

SECOND
EDITION

2

Q: Skills for Success

LISTENING AND SPEAKING

with **iQ** ONLINE:
integrated
digital content

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OXFORD



CONTENTS

How to Register for **iQ** ONLINE i

UNIT 1 Architecture 2

Q: What are current trends in architecture?

Unit Video: Frank Gehry 3

Note-taking Skill: Identifying key words 5

Listening 1: Modern Architecture 6

Listening Skill: Listening for main ideas 9

Listening 2: Sustainable Architecture 10

Vocabulary Skill: Collocations: nouns and verbs 14

Grammar: The present continuous 16

Pronunciation: Interjections and intonation 17

Speaking Skill: Drawing attention to main ideas 18

Unit Assignment: Role-play a news conference 20

UNIT 2 Psychology 24

Q: How can colors be useful?

Note-taking Skill: Using visual elements 27

Listening 1: The Colors of Nature 28

Listening Skill: Understanding cause and effect 32

Listening 2: Building with Color 33

Unit Video: Color Branding 37

Vocabulary Skill: Word families: nouns and verbs 37

Grammar: *There's* and *it's* 39

Pronunciation: Schwa /ə/ in unstressed syllables 40

Speaking Skill: Asking for and giving examples 41

Unit Assignment: Present a building design 42

UNIT 3 Behavioral Science 46

Q: Why are good manners important?

Unit Video: Making Small Talk 47

Listening 1: Be Polite 49

Listening Skill: Predicting 50

Note-taking Skill: Organizing notes 54

Listening 2: Classroom Etiquette 55

Vocabulary Skill: Synonyms 59

Grammar: Modal verbs *should* and *shouldn't* 61

Pronunciation: Final /s/ or /z/ sounds 62

Speaking Skill: Giving advice and making recommendations 63

Unit Assignment: Give a presentation on manners 64

UNIT 4 Game Studies 68

Q: How can games compare to real life?

Note-taking Skill: Reviewing and editing notes 71

Listening 1: Crossword Puzzles 72

Listening Skill: Listening for names and dates 76

Listening 2: Business Is a Game 77

Unit Video: Kids Learn about Finance 81

Vocabulary Skill: Word families: suffixes 82

Grammar: Imperative verbs 83

Pronunciation: Word stress 84

Speaking Skill: Giving instructions 85

Unit Assignment: Develop a board game 86

UNIT 5	Sociology	90
	Q: What does it mean to be part of a family?	
	Unit Video: Sisters Reunited	91
	Note-taking Skill: Using a simple outline	93
	Listening 1: Separated at Birth	94
	Listening Skill: Listening for reasons and explanations	98
	Listening 2: Family History	99
	Vocabulary Skill: Word families: verbs, nouns, adjectives	104
	Grammar: Auxiliary verbs in questions	105
	Pronunciation: Intonation in questions with <i>or</i>	107
	Speaking Skill: Expressing opinions	108
	Unit Assignment: Give a short speech	109
UNIT 6	Business	112
	Q: Why do things yourself?	
	Note-taking Skill: Using symbols and abbreviations	115
	Listening 1: Howtoons	116
	Listening Skill: Listening for specific information	120
	Listening 2: Sell-it-yourself	121
	Unit Video: eBay	126
	Vocabulary Skill: Using the dictionary	127
	Grammar: Comparatives and superlatives	128
	Pronunciation: Links between consonant sounds	130
	Speaking Skill: Asking for and giving clarification	131
	Unit Assignment: Give a presentation	133
UNIT 7	Environmental Studies	136
	Q: What happens to our trash?	
	Listening 1: Sustainable Dave	139
	Listening Skill: Recognizing a speaker's attitude	143
	Note-taking Skill: Preparing for note taking in a class	144
	Listening 2: The Great Pacific Garbage Patch	145
	Unit Video: Parts of the Pacific Covered in Trash	149
	Vocabulary Skill: Compound nouns	150
	Grammar: Future with <i>will</i>	151
	Pronunciation: Word stress in compound nouns	152
	Speaking Skill: Summarizing	153
	Unit Assignment: Have a panel discussion	155
UNIT 8	Public Health	158
	Q: How important is cleanliness?	
	Listening 1: Water for Life	161
	Listening Skill: Recognizing facts and opinions	165
	Note-taking Skill: Using notes to write a summary	166
	Listening 2: Is It Possible to Be Too Clean?	167
	Unit Video: Why Dirt Is Good	171
	Vocabulary Skill: Using the dictionary	172
	Grammar: <i>If</i> clauses for future possibility	174
	Pronunciation: Function words and stress	175
	Speaking Skill: Participating in a group discussion	177
	Unit Assignment: Give a persuasive presentation	178
	Audio Track List	182
	Authors and Consultants	183
	How to Use <i>iQ Online</i>	184–185
	Vocabulary List and CEFR Correlation	186

UNIT 1

Architecture

- NOTE TAKING ▶ Identifying key words
- LISTENING ▶ listening for main ideas
- VOCABULARY ▶ collocations: nouns and verbs
- GRAMMAR ▶ the present continuous
- PRONUNCIATION ▶ interjections and intonation
- SPEAKING ▶ drawing attention to main ideas



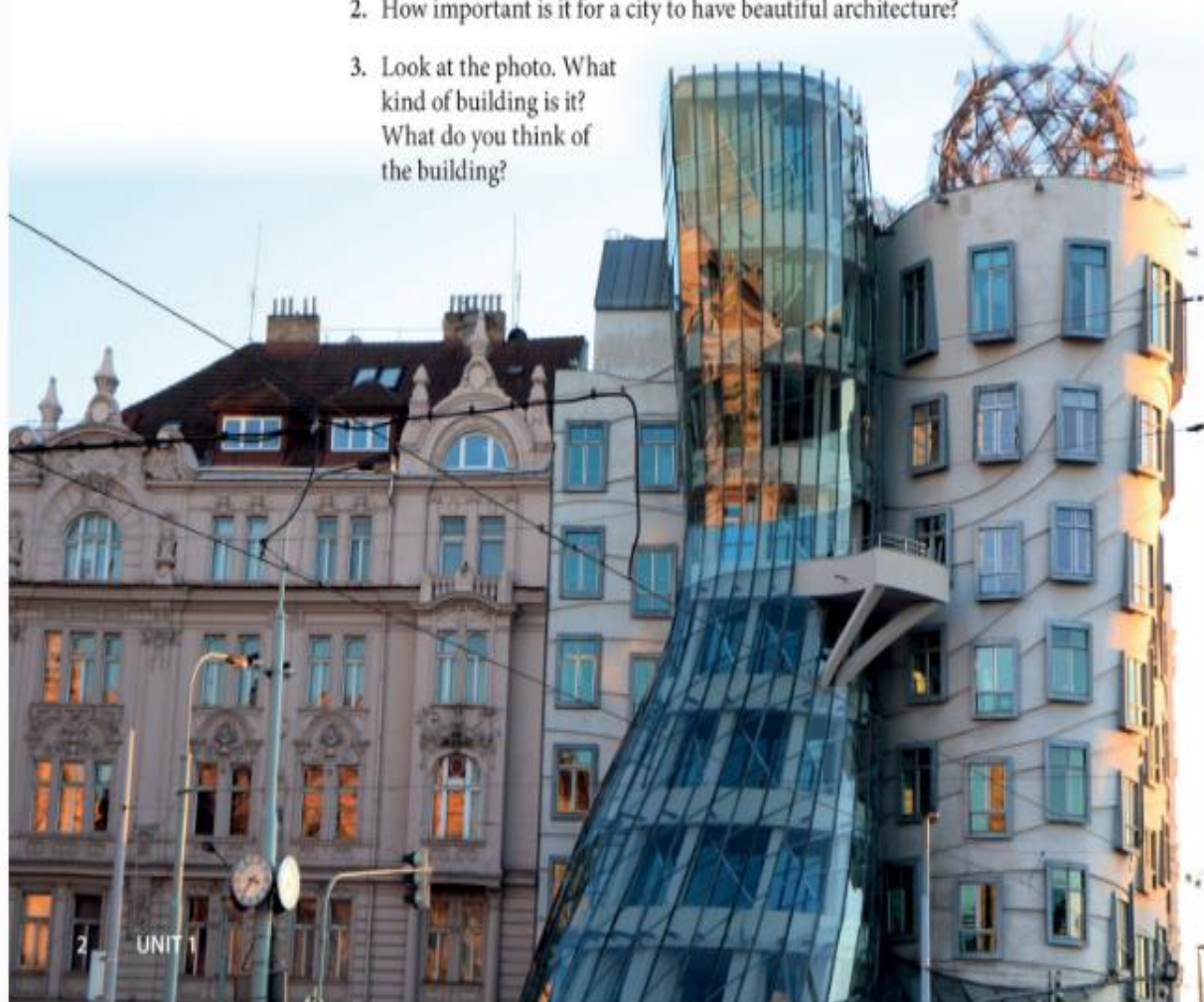
UNIT QUESTION

What are current trends in architecture?



A Discuss these questions with your classmates.

1. Think about a city you know well. Which buildings are the most attractive? The most unattractive?
2. How important is it for a city to have beautiful architecture?
3. Look at the photo. What kind of building is it? What do you think of the building?



UNIT
OBJECTIVE



Listen to a conversation and a class discussion. Gather information and ideas to role-play a news conference about a new office building.



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

1. How does Sophy describe modern architecture? What is her opinion of it?
2. Does Marcus agree with her? Why or why not?



C Go online to watch the video about architect Frank Gehry and the museum he designed for the city of Bilbao in Spain. Then check your comprehension.



basket case (*n.*) someone who is extremely nervous or stressed

evolution (*n.*) the process of change and development over time

innovative (*adj.*) describing something new that uses new ways of thinking

masterpiece (*n.*) an artist's best piece of work

miracle (*n.*) something wonderful and impossible to explain

self-conscious (*adj.*) worried about what other people will think about you

VIDEO VOCABULARY



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





E Circle the statement (*a* or *b*) that you agree with the most. Then compare your answers with a partner.

- a. Buildings should be sustainable and energy-efficient.
b. Buildings should be beautiful.
- a. The buildings in a city should have a similar style.
b. The buildings in a city should be very different from one another.
- a. I prefer traditional architecture from 100 years ago or more.
b. I like modern architecture.
- a. I pay lots of attention to the architecture in my city.
b. I never notice the architecture of the buildings around me.
- a. Working in architecture is an interesting career.
b. Working in architecture is not an interesting career.

F Do you notice the architecture around you? Do this activity to find out.

- Think about a building in your city or a famous building most people know about. What does it look like? Complete the chart. Include as much information as you can.

Name of building:	
Features of building:	Description:
Shape: tall? rectangular? curved?	
Style: modern? traditional?	
Materials: brick? steel? concrete?	
Function: office building? apartment building? school? home?	
Other:	

- Work with a partner. Describe the building to your partner. Use the information in the chart. Have your partner guess which building you described.
- Listen to your partner describe a building. Which building is your partner describing?

Note-taking Skill Identifying key words

When you take notes, write only *key words*—the most important words. Don't spend time writing little words like *of*, *the*, and *etc.* These are some ways to identify key words as you listen:

- Listen for repeated words. These often point to the main idea.
- Focus on words that the speaker defines. If a speaker takes time to say what a word means, it's probably important.
- Listen for words the speaker emphasizes by saying them more slowly or a little louder.

A. Read the paragraph that introduces a podcast titled "Careers in Architecture." Underline the most important words. The words *career opportunities* are underlined as an example.

You may not be aware of it, but there are a variety of career opportunities in the field of architecture. Being an architect is, of course, the first one everyone thinks of, but there are many others. So if you are creative and have a good visual imagination, consider one of these careers.

- B.** Listen as the speaker describes three different careers in architecture. Write the important words. Does the speaker repeat any of the words you underlined in Activity A?



A landscape architect's plan

C. Compare notes with a partner. Which words did you write? Why?



D. Go online for more practice with identifying key words.



LISTENING

LISTENING 1 | Modern Architecture

UNIT OBJECTIVE

You are going to listen to a conversation between two newspaper journalists, Vicky and Julia. Vicky has to write a story about architect Oscar Valerian's design for the city's new library. As you listen to the conversation, gather information and ideas about the current trends in architecture.



PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the sentences. Then match each underlined word with its definition below.

- d 1. Energy-efficient houses are a new architectural trend. Many people want them now.
- b 2. Five years ago, no one knew who he was. Now he's a celebrity. His name is in the newspaper every day.
- g 3. That's the most ridiculous idea I've ever heard. It will never work.
- e 4. Bill told a joke at dinner last night. We all laughed very hard.
- h 5. Driving a car without wearing a seatbelt is risky. You can get hurt in an accident.
- c 6. The person who wrote the article was critical of the book. He didn't like it at all.
- f 7. He's an experienced journalist. He works for an important newspaper company.
- a 8. I admire Elaine very much. She's a great author and a very nice person.

- a. (*verb*) to respect someone very much
- b. (*noun*) a famous person
- c. (*adjective*) saying that something is bad or wrong
- d. (*noun*) a popular idea or change
- e. (*noun*) a thing that someone says that is funny, not serious
- f. (*noun*) a person who collects, writes, and publishes news
- g. (*adjective*) very silly or unreasonable
- h. (*adjective*) dangerous



B. Go online for more practice with the vocabulary.

C. **PREVIEW** You are going to listen to a conversation between Vicky and Julia about an architectural design. Work with a partner. What key words do you think you will hear in the conversation? Make a list.

WORK WITH THE LISTENING

A. **LISTEN AND TAKE NOTES** Listen to the conversation. Write the key words you hear. Leave space on the page to add more notes later. Here are some words to help you get started.



<i>the new city library</i>	
<i>architect</i>	
<i>plan = ridiculous?</i>	

B. Listen again. Add more information to your notes.

C. Check (✓) the two statements that express main ideas in the conversation.

- 1. Julia is writing an article about the president's speech.
- 2. Vicky thinks that there are some serious problems with the plans for the new library.
- 3. The mayor and members of the city council were at the meeting.
- 4. People are sometimes afraid to criticize a new style or trend because of what other people may think.

D. Answer the questions. Then listen and check your answers.

1. What does Vicky say the new library design looks like?

it looks very strange, lika a big round ball

2. How many people were at the meeting?

20 people

Tip for Success

Many students are nervous about listening. Relax! If you are nervous or stressed, it's more difficult to listen and understand what you hear.



3. Did people laugh when they saw the plans?

no

4. What does Vicky think about the architect's plans?

riducalas

5. What do people in the town think of Oscar Valerian's work?

they admire his work

6. Why does Vicky feel that it is important to be critical of the library design?

the people has to use the building for a library for a

7. What advice does Julia give Vicky about her article?

write about what things you didnt like and what to

8. Will Vicky follow Julia's advice? What do you think?

yes

E. Who said it? Mark each statement as J (Julia) or V (Vicky).

J 1. I can take a break. What's up?

J 2. I don't know what to say.

V 3. You're joking.

J 4. I thought it was a joke, but it wasn't.

J 5. We need a bigger building with lots of room for books and computers.

V 6. This architect is sort of a celebrity.

V 7. For one thing, you're going to make a lot of people unhappy.

J 8. I need to give my honest opinion of the plans for the library even if it's risky.

F. Work with a partner. Continue Julia and Vicky's conversation. Follow these guidelines. Then present your conversation to the class.

Julia: Give Vicky three suggestions for things she can say in her article. After each suggestion, give Vicky time to answer.

Vicky: Agree or disagree with each of Julia's suggestions. Explain why.

Example:

Julia: You can say that the ball is a good modern design, but it doesn't look good in the neighborhood.

Vicky: Hmm. I don't know. That isn't really what I think. (OR That's a great idea. That doesn't sound so critical.)

(Note: You can use your own names instead of the names Julia and Vicky.)



SAY WHAT YOU THINK

Discuss the questions in a group.

Critical Thinking Tip

Question 1 asks you to **give examples**. Giving examples is a way to show you understand an idea.

1. Do you think that architects should follow the latest trends? Why or why not? Give examples.
2. What architectural styles do you admire? What kinds of buildings do you dislike?
3. A famous architect said, "Buildings should serve people, not the other way around." What do you think this means? Do you agree? Why or why not?

Listening Skill

Listening for main ideas

The **main idea** is the most important thing the speaker wants you to understand. Focus on understanding the main idea first. Listen for repeated ideas. Pay attention when a speaker emphasizes a sentence. Don't stop to think about words you don't understand. Keep listening.



A. Listen to a short presentation on trends in furniture design. Check (✓) the sentence that best states the speaker's main idea.

1. Many furniture makers these days are using recycled materials.
2. Trends in furniture design in the 21st century are similar to trends in building designs.
3. People sometimes feel nostalgic when they remember things they saw in their grandparents' homes.





B. Listen again. Work with a partner. Discuss the questions.

1. Which of these words from the Listening did you NOT understand?

Circle them.

deforestation	echoed	gadgets	impact
nostalgia	notable	stuff	vintage

2. Why was it possible to understand the main idea without knowing these words?

3. What examples did the speaker use? How did they help you understand the main idea?



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

LISTENING 2 Sustainable Architecture



You are going to listen to part of a college architecture class. The instructor is leading a discussion of something called sustainable architecture. As you listen to the discussion, gather information and ideas about the current trends in architecture.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read their definitions. Then complete each sentence.

- benefit** (*noun*) a good or useful effect of something
- combination** (*noun*) two or more things mixed or joined together
- eco-friendly** (*adjective*) not harmful to the environment
- economics** (*noun*) the financial element of something; how it involves money
- forest** (*noun*) a large area of land covered with trees
- relationship** (*noun*) a connection between two or more people
- roof** (*noun*) the structure that covers the top of a building
- sustainable** (*adjective*) using natural materials and energy in a way that can continue without harming the environment

Oxford 3000™ words

1. They're studying the of the fashion industry. They want to know how much people spend on clothes and how this affects business in the area.
2. Look at all the water on the floor! I think there is a hole in the .
3. Electric cars are more than cars that use gas.
4. Sandra and I have a good . We understand each other very well.
5. One of a job with an airline company is that you can travel for free.
6. People are cutting down a lot of trees to build houses. This activity is not . Soon there will be no more trees!
7. Behind our house, there is a small with a variety of trees and other plants.
8. This is a new flavor. It's like a of orange and banana. I like the way they taste together!



