultures find balance in food
  - to explain why the French do not like fast food
  - to describe the concepts of “warm” foods and “cool” foods
  - to argue why people need to find balance in food
- What is the main idea of paragraph 2?
  - Each of the 22 regions in France has its own *terroir*.
  - In France, balance comes from eating foods from different regions.
  - The French find pleasure in eating at different kinds of restaurants.
  - France’s food regions are often mentioned in advertisements.
- What is the main idea of paragraph 3?
  - Many French people do not like to eat at fast-food restaurants.
  - Some fast-food restaurants in France offer three-course meals.
  - A traditional French meal might include a cheese plate and a dessert.
  - The French balance their meals by serving many small courses.
- What is the main idea of paragraph 4?
  - Opposing foods and cooking methods create balance in Chinese cooking.
  - Cool foods decrease body heat, whereas warm foods increase body heat.
  - The Chinese use both direct heat and water-based cooking methods.
  - According to the Chinese, eggs decrease body heat.
- What is the main idea of paragraph 5?
  - Preparing dishes that balance foods, colors, and flavors is difficult.
  - Warm dishes like fried rice can be balanced with cool fruits.
  - Meals that balance opposing qualities can improve health.
  - Healthy dishes include beef and broccoli and sweet and sour chicken.

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

1. *Terroir* means local food and food traditions.
2. There are no fast-food restaurants in France.
3. French meals always have seven courses.
4. Some fast-food restaurants in France offer multiple courses.
5. The French prefer to eat small portions of food.

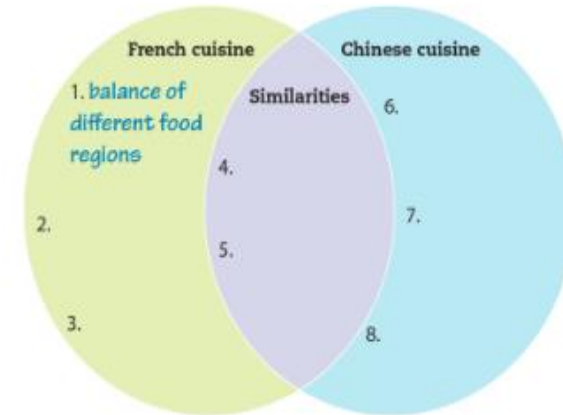
6. Carrots and tofu decrease body heat.
7. Eggs and mushrooms are considered cool foods.
8. Boiling and frying are opposing cooking methods.

**Critical Thinking Tip**

Activity F asks you to use a **Venn diagram**. A Venn diagram helps you to see similarities and differences between two topics.

**F. Look at a student’s notes from Reading 2 in the box. Write the student’s ideas in the Venn diagram below to compare French and Chinese cuisine.**

balance of different food regions	food preferences affected by culture
balance of warm and cool foods	opposing cooking methods
search for balance	several courses
food as medicine	small portions



**Tip for Success**

Use *because* to show cause-effect relationships. When *because* begins a sentence, put a comma between the two clauses.

**G. Identify cause-effect relationships in the reading. Complete the sentences in your own words.**

- Because the French prefer eating several courses, fast-food restaurants have changed their menus.
- Because traditional fast food is very simple and quick,
- The French probably eat small portions because
- Tofu is a cool food because



5. Because sweet and sour chicken has a balance of foods, colors, flavors, and textures.

6. Iced tea can relieve heartburn from spicy foods because

H. Check (✓) the statements you can infer from the reading.

- 1. The French are proud of their cuisine.
- 2. The French prefer long meals.
- 3. French meals are always healthy.
- 4. The Chinese believe spicy foods are unhealthy.
- 5. A traditional Chinese dish might be fried chicken with steamed vegetables.

## Q? WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 35 as you think about what you learned.

1. Do you prefer to eat more variety but smaller portions of food, or less variety but bigger portions? Why?
2. What foods do you enjoy from cultures other than your own? How are they different from the foods you grew up with?

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

1. Is it important to know where your food comes from? Why or why not?
2. What foods do you think can help people live longer?

iQ ONLINE  
Go online to watch the video about food around the world. Then check your comprehension.

**Inuits** (*n.*) a group of people who are native to the Arctic regions of Greenland, Canada, and the United States

**lifespan** (*n.*) the length of time that somebody lives

**process** (*v.*) to change food with chemicals before it is sold or used

**thrive** (*v.*) to grow or develop well

VIDEO VOCABULARY

D. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.

1. What makes food taste good to you?
2. Which foods did you dislike as a child? Which foods do you dislike as an adult? Why do you think food preferences change as you get older?

## Vocabulary Skill Use of context to understand words

Learning to read without stopping to look up new words can help you read faster and understand more. When reading, try to guess the meaning of a new word from **context**. Context refers to the other words and ideas in the sentence that are around the new word:

A balanced diet usually means eating more fruits, vegetables, and grains and **consuming** fewer foods high in fat, sugar, and cholesterol.

The context around the word *consuming* suggests that the sentence is about what kinds of food to eat and not eat in order to have a balanced diet. Therefore, you can guess that *consuming* has a similar meaning to *eating*.

If you need to know what a word means, start by guessing from the context. If a sentence does not give enough context, then look the word up in the dictionary.

A. Read each sentence and try to answer the question that follows. (The underlined words are for Activity B on page 42.)

1. People in every culture have their own ideas of what constitutes a balanced meal, whether it is tastes, menus, ingredients, eating habits, or nutritional benefits.

What things can make a balanced meal?

tastes, menus, ingredients, eating habits, and nutritional benefits

2. Lamb kabobs and falafel with hummus are two typical dishes that can be found in many Lebanese restaurants.

What foods are common in Lebanese restaurants?

\_\_\_\_\_

3. In Saudia Arabia, people view lunch as the most important meal of the day because there are many dishes and the whole family eats together.

Why is lunch important in Saudi Arabia?

\_\_\_\_\_



# WRITING

## UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about your favorite dish using descriptive adjectives. This paragraph will include specific information from the readings and your own ideas.

### Writing Skill Using descriptive adjectives

**Adjectives** are words that describe nouns (*people, places, things, and ideas*). Writers use a lot of adjectives in order to make their descriptions both interesting and clear. They describe what they *see, hear, smell, taste, touch, and feel*. They create a picture with words so that readers can easily imagine or “see” what they are describing. Using **descriptive adjectives** in your writing will make it more interesting for the reader.

**Non-descriptive:** I ate a meal at a restaurant.

**Descriptive:** I ate a **delicious, spicy** meal at a **fancy Turkish** restaurant.

**A. WRITING MODEL** Read the model paragraph. Then answer the questions on page 44.

### My Mother’s Yorkshire Pudding

Whenever I think of my mother’s cooking, I always remember her delicious Yorkshire puddings. Although I grew up in the United States, my mother often cooked dishes from her home country of England. She has always been an excellent cook, and one of her best recipes is called Yorkshire pudding, which is a traditional English pastry. It is a simple dish made with eggs, flour, and milk. My mother’s Yorkshire puddings taste so good because they are light, crisp, and slightly sweet. She serves them with delicious warm gravy, but I prefer them sweet with strawberry jam.

They are very special because she only serves them on holidays. My sister and I always fight for the last one because they are so delicious. I have had many other people’s Yorkshire puddings, but my mother’s have always tasted better. Not only are hers homemade, but they also have a special taste that always makes me think of her. In addition, they make me remember my British ancestry and my mother’s history. They help me connect to my past and to my family. Yorkshire pudding is such a simple and common English food, but it will always be special to me because of my mother.

4. Nontasters have a taste for sugary foods, which means they eat sweets more often than other people.

Why do nontasters eat sweets?

5. Many desserts found in Arabic cuisine have opposing textures, such as the use of crispy pastry, hard pistachios, and sticky honey in baklava.

In addition to their flavor, how do the ingredients in baklava differ?

6. Baharat is a Middle Eastern blend of mixed spices such as cumin, pepper, and cinnamon, which work in harmony to create a special flavor.

What spices work together to make baharat?

**B. Check (✓) the word or phrase that is closest in meaning to each underlined word from Activity A. Look at the context to help you.**

- |                              |                                   |  |
|------------------------------|-----------------------------------|--|
| 1. constitutes               | 3. view                           | 5. textures                                  |
| <input type="radio"/> eats   | <input type="radio"/> think about | <input type="radio"/> ways that things feel  |
| <input type="radio"/> makes  | <input type="radio"/> eliminate   | <input type="radio"/> ways that things smell |
| 2. dishes                    | 4. taste                          | 6. harmony                                   |
| <input type="radio"/> meals  | <input type="radio"/> an idea     | <input type="radio"/> a good recipe          |
| <input type="radio"/> tastes | <input type="radio"/> a liking    | <input type="radio"/> a good combination     |

**C. Choose four words from Activities A and B. Write a sentence using each word.**

- 
- 
- 
- 



**D. Go online for more practice with the use of context to understand words.**



1. What is the topic sentence?

\_\_\_\_\_

2. What is the concluding sentence?

\_\_\_\_\_

3. How does Yorkshire pudding taste? Write a sentence that describes the taste.

\_\_\_\_\_

4. What do Yorkshire puddings remind the author of?

\_\_\_\_\_

5. Write the adjectives the writer uses to describe Yorkshire pudding.

\_\_\_\_\_

B. Look at the author's brainstorming notes. Circle the ideas the author used. Cross out the ideas the author did not use.

<u>eggs</u> , <u>flour</u> , & <u>milk</u>	homemade
<del>bake in the oven</del>	British ancestry
crisp and sweet	my grandmother
golden brown	family
holidays	smell buttery
sweet with strawberry jam	New Year's Day
fight with sister	

C. Look again at the author's notes in Activity B. Why do you think the author used some of the ideas but not others?

\_\_\_\_\_

D. **WRITING MODEL** Read the model paragraph. Check (✓) the best topic sentence below. Then write it on the lines in the paragraph.

### The Best Ceviche

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Restaurants all over Lima serve this traditional South American seafood dish. Ceviche is a simple recipe made from fresh raw fish, shrimp, and other seafood. The seafood sits in fresh lemon or lime juice, which makes a broth and "cooks" the meat naturally. Hot chili peppers, raw onions, and a little salt are added to the sour juice to give ceviche its special flavor. The fish is cold and citrusy. Sliced limes and fresh cilantro often garnish the

top, which makes the dish very colorful and appetizing. Sometimes people just have the broth as an appetizer because it is so delicious. Since Lima is located on the coast of the South Pacific Ocean, restaurants there have access to fresh fish and seafood every morning, so the ceviche is always exceptional. I enjoy ceviche from Lima's famous restaurants, but it is also a common street food. People make their own ceviche and sell it on the streets of Lima. When I see fellow Peruvians enjoying their street ceviche while walking along city sidewalks, I feel very proud of my country and its food.

- Ceviche tastes best in the summer because it is cold and refreshing.
- Nothing tastes better than the ceviche in Lima, Peru.
- People in Lima, Peru enjoy ceviche in restaurants and on the street.
- Lima, the capital of Peru, has many good seafood dishes.

E. Fill in the adjectives the author uses in Activity D to describe the nouns.

- 1. \_\_\_\_\_ simple \_\_\_\_\_ recipe
- 2. \_\_\_\_\_ chili peppers
- 3. \_\_\_\_\_ onions
- 4. \_\_\_\_\_ flavor
- 5. \_\_\_\_\_ limes
- 6. \_\_\_\_\_ cilantro
- 7. \_\_\_\_\_ restaurants



F. Write your own adjectives to describe each of these nouns from the paragraph in Activity D on page 45. Then compare your answers with a partner.

1. traditional recipe
2.  onions
3.  flavor
4.  limes
5.  restaurants



G. Go online for more practice with using descriptive adjectives.

## Grammar Use and placement of adjectives

Adjectives are always singular. When two or more adjectives are used before a noun, they usually follow the order given in this chart.

Opinion/ Quality	Size	Age	Shape	Color	Origin	Material	Kind/ Purpose
beautiful	big	old	round	yellow	Turkish	glass	-serving
expensive	small	new	square	green	French	leather	running

- Rosario lives in a **big, old** house in the country.
- We ate dinner at the **new French** restaurant in our neighborhood.
- Ming gave Ella and Mike a **beautiful glass serving** dish as a gift.
- Eduardo bought a pair of **expensive leather running** shoes.

We do not usually use more than three adjectives before a noun. We use two or three adjectives and then add additional descriptive phrases after the noun.

- Leila wore a **beautiful green silk** skirt from India.

### Critical Thinking Tip

Activity A asks you to **classify** adjectives. When you classify, you put things into groups according to certain qualities or principles. Classifying information can help you understand it better.