B. Go online for more practice with the vocabulary.



WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Listen to the discussion. Write the key words you hear. Leave space on the page to add more notes later. Here are some words to help you get started.

<i>sustainable architecture</i>	
<i>relationship</i>	
<i>environment</i>	



B. Listen again. Add more information to your notes.

C. Read the questions. Circle the correct answers.

Tip for Success

Keep your notes very short. Write only single words or short phrases to help you remember an idea. Then complete your notes with more information.

1. What is sustainable architecture?

- a. architecture that uses traditional methods to build modern buildings
- b. architecture that tries not to harm the environment
- c. architecture that uses a lot of different materials

2. Do the students mention any economic benefits of sustainable architecture?

- a. Yes, they say it creates jobs for builders.
- b. No, they say it is a more expensive way to build.
- c. Yes, they say it saves on energy costs.

3. Which of these is NOT true of sustainable architecture?

- a. It is encouraging architects to create new and attractive building designs.
- b. It is good for the environment, but the buildings are kind of boring.
- c. Buildings can be sustainable, economical, and also beautiful at the same time.

D. Read the questions. Circle the answer that best completes each statement. Then listen again and check your answers.

1. The instructor believes that ____.

- a. it is important to build sustainably, even if it is more expensive
- b. sustainable architecture needs to be economical and good for the environment
- c. sustainable architecture has no economic benefits

2. Rafi says that solar-energy systems ____.

- a. are expensive, but they save money in electric bills
- b. are cheaper to put in than other systems
- c. will increase people's electric bills

3. Kim says that the Vertical Forest (*Bosco Verticale*) is ____.

- a. a tall apartment building with a forest around it
- b. a large public park in the middle of Milan
- c. two apartment buildings with trees on all the balconies

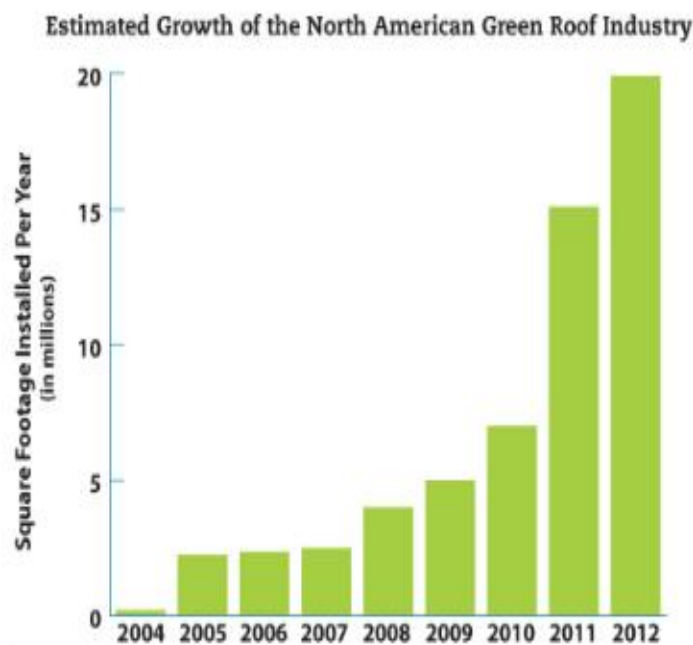


The Vertical Forest
(*Bosco Verticale*)

4. The trees in the Vertical Forest _____.
 - a. make the apartments hot and dark
 - b. clean the air and keep the apartments cool
 - c. are going to be a problem for the people in the building
5. At the end of the class, the instructor does NOT _____.
 - a. give the students a test on the lecture
 - b. review the important points of the discussion
 - c. give the students homework for the next day

E. Work with a partner. The graph below describes the increase in the use of green roofs in North America. Discuss the questions.

1. How much did the use of green roofs in North America increase between 2004 and 2012?
2. When did the biggest increase occur?
3. Why do you think green roofs are becoming more popular?
4. Do you know of any buildings in your community that have a "green roof"?



Source: Green Roofs for Healthy Cities, Annual Green Roof Industry Survey for 2012
www.greenroofs.org



F. Go online to listen to *Burj Khalifa* and check your comprehension.





SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. What are some other ways architects can design sustainable buildings and homes?
2. Is living in a sustainable home important to you? Why or why not?

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

1. What are some trends in modern architecture? What different trends did Listening 1 and Listening 2 suggest?
2. How modern is the city you live in? How sustainable is the architecture?
3. Imagine a world without creative architects. What would our cities look like?

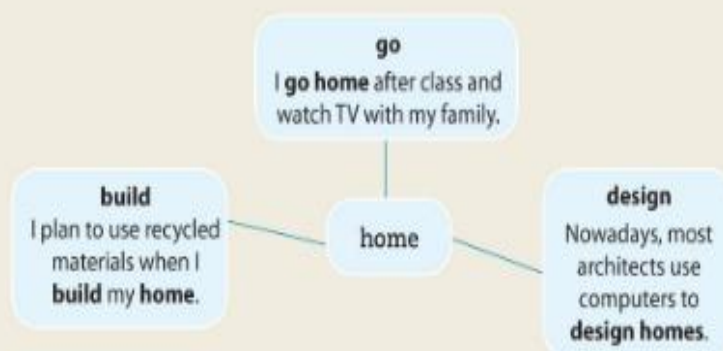
Vocabulary Skill Collocations: nouns and verbs

Tip for Success

Look at the words around a word you don't know. They can help you find the meaning of the new word.

Collocations are groups of words that are commonly used together. One type of collocation is the **noun + verb** combination.

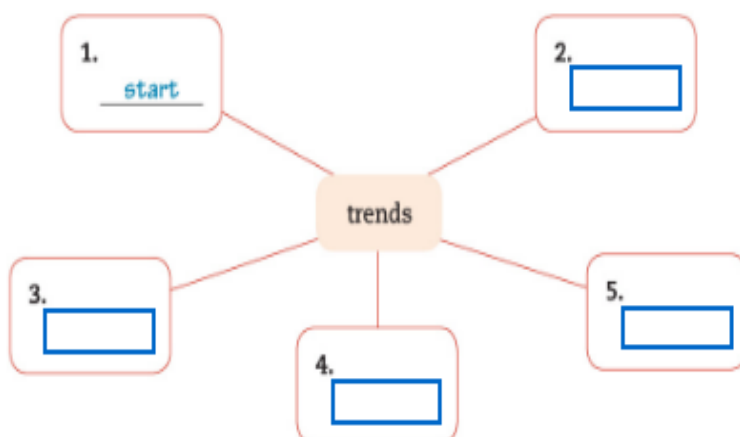
The word web shows verbs often used with the noun *home* and with other related words.



A. Read the sentences. Underline the verbs used with the noun *trend*.

1. Hey, your shoes look cool! I'm going to get some, too. We can start a trend.
2. Franco doesn't like to follow architectural trends. His buildings follow a classical style.
3. I wasn't trying to set a trend. I rode my bike to work because I missed the bus.
4. More and more people are driving cars, even for short distances. I want to stop the trend. I'm going to start walking everywhere I go.
5. Buildings in my city are getting more energy efficient. I hope architects continue this trend.

B. Complete the word web. Use the words you underlined in Activity A.



C. Go online for more practice with noun and verb collocations.



SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to participate in a role-play of a news conference about a new office building in your community. As you speak, you will need to highlight your main ideas.

Grammar The present continuous

The **present continuous** describes actions that take place at the moment of speaking.

Affirmative

base form of verb + *ing*
I **am eating** dinner.
subject form of *be*

Negative

base form of verb + *ing*
We **are not studying** for a test right now.
subject form of *be*

The present continuous also describes actions that take place around now, but not exactly at the moment of speaking. The actions continue for a period of time. Look for clue words and phrases like *today, this week, this year, and always*.

Affirmative

base form of verb + *ing*
She **is finishing** her homework today.
subject form of *be*

Negative

base form of verb + *ing*
They **are not watching** TV this week.
subject form of *be*

A. Write sentences. Use the present continuous. Then read your sentences to a partner.


1. My cousin / study / architecture at university

My cousin is studying architecture at university.

2. Mark / attend / the conference on sustainability / today

3. We / discuss / modern architecture / this week

4. Right now / Professor Martin / talk / to some students

-  B. Listen to the conversations. Do they describe actions that are happening now or actions that are happening around now? Write *HN* (happening now) or *AN* (happening around now).

1.

2.

3.

4.

5.

6.



C. Go online for more practice with the present continuous.

D. Go online for the grammar expansion.

Pronunciation

Interjections and intonation

Interjections are short words, phrases, or sounds that people use when they speak. Interjections often express feelings. For example, *Wow!* is an interjection that usually indicates surprise or excitement.



Wow! That dress is fantastic! I love it.

The meaning of an interjection often depends on the speaker's **intonation**. For example, *Oh!* can express different emotions, as in these examples.



Oh! I didn't know you were coming. (happiness)

Oh! I failed my driving test again. (disappointment)

Oh! Someone parked their car right behind us. Now we can't get out. (anger)

Other common interjections are *well* and *yeah*.



A. Listen to the sentences. Two different speakers will read each one. Answer the questions. Check (✓) the correct speaker.

1. Well, I think this is the right answer.

Which speaker sounds more uncertain?

Speaker 1

Speaker 2



2. Yeah, and after we finish this project, we're going to do another one.

Which speaker sounds more excited?

Speaker 1

Speaker 2

3. Yeah, I lost my presentation.

Which speaker sounds more disappointed?

Speaker 1

Speaker 2

4. Oh! Mr. Lombardi is going to be in Tokyo next week.

Which speaker sounds happier?

Speaker 1

Speaker 2



B. Go online for more practice with interjections and intonation.

Speaking Skill Drawing attention to main ideas

When you speak, help listeners understand your main ideas.

- Repeat an important idea with different words.

[Buildings should serve people, not the other way around. **In other words**, architects should remember the real, practical purpose of a building as they design it.

- Use phrases for emphasis.

[**The key point is** that buildings should serve people, not the other way around.

- Summarize the main ideas of the presentation.

[**To sum up**, architects should consider both the form and function of a building.

- A. Read the lecture “Is Architecture Art?” Underline an example of each strategy from the Speaking Skill box. Write 1, 2, and 3 near the underlined text.**

Is Architecture Art?

Think for a minute about the word *architecture*. What words do you think of? Maybe you thought of building materials, styles, or different shapes and colors. How many of you thought of art?

In fact, architecture is an art. Artists use shapes and colors in their work. Artists also use different materials and work in different styles. They make drawings with pen or pencil. They paint with watercolor or oils. Some artists’ work is very modern, yet others still prefer more traditional styles. People have different opinions about both works of art and architecture.

The key point is, however, that there is a difference between architecture and other art forms. People have to live and work in the buildings that architects design. We don’t have to “live” in a painting. Our homes protect us from the weather. They keep us warm in the winter and dry when it rains. They protect us from other dangers on the outside—for example, other people who might want

to hurt us in some way. Other buildings provide spaces for people to come together for public meetings, concerts, or sporting events. In other words, architecture is a useful art. We want the buildings we move around in every day to be beautiful, but they also have to be safe and comfortable.

To sum up, architecture is a form of art. It is creative and uses many of the same elements that artists use. People look at buildings and admire or criticize the way they look, just as they do with artwork. But a building also has to be useful and practical.



The Scottish Parliament Building

- B. Work in a group. Choose one of the following statements and talk about it to the group for one minute. Give examples and draw attention to the main ideas. Take turns.**

1. I would like to live in (an old) (a very modern) house.
2. Being an architect is a creative and interesting career.
3. I think that is the most beautiful building in our community.



- C. Go online for more practice with drawing attention to main ideas.**




Unit Assignment Role-play a news conference

UNIT OBJECTIVE

In this section, you will play the role of either an architect or a journalist at a news conference. The architects are presenting plans for a new office building in the main business district of your city. Journalists are questioning the architects about the plans for the building. As you prepare your role-play, think about the Unit Question, “What are current trends in architecture?” Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your role-play. Refer to the Self-Assessment checklist on [page 22](#).



CONSIDER THE IDEAS

 Listen as the head architect starts a news conference about the new office building. Answer the questions.

1. Why does the city council support the building?
2. What questions are critics asking?

PREPARE AND SPEAK

- A. **GATHER IDEAS** Think about the questions journalists might ask and the information the architects will need for the news conference. Make notes about these topics. Use your own ideas.

Topic	Notes
size of building	How tall is the building? (12 floors)
energy use	
parking	
location / neighborhood	
interior of building / uses	
landscaping / green roof	

- B. **ORGANIZE IDEAS** Work in groups of five or six, if possible. Assign each person the role of either journalist or architect, at least two for each role.

Journalists: Meet and prepare questions for the interview. Use your notes from Activity A to help you.

Architects: Meet and consider the questions journalists might ask. Prepare answers. Use your notes from Activity A to help you. Remember, the architects are all working on the same building. They have to agree.

- C. **SPEAK** Role-play the news conference. Choose one of the architects to be the leader. As you do the role-play, think about news conferences you see on TV. Refer to the Self-Assessment checklist on [page 22](#) before you begin.

1. During the news conference, . . .
 - journalists raise their hands to ask questions.
 - the leader calls on journalists.
 - each journalist should ask at least one question.
 - each architect should answer at least one question.
 - journalists take notes to use when they write their reports.
2. Present your role-play to the class.



Go online for your alternate Unit Assignment.



CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="radio"/>	<input type="radio"/>	I was able to speak easily about the topic.
<input type="radio"/>	<input type="radio"/>	My partner, group, class understood me.
<input type="radio"/>	<input type="radio"/>	I used the present continuous.
<input type="radio"/>	<input type="radio"/>	I used vocabulary from the unit.
<input type="radio"/>	<input type="radio"/>	I drew attention to main ideas.
<input type="radio"/>	<input type="radio"/>	I used intonation to express feelings.



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

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What are current trends in architecture? Is your answer different now than when you started this unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

benefit  
celebrity
combination 
economics  
forest 
joke 

journalist 
relationship 
roof 
trend  

Verbs

admire 

Adjectives

critical 
eco-friendly
ridiculous 
risky
sustainable 

 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.

NOTE TAKING I can identify key words. (p. 5)

LISTENING I can listen for main ideas. (p. 9)

VOCABULARY I can use noun and verb collocations. (p. 14)

GRAMMAR I can use the present continuous. (p. 16)

PRONUNCIATION I can use interjections and intonation. (p. 17)

SPEAKING I can draw attention to main ideas. (p. 18)

**UNIT
OBJECTIVE**



I can gather information and ideas to role-play a news conference about a new office building.

UNIT 2

Psychology

NOTE TAKING	▶ using visual elements
LISTENING	▶ understanding cause and effect
VOCABULARY	▶ word families: nouns and verbs
GRAMMAR	▶ <i>there's</i> and <i>it's</i>
PRONUNCIATION	▶ schwa /ə/ in unstressed syllables
SPEAKING	▶ asking for and giving examples



UNIT QUESTION

How can colors be useful?

A Discuss these questions with your classmates.

1. Why can wearing dark clothes at night be dangerous? Why do traffic police in some countries wear orange?
2. Imagine you want to paint your house. What color do you choose? Why?
3. Look at the photo. How is color useful to this animal?



UNIT
OBJECTIVE



Listen to a nature program and a panel presentation.
Gather information and ideas to give a presentation
about the use of color.



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

- | | | |
|--------------------------|--------------------------------|----------------------------------|
| a. to affect moods | b. for symbolic reasons | c. hospitals use relaxing colors |
| d. to attract attention | e. different-colored notebooks | f. to organize |
| g. wearing school colors | h. big red letters on a sign | |

	Use of color	Example
Sophy	b. for symbolic reasons	wearing school colors
Felix	to affect moods	hospital use relaxing
Marcus	to attract attention	big red letters on a
Yuna	to organize	different-colors






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





D Complete the questionnaire. Then compare answers with a partner.

Animals Around Us

ANIMAL	WHERE YOU SEE THEM	ANIMAL'S COLORS
 bird	<input checked="" type="checkbox"/> at home <input checked="" type="checkbox"/> in the yard <input checked="" type="checkbox"/> in the park <input type="checkbox"/> other <input type="text"/>	<input type="text" value="red"/> <input type="text" value="blue"/> <input type="text" value="green"/>
 mouse	<input checked="" type="checkbox"/> at home <input checked="" type="checkbox"/> in the yard <input checked="" type="checkbox"/> in the park <input type="checkbox"/> other <input type="text"/>	<input type="text" value="black"/> <input type="text" value="white"/> <input type="text"/>
 cat	<input checked="" type="checkbox"/> at home <input checked="" type="checkbox"/> in the yard <input checked="" type="checkbox"/> in the park <input type="checkbox"/> other <input type="text"/>	<input type="text" value="brown"/> <input type="text" value="orange"/> <input type="text" value="black"/>

E Discuss the following questions with your partner. How easy or difficult is it to see these animals? Does it have anything to do with their colors? Why or why not?

F Look at the photo. The man is wearing a special kind of clothing called **camouflage**. It has the same colors as the grass. Why is this clothing useful for his job?



An animal photographer

it is blends in with the surroundings. which helps him get close

Note-taking Skill Using visual elements

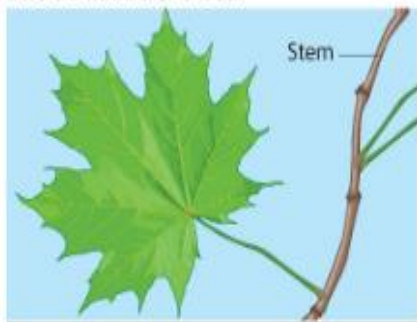
Instructors often use visual elements in their classes. They sometimes refer to pictures in a textbook or show photographs and charts on a screen. They also draw simple pictures and diagrams on the board. To use a visual element in your notes, you can . . .

- first copy the picture or diagram into your notes.
- then label the picture and write notes around it.

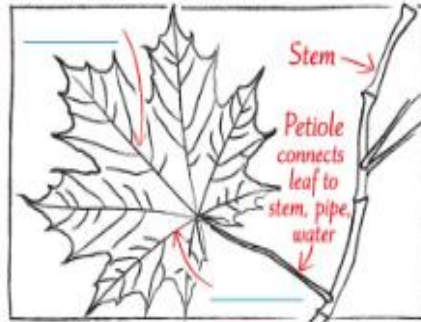
You don't need to be a great artist to use pictures in your notes. Even a rough drawing will help you remember the contents of the class.

A. Look at the picture of a leaf used in a biology class and read the instructor's explanation. Then finish labeling the student's drawing and write notes.

The Structure of a Leaf



The Structure of a Leaf



The leaves are the food-making part of a plant. The *petiole* connects the leaf to a *stem* on the plant. The petiole is like a small tube or pipe. It carries water and minerals to the leaf. Water goes from the petiole to the *midrib*. The midrib runs from the bottom to the top of the leaf. Then small *veins* distribute this water all through the leaf. The petiole also turns the leaf toward the sun. This is important because leaves use energy from the sun to make food from carbon dioxide in the air and water. This process is called *photosynthesis*.

- B.** Look at the picture of the tree and listen as an instructor describes the parts of a tree. Copy the drawing and make notes.

roots bring water from the soil to tree trunk = main support for tree; bark protects the

Parts of a Tree



C. Go online for more practice using visual elements in your notes.



LISTENING

LISTENING 1 | The Colors of Nature

UNIT
OBJECTIVE



You are going to listen to part of a nature program. A famous scientist talks about how animals use color. As you listen to the program, gather information and ideas about how colors can be useful.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the sentences. Then circle the answer that best matches the meaning of each underlined word.

1. Animals hide when danger is near. They come out when it's safe.
a. go to a place where no one can see them
b. come out and look around
2. Listen to that bird. I think it's giving the other birds a warning that there's a cat hunting them.
a. a call that means hunger
b. a call that means danger
3. Don't let the children touch that. It is rat poison. It can hurt them.
a. something that is dangerous to touch or eat
b. something that has a very bad taste
4. This hand cream makes your skin soft and beautiful.
a. outer covering of your body
b. shoes and clothing
5. Some large birds have wings that are more than six feet across.
a. body parts used to walk
b. body parts used to fly
6. Most pets can't survive in the wild. They need people to take care of them.
a. stay alive
b. find friends
7. Lions are predators. Other animals stay away from lions because they are dangerous.
a. animals that live in a group
b. animals that kill and eat other animals
8. All insects have six legs, and many have wings. Most are very small.
a. an animal like an ant or a bee
b. an animal like a cat or a rabbit

B. Go online for more practice with the vocabulary.



C. **PREVIEW** You are going to listen to a nature program about ways animals use color. Work with a partner. Discuss these questions.

1. Look at photos 1 and 2. Why is it difficult to see the animals in these photos?
2. Look at photo 3. Is it easy or difficult to see the frog?
3. Why do you think the animals have these colors?



1

A false-leaf katydid



2

A cryptic frog



3

A blue poison dart frog

WORK WITH THE LISTENING

A. Look at the photos again. Make rough sketches of the animals on a page for your notes. Label the photos and make notes about what you see—for example, color, size, or location. Leave room on the page to add more information.



B. **LISTEN AND TAKE NOTES** Listen to the nature program and take more notes about each animal in the photos.



C. Complete the chart with the words in the box. Then listen and check your answers.

among the green leaves	blue	brown
on the forest floor	green	in the rain forest

	False-leaf katydid	Cryptic frog	Poison dart frog
color	green	brown	blue
location	among the	on the	in the rain



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

1. The false-leaf katydid's ____ look just like leaves.

a. eyes

b. wings

c. legs

2. The katydid gets its name from ____.

a. a girl named Katy

b. the way it looks

c. a sound it makes

3. The colors of the cryptic frog match the leaves and ____ on the forest floor.

a. rocks

b. insects

c. flowers

4. The best way to see a cryptic frog is to ____.

a. wait for the wind to blow

b. watch for it to move

c. look under a rock

5. The blue poison dart frog has enough poison to kill ____.

a. one person

b. five people

c. ten people

6. Poison dart frogs live in the rain forests of ____.

a. South America

b. South Africa

c. North America

E. Work with a partner. Take turns asking and answering the questions. Use your own words.

1. What does the word *camouflage* mean?

2. Why do animals use camouflage? Give an example from the Listening or from your own experience.

3. How does the poison dart frog use color? How is it different from the cryptic frog?

F. Read the descriptions of these animals. Do you think they use color for camouflage or as a warning? Write C (camouflage) or W (warning). Compare answers with a partner.



- W** 1. Monarch butterflies are bright orange. Their wings have a terrible taste.
- C** 2. Zebras are African animals in the horse family. They have black and white stripes. You often find them standing in tall grass.
- W** 3. The coral snake lives in forests. It has red, yellow, and black stripes.
- C** 4. The arctic fox has brown or gray fur in the summer, but in winter its fur changes to white.



SAY WHAT YOU THINK

Discuss the questions in a group.

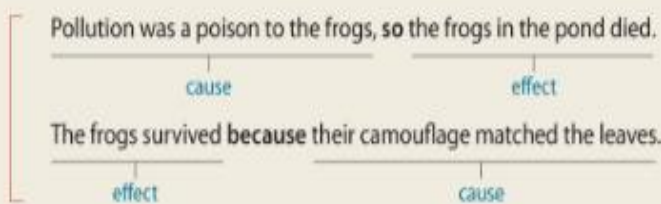
1. Think about the animals in Activity D on **page 26**. Do these animals use color for camouflage or as a warning? Explain.
2. Most large predators, like lions, are not brightly colored. Why do you think this is true?
3. What are some ways people use color as camouflage or as a sign of danger?



Listening Skill Understanding cause and effect

A **cause** is the action that makes something happen. An **effect** is what happens as a result. In a sentence, the cause can come before the effect or after it.

Connecting words like *so* and *because* show a cause or an effect. Listen for them carefully. *So* shows an effect. *Because* shows a cause.



A. Listen to these statements about the nature program you heard in Listening 1. Circle the cause in each statement. Underline the effect.

1. Katyids are hard to see because of their green color.
2. Predators can't see the katydids, so the katydids stay safe.
3. It's hard to see the cryptic frog because it uses camouflage.
4. The cryptic frog is the same color as the leaves, so you can't see it very well.
5. The blue poison dart frog is bright blue so you can see it easily.
6. Dart frogs are dangerous because their skins contain a strong poison.

B. Listen to the scientist talk about Australian bowerbirds. Then match each cause with the correct effect.



A male bowerbird and its bower

- | Cause | Effect |
|---|---|
| a 1. The satin bowerbird decorates its bower with blue things. | a. The bower looks nice. |
| c 2. The bowerbird doesn't like red. | b. Predators cannot find the nest easily. |
| b 3. The female builds a nest in a tree. | c. The bowerbird removes the red thing. |



C. Go online for more practice with understanding cause and effect.

LISTENING 2 | Building with Color

UNIT OBJECTIVE

You are going to listen to a class presentation about how two different architects use color in their work. The presentation includes photographs of the architects' work. As you listen to the presentation, gather information and ideas.

Vocabulary Skill Review

In Unit 1, you learned about noun + verb collocations. Can you find any noun + verb collocations in the paragraph in Activity A? Underline them.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 2. Read the paragraph. Then write each underlined word next to the correct definition.

Building My Dream House

Like most people, I have a dream home. I want to build my home in the country, not the city. I want to get away from urban life. I even drew pictures of the house. Of course I'm not a real architect, so my drawings are not perfect. I want to use natural materials in the home, like wood and stone, not blocks of concrete. I know exactly where I want to build it. The site is by a lake in the mountains. I want to paint the house brown and green

to blend in with the trees around it, not stand out. I want the house to be round, not square, because a circle is a more natural shape. The high roof of the house can be gray. Gray matches the color of the rocks in the mountain. The road to the house isn't straight. It follows an old, curving walking path. Some of my friends don't like my idea. They advise me not to waste money on the house, but someday I am going to build my dream house.

1. stand out (*phrasal verb*) to look different from the things around
2. blend in (*phrasal verb*) to look like the things around
3. concrete (*noun*) a hard, man-made building material
4. matches (*verb*) to be the same color as something else
5. shape (*noun*) the form of something, such as a circle or square
6. site (*noun*) a place or location
7. straight (*adjective*) in a direct line, not curved
8. urban (*adjective*) related to the city, not the country
9. advice (*verb*) to tell someone what you think he or she should do



B. Go online for more practice with the vocabulary.





- C. **PREVIEW** Look at the two photos from the presentation. How are the colors different? Discuss with a partner.



Great Bamboo Wall House



Hundertwasser House

WORK WITH THE LISTENING

- A. **LISTEN AND TAKE NOTES** Listen to Part 1 of the panel presentation about the work of the Japanese architect Kengo Kuma. Take notes. Remember to write only important words.
- B. **LISTEN AND TAKE NOTES** Listen to Part 2 of the presentation about the work of the Austrian architect Friedensreich Hundertwasser. Take notes.
- C. Complete the summaries with the words and phrases from the boxes. Use your notes to help you. Then listen and check your answers.

Part 1:

architects	blend in	country
materials and colors	to look natural	

The presentation is about the work of two different architects₁. Kengo Kuma and Friedensreich Hundertwasser. Both architects want their buildings ₂. Kuma often builds in the ₃. He makes his buildings ₄ with the environment. He does this with the ₅ he chooses.

Part 2:

apartment	bright colors	city
different	straight lines	

Hundertwasser builds most of his buildings in the ₆, and he uses a lot of ₇, not gray or black. He uses natural



C. **PREVIEW** Look at the two photos from the presentation. How are the colors different? Discuss with a partner.



Great Bamboo Wall House



Hundertwasser House

WORK WITH THE LISTENING

- A. **LISTEN AND TAKE NOTES** Listen to Part 1 of the panel presentation about the work of the Japanese architect Kengo Kuma. Take notes. Remember to write only important words.
- B. **LISTEN AND TAKE NOTES** Listen to Part 2 of the presentation about the work of the Austrian architect Friedensreich Hundertwasser. Take notes.
- C. Complete the summaries with the words and phrases from the boxes. Use your notes to help you. Then listen and check your answers.

Part 1:

architects	blend in	country
materials and colors	to look natural	

The presentation is about the work of two different architects 1.
Kengo Kuma and Friedensreich Hundertwasser. Both architects
want their buildings 2. Kuma often builds in the
 3. He makes his buildings 4. with
the environment. He does this with the 5. he chooses.

Part 2:

apartment	bright colors	city
different	straight lines	

Hundertwasser builds most of his buildings in the 6.
and he uses a lot of 7. not gray or black. He uses natural

shapes and almost no . He wants every home to be , even if it is part of an building.

D. Work with a partner. Complete the chart with information about the two architects' buildings. Then listen again and check your answers.

	Great Bamboo Wall House	Hundertwasser House
location	<input type="text"/>	<input type="text"/>
typical colors	<input type="text"/>	<input type="text"/>
special features	<input type="text"/>	<input type="text"/>

E. Read the sentences. Circle the answer that best completes each statement.

- The presenter discusses Kuma's work in _____.
 - Japan and China
 - Japan and New York
 - China and New York
- Kuma's buildings in Tokyo were made of _____.
 - wood
 - paper
 - concrete
- His Tokyo buildings were usually _____.
 - green
 - gray
 - brown
- Hundertwasser planted trees _____.
 - only on the roofs of his buildings
 - only inside his buildings
 - on the roofs and inside the buildings
- Hundertwasser said that the "usual" apartment buildings (not his) made him think of _____.
 - prisons
 - nature
 - factories
- He called the people who lived in those buildings _____.
 - green people
 - gray people
 - blue people



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

1. For Kuma, the location of a building was not important for the design.

2. The Great Bamboo Wall House blends in with the mountains around it.

3. Hundertwasser believed that buildings in the city should be connected to nature.

4. Hundertwasser didn't allow people in his building to change the colors.

G. Work in a group. Look at the two buildings and compare them with the work of Kuma and Hundertwasser. Which reminds you more of Kuma? Which of Hundertwasser? Why?



H. Go online to listen to *What Color Is Your Car?* and check your comprehension.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Which house do you prefer—the Great Bamboo Wall House or Hundertwasser House? Why?
2. What colors are popular for houses where you live? Are there many different colors or are they mostly the same?
3. What does your dream house look like?

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

1. What colors do you prefer for your clothing and for your home?
2. What companies do you identify with a particular color?



C. Go online to watch the video about how corporations use color. Then check your comprehension.

consistent (*adj.*) always behaving in the same way

corporately (*adj.*) relating to corporations

faded (*adj.*) a color that is lighter or less bright than it originally was

right on (*phr.*) correct, accurate

update (*v.*) to make something more modern

VIDEO VOCABULARY

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

1. How can you compare the way animals use color with the way architects use color?
2. Think about companies and businesses in your community. What colors do you associate with each one? Are there any colors you think would NOT be good for a company? Why?

Vocabulary Skill Word families: nouns and verbs

Some words can be used as a **noun** or a **verb**. To know if a word is a noun or a verb, you have to look at the words around it.

- There are pictures of the architect's **work** on the Internet. (noun)
- The men **work** at the building site every day. (verb)

A word is probably a noun if it comes after . . .

- an article (*a, an, or the*).
- an adjective.
- a number.
- the words *this, that, these, or those*.

A word may be a verb if it comes after . . .

- a pronoun such as *it* or *they*.
- a time word such as *sometimes* or *never*.
- a helping verb such as *do, does, can, will, or should*.

A. Look at the bold word in each sentence. Write *N* (noun) or *V* (verb).

1. We can **camouflage** this birdhouse. We can paint it the same color as the tree.
2. An owl is a bird that flies at night. It calls, "Hoo, hoo, hoo." It **sounds** like it's asking, "Who? Who? Who?"



- 3. The **poison** of that insect is very strong, but it can't kill a person.
- 4. There are many different **sounds** in the forest at night.
- 5. That architect **blends** natural materials and concrete.
- 6. Both of these shirts are blue, but the colors don't **match**. This one is darker.
- 7. The color green is actually a **blend** of blue and yellow.
- 8. That liquid is dangerous. It can **poison** people and animals.

B. Complete each sentence with the correct word from the box. Then write N (noun) or V (verb).

camouflage change fight match poison sound

- 1. When these birds are young, they are brown and white. When they become adults, their colors change to black and orange. V
- 2. When catbirds sing, the is like cats meowing.
- 3. Bowerbirds sometimes other birds for building materials.
- 4. They're trying to the buildings by painting them brown and green.
- 5. Is the red in these shoes a good with the red in my jacket?
- 6. Can the skin of the dart frog me if I touch it?

Tip for Success

The pronoun *it* refers to both male and female animals. You can also use the pronouns *he* and *she* for animals when you know the gender of the animal.



A blue poison dart frog



C. Go online for more practice with word families.



SPEAKING



At the end of this unit, you will design a house or an apartment building. Make sure to give examples when you describe the building to group members.

Grammar *There's and it's*

There's (There is) is used when something is being mentioned for the first time.

There's a bookstore on campus.

There's a software program called Camouflage. It hides your files so others can't find them.

There's a tree on the roof of that building!

The pronoun *it* in the expression *it's (it is)* refers to something we already know.

The dart frog is bright blue. Predators know that **it's** dangerous.

He lives in a new apartment building. **It's** like a big gray box.

A. Complete the paragraph with *there's* and *it's*.

There are many different animals in the park. There's
 1
 a bright red bird in a tree.
 2 a male cardinal.
 Nearby a similar bird, but
 3
 4 brown, not red. a female cardinal. On a
 5 flower, a beautiful orange and black butterfly.
 6 a monarch butterfly. Predators can see it easily. But
 7 they also know that a dangerous insect. Its wings have
 8 a terrible taste. Its color is a warning to predators.

B. Work with a partner. Imagine that you are in a place in your city. Describe what you see, using *there's* and *it's*. Take turns.

A: *There's a restaurant on the corner. I think it's an Italian restaurant.*

B: *There's a new exhibition at the museum. It's about the first trip to the moon.*



- C. Go online for more practice with *there's* and *it's*.
- D. Go online for the grammar expansion.



Pronunciation Schwa /ə/ in unstressed syllables

The **schwa** sound is the most common vowel sound in English. It is the same sound speakers make when they pause and say *Uh*. It is a very relaxed sound. Unstressed syllables often use the schwa. In dictionaries the pronunciation of the schwa is usually shown with the symbol /ə/.

The word *banana* is a good example of the schwa. The first and last syllables have the schwa. Note that the stressed syllable /næ/ is longer than the other syllables.

/bə 'næ nə/

The underlined syllables in these words also use the schwa. These are all unstressed syllables. Remember that any vowel can have the schwa sound.



a-ni-mal poi-son sur-vive pre-da-tor for-est

The schwa is common in unstressed syllables, but it is sometimes used in stressed syllables.

hun-gry mo-ney



A. Listen and write the words. There is one unstressed syllable with the schwa sound in each word. Circle the syllable that contains the schwa sound.

1. camouflage

5.

2.

6.

3.

7.

4.

8.



B. Listen again. Then practice with a partner. Take turns saying the words.



C. Listen to these pairs of words. Which word has the schwa sound in the underlined syllable? Circle your answers.

1. contain concrete

2. mention apartment

3. answer another

4. program protection

5. material many

D. Work with a partner. Underline all the syllables with the schwa sound. Then take turns reading the sentences.

1. Concrete contains a mix of sand, cement, and water.
2. Is there an apartment for rent on State Street?
3. We need to find another answer to the problem.
4. There's a special program to protect the city's water.



E. Go online for more practice with schwa in unstressed syllables.

Speaking Skill Asking for and giving examples

When you explain something, give **examples** to help the listener understand your ideas. When you don't understand something a speaker says, ask for an example.

Giving an example:

- For example, ...
- For instance, ...
- Here's an example.

Asking for an example:

- Can you give me an example?
- Do you have any examples?

A. Listen to the excerpts from the Listenings in this unit. How do the speakers introduce or ask for examples? Write the expressions they use.

1.
2.
3.
4.



B. Work with a partner. Choose one of the topics below. Tell your partner about the topic. Take turns asking for and giving examples.

- the best colors for the rooms of a house
- why I love the colors of the desert (or the mountains, the beach, etc.)
- my favorite colors to wear



C. Go online for more practice with asking for and giving examples.

Unit Assignment Present a building design



In this section, you are going to present a design of a house or an apartment building. As you prepare your design, think about the Unit Question, “How can colors be useful?” Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on [page 44](#).



CONSIDER THE IDEAS

Look at the photos on **page 42**. Then discuss the questions in a group.