A. Work with a partner. Write each adjective in the correct column of the chart below.

- |                  |                   |             |               |
|------------------|-------------------|-------------|---------------|
| ancient          | friendly          | metal       | tasty         |
| antique          | funny             | modern      | teenage       |
| Arab             | glass             | nice        | traditional   |
| Brazilian        | <del>hiking</del> | Omani       | triangular    |
| ceramic          | huge              | orange      | ugly          |
| <del>cheap</del> | interesting       | oval        | uncomfortable |
| common           | jogging           | plastic     | unusual       |
| cotton           | Korean            | pretty      | wedding       |
| elderly          | little            | racing      | wonderful     |
| elegant          | lovely            | rectangular | wool          |
| fashionable      | medical           | silk        | writing       |

Opinion/Quality	<i>cheap,</i> <input type="text"/>
Size	<input type="text"/>
Age	<input type="text"/>
Shape	<input type="text"/>
Color	<input type="text"/>
Origin	<input type="text"/>
Material	<input type="text"/>
Kind/Purpose	<i>hiking,</i> <input type="text"/>





**B.** Write a sentence about each topic with three adjectives from different categories. Use adjectives from the list on page 47 or your own ideas.

1. your favorite dessert \_\_\_\_\_
2. a member of your family \_\_\_\_\_
3. something you are wearing today \_\_\_\_\_
4. something you ate this week \_\_\_\_\_
5. a DVD or book you like \_\_\_\_\_
6. a restaurant you like \_\_\_\_\_

**iQ ONLINE** C. Go online for more practice with the use and placement of adjectives.

D. Go online for the grammar expansion.

**iQ ONLINE** Go to the Online Resources for your Unit Assignment.



## TRACK YOUR SUCCESS

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

### Nouns

- concept
- cuisine
- method
- portion
- practice
- principle
- property
- region
- system

### Verbs

- consume
- identify
- influence
- recognize

### Adjectives

- balanced
- likely
- sensitive

### Adverb

- typically

### Phrasal Verb

- be made up of

### Phrase

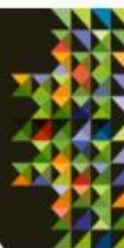
- at risk

Oxford 3000™ words  
 Academic Word List

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

READING	<input type="radio"/>	I can preview a text. (p. 34)
VOCABULARY	<input type="radio"/>	I can use context to understand words. (p. 41)
WRITING	<input type="radio"/>	I can use descriptive adjectives. (p. 43)
GRAMMAR	<input type="radio"/>	I can use adjectives in the correct order. (p. 46)
UNIT OBJECTIVE		I can gather information and ideas to write a descriptive paragraph about my favorite dish.





# Q

UNIT QUESTION

## How has technology affected our lives?



**A** Discuss these questions with your classmates.

1. How do you use technology in your daily life?
2. Look at the photo. What kind of technology is the person using? What is he doing?

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

1. Sophy says that technology has helped her keep in touch with her friends. What example does she give? Do you agree that technology helps you keep in touch? Why or why not?
2. Felix, Sophy, Yuna, and Marcus find it hard to imagine life without technology. Do you feel the same way? Can you give an example?

**iQ ONLINE**

**C** Go online to watch the video about technology in the classroom. Then check your comprehension.



**buking** (v.) resisting something  
**ironic** (adj.) strange or amusing because it is unusual or unexpected  
**wired** (adj.) connected to a system of computers

VIDEO VOCABULARY

**iQ ONLINE**

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





# READING

## READING 1 | Cars That Think

UNIT OBJECTIVE

You are going to read an article from an automotive magazine about driverless cars. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** Read the title and first sentence of each paragraph in the article. What is the article's main purpose? Check (✓) your answer.

- to show why driverless cars will be too expensive to buy
- to suggest that people should buy driverless cars
- to discuss advantages and disadvantages of driverless cars

**B. QUICK WRITE** Would you feel comfortable in a driverless car? Why or why not? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

benefit (n.)	obstacle (n.)
data (n.)	occur (v.)
limitation (n.)	respond (v.)
manufacturer (n.)	sense (v.)
obey (v.)	

Oxford 3000™ words



**D. Go online to listen and practice your pronunciation.**

## WORK WITH THE READING

**A. Read the article and gather information about how technology has affected our lives.**

### Cars That Think

- Thanks to modern technology, humans have less to do. Machines make our coffee in the morning and clean our dishes. Robots do the vacuuming, mop the floors, and mow our yards hands-free. But what would it be like if machines drove our cars for us? What if cars could drive us to work while we read the newspaper or worked on the computer? This may sound like science fiction<sup>1</sup>. In fact, driverless cars are already on the roads, and could soon end up at a dealer near you.
- Cars today already think for us. GPS navigation systems can give people directions without looking at a map. Sensors<sup>2</sup> built into cars sound an alarm if drivers get too close to a person or another vehicle. Cameras can see for us at night and steer cars around **obstacles** to avoid accidents. By using GPS, sensors, and cameras together, cars can now park themselves and control drivers when they're about to make a dangerous turn.

Now car companies are building driverless cars that will do all of this, and much more.

- Driverless cars use a lot of the same technological features to make hands-free driving possible. A prototype<sup>3</sup> driverless car has sensors and cameras to give the car a 360-degree "eye" to **sense** its full environment. The sensors can "see" turns, red lights, stop signs, and other cars. Its computer uses GPS and other **data** to drive the car safely to its destination. All you need to do is tell it where to go and how you want to drive. Select "cautious," and it will **obey** the speed limit. Or choose "aggressive," and drive faster.
- According to car **manufacturers**, hands-free driving has important **benefits**. For one, driverless cars can improve safety. In the United States, over 90% of car accidents are the result of human error. Drivers can make bad judgments, get sleepy, and run red lights, but robots don't. In a hands-free car, people can **respond** to email without worrying about hitting another car. Also, driverless cars would use less fuel. They don't need to be as heavy because they are less likely to crash.
- Although driverless cars sound perfect, there are **limitations**. For instance, automated<sup>4</sup> cars cannot anticipate the unexpected like humans can. They might not recognize when a police officer tells traffic to stop or pull off the road. Driverless cars may be too "polite" on the highway, where many people speed. A car that is



a prototype driverless car, driving down a road without a driver

<sup>1</sup> science fiction: books, movies, etc. about events that take place in the future

<sup>2</sup> sensor: equipment that can detect certain sounds and movements

<sup>3</sup> prototype: a model or design of something from which other forms are developed

<sup>4</sup> automated: operated by machine, without needing people



following the speed limit could cause more accidents. In addition, if an accident does **occur**, who is to blame? Do you blame the driver? The car? The car manufacturer? Driving laws are written for human drivers, not robots. Therefore, countries will have to decide who is responsible and write new laws, which won't be easy.

6 In the end, consumers will decide if driverless cars are to become the cars of the future. Some might not want to give up control of the wheel. Others may want driving to be as easy as making coffee. Car manufacturers already believe in the driverless car. Prototype driverless cars have already driven over 200,000 miles accident-free, but only time will tell if consumers believe they should.

**B. VOCABULARY** Complete each sentence with the vocabulary from Reading 1.

benefit (n.)	obstacle (n.)
data (n.)	occur (v.)
limitation (n.)	respond (v.)
manufacturer (n.)	sense (v.)
obey (v.)	

- Even though cars have headlights, accidents are more likely to  at night because drivers can't see as well.
- The police expect drivers to  the speed limit on highways. If drivers go too fast, they may get a ticket.
- In many buildings, the lights can  when people enter a room, and they turn on by themselves.
- If my computer turns off by accident, I don't worry about losing my work because the  is already saved.
- The car  has decided to build a car that runs on gasoline and electricity because its customers want vehicles that use less fuel.

**Vocabulary Skill Review**

In Unit 1, you learned how to identify word forms with a dictionary. Circle the nouns and underline the verbs in Activity B.

- My boss expects me to  to his emails right away. If he doesn't hear from me, he gets upset.
- One  of driving to work is that it saves me time, but a disadvantage is that I can get stuck in traffic.
- If you don't pay for a membership to the website, you can't read all the articles. There's a(n)  on how much information you can access without paying.
- Sand is a real  when driving in the desert. It makes it difficult to control the speed and direction of the car.



**C. Go online for more practice with the vocabulary.**

**D. Read the sentences. Then number them in the order that the ideas appear in the article.**

- Driverless cars are not perfect machines.
- Today's cars can already do many tasks automatically.
- Car manufacturers believe hands-free driving has advantages.
- The future success of driverless cars will depend on consumers.
- New cars and driverless cars use similar technology.

**E. Circle the main idea of the article.**

- Modern technology is making daily tasks easier for people to do.
- Car manufacturers say that driverless cars will use less gasoline.
- Driverless cars might cause more accidents on roads and highways.
- In the near future, driverless cars may change the way people drive.



**F.** Answer the questions. Write the paragraph number where the answer is found. Then discuss your answers with a partner.

1. How would driverless cars save fuel?

Paragraph: 4

They can be lighter because they are less likely to crash.

2. How many miles have the prototype cars already driven accident-free?

Paragraph:

3. What do modern cars use to park themselves?

Paragraph:

4. What limitations do driverless cars have?

Paragraph:

**G.** Read the statements. Write *F* (fact) or *O* (opinion).

- 1. Using a driverless car has several important benefits.
- 2. Driverless cars are safer than traditional cars.
- 3. Hands-free driving requires modern technology.
- 4. Over 90 percent of car accidents in the U.S. are due to human error.
- 5. Driverless cars use sensors and GPS to navigate.
- 6. Hands-free driving sounds like science fiction.
- 7. Driving laws are not written for robots.
- 8. It will be difficult for countries to write new laws for driverless cars.

**Critical Thinking**

Activity H asks you to identify **advantages** and **disadvantages** of driverless cars. When you organize ideas into advantages and disadvantages, it will help you to compare and evaluate them better when writing.

**H.** Complete the graphic organizer using your own words. Identify the advantages and disadvantages of driverless cars. Write the paragraph number where you find your answer.

Advantages of driverless cars	Disadvantages of driverless cars
1. <u>They can help people stay safe.</u> Paragraph: <u>4</u>	1. <u>They can't anticipate unexpected things like people can.</u> Paragraph: <input type="checkbox"/>
2. <u>They can warn people when there is a dangerous turn.</u> Paragraph: <input type="checkbox"/>	2. <u>They might not recognize the commands of police officers.</u> Paragraph: <input type="checkbox"/>
3. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>	3. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>
4. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>	4. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>
5. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>	5. <input type="text"/> <input type="text"/> Paragraph: <input type="checkbox"/>

**iQ ONLINE**

1. Go online to read *The Superbus* and check your comprehension.

**Q?**

**WRITE WHAT YOU THINK**

**A.** Discuss these questions in a group.

- 1. Why do you think car companies want to make driverless cars?
- 2. Compare and evaluate the advantages and disadvantages of driverless cars. Would you consider buying a driverless car? Why or why not?

**B.**

Choose one question and write a paragraph in response. Look back at your Quick Write on page 52 as you think about what you learned.



**Taking notes** while you are reading will help you become a more active reader. To take notes, write on the text and next to the text. Your notes should help you identify important ideas. You should:

- underline or highlight topics and main ideas
- underline supporting details and the most important words and phrases
- focus on content words like nouns, verbs, and adjectives
- summarize the main idea of each paragraph in the margin—don't use complete sentences

Reviewing your notes can help you remember important concepts. Use your notes to prepare for a class or an exam.

- A.** Read the second paragraph of Reading 1 below. Look at the student's notes in blue. Then discuss the questions with a partner.

Cars today already think for us. GPS navigation systems can give people directions without looking at a map. Sensors built into cars sound an alarm if drivers get too close to a person or another vehicle. Cameras can see for us at night and steer cars around obstacles to avoid accidents. By using GPS, sensors, and cameras together, cars can now park themselves and control drivers when they're about to make a dangerous turn. Now car companies are building driverless cars that will do all of this, and much more.

"Smart" cars →  
safer driving

1. What types of words did the student underline?

2. Look at the words and ideas the student did not underline. Why are they less important?

3. Look at the note in the margin. What does the note summarize?

4. What is the main idea of the paragraph? How do you know?

- B. Reread Reading 1. Take notes using ideas from the Reading Skill box and Activity A on page 58. Then compare your notes with a partner.



- C. Go online for more practice taking notes.

## READING 2 Are Tablets the Answer?



You are going to read an article from an online newspaper about using tablet computers in public schools. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

- A. **PREVIEW** Read the title and look at the photographs. Then read the first sentence of each paragraph. Why do you think more schools want children to use tablets in the classroom? Check (✓) your answers.