1. Which building do you like the most? Why?
2. Which building do you like the least? Why?
3. Do you like buildings that blend into their environments or buildings that are unusual? Explain.

PREPARE AND SPEAK

A. GATHER IDEAS Work in a group. You are going to design a building. Complete the steps.

1. Decide the type of building. Is it an apartment building or a house?
2. Choose a location for the building. Is your building in a city, a town, or the country? _____ Our building is in a
 - a. desert area: dry without many green plants
 - b. forest area: green with a lot of trees
 - c. large city: downtown with a lot of people and buildings
 - d. large city: quiet street near the edge of the city
 - e. beach town: near the ocean

B. ORGANIZE IDEAS Discuss with your group what the building looks like from the outside. Then create an outline, using the categories below. Use visual elements in your notes to help show what your building looks like.

- building type
- location
- materials (concrete, wood, glass, metal, etc.)
- outside colors
- plan (how big, how many floors, how many rooms, etc.)
- blends in or is unusual?



C. **SPEAK** Present your building design to another group. Refer to the Self-Assessment checklist below before you begin.

1. Use your outline and visual elements from Activity B to help you.
2. Make sure that each person in the group takes part in the presentation.
3. Give examples and show some visual elements to help your audience to better understand.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I used visual elements to show my ideas.
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My audience understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>there's</i> and <i>it's</i> .
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I asked for and gave examples.
<input type="checkbox"/>	<input type="checkbox"/>	I used the schwa in unstressed syllables.



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

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How can colors be useful? Is your answer different now than when you started this unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

concrete 
insect 
poison 
predator 
shape 
site  
skin 
sound 

warning 

wing 

Verbs

advise 
camouflage 
change 
fight 
hide 
match 

survive  

Adjectives

straight 
urban 

Phrasal Verbs

blend in
stand 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.

NOTE TAKING I can use visual elements. (p. 27)

LISTENING I can understand cause and effect. (p. 32)

VOCABULARY I can use noun and verb word families. (p. 37)

GRAMMAR I can use *there's* and *it's*. (p. 39)

PRONUNCIATION I can use the schwa in unstressed syllables. (p. 40)

SPEAKING I can ask for and give examples. (p. 41)

UNIT OBJECTIVE 

I can gather information and ideas to participate in a group presentation about the use of color.

UNIT 3

Behavioral Science

LISTENING	▶ predicting
NOTE TAKING	▶ organizing notes
VOCABULARY	▶ synonyms
GRAMMAR	▶ modal verbs <i>should</i> and <i>shouldn't</i>
PRONUNCIATION	▶ final /s/ or /z/ sounds
SPEAKING	▶ giving advice and making recommendations

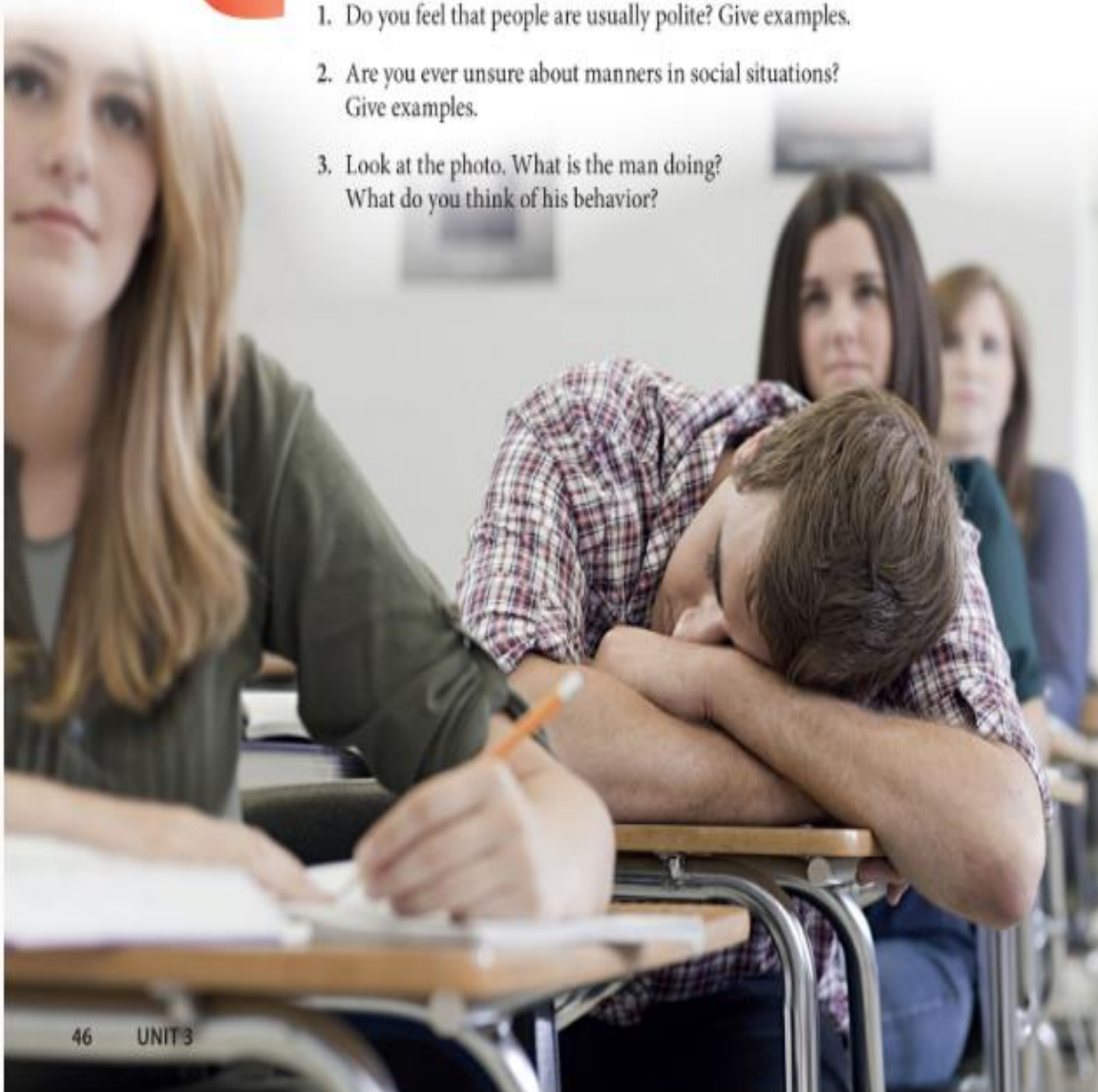


UNIT QUESTION

Why are good manners important?

A Discuss these questions with your classmates.

1. Do you feel that people are usually polite? Give examples.
2. Are you ever unsure about manners in social situations? Give examples.
3. Look at the photo. What is the man doing? What do you think of his behavior?



UNIT
OBJECTIVE



Listen to a radio program and a news report. Gather information and ideas to give a presentation about manners.



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

1. What example does Felix give to show that good manners make people feel good?
2. According to Sophy, how can good manners unite people?



C Go online to watch the video about a class on the social skill of making "small talk" at the Massachusetts Institute of Technology (MIT). Then check your comprehension.



contentious debate (*n.*) an angry argument

failing health (*n.*) serious illness

initiate (*v.*) to start, to begin

rapprochement (*n.*) a good connection with someone

snippet (*n.*) a small piece of something

VIDEO VOCABULARY



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



E Complete the survey. Then compare your answers with a partner.

Manners Past and Present

Ideas about manners change over time. The statements below come from a book called *Youth's Educator for Home Society*. The book was published in 1896. Some of these statements are probably still true today. Others may not be true.



Do you think these statements are still true? Mark each statement 1 (Never true), 2 (True in the past, but not now), or 3 (Still true now).

1. At the dinner table, serve the adults first. Then serve children.
2. Never come to the table with dirty hands or uncombed hair.
3. Eat slowly for good manners. Don't talk with food in your mouth.
4. A man should take off his hat when he goes into a house.
5. A man should always carry packages for a woman.
6. Do not speak in a language that others in your group do not understand.
7. Home is the best place to learn good manners.
8. Being polite means we want to make everyone around us comfortable.





LISTENING

LISTENING 1 | Be Polite



You are going to listen to a radio program called *Book Talk*. The people on the program talk about the book *The Civility Solution: What to Do When People Are Rude* by P. M. Forni. It is about the need for more polite behavior in our society. As you listen to the program, gather information and ideas about why good manners are important.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the definitions. Then circle the best word to complete each sentence.

behavior (noun) 🐾 the way you act
courtesy (noun) pleasant behavior that shows respect for other people
etiquette (noun) the rules for courtesy and polite behavior
manners (noun) 🐾 acceptable behavior in a culture
polite (adjective) 🐾 having good manners and showing courtesy
rude (adjective) 🐾 not polite

🐾 Oxford 3000™ words

1. You should always treat co-workers with (behavior / courtesy) and respect. Good manners are important at work.
2. Miteb's (behavior / courtesy) in today's class was terrible. He arrived late, he talked on his cell phone, and then he went to sleep!
3. I'm nervous about dining in the restaurant tonight. There are so many different glasses and forks on the table. Can I borrow your book about (etiquette / behavior)?
4. When you stay at a friend's house, it is (polite / rude) to write them a thank-you note. It shows you are a good friend.
5. That child was very rude to everyone. Parents should teach their kids better (manners / courtesy).



Vocabulary Skill Review

In Unit 2, you learned that some words can be used as a noun or a verb. Can any of the underlined words in Activity B be used as both a noun and as a verb? Circle them.

B. Read the sentences. Then circle the answer that best matches the meaning of each underlined word.

1. I admit that I made a mistake. I was rude to Sara.
a. agree it is true
b. wish it is wrong
2. In that society, it's normal for people to arrive late. Being late is OK in that culture.
a. a group of people at a school
b. the people of one country or area
3. One reason for the increase in car accidents is that people don't pay attention to the road.
a. smaller number
b. growing number
4. There's too much violence in video games. It's not good to see characters fight and kill.
a. rude or impolite words
b. actions done to hurt someone
5. When a soccer player scores a goal, the people in the stadium often scream with excitement. The noise is incredible!
a. speak in very loud voices
b. speak very quietly



C. Go online for more practice with the vocabulary.

Listening Skill Predicting

As a listener, you can't always **predict**, or guess, what you are going to hear. There's no way to know what people are going to talk about at an event or what you are going to hear on the street. At other times, you can predict the topic—for example, in a class, on TV, or on the radio. In these cases, you can prepare to listen.

- Find out about the topic. For a radio or TV program, look at the program guide. For a class, check the class schedule or your notes from the last class.
- Ask, "What do I know about this topic?"

For example, if you are going to watch a TV documentary about tigers, you might ask questions like these.

- What do I know about tigers?
- What do they look like?
- Where do they live?



Road rage

D. **PREVIEW** You are going to listen to people on a radio program talk about the need for more polite behavior in our society. What do you think is the best way to respond to a rude person? Discuss your idea with a partner.

E. Listen to three parts of the radio program. Before you listen to each part, discuss the question with a partner. Predict what the speaker will say. Listen to check your prediction.

- Part 1 The host of the program is going to introduce his guest. What information do you think he will include?
- Part 2 What question did the host ask at the end of Part 1? How do you think Lynn Hancock will answer this question?
- Part 3 How does the host feel about being polite when others are rude? What will Hancock say about this?



F. Go online for more practice with predicting.

WORK WITH THE LISTENING

A. **LISTEN AND TAKE NOTES** Listen to the program again. As you listen, think about these key words. Why is each one important? Use the words in your notes.

bad manners	the "civility solution"
increase	journalist
polite	road rage
rudeness	violence

B. Read the statements. Write *T* (true) or *F* (false). Use your notes to help you.

- F 1. Professor Forni says people are more polite now than in the past.
- T 2. Professor Forni says rudeness can cause social problems.
- F 3. Professor Forni says there is no connection between rudeness and stress.
- T 4. The best idea is to be polite when people are rude to you.
- T 5. It's OK to say that you don't like someone's behavior.

Tip for Success

As you listen, try to think ahead. Ask, "What's next? What is the speaker going to say?"






C. Read the sentences. Circle the answer that best completes each statement. Then listen and check your answers.

- The host of the program is ____.
 a. Scott Webber
 b. John Hopkins
 c. Lynn Hancock
- Professor Forni teaches ____ at Johns Hopkins University.
 a. psychology
 b. sociology
 c. literature
- "Road rage" is a term used to describe drivers who ____.
 a. get angry while driving
 b. are not good drivers
 c. drive too fast
- If someone is yelling at you, you should ____.
 a. scream at them
 b. say nothing and walk away
 c. stay calm and speak politely
- Lynn tells a story about something that happened to her when she was ____.
 a. driving her car
 b. riding on a bus
 c. riding on the subway

D. Lynn Hancock tells a story to show how the "civility solution" worked for her. Work with a partner. Take turns asking and answering the questions.

- What happened?
- Was it an accident or did she do it on purpose?
- What did the man do?
- How did Lynn respond?
- Was the "civility solution" successful in this case?

-  **E. Work in a group. Read the excerpt from Listening 1 and fill in the missing words. Then listen and check your answers.**

Well, that's where the "civility solution" comes in. When someone is rude to us, it's natural, or normal, to be rude to them. You're rude to me, so I'm rude to you. It's a circle of rudeness. But, when we're polite to someone who is rude, it breaks the circle. In other words, you're rude to me, but I'm polite to you. If people can learn to do this, our society will be better.

- F. Work with a partner. Choose one of these situations. Create a conversation to practice the civility solution. One person will be A and the other will be B.**

Situation 1: A meeting of co-workers in an office to discuss ways to make the office a better place to work.

A: Suggest that workers collect money to buy a coffee machine and coffee and tea supplies for the office.

B: Say that A's idea is "ridiculous."

A: Respond to B. Use the civility solution.

Situation 2: Two people sitting next to each other on a train. There's a sign above the seats that says "As a courtesy to other passengers, please do not use your cell phone on the train."

A: You are talking loudly to a friend on your cell phone.

B: Ask A politely to stop talking on the cell phone. Point to the sign.

A: Tell B that you will stop "in a minute," but keep on talking.

B: Ask A to stop talking on the cell phone. Be polite, but firm. Use the civility solution.



SAY WHAT YOU THINK

Discuss the questions in a group.

Critical Thinking Tip

In Question 3, you have to **predict** what will happen if people follow Professor Forni's ideas. **Predicting** is figuring out what will happen based on what you know.

1. Think of a time when someone was rude to you. What did you do and say?
2. What do you think of Professor Forni's ideas? Are they easy to follow? Do they work? Why or why not?
3. Imagine that many people start to follow Professor Forni's ideas. Can this change society?



Note-taking Skill Organizing notes

When you take notes, it is important to organize the notes on the page. First, write the topic at the top of the page. Do this before the class begins if you can. When the class begins, make a quick outline for your notes. For example, an instructor might say something like, "Today we're going to talk about three ways in which rudeness hurts individuals and our society." This tells you that there are three main points to listen for. If this happens, write the numbers 1, 2, 3 on the page. Leave space after each number to write notes.


Read the introduction to a presentation about the use of color in architecture. Notice that the student wrote a few key words about the topic at the top of the page. The student then prepared space for the two main topics in the discussion and copied the names the instructor wrote on the board.

Today we're going to discuss the work of two architects and their use of color. First, you will see some examples of the work of the Mexican architect Luis Barragan. Then we'll move on to the work of young French architect Emmanuelle Moureaux. Moureaux's use of happy colors in her work makes some refer to her as a "Joymaker."

architecture, use of color

1. *Luis Barragan*

2. *Emmanuelle Moureaux*

-  **A.** Listen to the introduction to a talk titled "A History of Rude Behavior." Then prepare a page you could use to take notes.
- B.** Compare your note page with a partner. Answer the questions.
1. How many topics did the speaker mention?
 2. How did you describe each topic?



- C.** Go online for more practice with organizing notes.

LISTENING 2 | Classroom Etiquette



UNIT
OBJECTIVE

You are going to listen to a news report about teaching etiquette in the classroom. Teachers think that students need to learn better manners. The question is, "Who should teach manners, parents or teachers?" As you listen to the news report, gather information and ideas about why good manners are important.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words and phrases from Listening 2. Read the definitions. Then complete each sentence with the correct word or phrase.

attentive (*adjective*) watching or listening carefully
courteous (*adjective*) polite, having courtesy
deal with (*phrasal verb*) to solve a problem
improve (*verb*) 🛠️ to make something better
influence (*noun*) 🛠️ the power to change how someone or something acts
principal (*noun*) 🛠️ the person in charge of a school
respect (*noun*) 🛠️ consideration for the rights and feelings of other people
shout out (*phrasal verb*) to say something in a loud voice
valuable (*adjective*) 🛠️ very useful or important

🛠️ Oxford 3000™ words

1. I apologized to show Sue I have for her feelings.
2. The parents are meeting with the tonight to discuss problems at school. She can make new school rules to stop the problems.
3. Parents can have a great on a child's behavior. They can teach by setting an example.
4. Teachers have to many difficult problems in the classroom every day. They think of many good solutions.
5. Everyone thought that the class was very . It helped them get better grades and it improved their social skills.
6. I don't like it when people in a meeting just their comments. They should wait their turn and speak politely.
7. Lisa and Mark want to their Spanish. They go to class every day and practice often.



8. Young children can only be for 20 or 30 minutes at a time. It is hard for them to sit still and focus for a long time.
9. Your son is very at school. He calls me Ms. Moore, and he always says *please* and *thank you*.






B. Go online for more practice with the vocabulary.



- C. **PREVIEW** You are going to listen to a news report about teaching etiquette in the classroom. What do you think parents and teachers say about the etiquette classes? Circle *a* or *b*. Then explain your choice to a partner.
- They like the classes. They feel they have a positive effect on the children's behavior.
 - The classes are a waste of time. Kids have to learn good manners at home.

WORK WITH THE LISTENING

-  A. **LISTEN AND TAKE NOTES** Listen to the first part of the news report about teaching etiquette in the classroom. Prepare a page for note taking. Write a few key words and a short outline.
-  B. Listen to the rest of the news report and take notes. Use the page you prepared in Activity A.
- C. Read the sentences. Circle the answer that best completes each statement. Use your notes to help you.
- The main point of the news report is that ____.
 a. parents don't know how to teach their children good manners
 b. teachers don't have time to teach manners in the classroom
 c. some schools teach manners in the classroom
 - According to Marjorie Lucas, the most important idea about manners is that ____.
 a. children need to respect other people
 b. fighting and violence are bad
 c. children need to have good table manners
 - The report makes it clear that ____.
 a. parents are better than schools at teaching manners
 b. the results of the etiquette classes surprised teachers
 c. the etiquette classes helped children, teachers, and parents

 **D. Work with a partner. Try to find information in your notes about each of these items. Listen again and add to your notes, if necessary.**

1. one example of polite behavior for children around adults


Use titles like Mr., Mrs., and Ms. _____

2. the name of the company that teaches etiquette classes

3. one example of good behavior at school

4. two positive results from the etiquette classes

5. how parents feel about the etiquette classes

 **E. Listen to these sentences from the news report. Circle the sentence closest in meaning to the one you hear.**

1. a. When teachers have to spend time dealing with bad behavior, they have less time to teach other things.

b. For teachers, dealing with bad behavior is the most important part of their job.

2. a. When children do small things, like saying "please" and "thank you," it shows that they have respect for others.

b. Children can be courteous in small ways, but that doesn't mean they respect other people.

3. a. Students earned good grades in the etiquette classes during the school year.

b. Because of the etiquette classes, students got better grades in their class work.

4. a. Students listen more carefully when they are in class.

b. Students aren't absent from class as much as they were in the past.



- F. Look at the list of rules that a teacher made for the classroom. Complete each sentence on the list with a phrase from the box. Then add one more "rule" to the list. Use your own idea.

get into fights	Mr., Ms., or Mrs.
raise your hand	say "Excuse me"
say "Please"	say "Thank you"
shout out the answer	

Classroom Rules

1. When you want to answer a question, raise your hand.
2. Don't when I ask a question.
3. When you speak to teachers or to the principal, use and their last name.
4. If you bump into someone, .
5. When you ask for something, .
6. Don't in the hallway or on the playground.
7. When someone gives you something, .
8. .



- G. Go online to *Phone Interview Etiquette* and check your comprehension.



SAY WHAT YOU THINK

- A. Discuss the questions in a group.

1. Is it true that parents today are not teaching good manners to their children? Why or why not?
2. How did you learn about manners or etiquette? Give examples.

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

1. What would Professor Forni think about companies giving etiquette classes in schools?
2. Do you agree that the ability to make small talk is an important social skill? Why or why not? Give examples to support your opinion.

Vocabulary Skill **Synonyms**

Words with the same or very similar meanings are called **synonyms**. Synonyms can make your speaking and writing more interesting.

Dictionaries show the meanings of synonyms, and they provide helpful examples about how to use synonyms.

Dictionaries often give synonyms at the end of entries, and the example sentences at different entries show you how to use the words correctly. For example, look at these definitions of the words *anger* and *rage*. *Anger* and *rage* are synonyms, but *rage* is a stronger feeling than *anger*.

anger¹ /ˈæŋɡər/ noun [U] the strong feeling that you have when something has happened or someone has done something that you do not like: *He could not hide his anger at the news.* • *She was shaking with anger.*

rage¹ /reɪdʒ/ noun [C, U] a feeling of violent anger that is difficult to control: *He was trembling with rage.* • *to fly into a rage*

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

A. Match each word on the left with a synonym on the right. Use your dictionary to help you.

- | | | |
|---|---------------|--------------|
| d | 1. courteous | a. growth |
| c | 2. rude | b. often |
| f | 3. scream | c. impolite |
| h | 4. valuable | d. polite |
| g | 5. etiquette | e. actions |
| a | 6. increase | f. yell |
| b | 7. frequently | g. manners |
| e | 8. behavior | h. important |



B. Synonyms work well in these sentences. Rewrite each sentence using a synonym for the word or words in bold.

1. I think it's **rude** to use your cell phone on the bus.

I think it's impolite to use your cell phone on the bus.

2. Please tell the kids outside to stop **screaming**. My students are taking a test.

please tell the kids outside to stop yelling.

3. If salespeople are **courteous**, they'll probably make more sales.

polite

4. Don't listen to what he says. His **actions** can tell you more than his words.

Manners/behavior

5. Emily Post wrote many books about **good manners**.

etiquette



C. Go online for more practice with synonyms.



SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to work in a group to give a presentation about using manners in a particular situation. As part of the presentation, you will have to give advice about what people should and should not do in the situation.

Grammar Modal verbs *should* and *shouldn't*

Use **should** and **shouldn't** to give and ask for *advice* and *recommendations*.

Affirmative: You **should** be polite, even when someone is rude to you.

You **should** wear a suit and tie to the interview.

Negative: We **shouldn't** let people say rude things to us.

You **shouldn't** speak Spanish when Ron is here. He doesn't understand it.

Questions: **Should** our listeners read the book?

What **should** we do about the kids who wrote on the wall at school?

A. Complete each sentence with *should* or *shouldn't*. Use your own opinions.

1. Your best friend thinks she is sending an email to her parents. She sends it to you by mistake. You read it.
2. A woman open the door for a man carrying a large box.
3. Children call their teachers by their first names.
4. University students raise their hands to ask a question in class.
5. You call people after 10:00 p.m.
6. Men stand up when a woman comes into the room.
7. You tell someone if they have spinach in their teeth.
8. You're sitting on a crowded bus. An older woman gets on. You offer her your seat.



B. Work with a partner. Take turns asking and answering Yes/No questions based on the sentences in Activity A. Explain your answers.

A: Should you read your friend's email to her parents?

B: No, you shouldn't. You should tell your friend about it.



C. Go online for more practice with modal verbs *should* and *shouldn't*.

D. Go online for the grammar expansion.

Pronunciation Final /s/ or /z/ sounds



Words ending in /s/ or /z/ sounds link, or connect, to words beginning with a vowel. Listen to these examples.

It's easy to learn to play chess.

The man was mad at the other drivers around him.

A. Read the sentences. Mark the /s/ and /z/ sounds that link to vowels.

1. The students admitted they made a mistake.
2. Parents are too busy to teach their children manners.
3. The book talks about different ways to deal with problems.
4. Bad manners are a problem in our office.
5. I was amazed by my visit to the Great Wall.
6. Is it possible for them to deal with the problem today?



B. Work with a partner. Practice saying the sentences in Activity A. Listen and check your pronunciation.



C. Listen to the paragraph about the etiquette of hats. Complete the paragraph with the words you hear. Then read the story to a partner.



Franklin D. Roosevelt, 1944



John F. Kennedy, 1963

Tip for Success

Learning how to link words will make your speech sound more natural and fluent. It can also make it easier to pronounce final sounds clearly.

The Etiquette of Hats

There are a lot of rules¹ about hats² in etiquette books. long³ ago⁴, men and women always wore hats⁵ outdoors⁶. It was bad manners⁷ to go out without a hat. Men took off their hats⁸ indoors⁹. It was¹⁰ a¹¹ sign of respect for a man to take off his hat. These rules started to change in the 1960s. John F. Kennedy was the first U.S. president to appear in public without a hat.



D. Go online for more practice with final /s/ or /z/ sounds.

Speaking Skill Giving advice and making recommendations

When you give advice or make recommendations, you don't want the listener to think that you're giving commands. To make sure the listener understands, you can use expressions like these.

- I think you should ...
- I don't think you should ...
- Don't you think you should ... ?
- Maybe you shouldn't ...

A. Work with a partner. Read the sentences. Take turns giving advice.

1. A: It is hard to get to class on time. What should I do?
B: I think you should ...
2. A: My homework is very messy. It is difficult for the teacher to read.
B: Don't you think you should ... ?
3. A: Alan invited me to his house for dinner, but I don't know anybody there!
B: Maybe you should/shouldn't ...
4. A: My friends send me text messages when I'm in class. It's hard to pay attention in class when they send me messages.
B: Well, I don't think that you should ...



B. Work with a partner. Choose one of the topics below. Ask your partner for advice. Then give your partner advice about the problem he or she chooses.

1. You are going to a formal dinner at someone's home. Ask for advice about what to wear, what time to arrive, what to bring, what to talk about with guests, and table manners.
2. You are in charge of a committee. The committee's job is to improve your workplace or classroom. The goal is to encourage people to be more courteous to each other. Ask for advice about what the committee should do.



C. Go online for more practice with giving advice and making recommendations.

Unit Assignment Give a presentation on manners



In this section, you are going to give a short presentation about manners. As you prepare your presentation, think about the Unit Question, "Why are good manners important?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on [page 66](#).

CONSIDER THE IDEAS

Read the list of statements and check (✓) the ones you agree with.

- People don't always need to have good manners.
- I think people should learn proper etiquette.
- Manners should be taught at home, not at school.
- I prefer to be with people who have good manners.
- People should know how to behave at all times.
- Good table manners are not very important.

PREPARE AND SPEAK

A. GATHER IDEAS Work in a group. Choose one presentation topic from the box or think of your own topic.

Bad manners for ...

- children at home
- driving a car
- eating with family or friends
- riding on a train or bus
- students in the classroom

- B. **ORGANIZE IDEAS** Prepare a short presentation on the topic your group picked in Activity A. Use the outline to help you organize your ideas. Give at least two examples.

Topic: Bad manners for

1. What some people do:

Why is this an example of bad manners?

Reasons:

a.

b.

What people should do:

Reasons:

a.

b.

2. What some people do:

Why is this an example of bad manners?

Reasons:

a.

b.

What people should do:

Reasons:

a.

b.



C. **SPEAK** Present your ideas to the class or to another group. Refer to the Self-Assessment checklist below before you begin.

1. Make sure each member of your group presents at least one idea in the presentation. For example, one person can describe an example of bad manners.
2. In your presentation, explain:
 - why you chose the topic.
 - why the behaviors are bad.
 - examples of bad manners.
 - how people should behave.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>should</i> and <i>shouldn't</i> .
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I gave advice and I made recommendations.
<input type="checkbox"/>	<input type="checkbox"/>	I connected final /s/ and /z/ sounds to vowels.



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

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



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

actions 
anger 
behavior 
courtesy
etiquette
growth 
increase 
influence 
manners 
principal  
rage
respect 
society 
violence 

Verbs

admit 
improve 
scream 
yell
Adjectives
attentive
courteous
impolite
important 
polite 
rude 
valuable 

Adverbs

frequently 
often 

Phrasal Verbs

deal with
shout out

Modal Verbs

should 
shouldn't

 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.

LISTENING	<input type="checkbox"/>	I can predict. (p. 50)
NOTE TAKING	<input type="checkbox"/>	I can organize notes. (p. 54)
VOCABULARY	<input type="checkbox"/>	I can use synonyms. (p. 59)
GRAMMAR	<input type="checkbox"/>	I can use the modal verbs <i>should</i> and <i>shouldn't</i> . (p. 61)
PRONUNCIATION	<input type="checkbox"/>	I can connect final /s/ or /z/ sounds. (p. 62)
SPEAKING	<input type="checkbox"/>	I can give advice and make recommendations. (p. 63)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to give a presentation about manners.

UNIT 4

Game Studies

- NOTE TAKING ▶ reviewing and editing notes
- LISTENING ▶ listening for names and dates
- VOCABULARY ▶ word families: suffixes
- GRAMMAR ▶ imperative verbs
- PRONUNCIATION ▶ word stress
- SPEAKING ▶ giving instructions



UNIT QUESTION

How can games compare to real life?

A Discuss these questions with your classmates.

1. "Life is a game." Do you agree with this statement? Why or why not?
2. How much time do you spend playing games?
3. Look at the photo. What are the people doing? What is happening on the field?



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

1. What connections did Marcus and Felix find between sports like soccer and real life?
2. What does Sophy say about following rules?



ONLINE

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



UNIT
OBJECTIVE



Listen to a talk and a conversation. Gather information and ideas to develop and present an educational board game.





D Work in a group. Discuss these questions.

1. What games did you play as child? What games do you play now?
2. Games are fun. What are some other reasons to play games?

E Play this game with a partner.

Dots and Boxes

Number of players: 2



Instructions:

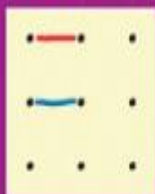
1. Draw a grid with three rows of three dots each. (Or, to make the game more difficult, draw a 6 x 6 grid.)
2. Take turns drawing a line between two dots. The goal of the game is to complete boxes by connecting the dots.
3. When you complete a box, write the first letter of your name in it.
4. When all of the dots are connected, the player with the most boxes wins.

Example: The players here are Red and Blue. Red goes first. On the sixth turn, Blue completes a box and writes the letter "B" in it.

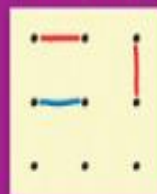
Turn 1 (Red)



Turn 2 (Blue)



Turn 3 (Red)



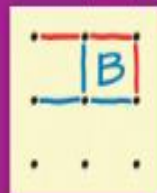
Turn 4 (Blue)



Turn 5 (Red)



Turn 6 (Blue)



F What real-life skills did you use to play this game? For example, did you plan ahead? Did you try to guess your partner's moves?

Note-taking Skill **Reviewing and editing notes**

It is important to review your notes as soon as possible after taking them. When you take notes, you write only single words and short phrases. If you wait too long, you might forget what these mean or why they are important. As you review your notes, edit them and add more information. Your notes will then be a more useful tool for studying. Note: It is a good idea to leave space on the page when you take notes, so you can add more information later.

- A.** Listen to a short talk about the board game Monopoly. Then review one student's notes. Fill in the blanks and add other information you remember.



Monopoly



Lizzie Magie's Landlord

Monopoly

A. About game

3rd most pop. game

about buy and selling property

players pay rent when the land on somebody property

Goal = win the most money

B. History

Invent Charles Darrow 1933

Darrow get idea earlier game: calling landlord

invited by actress Lizzie Magie 1903

Different rules: players can choose to pay rent Public Treasury

All players get share of the money when it reaches a certian amount

C. Conclusion

landlord and monopoly are similar, but tell us things socites.

- B.** Compare your notes with a partner. Listen again, if necessary.

- C.** Go online for more practice with reviewing and editing notes.



LISTENING

LISTENING 1 | Crossword Puzzles

UNIT OBJECTIVE

You are going to listen to a game developer give a talk about the history of the crossword puzzle. As you listen to the lecture, gather information and ideas about how games can compare to real life.

Vocabulary Skill Review

In Unit 3, you learned about synonyms. Can you find any synonyms for the underlined words in Activity A? Circle them.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the sentences. Then circle the answer that best matches the meaning of each underlined word.

1. A developer needs special skills to make computer games. He or she has to know a lot about computer programming.
a. game creator
b. game seller
2. I don't need an instant answer to my question. You can tell me next week.
a. correct
b. immediate
3. The object of this activity is to practice speaking English in a group.
a. goal or purpose
b. place or thing
4. The police have several clues to help them solve the crime, for example, a record of phone calls and some fingerprints.
a. people who work on a criminal investigation
b. pieces of information or evidence used in an investigation
5. That is the original draft of my essay. I revised it many times. You need to read the final draft instead.
a. last or newest
b. first or earliest
6. The new version of this game has more question cards than the old game. It also has different game pieces and a new game board.
a. cost of a thing
b. type of a thing



7. I need to **update** my computer. Many of its programs are old and slow. I can buy new ones that work better and faster.

a. make more current or modern

b. make bigger or taller

8. I always thought video games were silly, but now I **realize** they can be a lot fun.

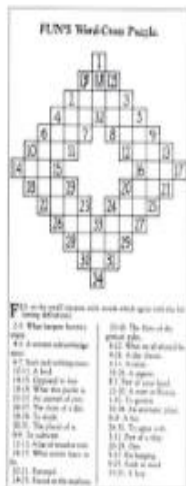
a. understand for the first time

b. know nothing about something



B. Go online for more practice with the vocabulary.

C. **PREVIEW** You are going to listen to a game developer talk about the history of the crossword puzzle. Look at the photos. How is the 1913 "word-cross" puzzle different from later crossword puzzles?



Word-Cross, 1913



Crossword, 2015

WORK WITH THE LISTENING

A. **LISTEN AND TAKE NOTES** Listen to the game developer's talk. Take notes. Use the headings below to help you. Leave space to add more information later.

Tip for Success


When listening to a speech or lecture, sit slightly forward in your seat. This position will help you concentrate, and you will understand more.

Intro / topic

Giuseppe Airoldi


Arthur Wynne

Benefits of crosswords

 **B. Work with a partner. Review and compare your notes. Edit them and add more information based on what you remember. Then listen again.**

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

- F** 1. The focus of this part of Alex Vargas's speech is his new word game.
- T** 2. Crosswords and similar word puzzles have a long history.
- T** 3. Crossword puzzles were very popular in the early 1900s.
- F** 4. The only reason to do a crossword is that it is fun.
- T** 5. Alex Vargas's new game is a modern version of the crossword puzzle.

 **D. Read the questions. Circle the correct answers. Then listen and check your answers.**

1. What is Alex Vargas's job?
 - a. He writes stories for newspapers.
 - b. He writes books about the history of games.
 - c. He writes word games for newspapers.
2. When did Giuseppe Airoldi invent his small crossword puzzle?
 - a. 1913
 - b. 1890
 - c. 1819
3. What did Arthur Wynne call his first puzzle?
 - a. Word Square
 - b. Word-Cross
 - c. Cross-Word
4. What was Arthur Wynne's profession?
 - a. journalist
 - b. librarian
 - c. publisher
5. How was Wynne's first puzzle different from his later crossword puzzles?
 - a. It had no black squares.
 - b. It was in the shape of a square.
 - c. It didn't have any clues.
6. What were crossword puzzle fans using at the New York Public Library?
 - a. newspapers
 - b. magazines
 - c. dictionaries

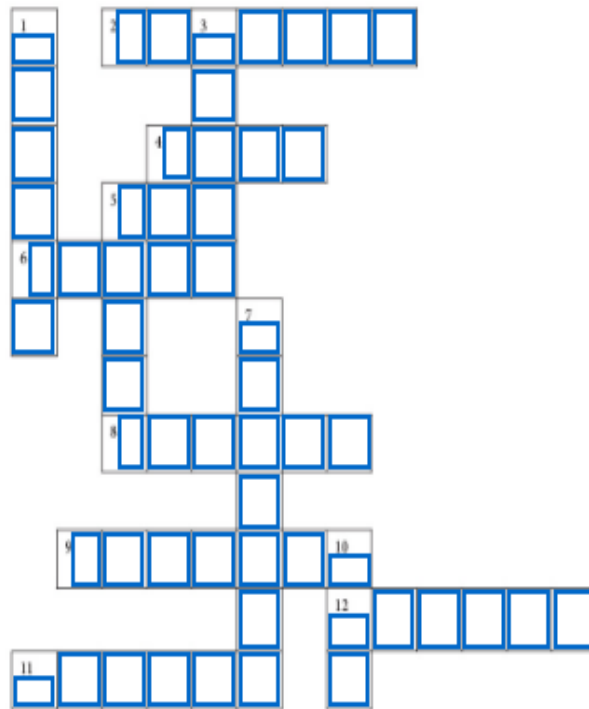
7. Why do people say that crossword puzzles are more than fun and games?