- to save money
- to prepare children for future jobs
- to keep children happy
- to make schools more modern
- to make learning more challenging

- B. **QUICK WRITE** Do you think computers help children learn better? Why or why not? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

- C. **VOCABULARY** Work with a partner to find the words in the reading. Circle clues in the text that help you understand the meaning of each word. Then use a dictionary to define any unknown words.

adapt (v.)	feedback (n.)
digital (adj.)	interactive (adj.)
discover (v.)	monitor (v.)
eventually (adv.)	reliable (adj.)
experiment (n.)	revolutionize (v.)

Oxford 3000™ words



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

## WORK WITH THE READING

- 4 A. Read the article and gather information about how technology has affected our lives.



### Are Tablets the Answer? 🔍

- 1 Ali and his classmates sit next to each other in an eighth-grade science class. They are not listening to their teacher or penciling down notes in their science journals. Ali is watching a video about cells on his iPad. Other students use an app to design an experiment. When they need help, they type a quick message to their teacher, who **monitors** them from his computer.
- 2 In the Middle East, tablet computers are **revolutionizing** education. Today, more schools are using tablets instead of paper or books. Governments predict the best jobs will require students to have strong computer skills. Their hope is tablet-based learning will better prepare them for this future.
- 3 Saudi Arabia's support for school tablets only began recently. In 2014, the Ministry of Education started to put Internet access, computers, and tablets in hundreds of classrooms. The tablets connect students to an enormous amount of new, **digital** content, including e-books, online videos, and classroom apps. **Eventually**, all schools could have tablets. But will the **experiment** work?
- 4 Right now, it is too early to know. However, the answer could be next door. In the United Arab Emirates (UAE), thousands of public school students are already using tablets. According to the government, every student will have one by 2017. The country believes tablet-based learning *is* the answer to the future. And so far, early results have been positive.
- 5 Mohammed Gheyath works for the UAE Ministry of Education. He says students are doing better with tablets



because the learning is **interactive** and dynamic<sup>1</sup>. In a history class, for example, students can use apps to **discover** and “rebuild” an ancient city. To start, they may take a video tour of the ancient city of Petra. With tablet technology, they can “walk through” it as if they were really there. Next, they use an app to design their own city. Finally, with special software, they turn their designs into a presentation and share them instantly on their screens. The students use creativity to solve their own problems. Experts believe this motivates students to learn.



- 6 Teachers also benefit because they can easily track students' progress. In the past, teachers had to wait for paper test results. Now students in the UAE are taking tests and quizzes on their tablets. In seconds, their scores are sent to the teacher. Teachers can then direct them to a video or website if they need extra instruction. Students can also email their teachers for help. Experts say this is good for students too shy to raise their hands. In these cases, instant **feedback** can equal greater success.
- 7 Still, no technology is perfect. Many UAE students are often expected to complete tablet assignments at home. One problem is that not all families have Internet access. Other times, Internet connections are slow or stop working. This can put their children at a disadvantage.
- 8 Back in Saudi Arabia, the government is trying to prepare for this. It is investing millions into fast, **reliable** Internet for schools and cities. This is part of the country's decision to develop a “knowledge economy.” It wants to prepare schoolchildren for new jobs in science and technology. Putting tablets in children's hands and faster Internet in everyone's is one step toward this goal.
- 9 However, if all Saudi students do have tablets one day, success will require more than the fastest Internet. Teachers are going to need training. Schools will have to make sure children access content safely. And parents must learn to **adapt** to technology they never had in school. But if Saudi Arabia gets it all right, it will be the next leader in tablet education. And children like Ali will be the new leaders of the country's knowledge economy.

<sup>1</sup> **dynamic**: continuously moving and changing

### Vocabulary Skill Review

Look at the sentences with the vocabulary words. Which vocabulary words in bold are adjectives? Which are nouns?

#### B. Here are some words from Reading 1. Read the sentences. Then match each bold word with its definition below.

1. Libraries are using **digital** technology. Many library books are now available as e-books, which people can download onto their computers.
2. I had an old desktop computer for many years, but I **eventually** replaced it with a tablet because I wanted something smaller and mobile.
3. People can find **reliable** information on websites from professional organizations, but personal websites are less trustworthy.
4. It is a good idea for parents to **monitor** how much time their children spend online because they can easily lose track of time.
5. When my teacher sends me **feedback** on my essay, I read his comments and try to make changes to improve it.
6. Most smartphones have screens that **adapt** to light. When it is dark outside, the screen changes so it is less bright.
7. Apps have **revolutionized** early childhood education. Babies used to learn colors and shapes from books, but now many learn them from apps.
8. The Internet began as an **experiment** in the 1960s, when university researchers were looking for a way to let people access information from any computer in the world.
9. There are many computer games online that let students review math in fun and **interactive** ways.
10. In college, Sultan **discovered** that he liked art and engineering, so he decided to get a degree in architecture.
- a. (v.) to change because the situation or environment you are in has changed  
b. (adj.) that you can trust  
c. (adj.) involving direct communication both ways, between the computer and the person using it  
d. (v.) to find or learn something new or unexpected or something that you did not know before  
e. (adj.) using an electronic system to record or store information  
f. (v.) to change something completely  
g. (adv.) in the end; after a long time  
h. (n.) information about something that you have done or made which tells you how good or successful it is  
i. (n.) a scientific test that is done in order to prove something or get new knowledge  
j. (v.) to check, record, or watch something regularly for a period of time



#### C. Go online for more practice with the vocabulary.

#### D. Take notes on the main ideas of each paragraph in Reading 2. Then write the number of the paragraph from the reading that each statement summarizes.

- a. The future of tablet education in Saudi Arabia is uncertain, but it has the potential to cause big changes.
- b. Students in the UAE are learning better because of tablet computers.
- c. Having a poor Internet connection or no Internet connection can cause problems for students at home.
- 3  d. The Saudi Arabian government supports putting tablets in public schools.
- e. When teachers use tablets, they get information about their students' needs instantly.
- f. Saudi Arabia's knowledge economy will depend on modern technology and skills.

#### E. Take notes on the supporting details of each paragraph in Reading 2. Then read the statements. Write T (true) or F (false). Correct each false statement to make it true.

1. In some Middle Eastern schools, tablets are replacing books.
2. Digital content includes e-books, videos, and apps.
3. All students in Saudi Arabia will have tablets by 2017.
4. Tablets can be used in history and science classes.
5. Online quiz results take longer than paper test results.
6. All families in the United Arab Emirates have the Internet at home.
7. The Saudi Arabian government is investing in faster Internet.

#### F. Read these sentences from Reading 2. Then answer the questions. Find the sentences in the reading to help you.

1. (Paragraph 1) When **they** need help, they type a quick message to their teacher, who monitors them from his computer.  
Who does **they** refer to?
2. (Paragraph 2) Their hope is tablet-based learning will better prepare **them** for this future.  
Who does **them** refer to?



3. (Paragraph 5) With tablet technology, they can “walk through” **it** as if they were really there.

What does *it* refer to?

4. (Paragraph 6) Teachers can then direct **them** to a video or website if they need extra instruction.

Who does *them* refer to?

5. (Paragraph 8) **It** wants to prepare schoolchildren for new jobs in science and technology.

What does *it* refer to?

**Critical Thinking Tip**

Activity G asks you to identify an author’s **tone**. To identify tone, notice the words and details the author uses to express how he or she feels about a topic.

- G. Read these sentences from Reading 2. Underline the words that show the author’s tone. Then circle the correct answer.**

1. Eventually, all schools could have tablets. But will the experiment work?

The author’s tone is:

- a. certain  
 b. unsure

2. In the United Arab Emirates (UAE), thousands of public school students are already using tablets.

The author’s tone is:

- a. critical  
 b. factual

3. Experts say this is good for students too shy to raise their hands.

The author’s tone is:

- a. approving  
 b. disapproving

4. But if Saudi Arabia gets it all right, it will be the next leader in tablet education. And children like Ali will be the new leaders of the country’s knowledge economy.

The author’s tone is:

- a. doubtful  
 b. hopeful

- H. Do you believe tablets should replace books in schools? Write 5–8 sentences giving your opinion.**

**Q? WRITE WHAT YOU THINK**

- A. Discuss the questions in a group. Look back at your Quick Write on page 59 as you think about what you learned.**

- Some people believe tablets can cause children to become addicted to technology. Do you agree? Why or why not?
- What job would you like to have in the future? Do you think you will need strong computer and technology skills to perform this job?

- B. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.**

- How much control should people have over the technology they use? Why?
- What positive and negative effects can technology have on people’s lives?

**Vocabulary Skill Synonyms**

**Synonyms** are words that have similar meanings. Learning synonyms will increase your vocabulary and will give your writing more variety.

- People’s lifestyles have changed because of new technology.
- People’s habits and behaviors have changed because of new technology.

Be careful when choosing synonyms because they do not always have exactly the same meaning. A synonym can have a more general meaning or a more specific meaning.

- General:** Drivers are expected to follow the rules of the road.
- Specific:** Drivers are expected to obey the rules of the road.

*Follow* is more general because it means to do what you are told. *Obey* is more specific because it suggests you *must* do what you are told.

**Tip for Success**

A **thesaurus** is a book that lists synonyms. Remember that words can have multiple meanings. When you check a thesaurus, make sure you look for the correct synonym for the word.

- A. Rewrite each sentence by replacing the bold word or phrase with the correct synonym from the box.**

benefits	discover	experiments	occurs
data	eventually	limitations	

- The GPS navigation system stores **information** about highway exits and speed limits.

The GPS navigation system stores data about highway exits and speed limits.



2. When an accident happens, the police must decide who is responsible. 

3. Are there any disadvantages to using robots for everyday tasks?

4. Engineers are trying to find new ways to increase Internet speeds.

5. Researchers have created tests that study how driverless cars respond to accidents.

6. It may be difficult for consumers to accept driverless cars, but in the end, they may become popular because they have many advantages.

**B. Read each pair of sentences. Look at the synonyms in bold. Write G next to the sentence that uses a more general synonym. Write S next to the one that uses a more specific synonym.**

1. a. G Driverless cars may give people the **opportunity** to read while driving.  
b. S Driverless cars may give people the **freedom** to read while driving.
2. a.  Sensors can tell the car if an accident **is going to** occur.  
b.  Sensors can tell the car if an accident **is about to** occur.
3. a.  Tablet computers **are revolutionizing** education in the Middle East.  
b.  Tablet computers **are changing** education in the Middle East.
4. a.  The camera can **sense** any obstacle that is in the road.  
b.  The camera can **see** any obstacle that is in the road.
5. a.  The car will **follow** the driver's instructions.  
b.  The car will **obey** the driver's instructions.



**C. Go online for more practice with synonyms.**



## WRITING

UNIT  
OBJECTIVE



At the end of this unit, you will write a summary paragraph and a personal response paragraph. These paragraphs will include specific information from Reading 2 and your own ideas.

### Writing Skill Writing a summary and a personal response

A **summary** paragraph tells the reader the main ideas of a reading in your own words. A good summary begins by restating the main idea of the reading. It gives a basic outline of the reading and includes supporting details that are necessary to understand the main points. A summary uses synonyms and similar language to restate ideas from the reading.

A summary is often followed by a **personal response** paragraph. A personal response paragraph gives your personal reaction to the reading. It often includes ideas that you agree or disagree with and gives reasons why you agree or disagree.

**A. WRITING MODEL** Read the model summary and personal response to Reading 1 on pages 53–54. Then answer the questions on page 68.

In the near future, driverless cars may change the way people drive. The cars use technology that is already in many modern cars, such as GPS, sensors, and cameras. The sensors see the road and make decisions about turns and stops, and the GPS navigation system tells the car where to go. Car manufacturers say driverless cars are safer and use less gasoline. However, they cannot understand real-life situations, like obeying police instructions, as well as humans can. Also, it is not clear who is at fault when a driverless car causes an accident. The success of these cars will eventually depend on consumers, not car manufacturers.

I was surprised to read about cars that can drive themselves. To me, it sounds like something from a futuristic movie, not real life. I understand why some people would like to own a driverless car, but I don't agree that they are the cars of the future for two reasons. First of all, I personally think that people would prefer to be in control when driving. People know that they are better at reacting to unexpected situations than a machine. They would feel terrible if their driverless car caused an accident that they could have avoided if they were in control. Also, I think people would worry about the car's computer making mistakes. Computers can shut down, get viruses, and have errors. Nobody wants to experience these problems when they drive.



1. Which sentence summarizes the main idea of the reading?

2. Read these sentences from Reading 1. Write the sentences from the model on page 67 that summarize them.

a. The sensors can “see” turns, red lights, stop signs, and other cars. Its computer uses GPS and other data to drive the car safely to its destination.

b. In addition, if an accident does occur, who is to blame? Do you blame the driver? The car? The car manufacturer?

c. In the end, consumers will decide if driverless cars are to become the cars of the future.