- a. They make our bodies healthier.
- b. They are very difficult to solve.
- c. They make our brains more active.

8. What is the name of Alex Vargas's new game?

- a. Cross Purposes
- b. Social Crossword
- c. Word-Cross

E. Work in a group. Solve the crossword. All of the words are in this unit.



Across	Down
2. It was an ____ success.	1. The words go ____ and down.
4. I like playing that video ____.	3. What ____ was it? A circle?
6. Can you ____ the puzzle?	5. There are 12 ____ in this puzzle.
8. Write "A" in the first blank ____.	7. to know something for the first time
9. There's now a new ____ of the game.	10. in the present
11. to make something more modern	
12. the purpose of a game	





SAY WHAT YOU THINK

Discuss the questions in a group.

1. Do you enjoy doing crossword puzzles or other word puzzles? Why or why not?
2. What other puzzles and games can you find in newspapers?
3. Crossword puzzles and other puzzles such as Sudoku are now available online. Do you prefer to do puzzles online or in the traditional way with pencil and paper?

Listening Skill Listening for names and dates

Names and **dates** are often important details when you are listening, whether a friend is telling you a story or you're listening to a news report or a lecture.

- Pay attention to names and dates as you listen and try to remember why they are important.
- If possible, write down names and dates with brief notes to remind you why they are important.



A. Look at the names and dates in the box. Listen to the information about the word game SCRABBLE™. Then complete each sentence with the correct word.



Scrabble™

1938	1948	1952	1991	2006
Alfred Moshier Butts		James Brunot		Michael Cresta

1. Alfred Moshier Butts invented the game of SCRABBLE™ in 1938.
2. In 1948, Butts and his partner started a SCRABBLE™ factory.
3. Butts's partner was JAMES BRUNOT.
4. Between 1952 and 2000, SCRABBLE™ sold more than 100 million games.
5. The first World SCRABBLE™ Championship was in 1991.
6. Michael Cresta holds the official record for getting the most points in one game.
7. In 2006, he scored 830 points in one game.

B. Work with a partner. Practice listening for names and dates.

1. Make a list with three names and three dates that are important to you.
2. Tell your partner about each one. As you speak, your partner should take notes.
3. Ask your partner questions to see if he or she has understood the names and dates.



C. Go online for more practice with listening for names and dates.

LISTENING 2 | Business Is a Game



You are going to listen to two friends, Waleed and Faisal, talking about an online game. Waleed is playing the game as part of an assignment for a business class. As you listen to the conversation, gather information and ideas about how games can compare to real life.

PREVIEW THE LISTENING

- A. VOCABULARY** Here are some words from Listening 2. Read the definitions. Then complete the paragraph with the correct words.

calculate (*verb*) 🔗 to find an answer by using mathematics
demand (*noun*) 🔗 the need for something among a group of people
estimate (*verb*) 🔗 to guess the number, cost, or size of something
figure out (*phrasal verb*) 🔗 to find an answer to something
loss (*noun*) 🔗 in business, having less money than when you started
profit (*noun*) 🔗 money made by selling something
sold out (*phrase*) 🔗 nothing is left to sell; everything has been sold
supplies (*noun*) 🔗 things people need in order to do or make something

Oxford 3000™ words

Community Yard Sales

A business can be like a game. Imagine selling things at a community yard sale, for example. It's a lot of fun, and it's a great way to make extra money on the weekend. Here are a few tips for success. First, you need to figure out what to sell. What old stuff do you have





A community yard sale

that you don't want anymore? What do people want to buy? If there's no **demand**² for old coffee pots, for example, don't bring any! The only **supplies**³ you need to have are a box for the money, a table, and a couple of chairs. Then you have to play a little guessing game. You need to **estimate**⁴ what people can pay for your items and put a price on each one. Don't make the prices too high or too low.

To **calculate**⁵ if you made money, subtract your costs—what you paid for your supplies—from your sales. Is the result a positive number? If it is, you made a **profit**⁶. Is it a negative number? Too bad! You have a **loss**⁷ for the day. If you're lucky, you can sell everything. If you're **sold out**⁸, you don't have to take anything back home with you.



B. Go online for more practice with the vocabulary.

C. **PREVIEW** You are going to listen to a conversation about an online game. Do you think video games can help you learn skills, such as how to run a business? Why or why not? Discuss with a partner.

Lemonade Stand
Inventory/Purchasing

You Have:

50 Paper Cups	<input type="button" value="Buy More Cups"/>
10 Lemons	<input type="button" value="Buy More Lemons"/>
48 Cups of Sugar	<input type="button" value="Buy More Sugar"/>
100 Ice Cubes	<input type="button" value="Buy More Ice"/>

Day: 1 Money: \$13.14 High Temperature: 92 degrees
Weather Forecast: Clear and Sunny

Lemonade Stand
Price / Quality Control

Price per Cup: Cents

Lemons per Pitcher: Lemons

Sugar per Pitcher: Cups

Ice per Cup: Cubes

Day: 1 Money: \$13.14 High Temperature: 92 degrees
Weather Forecast: Clear and Sunny

WORK WITH THE LISTENING

A. **LISTEN AND TAKE NOTES** The two speakers in the conversation, Faisal and Waleed, have different opinions of using the lemonade game for a business class. Listen and write key words to describe each person's opinion. Make two columns for your notes—one for Faisal, and one for Waleed.



B. Listen again and take more notes. Use these headings on your paper.

How to play the game

What students can learn from the game

Faisal's and Waleed's conclusions

C. Read the questions. Circle the correct answers. Use your notes to help you.

1. What does Waleed think about the lemonade game?

- a. It's fun, but it can't help him learn about business.
- b. It isn't very interesting, but it can teach him about business.
- c. It's entertaining and useful for learning about business.

2. Which of these things can you learn from the lemonade game?

- a. the connection between supply and demand
- b. how to make good lemonade
- c. a good location for a lemonade stand

3. What happened when Faisal played the game?

- a. He made a profit.
- b. He lost a little money.
- c. He made too much lemonade.

4. What is Faisal's opinion of using a game to learn business?

- a. He thinks it is a good way to learn.
- b. He thinks it only works for lemonade businesses.
- c. He thinks it is not the best idea for a university class.

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

1. In the game, the supplies are paper cups, lemons, sugar, and ice.

2. There is more demand for lemonade on cloudy days.

3. Waleed recommends using four lemons and one cup of sugar in each pitcher of lemonade.

4. The program calculates your profit or loss for each day.



5. The decisions you make in the game are very different from the decisions in a real business.

6. At the end, Faisal says the game is great for a university class.

E. Work with a partner. Take turns asking and answering the questions.

1. What happens if a player buys too much ice or too many lemons in one day?
2. Why does the game include a weather forecast at the bottom of the screen?
3. What do players need to think about when deciding on a price for the lemonade?
4. What happens in the game if a player doesn't make enough lemonade?

F. Work with a partner. Frank played the lemonade game for four days.

Complete his spreadsheet with the profit or loss for each day. Then answer the questions.

Frank's Lemonade Stand	Thursday (Cloudy / 86)	Friday (Rain / 67)	Saturday (Sunny / 94)	Sunday (Cloudy / 77)
Money at start of day	\$20.00	\$15.72	\$15.80	\$23.66
Expenses				
Cups /ice	\$5.30	\$1.72	\$3.87	\$2.95
Lemons/sugar	\$7.38	0	\$2.77	\$3.18
Total expenses	\$12.68	\$1.72	\$6.64	\$6.13
Price per cup	\$0.30	\$0.20	\$0.25	\$0.25
Sales	\$8.40	\$1.80	\$14.50 (SOLD OUT!)	\$7.00
Profit or loss	(\$4.28)	<input type="text"/>	<input type="text"/>	<input type="text"/>

1. On which day did Frank lose the most money? Why do you think that happened?
2. On which day did he make the biggest profit? Why?
3. How much was Frank's total profit for his four days?
4. Did Frank make any mistakes as he played the game? For example, was it a good idea to charge \$0.30 a cup on Thursday, his first day?



G. Go online to listen to *Games for Creativity* and check your comprehension.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Waleed and Faisal disagree about how much the lemonade game helps business students. Do you agree with Waleed or Faisal? Why?
2. What other games do people use to practice or train for real-life activities like sports or jobs?

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

1. Did your teachers ever use games in the classroom? If so, what kinds of games? What subjects did the games relate to?
2. What games can be helpful for learning a language?



C. Go online to watch the video about a teacher who uses games to help students learn about money and business. Then check your comprehension.

grasp (v.) understand
 investing (n.) buying property or shares in a company to make money
 majority (n.) the largest part of a group of people or things
 returns on their investments (n. phr.) money made from investing

VIDEO VOCABULARY

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

1. Think about a game or sport you play frequently. What lessons does it teach you about life?
2. Imagine that a parent is complaining that Mary Sandiford, the teacher in the video, is wasting time by using games in the classroom. What would you say to the parent?



Vocabulary Skill Word families: suffixes

A **suffix** is a word or syllable(s) placed after a root word. A suffix often changes the part of speech of the word. For example, the suffixes *-(t)y* and *-(c)ity* sometimes mark the change from an *adjective* to a *noun*.

Adjective	Noun
honest	honesty
popular	popularity
simple	simplicity

Note: the silent *e* in *simple* is dropped before the suffix is added.

A. Complete the chart with the noun forms of these words. Use the suffixes *-(t)y* or *-(c)ity*. Use a dictionary to help you.

Adjective	Noun
active	
creative	
difficult	
real	
safe	

B. Read the sentences. Complete each sentence with the noun form of the adjective in parentheses.

1. I like the (simple) of this game. It's very easy to understand.
2. Sometimes the ideas in a game aren't much different from the (real) of an actual business.
3. I think our team can find an answer to the problem. We have a lot of (creative).
4. The (difficult) is going to be finding enough supply to meet the demand.



C. Go online for more practice with suffixes.



SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to work in a group to develop a simple educational board game. As part of the game development, you will have to give instructions to the players.

Grammar Imperative verbs

Use affirmative and negative **imperatives** to give instructions and directions.

For affirmative imperatives use the base form of the verb.

- Use five lemons and four cups of sugar.
- Now watch the screen.

For negative imperatives, use **do not** or **don't + the base form of the verb**. *Don't* is more common when speaking.

- Don't charge 25 cents.

In imperative sentences, *you* is "understood" as the subject of the verb. We don't usually say or write the word *you*. However, when you are giving a long list of instructions, using *you* from time to time is polite.

- Next, you click OK.

A. Complete the conversation. Use imperatives. Then practice the conversation with a partner.

Khalid: me set up this board game, please.

1. help (affirmative)

Max: OK. How do we set it up? Please me the instructions.

2. show (affirmative)

Khalid: the instructions. I can tell you how to do it. Just

3. use (negative)

me.

4. watch (affirmative)

Max: Oh, I see. me the question cards and I can sort them.

5. give (affirmative)

Khalid: them just yet. First, we need to put all the pieces on the board.

6. sort (negative)

Max: I have an idea. You on the pieces, and I can find the score sheet.

7. work (affirmative)



- B. Work with a partner. Tell your partner how to do something. Use imperatives. Choose one of the topics below or use your own idea.**

How to buy something at a store
 How to go online
 How to learn a new word
 How to make lemonade
 How to sell something at a yard sale



- C. Go online for more practice with imperative verbs.**

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

Pronunciation Word stress



The position of a stressed syllable varies in words with three or more syllables.

Notice where the main **stress** is in these words. For words that end in *-tion*, stress the syllable before the suffix.

1st syllable	2nd syllable	4th syllable
lem-on-ade	re-mem-ber	i-mag-i-na-tion

There are some patterns that can help you decide which syllable to stress. For example, words ending with the suffix *-(c)ity* stress the syllable before the suffix.

ac-tiv-i-ty	sim-pli-ci-ty
-------------	---------------

Words with the suffix *-(t)y* usually have the stress on the first syllable.

diff-i-cul-ty	hon-es-ty
---------------	-----------

Sometimes you have to look up a word in the dictionary or ask someone to say the word to learn the correct pronunciation. When someone sees a new word, he or she often asks another person, "How do you pronounce this word?"

Tip for Success

Learning the correct pronunciation of a long word helps you remember the word. Then you will say it with the same stress and rhythm every time you use it.



- A. Listen to the words. Where is the stress? Underline the stressed syllable.**

3-syllable words	4-syllable words	5- and 6-syllable words
introduce	original	university
expensive	competition	originality
estimate	kindergarten	creativity

B. Listen to the words. Then repeat them. Use the correct stress.

- | | |
|----------------|--------------|
| 1. honesty | 5. reality |
| 2. popularity | 6. developer |
| 3. creativity | 7. calculate |
| 4. environment | 8. history |



C. Go online for more practice with word stress.

Speaking Skill Giving instructions

Tip for Success

Stop from time to time and check that listeners understand your instructions. Ask a specific question or say something like, "Are you with me so far?"

When you're giving **instructions** about how to do something, first give a general description of the task. For example, to tell someone how to play a game, give some general information about the game and say what the object of the game is. Then present the steps in the correct order. Use phrases like these to make your instructions clear.

- The object of the game is to make a profit.
- Here's how to buy supplies and make the lemonade.

Use order words and phrases to make the sequence of instructions clear.

- First, estimate the demand for lemonade.
- Next, buy paper cups, lemons, sugar, and ice on the supply screen.
- After that, you need to figure out how many lemons to use.
- Finally, click OK to start selling your lemonade.

A. Listen to the conversation about bowling. Complete the conversation with the words and phrases that make the instructions clear. Then practice the conversation with a partner.



Bowling

Mi-rae: Is this your first time bowling? Don't worry. I can tell you how the game works.

Liana: OK. What do we do?

Mi-rae: Do you see those white things? They're called pins. The

of the game is to knock them down with a ball. You roll the ball down the lane to hit them.

Liana: That sounds easy. What do I do first?

Mi-rae: , choose a ball. Pick one that isn't too heavy for you.



Liana: OK. I think I'm going to use this ball. I really like the color. What do I do ?

Mi-rae: , you hold the ball with your fingers in the holes.
, you stand in front of the lane. Do you understand so far?

Liana: Yes. I get it so far. what do I do? Do I roll it with both hands?

Mi-rae: No, the is to roll it with one hand.
, try to roll it down the middle of the lane.

Liana: OK. Wow! I knocked down all the pins!

Mi-rae: Great! That's called a strike. You're going to be good at bowling!



Hide and seek

B. Read the instructions about how to play hide and seek. Put the instructions in the correct order. Write 1 to 5 next to the sentences.

- Then, the other players hide while the seeker counts.
- Finally, players try to return to the base. A player who is tagged, or touched, by the seeker loses.
- Second, the seeker stands at the base, closes his or her eyes, and counts to 20.
- 1 First, choose one player in the group to seek, or look for, the other players.
- Next, the seeker tries to find the hidden players.



C. Go online for more practice with giving instructions.

Unit Assignment Develop a board game



In this section, you are going to develop an educational board game that can help people in their real lives. You will then present it to the class. As you prepare your game, think about the Unit Question, "How can games compare to real life?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on [page 88](#).

CONSIDER THE IDEAS

A. Read these tips about creating board games.



The screenshot shows a web browser window with a search bar at the top. Below the search bar is a green header with the title "How to Develop a Board Game" in white text. The main content area has a white background and contains the following text:

To develop a game, it's a good idea to work with two or three other people. A group creates more ideas, and you can test the game to see how it's working. Here are a few points to help you get started.

- First, think of a theme (main topic) for your game. It's usually more interesting if it's about a real-life situation or problem, such as business, education, travel, or family life.
- Next, narrow the topic so that it is something that is easily understood by the game players.
- Decide what the object of the game is. How does someone win the game?
- Then, decide on a design for the game. This includes the "path" for moving around the board. Draw the board on paper.
- After that, write the rules for the game. Don't make your game too complicated.
- Make any other things you need for the game, like game pieces or numbered cards.
- Test the game. Make sure that it is easy to play.
- Finally, have other people try the game to see what changes you need to make.

The most important thing is to make the game fun and easy to learn. You want people to like your game.

B. Work in a group. Answer the questions.

1. Why is it better to work in a group to develop a game?
2. What kind of themes does the website suggest?
3. What are the most important things to do when you develop a game?



PREPARE AND SPEAK

- A. **GATHER IDEAS** Work in a group. Agree on one game theme from the list below or think of your own. Then narrow your theme so it is easy for game players to understand.

a game that helps people learn English
a game about some kind of business
a game about traveling in foreign countries

Example:

Theme: A game that helps people learn English

Narrowed: 25 irregular verbs in English

- B. **ORGANIZE IDEAS** With your group, create a simple board game using the tips on page 87. Follow these steps.

1. Discuss and plan the game. Remember to make the game very simple.
2. Gather materials you need. Use things in the classroom for markers and game pieces.
3. Make small pieces of paper and number them from 1 to 10. Players can pick a card to find out how many spaces their markers should move.
4. Draw the board on a piece of paper.
5. Write a short list of rules for the game.

- C. **SPEAK** Work with another group. Explain the rules of your game to the other group. Have them play your game. Then learn the other group's game and play it. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used imperative verbs.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I gave instructions.
<input type="checkbox"/>	<input type="checkbox"/>	I used correct word stress.



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

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How can games compare to real life? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

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

Nouns

- clue
- demand
- developer
- loss
- object
- profit
- supplies
- version

Verbs

- calculate
- estimate
- realize
- update

Adjectives

- instant
- original

Phrasal Verb

- figure out

Phrase

- sold 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.

NOTE TAKING	<input type="checkbox"/>	I can review and edit notes. (p. 71)
LISTENING	<input type="checkbox"/>	I can listen for names and dates. (p. 76)
VOCABULARY	<input type="checkbox"/>	I can use suffixes. (p. 82)
GRAMMAR	<input type="checkbox"/>	I can use imperative verbs. (p. 83)
PRONUNCIATION	<input type="checkbox"/>	I can use word stress. (p. 84)
SPEAKING	<input type="checkbox"/>	I can give instructions. (p. 85)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to develop and present an educational board game.

UNIT 5

Sociology

- NOTE TAKING ▶ using a simple outline
- LISTENING ▶ listening for reasons and explanations
- VOCABULARY ▶ word families: verbs, nouns, adjectives
- GRAMMAR ▶ auxiliary verbs in questions
- PRONUNCIATION ▶ intonation in questions with *or*
- SPEAKING ▶ expressing opinions



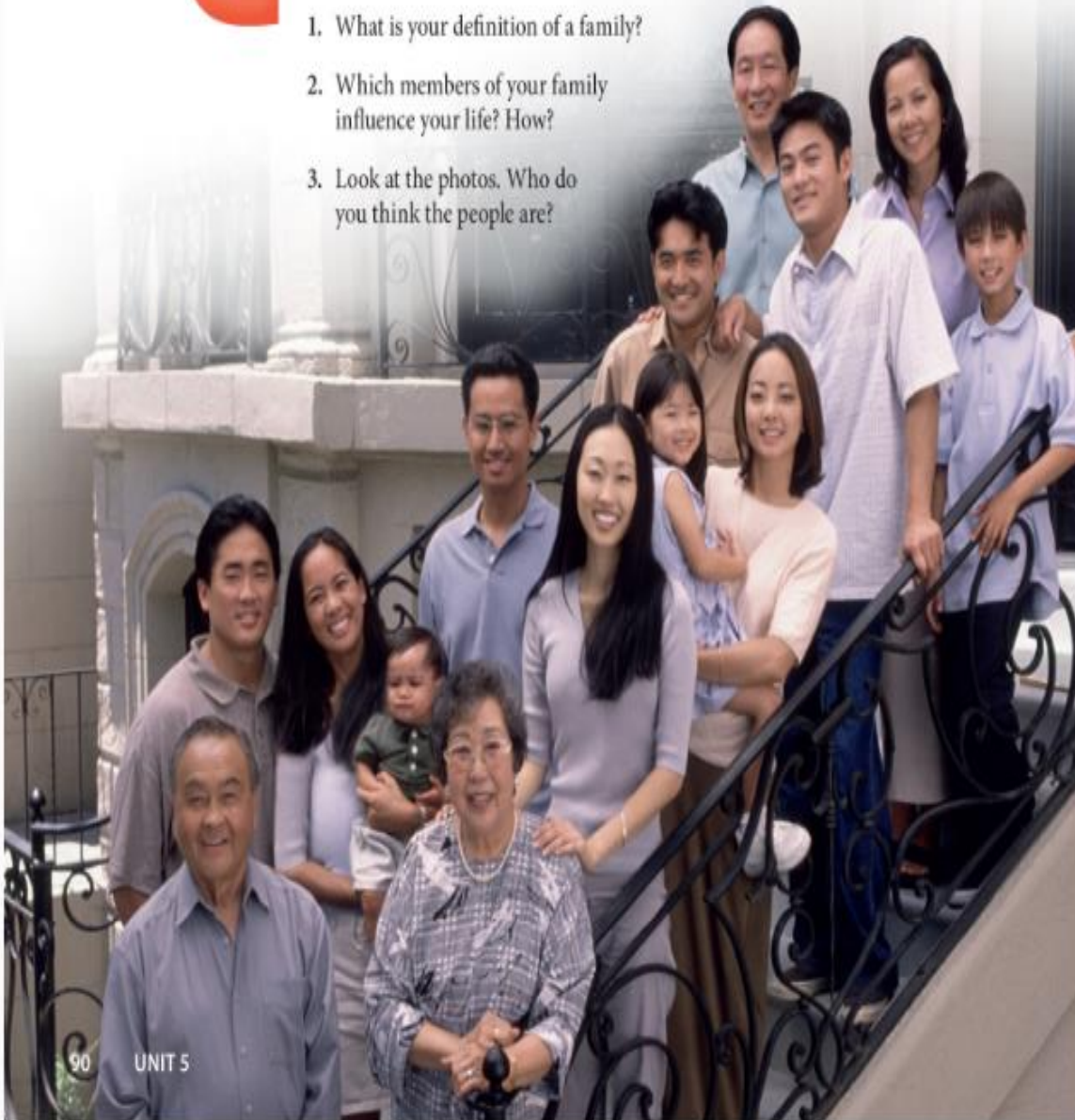
Q

UNIT QUESTION

What does it mean to be part of a family?

A Discuss these questions with your classmates.

1. What is your definition of a family?
2. Which members of your family influence your life? How?
3. Look at the photos. Who do you think the people are?



UNIT
OBJECTIVE



Listen to an interview and a lecture. Gather information and ideas to give a speech about families.



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

1. Marcus says that his family always comes first. What does Sophy say? Does she agree with Marcus?
2. What does Felix say about friends and family? Do you agree? Why or why not?



C Go online to watch the video about sisters who didn't see each other for almost 80 years. Then check your comprehension.



decade (*n.*) a period of ten years

long-lost (*adj.*) relating to a person or object you have not received news from or seen for a long time

nosy (*adj.*) too interested in other people's lives or business

reunion (*n.*) a social occasion for people who have not seen each other for a long time

VIDEO VOCABULARY



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





E Think about the people in your life. Do you consider them part of your “family”? Check (✓) the box if you consider the person part of your “family.”

Are they family?	
<input type="checkbox"/> father or mother	<input type="checkbox"/> stepfather or mother
<input type="checkbox"/> adoptive father or mother	<input type="checkbox"/> grandfather or grandmother
<input type="checkbox"/> brother or sister	<input type="checkbox"/> half-brother or sister
<input type="checkbox"/> stepbrother or sister	<input type="checkbox"/> husband or wife
<input type="checkbox"/> son or daughter	<input type="checkbox"/> father-in-law or mother-in-law
<input type="checkbox"/> son-in-law or daughter-in-law	<input type="checkbox"/> cousin
<input type="checkbox"/> nephew or niece	<input type="checkbox"/> aunt or uncle
<input type="checkbox"/> a relative you see once a year	<input type="checkbox"/> a relative that lived 100 years ago
<input type="checkbox"/> best friend	<input type="checkbox"/> a friendly neighbor
<input type="checkbox"/> a classmate or co-worker	

F Compare charts with a partner. Explain your answers.

G Who do you think of as part of your family—only those who are related to you, or do you extend that to others? Do you think family members have to be blood-related? Why or why not?

Note-taking Skill Using a simple outline

Using an outline is one way of keeping notes organized. You can make a simple outline based on questions and answers. Sometimes, a speaker will begin by stating the questions he or she will answer, as in this example.

Today I'm going to talk about the family. What were families like in the past? How are families changing today? And finally, what will the family be like in the future?


In a case like this, you can make an outline by writing short notes about the questions and leaving space after each one to write notes about the speaker's comments.

The Family

A the past

B changes

C the future

-  A. Listen to the introduction to a talk about families around the world. Then make a simple question outline that you could use to take notes.



- B. Go online for more practice using a simple outline to take notes.



LISTENING

LISTENING 1 | Separated at Birth



You are going to listen to an interview with sociologist Margaret Brown. Ms. Brown discusses the experiences of adopted children. As you listen to the interview, gather information and ideas about what it means to be part of a family.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the paragraphs. Then write each underlined word next to the correct definition.



Twins

My friends Janet and Ann are twins! They have exactly the same physical appearance. Their eyes, their hair, and even their noses look the same. Twins inherit the same hair and eye color from their parents. Sometimes twins even act very much alike. Janet and Ann live in different cities. Yesterday, they both went shopping for shoes. They both bought the same kind of shoes. They were the same color, style, and brand. That was an amazing coincidence. They didn't plan to buy the same shoes. It just happened!

1. coincidence (noun) two things that happen at the same time by chance
2. appearance (noun) the way someone looks
3. inherit (verb) to get a physical feature from your parents
4. twins (noun) two children born to the same mother at the same time

Ben's parents died when he was young. He didn't have any close family members to live with, but a nice family decided to adopt Ben. At first it was difficult for Ben. It took a long time for him to fit in with his new family. Now he is just like the other children in the family. Ben looks like his biological father, but he acts just like his adoptive father. For example, he has a tendency to move his hands when he speaks. His adoptive dad has this habit, too!

5. tendency (noun) the way someone usually acts out of habit
6. adopt (verb) to raise a child who is not your own
7. biological (adjective) related to someone by blood, like a parent and child
8. fit in (phrasal verb) to get along easily with a family or group



B. Go online for more practice with the vocabulary.



- C. **PREVIEW** You are going to listen to an interview about the experiences of adopted children. What do you think the sociologist Margaret Brown will say about adopted children? Circle your choice.
- They are often very similar to the parents who adopt them.
 - They often feel different from the parents who adopt them.

WORK WITH THE LISTENING

-  A. **LISTEN AND TAKE NOTES** Listen to Part 1 of the interview. The interviewer introduces the sociologist Margaret Brown and the subject of the interview. Use the simple outline of questions and take notes about the answers.

<i>an Interviewer – man adopted</i>
<i>How different from adopt. family?</i>

<i>biological family?</i>

-  B. Listen to Part 2 of the interview. Again, the interviewer begins with some questions. Take notes about the questions and answers.
-  C. Listen to the whole interview, Part 1 and Part 2. Add more information to your notes. Then read the questions. Circle the correct answers.

1. What does Ms. Brown say about adopted children?
- Adopted children sometimes feel different from the people in their families.
 - Adopted children often don't get along with their brothers and sisters.
 - Families have no influence on the children they adopt.
2. How can meeting biological family members help adopted people?
- It can help them understand themselves better.
 - It can help them learn new skills.
 - It shows them the mistakes their adoptive parents made.



3. What does the example of the Springer-Lewis twins show?

- a. People should not separate twins at birth.
- b. Twins raised in different families are very different from one another.
- c. Twins raised in different families can be very similar to each other.

4. What conclusion does Ms. Brown make based on these stories?

- a. The twins' similarities were just a coincidence, nothing more.
- b. Our personalities are formed by biology and family influence.
- c. Our personalities are formed by our life experiences. We don't inherit them.



D. Answer the questions. Use your notes to help you. Then listen again and check your answers.

1. What did Frank like to do?

He liked to fix electronic things

2. Did Frank's adoptive parents have other children?

Yes, he adopted family included brothers & sisters

3. What did Frank discover about his biological brothers?

He discovered that his biological brothers also liked to fix electronic

4. How old were Jim Springer and Jim Lewis when they were adopted?

They were one month old when they were adopted

5. How old were the twins when they met?

39 years old

6. What things did they both like to do?

Math and making things out of wood

7. What was the name of the twins' wives?

Married someone called Betty.

8. What did they name their pets?

Toy.

E. Do you think Ms. Brown agrees or disagrees with these statements?

Write *A* (agree) or *D* (disagree).

- A 1. It can be helpful for adopted children to meet their biological parents.
- D 2. Adopted children aren't usually happy with their family life.
- A 3. We inherit physical things, like eye and hair color, from our biological parents.
- D 4. Family influence, not biology, is the most important thing in forming personality.
- A 5. The story about the twins gives sociologists good scientific evidence for their studies of personality.

F. Work in a group. Compare your answers to Activity E. In the chart, write the number of people who agree or disagree with each statement. Then discuss the answers that are different.

Statements	Agree	Disagree
1		
2		
3		
4		
5		



SAY WHAT YOU THINK

Discuss the questions in a group.

- 1. Which do you think has more influence on your personality: biology or people and events in your life? Why?
- 2. Think of the coincidences in the Springer-Lewis twins' lives. What are some coincidences among people you know?



Listening Skill Listening for reasons and explanations

Good speakers give **reasons** and **explanations** to support what they say. When you hear a speaker make a statement about something or express an opinion, it's important to ask yourself, "Why did the speaker say this?" Then listen for reasons or an explanation. Look at this example from "Separated at Birth."

Tip for Success

In a conversation, look at the person who is speaking. Focus on what the person is saying. You will understand more.

Statement: Frank said that he always felt that he was different. He didn't fit in.

Question to ask yourself: Why did he feel different?

Reasons: Well, for one thing, he didn't look like the other people in the family. He also liked to do different things. For example, he liked to fix electronic things. His adoptive parents, brothers, and sisters did not have any interest in electronics.

A. Listen to the interview again. Answer the questions.

1. Why did Frank feel better after he met his biological family?

He understood himself better.

2. What does the sociologist think the stories about coincidences show?

People are born with some tendency have a certain personality.

B. Listen to the radio call-in show. Complete the statements.

1. Hal feels closer to his friends than his family because _____

He feels that he can talk more honestly to his friends

without critical reactions.

2. Marielena thinks family members are more critical than friends because

family members feel a responsibility to help you with

everything your problems are their problems.



- C. Go online for more practice with listening for reasons and explanations.

LISTENING 2 | Family History



You are going to listen to a lecturer describe how a group of famous African Americans used DNA to learn about their family history. As you listen to the lecture, gather information and ideas about what it means to be part of a family.

Vocabulary Skill Review

In Unit 4, you learned that suffixes can change the part of speech of a word. Look at the underlined words in Activity A. Can you change the suffix for any of these words? What parts of speech can you change them to?

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 2. Read the sentences. Then circle the answer that best matches the meaning of each underlined word.

- Our assignment is to search for information about where our grandparents were born. I'll go to the library and you check online.
a. look for
b. write down
- Evelyn's great-great-grandfather was a slave in Georgia. He ran away to Canada.
a. a person who is free
b. a person who is owned by another person
- Our school library has an electronic database with the titles and authors of all of the books in the library. You can look at it online.
a. a book of information
b. information organized and stored in a computer
- Jamal's career is a very important part of his identity. His work really shows his personality.
a. who or what someone is
b. someone's physical appearance
- Some of Ron's ancestors on his mother's side of the family came from Italy in the 1880s.
a. relatives who lived a long time ago
b. aunts and uncles
- We need input from everyone on the team to do the job well. Adel, what do you think?
a. ideas and information
b. computer files

7. Alfredo was never an active participant in the class, so most students didn't like being in his group. He did not like to practice speaking.

a. someone who teaches a class

b. someone who takes part in something

8. The city keeps records of all the people who were born or died here. They file and keep track of them all.

a. files of information

b. disks with poetry on them



B. Go online for more practice with the vocabulary.



C. **PREVIEW** You are going to listen to a lecture about how a group of people used DNA to learn about their family history. Write two questions you would like to ask about your own family history.

1.

2.





WORK WITH THE LISTENING



- A. **LISTEN AND TAKE NOTES** The speaker in this lecture often makes statements and then gives reasons and explanations to explain them. Listen and take notes about the explanations for these statements.

Most African Americans have little information about their ancestors.

Henry Louis Gates used DNA to study the history of African-American families.

The results of Gates's study were surprising.

Another person in Gates's study, author Bliss Broyard, had a different experience.



- B. Work with a partner. Review and edit your notes. Then listen again and add more information.

- C. Check (✓) the statement that best states the main idea of the lecture.

1. You need to know your family history to know who you really are.
2. Our genes and our family history form part of our identity, but they don't tell the whole story.
3. Some participants were surprised to discover how many of their ancestors came from places other than Africa.



- D. Read the questions. Circle the correct answers. Use your notes to help you. Then listen and check your answers.

1. What is one reason that some African Americans have little information about their family history?


- a. Their ancestors came to America as slaves.
- b. They weren't interested in family history.
- c. Their grandparents never told them family stories.

2. Who is Henry Louis Gates?

- a. a scientist
- b. a historian
- c. a journalist



3. What new tool did Henry Louis Gates use in his study of the African-Americans' families?
 - a. newspaper stories
 - b. books and public records
 - c. DNA
4. What does it mean when two people have the same "markers" in their DNA?
 - a. They are brothers or sisters.
 - b. They are not related.
 - c. They have a common ancestor.
5. Where did some of Henry Louis Gates's ancestors come from?
 - a. Ireland
 - b. Scotland
 - c. England
6. What percentage of Bliss Broyard's DNA comes from her African ancestors?
 - a. 15 percent
 - b. 18 percent
 - c. 50 percent

-  **E. Work with a partner. Read the excerpt from Listening 2 and try to fill in the missing words. Then listen and check your answers.**

Some people have little information about their .

For example, the ancestors of most African Americans came to America as . There are very few records of their family , especially before they came to America. For this , historian Henry Louis Gates recently used to study the family history of several famous African Americans. in the study wanted to know what of Africa their families came from. Who were their African ancestors?



- F. Go online to listen to *Family Life and the Internet* and check your comprehension.**



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Is it important to learn about your family history? Why or why not?
2. Do you want to do a DNA analysis to learn more about your ancestors? Why or why not?

Critical Thinking Tip

Activity B asks you to **rank** things in order of importance. **Ranking** involves making judgments based on your own values and experiences. It is an important critical thinking skill.

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

1. What makes you who you are? Number the items from 1 to 6 in order of importance for you. (1 = most important) Then discuss your answers in a group.

- my family now
- my DNA
- my education
- the country I live in
- my family history
- other life experiences

2. Imagine that the sisters Eva, Ruth, and Mabel are talking together for the first time. What questions do they ask? What do they learn about each other?



Vocabulary Skill Word families: verbs, nouns, adjectives

Word families are groups of words usually based on the same *root* or *headword*. When you learn a new word, try to learn different forms of the word at the same time. You can often find word families listed together in dictionaries.

Verb	Noun	Adjective
adopt	adoption	adoptive

A. Complete the chart with other forms of the words. Use a dictionary to help you.

Verb	Noun	Adjective
participate	participant	participatory
coincide		
differ		
identify		
tend		

B. Complete each sentence with the correct word from Activity A. Use a dictionary to check your answers.

1. I can't identify the person in this old photo. Is that my grandfather or his brother?
2. Everyone in my mother's family has a(n) tendency to be very thin. It's in their DNA, I guess.
3. My sister and I look very different from one another. I'm blond and blue-eyed, but she has dark hair and brown eyes.
4. Amy was a(n) participant in the study group. She thought the experience was worth her time. She was glad to help.
5. I was on the bus the other day, and I ran into an old friend I haven't seen in years. What a(n) coincidence! I didn't know he lived near me.