3. Does the writer of the model summary have a positive or negative reaction to driverless cars? How do you know?

4. What reasons does the writer give to support his or her opinions?

5. Do you agree with the writer? Why or why not?

B. Answer the questions to gather ideas for your summary paragraph about Reading 2 on pages 60–61. Write complete sentences.

1. Why are tablets replacing books and paper in schools?

2. What is Saudi Arabia’s tablet experiment?

3. What benefits are tablets bringing to students in the UAE?

4. In what ways are tablets helping teachers in the UAE?

5. How is Saudi Arabia preparing for a knowledge economy?

6. How does the author feel about the idea of putting tablets in all Saudi schools in the future?

C. Answer the questions to gather ideas for your personal response paragraph about Reading 2. Write complete sentences.

1. What is your personal reaction to using tablets in schools?

---



---

2. Is your reaction positive or negative? Why?

---



---

3. Do you agree with the author that tablets could better prepare students for future jobs in science and technology? Why or why not?

---



---



D. Go online for more practice with writing summaries and personal responses.

## Grammar Parallel structure



**Parallel structure** means using the same word form or grammatical structure to list ideas that come in a sequence. Using parallel structure makes your writing clearer and more effective. Use the conjunctions *and*, *but*, and *or* to connect parallel ideas. Look at the examples of parallel and nonparallel structures.

**Parallel:** Now students are taking tests *and* quizzes on their tablets.

noun      noun

**Not parallel:** Now students are taking tests and there are quizzes on their tablets.

**Parallel:** Machines make our coffee *and* clean our dishes.

verb      verb

**Not parallel:** Machines make our coffee and our dishes are cleaned.

**Parallel:** People can tell the car to drive cautiously *or* aggressively.

adv.      adv.

**Not parallel:** People can tell the car to drive with caution or aggressively.

A. Read these sentences from the readings. Underline the parallel structures and identify the word forms. Circle the conjunctions.

- Robots do the vacuuming, mop the floors, and mow our yards hands-free.
- Sensors built into cars sound an alarm if drivers get too close to a person or another vehicle.
- They might not recognize when a police officer tells traffic to stop or pull off the road.
- Today, more schools are using tablets instead of paper or books.
- The tablets connect students to an enormous amount of new, digital content, including e-books, online videos, and classroom apps.
- He says students are doing better with tablets because the learning is interactive and dynamic.
- Other times, Internet connections slow or stop working.

### Critical Thinking Tip

Activity B asks you to **combine** sentences. Whether you are combining sentences, ideas, or information sources, you are putting things together to make something new. This shows that you understand information and can use it in new ways.

B. Combine each pair of sentences into one. Use *and*, *but*, *or* and parallel structure.

- They are not listening to their teacher. They are not penciling down notes in their science journals.

They are not listening to their teacher or penciling down notes in their science journals.

- They turn their designs into a presentation. They share them on their screens.

---



---

- Right now it is too early to know. The answer could be next door.

---



---





4. Do you blame the driver? Do you blame the car? Do you blame the car manufacturer?

5. Drivers can make bad judgments. They can get sleepy. They can run red lights.

6. Driverless cars are already on the roads. They could soon end up at a dealer near you.



C. Go online for more practice with parallel structure.

D. Go online for the grammar expansion.



Go to the Online Resources for your Unit Assignment.



## TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

### Nouns

benefit   
data   
experiment   
feedback  
limitation  
manufacturer   
obstacle

### Verbs

adapt   
discover   
monitor   
obey   
occur   
respond   
revolutionize   
sense

### Adjectives

digital   
interactive   
reliable

### Adverb

eventually

Oxford 3000™ words

Academic Word List

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

READING  I can take notes. (p. 58)

VOCABULARY  I can recognize and use synonyms. (p. 65)

WRITING  I can write a summary and a personal response. (p. 67)

GRAMMAR  I can use parallel structure. (p. 70)

UNIT OBJECTIVE

I can gather information and ideas to write a summary and a personal response paragraph about how technology has affected our lives.

- READING ▶ distinguishing facts from opinions
- VOCABULARY ▶ suffixes
- WRITING ▶ writing an opinion essay
- GRAMMAR ▶ compound sentences

UNIT OBJECTIVE ▶▶▶▶ Read the articles and gather information and ideas to write an opinion essay on advertising.

# Q

UNIT QUESTION

## Does advertising help or harm us?

**A** Discuss these questions with your classmates.

1. What items have you purchased because of an advertisement?
2. Has an advertisement ever helped you in some way? What kind of ad was it? How did it help you?
3. Look at the photos. Do you think there is too much advertising around us?



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

1. Match the ideas in the box with the students. Then check (✓) if each student thinks advertising helps or harms us.

- a. It makes us want things we don't need.
- b. It gives us information about new products.
- c. It pays for a lot of things I like.
- d. You can't trust the information you get from advertising.

Does advertising help or harm us?

		Helps us	Harms us
Yuna	b. It gives us information about new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Felix	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marcus	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sophy	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Which student do you agree with the most? Can you think of any examples of how advertising helps or harms us to support your ideas?



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



## READING 1 | Food Advertising Tricks You Should Know About



You are going to read a magazine article about food advertising. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** Read the title and first paragraph. What is the article's main idea? Check (✓) your answer.

- to explain why food looks so different from the photos
- to explain what advertisers do to make food look better
- to advise people about what foods to eat

**B. QUICK WRITE** Think about a time when an advertisement influenced you. Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

anticipation (n.)	critic (n.)
appealing (adj.)	deceptive (adj.)
appear (v.)	figure out (phr. v.)
claim (v.)	hire (v.)
come close to (phr. v.)	particularly (adv.)

Oxford 3000™ words



**D. Go online to listen and practice your pronunciation.**

## WORK WITH THE READING

**A. Read the article and gather information about whether advertising helps or harms us.**

## Food Advertising Tricks You Should Know About

1 Has this ever happened to you? You're walking down a city street and it's lunchtime. You see an advertisement on a bus showing a beautiful-looking burger. Suddenly, you're starving. Now you know exactly what you want to eat for lunch. You find the nearest fast-food restaurant and order your burger, as your stomach grumbles in **anticipation**. And then you get the food. It doesn't look anything like the picture that you saw in the ad. Why is that?

2 Many food businesses, such as restaurants and food companies, **hire** someone called a "food stylist" to help photograph the foods that they sell. And the reason the "real" food might look different is because the food stylist uses "tricks" to make the food look better, and many of the things they use are not even edible.

3 Take a simple burger as an example. To get the perfect-looking burger, food stylists often will use a partially cooked burger patty because it will **appear** plumper. But how do they get that just-cooked look? Well, a useful tool is a small blowtorch<sup>1</sup>, which can burn marks into the burger to make it look yummy. Now it's time to **figure out** how to photograph the bun. Photographers might need hundreds of buns before they can find the "perfect" bun. And if it's a sesame bun, they'll need a pair of tweezers<sup>2</sup> to glue on the sesame seeds in just the right spot. Often the bun is held in place with

toothpicks, so it won't move, and paper towels are placed under the burger so that it doesn't drip all over the bun and make it soggy. Finally, a perfect piece of lettuce, without any holes or brown spots, is chosen and sprayed with glycerin<sup>3</sup> and water, so that it looks fresh. The same is done to the perfect slice of tomato. Sound appetizing?

4 The same sort of **deceptive** tricks are used to photograph turkeys. When a turkey is cooked, it gets wrinkles and the skin does not always look very **appealing**. So the photographer cooks it only part-way, so the skin doesn't wrinkle. To make the skin look very tight, it is sewn with needle and thread underneath. Then the bird can be painted with red and brown food coloring or molasses to give it that "cooked" look.

Finally, that handy tool, the blowtorch, is used to make the skin and legs look brown as if it had just come out of the oven.

5 Food stylists use these and many other tricks to make foods look more appealing, but is this deceptive? In the U.S. there is a law that if a company is advertising a food, the real food must be used in the photograph. But since many real foods do not look that good, photo stylists can add other items and use various tools to make foods appear better than they actually look. For example, if an ad is selling chocolate syrup, the other foods in the picture do not have to be real. Fake ice cream is used for such an ad. Using



<sup>1</sup> **blowtorch**: a portable device producing a hot flame that is directed onto a surface

<sup>2</sup> **tweezers**: a small tool consisting of two pieces of metal that are joined at one end used for picking up small things

<sup>3</sup> **glycerin**: a syrupy, sweet liquid made from oil



ingredients like corn syrup, powdered sugar and margarine, fake ice cream looks, but certainly doesn't taste, like the real thing. But it's good for the photographer because it doesn't melt!

6. There are **critics** of this type of practice. They **claim** that advertising companies are deceiving us. They feel that it is unfair to consumers and the law should be changed so photographers will not be allowed to use toothpicks and glue on food they are photographing. They argue that some foods, which may not be **particularly** healthy for consumers, appear appetizing in these "styled" photos because the greasy, unhealthy side is unseen. Perhaps consumers would not be so

quick to run out and grab that burger and fries if the photos showed them as they actually are. But photographers and advertisers disagree. They believe that consumers want to see food at its best, and they feel that it is their job to make the food look good. When food is put under hot lights for hours, it starts to look terrible. Who would want to eat something that doesn't look good?

7. So the next time you see an ad for a mouth-watering burger or roasted turkey, don't be surprised when the real thing doesn't **come close to** looking like the picture in the ad. At least the real thing doesn't come with the glue and toothpicks.

### Vocabulary Skill Review

In Unit 2, you learned how to find the meaning of words from the context. Be sure to use context clues to help you choose the correct words in Activity B.

### B. VOCABULARY Complete each sentence with the vocabulary from Reading 1.

anticipation (n.)	come close to (phr. v)	figure out (phr. v.)
appealing (adj.)	critic (n.)	hire (v.)
appear (v.)	deceptive (adj.)	particularly (adv.)
claim (v.)		

- The young child was very hungry, so the pictures of the food items on the menu all looked  to him.
- I need to lose weight, but I hate eating low-fat foods; the taste of low-fat foods doesn't  the taste of the real foods.
- Sometimes the  of something happening is better than when it actually happens.
- The company is doing very well, and they hope to  ten new employees by the end of the year.
- Almost everyone at the meeting agreed with the town's decision, but there was one  who argued that it was the wrong choice.
- Food photographers  that it is impossible to take attractive photos of real foods like ice cream.

- Sami is going away for his vacation, but he still needs to  the cheapest way to travel, since he does not have a lot of money to spend.
- The store advertisement was very  because it wasn't clear that you had to spend more than \$200 to get the free DVD.
- I wasn't  interested in seeing the movie, but I was pleasantly surprised at how exciting it really was.
- Toys don't always  like they are pictured in ads; often they are much smaller and not as colorful.



### C. Go online for more practice with the vocabulary.

#### D. Read the main ideas. Write the paragraph number where they are found.

- There are many tricks for making a burger look good in a photograph.
- A food stylist might work for a restaurant to take pictures of foods that make them look appetizing.
- Sometimes the pictures of foods in an advertisement look very different from the real foods.
- According to the law, photos that food stylists help with are not deceptive as long as the food being advertised is the real food.
- Taking a picture of a turkey involves using many tricks.

#### E. Read the statements. Write T (true) or F (false). Then correct each false statement to make it true according to the article.

1. According to the law, photos from fast-food restaurants must always look just like what you order.
2. A food company hires a food stylist to make its products look more appealing.
3. Food stylists use paint and glue to make photos of food look better.
4. It is not difficult to take photos of a cooked turkey.
5. Food stylists make sure that burgers and turkeys are cooked completely before they photograph them.



F. The article discusses many tricks that are used to make food look more appealing. Complete the chart below with the solution or trick from the box to solve the problem.

Use paper towels.	Use a blowtorch for grill marks.
Sew it with needle and thread.	Use ingredients like corn syrup and sugar.
Only cook it part-way.	Paint it with food coloring or molasses.

Problem	Solution or trick
1. Cooked burger doesn't look plump.	
2. Partially cooked burger doesn't look cooked.	Use a blowtorch for grill marks.
3. Burger is dripping grease.	
4. Turkey has very loose skin.	
5. Turkey doesn't look cooked.	
6. Ice cream melts under hot lights.	

G. In Activity F, you identified solutions or tricks to make food look better in advertising. Discuss with a partner how these tricks work. Look back at the article for details.

H. Find these sentences in Reading 1. Circle the answer that best matches the meaning of the underlined words. Are there any words from Reading 1 that helped you figure out the meanings? Write them on the lines.

1. (Paragraph 1) You find the nearest fast-food restaurant and order your burger, as your stomach grumbles in anticipation.

- grumbles* means
- a. complains
  - b. makes a sound when you're hungry
  - c. waits

Words that helped me: You see ... a beautiful-looking burger. ... Suddenly, you're starving.

2. (Paragraph 2) ... the food stylist uses "tricks" to make the food look better, and many of the things they use are not even edible.

- edible* means
- a. good or safe to eat
  - b. fresh
  - c. available

Words that helped me: \_\_\_\_\_

3. (Paragraph 5) Fake ice cream is used for such an ad.

- fake* means
- a. genuine
  - b. not real
  - c. actual

Words that helped me: \_\_\_\_\_

I. An inference is a guess you make about something based on the information you have. Make inferences to answer these questions. Write the paragraph number where you found the information. Discuss your answers with a partner.

- Why do you think photographers might need hundreds of buns before they take a picture of one? Paragraph:
- What might happen if a photographer had to take a picture of frozen yogurt? Paragraph:
- What might happen if a photographer had to take a picture of real French fries on a plate? Paragraph:



J. Go online to read *Concerns with Online Advertising* and check your comprehension.



## WRITE WHAT YOU THINK

A. Discuss these questions in a group.

- Food stylists believe that they are helping the food company sell food by making it look appealing, but others think that this is deceptive advertising. What do you think?



2. Would you buy a particular food if the picture of it was not appealing? Why or why not? Is it important to you that food looks appetizing?
3. Have you ever ordered something from a catalog and found that the real item looked very different from the picture in the catalog? How was it different?

**B.** Choose one question and write a paragraph in response. Look back at your Quick Write on page 76 as you think about what you learned.

## Reading Skill Distinguishing facts from opinions

A **fact** is a statement that is true and can be proven true. An **opinion** usually expresses a personal judgment or gives a position about something. Good readers can quickly tell whether a statement is a fact or an opinion. Look at these two statements.

- My parents have been married for 25 years. (fact)
- Relationships with human beings are messy and unpredictable. (opinion)

The first statement is a fact. We can find the date of their marriage and prove it. The second statement is an opinion. It cannot be proven, and people could have a different opinion about relationships from the writer's. In addition, adjectives such as *messy* and *unpredictable* indicate the writer's opinion. Here are two more examples.

- Class starts at 7:30 a.m. (fact)
- My classes are difficult. (opinion)

**iQ ONLINE** Go online to watch the Skill Video.

**A.** Read the statements. Write *F* (fact) or *O* (opinion).

1. Some ads try to make people aware of social problems.
2. There were eight ads for appliances in a recent news magazine.
3. Advertising can be ignored easily.
4. During every hour-long television show, there are three minutes of commercial advertising.
5. The ads during the sports program were very funny.
6. Ads create a dangerous climate of distrust.

**B.** Read the sentences. Underline the part of each sentence that makes it an opinion.

1. People are always influenced by ads.
2. Taken individually, ads are silly, sometimes funny, but certainly nothing to worry about.
3. My favorite ad is the one showing the family in the beautiful new car.
4. That was the most ridiculous ad I have ever seen.
5. The consequences of ads are harmful.

**iQ ONLINE** **C.** Go online for more practice distinguishing facts from opinions.

## READING 2 In Defense of Advertising

### UNIT OBJECTIVE

You are going to read an article based on a Canadian radio show. It gives us a less common opinion of advertising. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** Read the title and first sentence of each paragraph. Do you think the writer finds advertising to be positive or negative? Check (✓) your answer.

positive

negative

**B. QUICK WRITE** Think about an advertisement that provided useful information about something important to you. Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Work with a partner to find the words in the reading. Circle clues in the text that help you understand the meaning of each word. Then use a dictionary to define any unknown words.

annoying (adj.)	donation (n.)	memorable (adj.)
annual (adj.)	entertain (v.)	support (v.)
broadcasting (n.)	exposure (n.)	surrounding (adj.)

Oxford 3000™ words

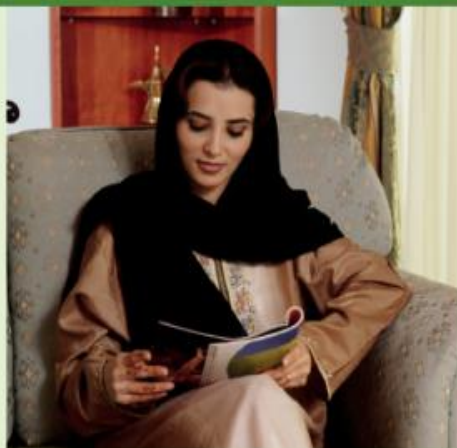
**iQ ONLINE** **D.** Go online to listen and practice your pronunciation.

## WORK WITH THE READING

- 11 A. Read the article and gather information about whether advertising helps or harms us.

# In Defense of Advertising

- 1 How often do we hear comments such as  these: "I hate advertising," or "There's too much advertising in the world!" In the 21st century, it seems that advertising is everywhere we look. We see it along highways, in trains, buses, even in taxicabs, as well as on the Internet and on TV. It's hard to escape advertising. But do we really want to? Actually, when you think about it, advertising provides us with quite a few benefits.
- 2 First, advertising gives us information that we need. For instance, if you want to buy a new appliance or a new car, you can look for the best "deals" in ads that appear in newspapers, in magazines, on television, or even on the radio. These ads give you details about the product and help you find out where you can get the best price for something. You don't actually have to go to lots of different stores. So, in this way, advertising provides a service for the consumer.
- 3 Besides providing information, advertising also **supports** the entertainment industry, including television and radio. It may be **annoying** to sit through commercials during your favorite TV show, but the advertisers have paid for its production. This, in turn, pays the TV crew for their work. Even public **broadcasting** has supporters. The companies' names appear at the beginning or end of the shows. Without their support, there would be more hours of pledge drives<sup>1</sup> asking you, the consumer, for more money. Many presenters, such as newsreaders,



get their starts from writing or appearing in commercials or print advertisements. It's a way for them to get both experience and **exposure**.

- 4 And what about advertising and sports? There are hundreds of large banners **surrounding** sports stadiums, and hundreds, thousands, even millions of people notice them. Professional sports depend on advertising to pay for the fields, the equipment, and yes, even the salaries of professional athletes. Think about the Super Bowl in the United States. Everyone looks forward to this **annual** event, even those who do not like football, because the commercials are known to be the best of the year. Companies pay as much as a million

dollars for 60 seconds of advertising time during this event, so a lot of effort goes into these commercials. As a result, viewers want to watch the commercials almost as much as the sports.

- 5 When we're not out shopping or being **entertained**, many of us enjoy surfing the Web. Whenever you open a page in Google or access an online newspaper, such as the *New York Times*, there are dozens of ads. These ads help pay for the services that the websites provide. Without the advertising, the websites could not provide those services. They would not have the money to continue.
- 6 There has always been a "good" side to advertising in the form of public service announcements (PSAs). These are advertisements that provide people with information about issues like diseases or medical problems, as well as public health and safety. The commercials are often very
- 7 It would be a much duller, certainly less colorful world without advertising. Think of all of the ways that advertising improves our world. The next time you look at that clothing catalog, think of all of the creativity and work that went into making it. From clothing designers and photographers to paper company workers and store employees—thousands of people worked to help produce that catalog. And when you watch your favorite TV show, remember that the commercials were partly responsible for what you've just watched and enjoyed. We may wish that commercials and advertisements weren't necessary, but, for the most part, we are all content to have them as part of our lives.

### Vocabulary Skill Review

Knowing the part of speech of a vocabulary word can help you understand the text better. Use the context to guess the part of speech of the words in Activity B.

- B. **VOCABULARY** Here are some words from Reading 2. Read the sentences. Then write each bold word next to the correct definition on page 86.

1. Some food companies use part of their profits to **support** programs for seriously ill children.
2. This is a useful website, but I can't stand all of the pop-up ads. They're so **annoying**!
3. Radio **broadcasting** brings news and other programs to the public.
4. The professor's appearance on the news program gave him the **exposure** he needed to become well known.
5. All of the ads on the fence **surrounding** the baseball field are for food products that are sold there.
6. There is always a guest speaker at the college's **annual** graduation dinner. This year, it will be the mayor!
7. The children were bored last night, so we turned on the TV to **entertain** them.
8. That was a very **memorable** book. After all these years, I still remember the ending very clearly.

<sup>1</sup> **pledge drive**: an effort by a group of people to raise money, which people promise to pay, for a certain purpose or group

9. Many food companies make a **donation** of their products to organizations that feed the hungry.

- a.  (*adj.*) being or going around someone or something
- b.  (*v.*) to interest and amuse someone
- c.  (*n.*) attention from newspapers, television, or other media
- d.  (*n.*) sound or pictures that are sent by radio or television
- e.  (*n.*) money or something that is given to an organization
- f.  (*adj.*) happening or done once a year
- g.  (*v.*) to give or provide someone or something with assistance and money
- h.  (*adj.*) making you feel slightly angry
- i.  (*adj.*) easy to remember because it is special in some way



**C. Go online for more practice with the vocabulary.**

**D. Read the sentences. Then number them in the order that the ideas appear in the article.**

- a. PSAs provide people with information about things like medical problems.
- b. Professional sports depend on advertising.
- c. Advertising helps support broadcasting.
- d. Ads provide us with helpful information about products we want to buy.
- e. Advertisements make the world more colorful.
- f. Ads help pay for the services that websites provide.

**E. Write an example from Reading 2 for each of the benefits of advertising listed in the chart.**

Benefit	Example
provides information for buying something	best deal for new car in newspaper
supports broadcasting	<input type="text"/>
helps support sports	<input type="text"/>
provides public service announcements	<input type="text"/>
helps make the world more colorful	<input type="text"/>

**F. Read the statements. Write A if the author would agree with a statement, or D if the author would disagree with it. Write the paragraph number(s) to support your answer.**

	Agree/Disagree	Paragraph #
1. There are more advantages than disadvantages to advertising.	A	1, 7
2. Many newsreaders gained experience by doing commercials.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most people enjoy watching commercials during their favorite shows.	<input type="checkbox"/>	<input type="checkbox"/>
4. Professional sports fields should not have advertising.	<input type="checkbox"/>	<input type="checkbox"/>
5. We should have less advertising and more fundraising on TV.	<input type="checkbox"/>	<input type="checkbox"/>

**G. Answer the questions. Write the paragraph number where the answer is found. Then discuss your answers with a partner.**

- 1. In professional sports, what are some examples of things that advertising pays for?

Paragraph:



2. What kinds of professionals work on a clothing catalog? Name at least three.

Paragraph:

3. Why is it important that PSAs be very creative?

Paragraph:

4. What would not exist on the Internet if there were no advertising?

Paragraph:



## WRITE WHAT YOU THINK

- A. Discuss the questions in a group. Look back at your Quick Write on page 83 as you think about what you learned.

- Some people say that advertising is a “necessary evil.” What does this mean? Do you agree? Why or why not? (If something is *evil*, it is very bad.)
- Would you be willing to pay more for things and have no advertising?

- B. Think about Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.

- Think of an advertisement that you’ve seen recently that affected you. What was it selling? How did it affect you? Was it positive or negative?
- Do you think there is too much advertising? Where would you like to see less or no advertising?
- Where can you find advertising that targets children? What kinds of ads can they be?
- What effects do you think advertising can have on children?

## Vocabulary Skill Suffixes

A **suffix** is a group of letters that comes at the end of a word, such as *-ful* in *painful*. When you add a suffix to a word, it changes the part of speech. Being familiar with suffixes can help increase your vocabulary. Here is a list of suffixes.

Adjective		Noun		Adverb
-ful	-ial	-ment	-ship	-ly
-able	-er	-tion	-ness	

### Tip for Success

Being familiar with suffixes used to form nouns and adjectives will help you in your writing and in your reading comprehension.

- A. Decide which part of speech each word is based on its suffix. Then check (✓) the correct column.

	Adjective	Noun	Adverb
1. unpredictable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. recently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. painful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. dissatisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. distrustful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. happiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. certainly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. colorful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



- B. Go online for more practice with suffixes.





# WRITING

## UNIT OBJECTIVE

At the end of this unit, you will write an opinion essay about advertising. This essay will include specific information from the readings and your own ideas.

### Writing Skill Writing an opinion essay

In Unit 1, you learned the components, or parts, of a good paragraph. An **essay** is a longer piece of writing, and it has components similar to the ones in a paragraph. In an essay, the first paragraph is the **introductory paragraph**. In an **opinion essay**, the introductory paragraph describes a situation and includes your opinion of it, which is the main idea of the essay. In an essay, this main idea is called a **thesis statement**. The thesis statement of an opinion essay clearly expresses how you feel about the topic.

The next paragraphs in an essay are the **body paragraphs**. The body paragraphs support the thesis statement. In an opinion essay, a body paragraph gives a specific reason for your opinion and examples to make it a strong argument. Finally, the **concluding paragraph** is the last paragraph. It restates your opinion, summarizes your reasons for it, and often gives a prediction about it.

#### A. WRITING MODEL Read the model opinion essay. Then answer the questions on page 91.

Introductory paragraph

Most people love watching some kind of television, but hate the commercials that interrupt the TV programs. I guess you could say that I'm different from most people because I love commercials. In fact, I think the commercials are almost as good as the shows I'm watching. You won't find me leaving the room to get a snack or something to drink when a commercial comes on. I'm the one paying attention because I think television commercials are great!

Body paragraph

First of all, I think a lot of commercials are funny. Some advertisers like to make fun of mistakes that people make. For example, a car insurance company has an ad showing a man trimming a tree in his yard. The next thing you know, a huge tree limb falls on his neighbor's car. It's what they used to call slapstick humor, and I think it's very funny. In another example, some guys are moving into a new apartment and they are installing an air conditioner into a window, and it falls out and onto someone's car. I enjoy these kinds of commercials because they provide a glimpse of human behavior that I find entertaining.

Body paragraphs

Additionally, I like to see commercials that my senses respond to, in particular my sense of taste. When I see a close-up of some mouth-watering food, I get so hungry that I have to eat it. I frequently call for takeout right then and there, or I run to the kitchen and try to create what I've just seen on the screen. When I see a new car ad where the car is driving through mountain roads, it makes me want to book a trip out west to enjoy the same scenery. And when I hear music I like as the background to one of my programs, I make sure to pay attention to the credits at the end to find out the name of the musician so I can listen to that person again.

Concluding paragraph

Finally, TV advertising provides me with information about coming attractions: future TV programs, events, or movies. When I see a commercial for a movie that will soon be released, I can decide if it's something I want to see or not. If there's a TV program coming up, I can set my DVR for it well in advance.

You could say I'm very unusual because I don't mind commercials while I'm watching my favorite TV programs. I don't find commercials to be interruptions. I love them because I think they're funny, entertaining, and informative. I think TV would be pretty dull without them.

1. What is the thesis statement? Underline the thesis statement in the introductory paragraph.
2. What are the three reasons and examples that the writer uses to support his or her opinion?

Reason 1: I think a lot of commercials are funny.

Examples: A huge tree limb falls on a neighbor's car; an air conditioner falls out a window and onto someone's car.

Reason 2:

Examples:

Reason 3:

Examples:

#### B. Read these introductory paragraphs to different opinion essays. Which is the best thesis statement for each essay? Choose from the statements below.

1. Advertising has been around for many years, and most people just accept it as part of our lives. But I was watching TV with my young son the other night when he pointed out to me the name of a particular computer



The thesis statement of an essay is similar to the topic sentence of a paragraph. It contains the writer's main idea, position, or opinion. It helps the reader understand the writer's main idea.

that he noticed on the show we were watching. That's when I realized that advertising has invaded our lives too much. If my son recognizes a company logo that easily, I wonder how much more advertising he is being exposed to without even realizing it? Enough is enough.

- a There should not be any advertising on the Internet.
  - b Advertising products within television shows should be banned.
  - c We need to find a way to reduce the amount of advertising in our lives.
2. While watching my son's baseball game the other night, I noticed something new on the fence surrounding the field. There was a huge advertisement for a popular brand of soda. I was absolutely shocked! How could an advertisement for junk food be placed in view of all of the children and parents? I realize now that this huge corporation is giving money to my son's school, but at what cost?
    - a Advertisements for unhealthy food or drinks should not be on school property.
    - b I think soda advertisements are very funny.
    - c I think it's wonderful that companies are paying for sports programs.
  3. With new technology, advertising can be very deceptive. For example, many beauty ads show women with perfect skin and hair. In reality, their photos have been "touched up" by computer software programs. Men, too, are shown as very muscular and strong, when the reality may be quite different. Men and women both age naturally, but advertisements show a different kind of person—one who never gets old.
    - a I think changing the way someone looks in a photo is an outdated advertising trick.
    - b I think advertisements should show people of different ages, shapes, and sizes, not just young people.
    - c I think computer software programs are very innovative.
  4. I was watching TV last night and I realized something about my life: I'm missing a lot of things. When I saw a commercial for a new sports car, I realized I don't have the most modern car. An ad for flat-screen TVs reminded me that my television is eight years old. And finally, the travel commercials reminded me that I don't have the money to travel to exotic places and stay in world-famous resorts. So, in the end, all of these ads make me feel like a failure. This is not a reason why I watch TV.
    - a Advertising on TV should provide us with details about all the latest products.
    - b Advertising on TV should entertain us.
    - c Advertising on TV should not make us feel like we are unsuccessful.



C. Go online for more practice with writing an opinion essay.

A **simple sentence** contains a *subject* and a *verb* and expresses a complete thought or idea. A simple sentence is sometimes called an *independent clause*.

Ahmed drives to work every day.  
 subject      verb

A **compound sentence** contains two **independent clauses** (or simple sentences) joined by a **coordinating conjunction** (*and, but, so, or*). A comma usually comes before the coordinating conjunction in a compound sentence.

Use *and* to combine two sentences with related ideas.

The ad was funny, **and** it gave us helpful information.

Use *but* to combine two sentences with contrasting ideas.

I enjoyed the book, **but** it had a very sad ending.

Use *so* when the second sentence is a result of the first sentence.

All isn't feeling well, **so** he isn't coming to class today.

Use *or* when there is a choice or two possibilities.

You can take the train to Madrid, **or** you can fly.

Using different types of sentences can help make your writing more interesting for your reader.

A. Complete each sentence with *and, or, but, or so*. Then write the reason you chose that conjunction (*related ideas, a choice, contrasting ideas, or a result*).

1. I am the mother of young children, and I feel that all advertising during children's programming should be banned.

Reason: related ideas

2. The TV advertisement was about a very serious social topic,  there were some funny moments in it.


Reason:

3. Children are exposed to many advertisements for unhealthy foods,  parents have to educate their children about good food and nutrition.

Reason:





4. Many people think advertisements are harmful,  sometimes they  can be very helpful.

Reason:

5. We can use a Web ad,  we can create a TV ad.

Reason:

**B. Combine the sentences with *and, or, but, or so*. Add commas.**

1. I like to stay healthy. I exercise every day.

2. Sara Marcone is a very creative writer. She has written five novels.

3. The lecture was interesting. It was a bit too long.

4. We can go out for dinner. We can stay home.

**C. Write five compound sentences. Use each conjunction (*and, or, but, so*) at least once.**

1.

2.

3.

4.

5.

**D. Find five compound sentences in Reading 2 on pages 84–85. Underline the sentences and circle the coordinating conjunctions.**



E. Go online for more practice with compound sentences.

F. Go online for the grammar expansion.



Go to the Online Resources for your Unit Assignment.

## TRACK YOUR SUCCESS

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










**Nouns**

- anticipation 
- broadcasting 
- critic 
- dissatisfaction 
- donation 
- exposure 
- happiness 
- relationship 

**Verbs**

- appear 
- claim 
- entertain 
- hire 
- support 



**Adjectives**



- annoying 
- annual 
- appealing 
- colorful 
- deceptive 
- distrustful 
- memorable 
- painful 
- surrounding 

**Adverbs**

- certainly 
- messy 
- particularly 
- recently 
- unpredictable 

**Phrasal Verbs**

- come close to 
- figure out 

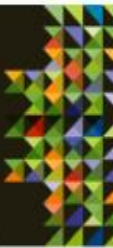
 Oxford 3000™ words  
 Academic Word List

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

<b>READING</b>	<input type="checkbox"/>	I can distinguish facts from opinions. (p. 82)
<b>VOCABULARY</b>	<input type="checkbox"/>	I can use suffixes. (p. 89)
<b>WRITING</b>	<input type="checkbox"/>	I can write an opinion essay. (p. 90)
<b>GRAMMAR</b>	<input type="checkbox"/>	I can use compound sentences. (p. 93)
<b>UNIT OBJECTIVE</b>	<input checked="" type="checkbox"/>	I can gather information and ideas to write an opinion essay on advertising.

- READING > using referents to understand contrast
- VOCABULARY > using the dictionary to find the correct meaning
- WRITING > writing a narrative essay
- GRAMMAR > shifts between past and present time frames

Read the article and book excerpt and gather information and ideas to write a narrative essay about a risk you have taken.



# Q

UNIT QUESTION

## Why do people take risks?

**A** Discuss these questions with your classmates.

1. What does "take a risk" mean?
2. Are you a risk-taker? If so, what kinds of risks do you take?
3. Look at the photos. What are the people doing? Did you ever do any of these activities? Do you want to? Why or why not?



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

1. Marcus thinks that some people take risks for the excitement. Do you think that's a common reason for people to take risks? What kinds of risks bring someone excitement?
2. Sophy and Felix talk about a different kind of risk, one that involves doing something new, like starting a new job, or moving to a new place. Do you feel that these things are also risky? How are they risky? Did you ever take a risk like this?

**iQ ONLINE C** Go online to watch the video about taking risks. Then check your comprehension.



**arduous** (*adj.*) involving a lot of effort and energy  
**confines** (*n.*) limits or borders  
**margin for error** (*phr. n.*) room to make a mistake  
**mundane** (*adj.*) not interesting or exciting  
**scaling** (*v.*) climbing to the top of something  
**spectacular** (*adj.*) very impressive

VIDEO VOCABULARY

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





## READING 1 Fear Factor: Success and Risk in Extreme Sports

UNIT OBJECTIVE

You are going to read an article from *National Geographic News* that looks at why some people do extreme sports. Extreme sports are sports that most people think are very risky. Use the article to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

**A. PREVIEW** Read the first sentence of each paragraph. Why do you think people do things like extreme sports? Check (✓) your ideas.

- They don't think it's too risky.
- They secretly want to get hurt.
- They like a challenge.
- They love the feeling of excitement.
- It makes them focus on the present moment.
- They want to be famous.
- Other reasons \_\_\_\_\_

**B. QUICK WRITE** Think about a sport or an activity that is very risky. Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment.

**C. VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the reading. Use clues to help define the words you don't know. Check your definitions in the dictionary.

aspect (n.)	perceive (v.)	tolerance (n.)
challenge (n.)	precaution (n.)	trait (n.)
mental (adj.)	pursuit (n.)	vivid (adj.)
notable (adj.)		

Oxford 3000™ words



**D. Go online to listen and practice your pronunciation.**

## WORK WITH THE READING

**A. Read the article and gather information about why people take risks.**

### Fear Factor: Success and Risk in Extreme Sports

1 Every year in Pamplona, Spain, hundreds of people run alongside 600-kilo bulls, just for the fun of it. And every year at least a few of these people are injured, some seriously. Yet this does not stop people from participating in the event.

2 What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines?<sup>1</sup> Lester Keller, a longtime coach and sports-psychology coordinator for the U.S. Ski and Snowboard Association, says that not everyone has the **mental** character to excel in dangerous **pursuits**. He notes that most of us reach a point that limits our appetite

for extreme risk and, as a result, our ability to perform well in dangerous conditions. But others have a much higher **tolerance** for risk. Take the example of Daron Rahlves, a top U.S. downhill ski racer. "The high element of risk makes you feel alive, tests what you are made of and how far you can take yourself," Rahlves said in a previous interview with U.S. Ski Team staff. "I'm not looking for danger. I'm in it for the **challenge**, my heart thumping as I finish, the feeling of being alive," he said. "I definitely get scared on some of the courses. It just makes me fight more. . . . That's when I do best."



3 The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more. Mountaineer Al Read has logged many

**notable** first ascents<sup>2</sup> over the course of his climbing career. Having climbed for over 40 years, Read says he no longer pushes to the extremes as he once did—but the feeling is still **vivid**. "I can remember when I was getting into situations where I thought that at any moment I could be killed," he told *National Geographic News*. "I would say, '. . . I'll never do this again.' But we'd get back down, and when we were safe we'd say, 'Man was that great!'" he recalled. "You forget how scary it was, and you go back again."

4 In addition to not being afraid of risks, certain people may **perceive** risk differently from others. Shane Murphy, a sports psychologist and professor at Western Connecticut State University, has worked with Olympians and other athletes. He says he is struck by the way they redefine risk according to their skills, experience, and environment. He worked with a group climbing Everest without oxygen, which to him was the riskiest thing anyone could do. But the climbers took every **precaution** to prepare themselves for this climb. As Murphy describes it, "To them it was the next step in an activity that they've done

<sup>1</sup> **sidelines**: the lines that form the edges of a sports field

<sup>2</sup> **ascent**: a climb to the top of a mountain



for years. They weren't going out there to get hurt." Murphy said the perspective of extreme athletes is very different from our own. "We look at a risky situation and know that if we were in that situation, we would be out of control," he said. "But from the athletes' perspective, they have a lot of control, and there are a lot of things that they do to minimize risk." Statistically, mountain climbing is not as risky as people think it is. Our perceived risk of the sport leaves the majority of us at the bottom of the mountain.

- 5 Another key **aspect** of risk perception may be something referred to as "the flow" or "the zone." It is a state in which many athletes describe becoming absorbed in pursuits that

focus the mind completely on the present. "Something that makes you begin climbing, perhaps, is that your adrenaline flows and you become very concentrated on what you're doing," Read said. "After it's over there's exhilaration<sup>3</sup>. You wouldn't have that same feeling if the risk hadn't been there." Psychologists note that some people seem to have a strong craving for adrenaline rushes<sup>4</sup> as a thrill-seeking behavior or personality **trait**. As a result, these types of people may always be driven to adventures that others consider extreme. "I can enjoy hitting the tennis ball around, because that's my skill level," Murphy said. "But others might need the challenge of Olympic competition."

<sup>3</sup> **exhilaration**: a feeling of being very happy and alive

<sup>4</sup> **adrenaline rush**: a feeling of being very excited and happy, brought about from the body chemical of the same name

**B. VOCABULARY** Here are some words from Reading 1. Read the sentences.

Circle the answer that best matches the meaning of each bold word. Then compare your answers with a partner.

- Running a marathon requires both physical strength and strong **mental** qualities like confidence and determination.
  - relating to the mind
  - relating to the body
- Joe Simpson is **notable** for his mountain climbing as well as his writing.
  - intelligent
  - important and well known
- In order to really enjoy skiing, you need to have a very high **tolerance** for the cold.
  - ability to accept something difficult or unpleasant
  - knowledge about a subject
- During the summer months, some of his athletic **pursuits** are running, biking, and mountain climbing.
  - activities
  - teammates

- He's an experienced climber, and now he believes he's ready for the **challenge** of climbing Mount Everest.
  - something fun and relaxing
  - something difficult and exciting
- My memory of reaching the top of the mountain is so **vivid** that I feel as if I'm still there.
  - causing pain or discomfort
  - producing a strong, clear picture in your mind
- People **perceive** farming as a safe job, but it is one of the riskiest jobs a person can have.
  - think of
  - recognize the importance of
- If you go rock climbing, you should take **precautions**, such as wearing a helmet and the right kind of shoes.
  - things you do well
  - things you do to avoid danger
- One **aspect** of extreme sports that many people cannot overcome is the risk.
  - part
  - result
- One **trait** that extreme sports athletes share is the love of excitement in their sport.
  - particular quality
  - problem



**C. Go online for more practice with the vocabulary.**

**Critical Thinking Tip**

Activity D asks you to locate information in the reading. Locating information in a reading is a useful comprehension activity that helps to confirm that you understand what you have read.

**D. Read the main ideas. Write the paragraph number where they are found.**

- Some people may have a stronger desire than others for risks because of the adrenaline flow that they get.
- Certain people may perceive risk differently from the rest of us.
- People who enjoy the risks of extreme sports also enjoy the fear.
- Not everyone has the same tolerance for risk; some of us have a much higher tolerance.



- E. Complete the chart. Write an example from Reading 1 for each of the main ideas from Activity D on page 101.**

Main idea	Example
Higher tolerance of risk	Daron Rahlves, a ski racer
Fear of risk	
Adrenaline flow	
Risk perception	

**F. Complete each statement with information from Reading 1.**

- Every year in Pamplona, Spain, hundreds of people run alongside bulls, just for .
- Lester Keller says that not everyone has the  to excel in dangerous pursuits.
- Al Read remembers getting into situations where he thought that at any moment he .
- Shane Murphy worked with a group climbing Mount Everest .
- Statistically, mountain climbing is not as risky as .

**G. Read the statements below. Choose the person from Reading 1 who might make each statement.**

- |                  |                  |
|------------------|------------------|
| a. Daron Rahlves | c. Al Read       |
| b. Shane Murphy  | d. Lester Keller |

- At the top of the mountain, you tell yourself that you are crazy for doing this, but at the bottom, you feel completely different.
- Many people are happy just playing a game of basketball with their friends. It's very safe and predictable. But other people have a higher tolerance for risk and prefer more high-risk sports.
- Olympic athletes always prepare themselves well for the activity that they are going to do, so they don't perceive it as very risky at all.
- Even though I'm traveling at about 100 kilometers an hour down a slope, I'm not scared. I'm thrilled.

- H. Go online to read *The Risks of Farming* and check your comprehension.**



**WRITE WHAT YOU THINK**

**A. Discuss these questions in a group.**

- Think of an activity that you think is risky. Why do you think it is risky? Give specific reasons. How would someone who does this activity frequently feel differently about it? Why?
- According to the latest statistics (the number of deaths per 100,000), one of the most dangerous jobs in the U.S. is a fisherman. Does fishing seem like a very dangerous job? Why or why not?
- Why do you think we perceive activities such as mountain climbing to be riskier than they actually are?

- B. Choose one question and write a paragraph in response. Look back at your Quick Write on page 98 as you think about what you learned.**

**Reading Skill Using referents to understand contrast**

A **referent** is a word or group of words that refers to a noun that was mentioned previously. Understanding referents will help you become a better reader. In Reading 1, the writer is focusing on what makes one group of people (those who enjoy extreme sports) different from everyone else (those who do not enjoy extreme sports). The writer uses certain words and phrases to refer to each group throughout the reading.

Group 1 (the minority)	Group 2 (the majority)
People who enjoy extreme sports	People who don't enjoy extreme sports
some people	the rest of us
others	most of us
certain people	many people
they	we
these types of people	

He notes that most of us reach a point that limits our appetite for extreme risk...

referent: people who don't enjoy extreme sports

But others have a much higher tolerance for risk.

referent: people who enjoy extreme sports

- A.** Read the sentences from Reading 1. Underline the words and phrases that refer to people who enjoy extreme sports. Circle the words and phrases that refer to the majority of people. 🎯

1. What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines?
2. He notes that most of us reach a point that limits our appetite for extreme risk. . . . But others have a much higher tolerance for risk.
3. The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more.
4. In addition to not being afraid of risks, certain people may perceive risk differently from others.
5. As a result, these types of people may always be driven to adventures that others consider extreme.

- B.** Read the paragraph about the types of people who choose to become fishermen. Underline the words and phrases that refer to the fishermen. Circle the words and phrases that refer to the majority of people. 🎯

### The Life of a Fisherman

What does it take to become a fisherman? It's definitely not for most of us. The majority of people will not want to earn their living on the dangerous seas, working 24 hours, seven days a week, until enough fish are caught. However, some people enjoy the challenge of this type of work. These types of people would not be happy sitting at a desk from nine to five. For them, making a lot of money in a short amount of time is worth the risk. The rest of us would probably prefer our boring lifestyles without the risk. It takes a certain type of person who is willing to be on a boat for three to five months in order to make a living. Perhaps it's the thrill of the unknown that certain types of people look for. The rest of us are content to watch the boats from the safety of the harbor.

- iQ ONLINE** C. Go online for more practice using referents to understand contrast.

## READING 2 | The Climb of My Life

### UNIT OBJECTIVE

You are going to read an excerpt from a book called *The Climb of My Life: Scaling Mountains with a Borrowed Heart* by Kelly Perkins. It's about a woman who climbs a mountain ten months after having a heart transplant. A transplant is a type of surgery in which an organ, for example, a heart, liver, or kidney, is replaced. Use the reading to gather information and ideas for your Unit Assignment.

### PREVIEW THE READING

- A. PREVIEW** Read the title and first two paragraphs. Why do you think Kelly took the risk of climbing a mountain?

- She wanted to improve her health.
- She wanted to improve how she felt about herself.
- She likes the excitement of mountain climbing.

- B. QUICK WRITE** Think about a time when you had a challenge in life, perhaps a physical challenge like an illness. What did you do to help you overcome this challenge? Write for 5–10 minutes in response. Be sure to use this section for your Unit Assignment. 📝

- C. VOCABULARY** Check (✓) the words 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. 🎯

bravely (adv.)	distinctive (adj.)	role (n.) 🎯
conquer (v.)	earn (v.) 🎯	significant (adj.) 🎯
determined (adj.) 🎯	goal (n.) 🎯	ultimate (adj.) 🎯

🎯 Oxford 3000™ words

- iQ ONLINE** D. Go online to listen and practice your pronunciation.

## WORK WITH THE READING

- ❶ A. Read the excerpt from the book and gather information about why people take risks.

### THE CLIMB OF MY LIFE

- 1 *At the age of 30, Kelly Perkins developed a disease of the heart, and after three years of treatment, she received a heart transplant. Ten months later, she climbed to the top of Half Dome Mountain in Yosemite National Park in the United States, and became the first heart transplant patient to do so.*
- 2 Like life, mountains can be seen as a series of difficulties that you need to overcome. To me, a mountain is the **ultimate** challenge, with body, spirit, and mind all having to work together. Being sick is a challenge, too. Both challenges involve **bravely** facing the unknown, and to **conquer** either requires well-defined **goals** and discipline. Of the two, of course, I'd rather the mountain be my physical challenge than physical challenges be my "mountain."
- 3 Mountains began to consume my thoughts. Secretly, I wanted to do something **significant** to help change the image that friends and family had developed of me. I had been cast in the **role** of patient. In spite of being very good in that role, I hated being a patient and desperately wanted to change my image. I wanted bruises to be **earned** from sports-related activities, not from needle pricks and aspirin-thinned blood. At this stage, my self-image was as important to my well-being as anything else. If, I figured, I could rebuild my strength and regain at least some of my former athleticism, an improved image would naturally follow.
- 4 I set a goal—to hike the 1250-meter ascent of Half Dome in Yosemite. I was drawn to this destination by its beauty, a beauty not because it was perfect, but because it was imperfect. Half Dome's shape is unforgettably **distinctive** because it's broken. If it were whole, it would lose its uniqueness. The spirit-building message wasn't lost on me. Just because I wasn't perfect didn't mean I couldn't stand as tall and mighty as anyone else.
- 5 In August of 1996, just ten months after my heart replacement, my husband Craig and I began to hike the trail leading to Half Dome. The trail began with a mild incline, which we eagerly took at a brisk pace. I was winded at first, but as soon as my heart caught up with me, I felt energized. I tried to go as fast as the other hikers, but found it difficult to keep up. The canyon had many steep slopes and deep stone stairs, allowing in very

little sunlight, which kept temperatures cool and the rocks slippery.

- 6 Though the climb's final 800 meters isn't technically difficult, the granite dome, angled at 45 degrees, can be extremely intimidating, especially for those afraid of heights. A stairway is used to climb the last 150 meters to the summit. There was a handrail made out of steel cables, connected to stairs made of thin wooden planks. Thrown along the stairs were weathered work gloves, available to help protect the climbers' hands from the "death grip" commonly used during descent. Craig, observing the daunting task ahead, gently asked, "Are you sure you want to continue?" **Determined** to reap<sup>1</sup> the reward for all my effort, I replied, "Absolutely, we have to go on." Step by step, Craig stayed directly behind me, providing a welcome sense of security. When I finally reached the top, I was overcome with joy. Ten months after my transplant, I had reached the top of Half Dome! My new heart had not failed me.
- 7 Craig and I made our way over to the edge. Pausing to peer into the valley below, we stood in silence, amazed at how far we had come. As if the moment itself was not enough, Craig surprised me with a gold charm<sup>2</sup> in the shape of Half Dome. He said, "This is the first mountain to add to the bracelet I gave you. . . ." As I held the handcrafted ornament in my hand, I was amazed at its likeness. It was smooth on the back, resembling the perfectly bell-shaped dome, the front being chiseled, replicating its famous broken granite face. Craig took a moment to express how proud he was of me, saying, "When you were really sick and I had to help you up the stairs at night, I always looked at the famous Ansel Adams photo of Half Dome hung on the stairway wall and wondered if we'd ever make another climb." We had done it; we were here at the top of the mountain—a long way from those nights of not knowing what the future would bring.



<sup>1</sup> reap: to receive a benefit due to one's efforts

<sup>2</sup> charm: a small piece of jewelry often worn on bracelets

**Vocabulary Skill Review**

In Unit 3, you learned that synonyms are words that have similar meanings. Can you think of any synonyms for the vocabulary words in Activity B?

**B. VOCABULARY** Complete each sentence with the vocabulary from Reading 2.

1. My  for this year is to train until I am ready to run the city marathon.
2. My husband took a class that helped him  his fear of flying. Now he can ride in airplanes without feeling so nervous.
3. We were very tired, but we didn't give up. We were  to get to the top of the mountain.
4. The firefighters  entered the burning school to rescue the children.
5. When our parents were away, my oldest brother took on the  of the family guardian.
6. I always recognize Dina on the phone because she has a very  voice. She doesn't sound like any of my other friends.
7. When we were children, we had to do work around the house in order to  rewards like toys or candy.
8. Rock climbing is the  activity for people who want a fun, exciting challenge.
9. Volunteering in South America was one of the most  experiences of my life. It inspired me to pursue a career in public service.



**C. Go online for more practice with the vocabulary.**

**D. Read the sentences. Then number them in the order that the events happened.**

- a. Kelly decided to climb Half Dome Mountain in Yosemite.
- b. Ten months after her heart replacement, Kelly began to climb Half Dome.
- c. Kelly decided that she wanted to climb a mountain to change her image.
- d. Kelly became very sick and received a heart transplant.
- e. Craig was proud of Kelly's accomplishment.
- f. Kelly reached the top of Half Dome with a new heart.

**E. Read the summary statements. Then write the number of the paragraph in Reading 2 that each statement summarizes.**

1. I'd prefer to be challenged by mountain climbing and not illness. 2
2. I hoped to stand tall, but imperfect, like the mountain I chose to climb.
3. The last part of the mountain is so steep that there are stairs to help people climb to the top, and I was going to be one of those people.
4. I missed extreme physical activity and needed to prove to my family and friends, and more importantly, to myself, that I could still do it.

**F. Complete each statement with information from Reading 2. Then write the paragraph number where the answer is found.**

1. Kelly chose a mountain to climb that is  meters high.
2. One reason she chose this mountain is because, like her, it is .
3. Kelly began her climb of Half Dome with her husband in August of .
4. The last 800 meters of the climb is hard if you're afraid of heights because it's angled at  degrees.
5. There is a rough stairway to help climbers for the last  meters.
6. Kelly's husband Craig said it was the first mountain to add to the  that he gave her.

**G. Read the statements. Write T (true) or F (false), and write the paragraph number where the answer is found. Then correct each false statement to make it true.**

1. Kelly didn't want her husband to climb directly behind her.
2. Craig was confident before this climb that they would be climbing mountains again.
3. Kelly had trouble when she began the climb up Half Dome Mountain.
4. Kelly used to be very athletic before she got sick.
5. The gloves on the stairs of Half Dome are to help people going up the mountain.



## WRITE WHAT YOU THINK

**A. Discuss the questions in a group. Look back at your Quick Write on page 105 as you think about what you learned.**

1. In paragraph 2, Kelly talks about challenges—climbing mountains and being sick—and says, “Of the two, of course, I’d rather the mountain be my physical challenge than physical challenges be my ‘mountain.’” What does this mean for Kelly?
2. Kelly Perkins climbed mountains before and after her heart transplant. Do you think the reasons for climbing mountains were different before and after her transplant? Why or why not?

**B. Think about the unit video, Reading 1, and Reading 2 as you discuss the questions. Then choose one question and write a paragraph in response.**

1. Do you think that people who do extreme sports would not be happy if they didn’t continue to take risks? In other words, do you think they need to take risks?
2. Do you think people can change the way they perceive risk? Are there certain situations or times in people’s lives when we perceive activities as being more or less risky?

### Vocabulary Skill Using the dictionary to find the correct meaning

Words often have more than one meaning. When dictionaries include more than one meaning, the different definitions are usually numbered. When you are using a dictionary to find the correct meaning for a word, it is important to read the entire sentence and consider the context.

Look at the example and the dictionary definitions that follow it. Definition 4 is correct.

**Example:** Mountains began to **consume** my thoughts.

**con·sume** AWL /kən'su:m/ verb [T] (written) **1** to use something such as fuel, energy, or time: *25 percent of the world's population consumes 80 percent of the planet's resources.* **2** to eat or drink something: *to consume calories* **3** (used about fire) to destroy something **4** (used about an emotion) to affect someone very strongly: *She was consumed by grief when her son was killed.*

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

**A. Read these sentences from the readings. Look up the underlined words in your dictionary and write the correct definition based on the context. Then compare your answers with a partner.**

1. What is it that drives some people to embrace extreme risks, while the rest of us run to the safety of the sidelines?

drive:

embrace:

2. He notes that most of us reach a point that limits our appetite for extreme risk and, as a result, our ability to perform well in dangerous conditions.

appetite:

3. The fear that drives many people away from the risks of extreme sports may be the same ingredient that keeps others coming back for more.

ingredient:

4. I had been cast in the role of patient.

role:

5. I wanted bruises to be earned from sports-related activities, not from needle pricks and aspirin-thinned blood.

earned:

6. It was smooth on the back, resembling the perfectly bell-shaped dome, the front being chiseled, replicating its famous broken granite face.

face:

**B. Choose three words from Activity A. Write a sentence using each word.**

1.

2.

3.



**C. Go online for more practice with using the dictionary to find the correct meaning.**



# WRITING

## UNIT OBJECTIVE

At the end of this unit, you will write a narrative essay about a risk that you have taken. This essay will include specific information from the readings and your own ideas.

### Writing Skill Writing a narrative essay

A **narrative essay** describes a personal experience. The introductory paragraph of a narrative essay gives necessary background information and then explains why this is an important or memorable story for the writer. This main idea is included in the thesis statement.

A narrative essay also contains the other important parts of an essay, including two to three body paragraphs and a concluding paragraph. The body paragraphs describe the events and include details, such as facts, examples, or explanations, to support the thesis statement or main idea of the essay. The concluding paragraph restates the main idea and summarizes why this story is an important one for the writer.

#### A. **WRITING MODEL** Read the model narrative essay.

When I graduated from college, I got a job working as a manager of a large restaurant. The hours were good and the pay was not bad, especially for a first job out of college. I learned a lot while working at the restaurant, but I still knew that I could do things better, or at least I thought I could. My dream had always been to open my own restaurant. An opportunity to fulfill this dream came to me one day, and I decided to take the risk and go for it.

A few years after I had been working at the restaurant, I noticed an ad in the newspaper for a restaurant that was for sale. It was a lot of money, much more than I had saved. I knew that the location of the restaurant was a good one; the restaurant had been fairly successful at that location. It could be a good investment in my future, but it was a risky, expensive one. I spoke with someone at my bank about getting a loan to purchase the restaurant, but I didn't have enough work experience or money for the bank to take a chance on my loan. I was about to give up on my dream when my father came to me and told me that he had saved some money for his retirement that I could have. He said if the restaurant was successful, I could pay him back little by little. It was a risk, but one that I was willing to take.

I was aware that statistics show that one out of three new businesses fail, but I took my father's money and bought the restaurant. With the help of my relatives, I completely changed the look of the restaurant, and three months later, it opened. It was a lot of hard work. I worked seven days a week, 10 to 12 hours a day. There were some days when I thought that maybe I should have stayed at my manager's job. There is a lot more responsibility in owning your own restaurant, and I was worried about losing my father's retirement money. What if the restaurant failed and I lost everything?

The hard work eventually paid off, and after a year, the restaurant started becoming very popular. I was even able to pay my father back. Taking a huge financial risk was scary, but fulfilling a lifelong dream gives you a feeling that can't be described. I felt that I was the luckiest person in the world.

#### B. Reread the narrative essay in Activity A. Then answer the questions.

1. Where does the writer give background information? Put a check mark (✓) next to it.
2. Which sentence in the introductory paragraph includes the main idea (thesis statement) of the narrative? Write it below.
3. How many body paragraphs does the writer include? Mark the body paragraph(s) with brackets. ( [ ] )
4. What details does the writer include that help make the narrative interesting? Underline them.
5. Which sentence in the concluding paragraph summarizes why this story is important to the writer? Write it below.





C. **WRITING MODEL** Read the model narrative essay. Then answer the questions below.

The storm began quickly and wildly. I was sitting in my living room watching the ocean as the waves grew in size and strength. Many people told me I was foolish to stay in my house and not seek shelter away from the beach. But this was my home. I had always stayed put during previous hurricanes, and this was no exception.

The ferocious winds died down almost as quickly as they had started. As I inspected my house, I realized the basement contained 60 centimeters of water. Fortunately, I had removed anything valuable before the storm. Then I noticed the flood of water running down the street. The street was no more, replaced by a river running through the neighborhood. As I was surveying the area, I heard shouts from down the street. I walked out to the garage and grabbed my kayak. This would provide my transportation for the next few hours.

I paddled down the street to where the shouts were coming from. One of my neighbors—another risk-taker—had stayed in his house, but the water had poured into the second floor. He and his family, including two small children, were left with only the attic to stay in. I tied a rope to each of the children and placed them into the kayak. I paddled them to the end of the street where the water subsided and pavement was visible. We finally reached an undamaged home, and I lifted the children to safety. Then I returned to help their parents.

Though the flooding went on through the night, the damage had been done in minutes. Some people thought I had taken an unnecessary risk by staying in the house, but saving my neighbor and his family was proof enough for me that I had made the right decision.

1. Which sentence is the best thesis statement for the essay? Discuss your choice with a partner. Write the thesis statement in the introductory paragraph.
  - a. Hurricanes are very exciting, so I wanted to stay and see as much as I could.
  - b. I felt confident that nothing was going to happen to my house, so I made my decision to stay and watch it.
  - c. I knew I was taking a risk, but I thought maybe I could help others who might be in need.
2. Underline any background information in the introductory paragraph.
3. Look at the concluding paragraph. Underline the words that restate the main idea and summarize why this story is important to the writer.



D. Go online for more practice with writing a narrative essay.

Grammar Shifts between past and present time frames



A written essay or passage begins with a specific time frame, such as past, present, or future. Sometimes writers use one time frame for the entire passage, but often they shift or change time frames. Writers shift time frames according to what they are describing.

Writers often use the **simple past** to begin a story, or set the scene.

A few months after the Half Dome climb, I **decided** to climb Mount Whitney in California.

Writers use the **past perfect** to describe things that happened before the events in the story. Use **had + past participle** to form the past perfect.

Secretly, I **wanted** to do something significant to help change the image that friends and family **had developed** of me.

Writers use the **simple present** to describe things or give certain facts or information.

Half Dome's shape **is** unforgettably distinctive because it's broken.

- A. Look back at the narrative essay on page 114. Draw a box around the simple past verbs and past perfect verbs. Circle the simple present verbs. Then compare your answers with a partner.
- B. Read the short passages. Write *present* if the passage uses only a present time frame. Write *past* if the passage uses only a past time frame. Write *present/past* or *past/present* if the passage changes time frames.
  1. past / present Three years ago, I went hiking in the White Mountains in New Hampshire. New Hampshire is a beautiful place to hike with lots of lakes and mountains.
  2. present The storm last week caused a lot of damage, and many people could not get to work or school. Now the roads are clear, and businesses and schools are open again.
  3. present Florence, Italy is a wonderful place to spend a vacation. There are lots of interesting things to do and see, and the food is delicious.





4. [ ] Last year, Amy decided to try rock climbing. It was something she had never done, but had always wanted to try.
5. [ ] Mountain climbing is exciting, but it can be very dangerous. Last year, there were hundreds of mountain-climbing accidents. Many of the climbers were very experienced.

**C. Complete each sentence using a different time frame.**

1. I used to drive to work, but now I ride my bike.
2. I used to drink soda every day. Then my doctor told me it was bad for my health. Now [ ]
3. When I was younger, I didn't speak English very well. Now [ ]
4. Many things are different in my country now. For example, in the past, [ ]
5. I used to eat every meal in a restaurant. I'm trying to save money, so now [ ]
6. I used to watch TV all weekend, but now [ ]



**D. Go online for more practice with shifts between past and present time frames.**

**E. Go online for the grammar expansion.**



**Go to the Online Resources for your Unit Assignment.**

## TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

**Nouns**

- appetite
- aspect AWL
- challenge AWL
- face
- goal AWL
- ingredient AWL
- precaution
- pursuit AWL
- role AWL

- tolerance
- trait

**Verbs**

- conquer
- consume AWL
- drive AWL
- earn AWL
- embrace
- perceive AWL

**Adjectives**

- determined AWL
- distinctive AWL
- mental AWL
- notable
- significant AWL
- ultimate AWL
- vivid

**Adverb**

- bravely

AWL 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.

**READING** ● I can use referents to understand contrast. (p. 103)

**VOCABULARY** ● I can use the dictionary to find correct meanings. (p. 110)

**WRITING** ● I can write a narrative essay. (p. 112)

**GRAMMAR** ● I can use time shifts correctly in narrative writing. (p. 115)

UNIT OBJECTIVE



● I can gather information and ideas to write a narrative essay about a risk I have taken.