C. Go online for more practice with word families.



SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to give a short speech about a quotation related to the idea of family. You will explain the quotation and then give your opinion about it. After listening to classmates' speeches, you will have a chance to ask questions.

Grammar Auxiliary verbs in questions

Most questions in English are formed with an **auxiliary verb**, sometimes called a *helping verb*. This is true for all tenses. The basic pattern in questions is **auxiliary verb + subject + main verb**. This is true for *Yes/No* questions and for *information questions* that begin with question words. Study the examples in the charts. Note that in the *simple present* and *simple past* the main verb is always in base form.

Yes/No questions

Auxiliary verb	Subject	Main verb	(Rest of sentence)
Did	Frank's adoptive parents	have	other children?
Is	Hal	searching	for his mother?
Do	you	agree	with Chris Rock?

Information questions

Question word	Auxiliary verb	Subject	Main verb	(Rest of sentence)
What	does	it	mean	to be part of a family?
How	can	you	explain	this?
Who	did	Frank	look like?	
Why	do	family members	help	each other?

A. Write Yes/No questions with the words.

1. they / study (present tense) / biology at school

Do they study biology at school?

2. your grandfather / come (past tense) / here from Spain in the 1900s



3. Andrew / have (present tense) / a twin brother

4. he / want (present tense) / to go to Ireland next week

B. Write information questions with the words.

1. why / Henry Louis Gates / use (past tense) / DNA in the study

Why did Henry Louis Gates use DNA in the study?

2. how / you / find out (present tense) / about your family history

3. who / your son / look like (present tense)

4. why / Magda / search (present continuous) / for her biological mother

C. Work with a partner. Imagine that you are talking to the speakers in Listening 1 and Listening 2. Write two questions you would like to ask each speaker.

Listening 1: "Separated at Birth"

1.

2.

Listening 2: "Family History"

1.

2.

D. Share your questions with another pair of students. Discuss possible answers.



E. Go online for more practice with auxiliary verbs in questions.

F. Go online for the grammar expansion.

Pronunciation

Intonation in questions with *or*



Some questions offer the listener two choices. The choices are usually connected with the word *or*. These questions usually have rising-falling **intonation**. This is true for both *Yes/No* and information questions with *or*.

Are we just born that way or is it the influence of our families?

Is the man in the picture your brother or your cousin?

Does your twin brother like the same food as you or different food?

Are you more similar to your mother or your father?



A. Listen to the questions. Then repeat them, using the same intonation that you hear.

1. Do you look more like your mother or your father?
2. Which do you think is more important: your DNA or your life experience?
3. Was the meeting a coincidence or did they plan it?
4. Do you spend more time with your friends or your family?

B. Work with a partner. Take turns asking the questions. Practice saying the questions with the correct intonation. Then write two more questions with *or*. Practice saying them.

1. Do you learn faster by reading a book or by listening to a teacher?
2. Which do you use more: a telephone or a computer?
3. Do you like to watch TV at night or read a book?

4.

5.



C. Go online for more practice with intonation in questions with *or*.



Speaking Skill Expressing opinions

Tip for Success

Opinions are often the main ideas of a speech or presentation. Pay attention to special phrases that signal an opinion. They will help you find main ideas.

When you express an **opinion**, you usually introduce your idea with words that signal an opinion. This is also true when you are explaining another person's opinion. Look at these examples:


In my view, these stories show that we are born with a tendency to have a certain personality . . .

For me, friends and family are different, even though I love both.

I feel that I now understand more about myself and where I come from.

In the writer's opinion, no one should have to have a DNA analysis.

Using phrases like these says to the listener, *"This is an opinion. It's not a fact. You don't have to agree."*

-  **A. Listen to the speakers express opinions. Write the phrases they use to introduce their opinions.**

1.
2.
3.
4.
5.

- B. Work with a partner. Take turns answering the questions and expressing your opinions. Use expressions from the Speaking Skill box and other expressions you know to signal your opinions.**

1. Which of these people is more a part of your family: a cousin you never met or your best friend? Why?
2. How do you define the word *home*?
3. "A gram of blood is worth more than a kilogram of friendship" is a Spanish proverb. What does this mean to you?



- C. Go online for more practice with expressing opinions.**

Unit Assignment Give a short speech

UNIT OBJECTIVE

In this section, you are going to give a short speech about families. As you prepare your presentation, think about the Unit Question, "What does it mean to be part of a family?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your speech. Refer to the Self-Assessment checklist on [page 110](#).

CONSIDER THE IDEAS

Read the quotations about families. Then discuss them in a group. What does each quotation mean?

"A family is a unit composed not only of children, but of men, women . . . and the common cold."

– Ogden Nash (American poet and humorist, 1902–1971)

"Family isn't about whose blood you have. It's about who you care about."

– Trey Parker and Matt Stone (writers, 1998)

"Happiness is having a large, loving, caring family—in another city."

– George Burns (comedian and writer, 1896–1996)

"A person sometimes needs to separate himself from family and friends and go to new places in order to change."

– Katherine Butler Hathaway (writer, 1890–1942)

PREPARE AND SPEAK

A. GATHER IDEAS Choose one of the quotations above to create a short speech. Your speech should answer these questions.

1. What do you think the quotation means?
2. Do you agree or disagree with the quotation? Why?

B. ORGANIZE IDEAS Use the chart to make notes for your speech. Do not write complete sentences in the chart. Take only five minutes to do this.

Quotation	
Meaning of the quotation	
My opinion about the quotation	



C. SPEAK Work in a group. Give a short speech about the quotation you chose. Follow these rules for the speeches. Refer to the Self-Assessment checklist below before you begin.

1. Each person should speak for *exactly* two minutes—no more and no less.
2. One member of the group keeps track of the time for each speaker. Give the speaker a signal, such as a raised hand, after 1 minute 30 seconds. This means there are just 30 seconds left.
3. If the speaker stops before two minutes, someone in the group should ask a question to help him or her continue.
4. After two minutes, the speaker must stop talking.

D. Discuss these questions with your group.

1. How did you feel about giving your speech? Were you nervous or relaxed?
2. Was the speech easy or difficult for you? Why?
3. Did other members of the group understand your speech?



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used auxiliary verbs in questions.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I expressed my opinion.
<input type="checkbox"/>	<input type="checkbox"/>	I used intonation in questions with <i>or</i> .



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








1. What is something new you learned in this unit?
2. Look back at the Unit Question—What does it mean to be part of a family? Is your answer different now than when you started this unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

ancestor
appearance 
coincidence 
database
identity  
input 
participant 
record 

slave
tendency 
twin 

Verbs

adopt 
inherit
search 


Adjective

biological

Phrasal Verb

fit in

 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.

NOTE TAKING I can use a simple outline to take notes. (p. 93)

LISTENING I can listen for reasons and explanations. (p. 98)

VOCABULARY I can use verbs, nouns, and adjectives from word families. (p. 104)

GRAMMAR I can use auxiliary verbs in questions. (p. 105)

PRONUNCIATION I can use intonation in questions with *or*. (p. 107)

SPEAKING I can express opinions. (p. 108)

UNIT OBJECTIVE 

I can gather information and ideas to give a speech about families.

UNIT 6

Business

- NOTE TAKING ▶ using symbols and abbreviations
- LISTENING ▶ listening for specific information
- VOCABULARY ▶ using the dictionary
- GRAMMAR ▶ comparatives and superlatives
- PRONUNCIATION ▶ links between consonant sounds
- SPEAKING ▶ asking for and giving clarification



UNIT QUESTION

Why do things yourself?

A Discuss these questions with your classmates.

1. What do you think of when you hear the expression "Do-It-Yourself" (DIY)?
2. Do people of different ages have different opinions about DIY projects?
3. Look at the photo. What is the woman doing? Would you do this yourself?



UNIT OBJECTIVE



Listen to a news report and an interview. Gather information and ideas to give a presentation about a handmade object.



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

- | | | | |
|---|------------------|--------------------------------------|--------------|
| a. car washing | b. to save money | c. making clothes or furniture | d. gardening |
| e. satisfaction of doing something yourself | f. as a hobby | g. repairing things around the house | |

	Things people do themselves	Reasons
Sophy	g. repairing things around the house	
Felix		
Marcus		
Yuna		



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





D Think about the skills you have. Check (✓) the DIY projects that you have done or could do. You can add DIY projects that are not on the checklist. Then answer the questions.

DO-IT-YOURSELF PROJECTS

<input type="checkbox"/> repair damaged clothing	<input type="checkbox"/> grow fruits and vegetables
<input type="checkbox"/> make clothing	<input type="checkbox"/> make a kite or other toy
<input type="checkbox"/> repair a car	<input type="checkbox"/> repair a broken appliance
<input type="checkbox"/> bake a cake	<input type="checkbox"/> make jewelry
<input type="checkbox"/> repair a computer	<input type="checkbox"/> other _____
<input type="checkbox"/> paint your house/apartment	<div style="border: 1px solid black; width: 150px; height: 50px; margin-top: 5px;"></div>
<input type="checkbox"/> make furniture	
<input type="checkbox"/> repair broken furniture	

1. Compare your list with a partner. Were your DIY projects similar or different?
2. Why did you do your projects? Was it to save money, to have fun, or both?
3. Do you think that more people are doing DIY projects now than in the past? Why or why not?

E Work with a partner. Brainstorm ten DIY projects you want to try. Write your ideas below.

1. <input style="width: 150px; height: 20px;" type="text"/>	6. <input style="width: 150px; height: 20px;" type="text"/>
2. <input style="width: 150px; height: 20px;" type="text"/>	7. <input style="width: 150px; height: 20px;" type="text"/>
3. <input style="width: 150px; height: 20px;" type="text"/>	8. <input style="width: 150px; height: 20px;" type="text"/>
4. <input style="width: 150px; height: 20px;" type="text"/>	9. <input style="width: 150px; height: 20px;" type="text"/>
5. <input style="width: 150px; height: 20px;" type="text"/>	10. <input style="width: 150px; height: 20px;" type="text"/>

Note-taking Skill Using symbols and abbreviations

Many people now communicate by texting each other on their cell phones. To save time when they text, people use symbols and shortened forms of common words and expressions. Symbols and abbreviations are also useful for note taking. The following chart has some common symbols and abbreviations.

=	<i>equals, is the same as</i>	w/, w/o	<i>with, without</i>
&	<i>and</i>	etc.	<i>and so on, and more</i>
e.g.	<i>for example</i>	+	<i>plus, more than</i>
re	<i>about</i>	v.	<i>very</i>

You can also create your own abbreviations. Abbreviate long words or frequently repeated words. Use initials for the names of people or organizations after the first use. Write numbers as numerals not words, e.g., 4 (not *four*). Just be sure that you can remember what your abbreviations stand for!

- A. Can you read this student's notes about two famous businesspeople? Write a complete version of what you think the notes say. Then compare with a partner.

*bus. peop. start careers w/ diy proj.
e.g. Jeff Bezos - Amazon.com
as teen start build comput. in parents' garage -
in H.Sch. JB start 1st bus. - The Dream Inst. DI = camp 4, 5 & 6 grade kids
2004 M. Zuckerberg Facebook, dorm, Harvard U. (called Fmash not FB) 2013, FB had
1 bill. + users & MZ v. rich man*



- B. Listen to this short talk about Steve Jobs, Steve Wozniak, and Apple Computer. Take notes using symbols and abbreviations.



- C. Go online for more practice with using symbols and abbreviations to take notes.



LISTENING

LISTENING 1 | Howtoons



You are going to listen to a news report about an inventor named Saul Griffith. Griffith wants to teach children to do and make things themselves. As you listen to the news report, gather information and ideas about why we do things ourselves.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words and phrases from Listening 1. Read the definitions. Then complete each sentence.

colleagues (*noun*) 🐛 people that you work with in a job
complicated (*adjective*) 🐛 difficult to understand
decade (*noun*) 🐛 a period of ten years
fair (*noun*) 🐛 a large public event to show things like jobs or crafts
get involved (*phrasal verb*) 🐛 to take part in something
inventor (*noun*) 🐛 a person who makes a new thing
produce (*verb*) 🐛 to make something
repair (*verb*) 🐛 to make something damaged good again

🐛 Oxford 3000™ words

1. Dan wants to change his job. Next week he is going to a job at a big hotel to learn about different kinds of jobs.
2. One way to meet new people at school is to in different activities, such as sports or language clubs.
3. Alexander Graham Bell was a famous . Thanks to him, we now have telephones!
4. My brothers know a lot about cars. They my old car every time it breaks down.
5. Juanita likes her new job. The work is interesting and her are friendly.
6. Larry worked at the bank for nine years—almost a .

7. That game has lots of rules and directions. It's very .

8. Brazil, Guatemala, and Costa Rica are countries that
coffee.



B. Go online for more practice with the vocabulary.



A toolkit

C. PREVIEW You are going to listen to a news report about inventor Saul Griffith. Work with a partner. Discuss these statements. Which ones do you agree with? Why?

1. Elementary school children are too young to invent things.
2. If something is broken, it's best to throw it away and get a new one.
3. It's important for people to be able to fix things.



WORK WITH THE LISTENING




A. Look at one student's notes for Part 1 of the news report. What do you think they say? Write two or three sentences to explain. Then listen to Part 1 and check your answers.

Howtoons

past = peop. fix TVs, cars, etc. (DIY) fathers teach sons, skills "how to"


now = things too comp. & repair exp.



 **B. LISTEN AND TAKE NOTES** Listen to Part 2 of the news report. Take notes. Use symbols and abbreviations to save time.

C. Check (✓) the three sentences that best express the main ideas of the news report. Use your notes to help you.

- 1. In the past, people fixed many of the machines they owned.
- 2. Parents did not pass the skills to repair cars on to their children.
- 3. Children need to be taught to repair and invent things.
- 4. Saul Griffith is an inventor with a degree from the Massachusetts Institute of Technology.
- 5. Griffith invented a giant kite that can produce electricity.
- 6. *Howtoons* shows children how to make science and invention fun.

 **D. Complete each sentence with a word from the box. Then listen and check your answers.**

adults closer electricity expensive inventors museums paper skills

- 1. When parents and children worked together to repair a car, the and knowledge passed from parent to child.
- 2. One reason that people don't repair things is that the repair is often more than buying the same thing new.
- 3. The huge kite that Griffith invented can produce .
- 4. Griffith feels that DIY projects bring people to the objects around them.
- 5. When kids read *Howtoons*, they learn how to think like .
- 6. One of the *Howtoons* shows kids how to make pens, and ink.
- 7. Griffith presents *Howtoons* at science fairs and .
- 8. Griffith focuses on teaching kids because he thinks it may be too late for to become inventors.

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

1. Now many parents can't teach their children to repair cars because they can't do it themselves.

2. Today, it can be cheaper to buy a new TV than it is to repair an old one.

3. Saul Griffith believes that children today still have a "culture of innovation and repair."

4. For Griffith, one problem with DIY is that people get "involved emotionally" with the objects they work on.

5. It is easier for children to learn to "think like inventors" than it is for adults.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. What DIY skills do you have? Could you learn more?
2. Do you agree that children today need to learn to make and repair things? Why or why not?
3. What kinds of things can kids learn from *Howtoons*? Do you think that *Howtoons* will help kids become more creative?



Listening Skill Listening for specific information

Tip for Success

Practice listening as often as possible. Sometimes you may only understand a few words, but this can improve your skills.


Sometimes you need to listen to something for specific pieces of information. To listen for **specific information**, focus on key words. The answer to a question is often just before or after a key word from the question.

You need to know: What is Saul Griffith's career?

The key word: career

You hear: Saul Griffith prepared for his **career** as an **inventor** at the Massachusetts Institute of Technology in Cambridge, Massachusetts.


The answer: inventor

 **A. Read the questions. Then listen to the statements from Listening 1. Focus on the key words in bold. Write the information.**

1. What can Saul Griffith's kite **produce**?

2. Where can kids **find** *Howtoons*?

3. What can kids do with a **waterscope**?

 **B. Listen to the statements about a computer program called Scratch. Look at the key words in bold. Then listen for those words and find the information.**

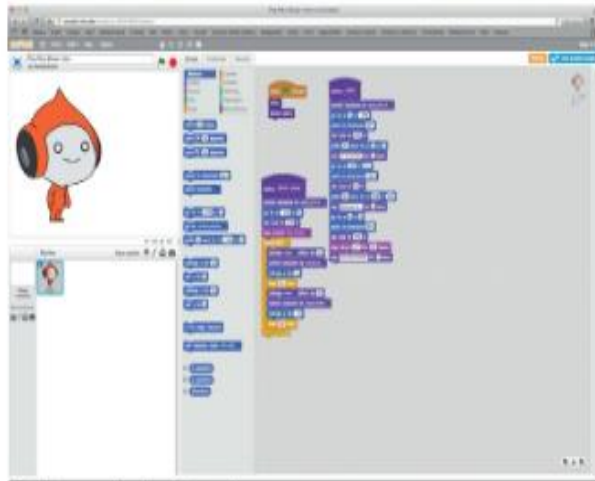
1. What **ages** is Scratch designed for?

2. What is one thing you can **create** with Scratch?

3. How long does it take to create a **simple animation** in Scratch?

4. What can you make **sprites** do in Scratch?

5. How do **colleges** use Scratch?

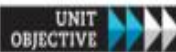


Making an animation in Scratch



C. Go online for more practice with listening for specific information.

LISTENING 2 | Sell-It-Yourself



You are going to listen to an interview called "Sell-It-Yourself" about a new trend in business. As you listen to the interview, gather information and ideas about why we do things ourselves.

PREVIEW THE LISTENING

Vocabulary Skill Review

In Unit 5, you learned about word families. Look at the underlined words in Activity A. Can you find other word forms for them? Use a dictionary if needed.

A. **VOCABULARY** Here are some words from Listening 2. Read the sentences. Then circle the answer that best matches the meaning of each underlined word.

- Tom went to the school office and asked his advisor to help him choose the right college.
 - counselor
 - student
- Advertising can help consumers get information about a variety of products. It lets people know about their choices.
 - sellers
 - buyers
- Jacob makes beautiful salad bowls out of wood. It's a difficult craft, and each bowl takes hours to make.
 - skill
 - machine



4. One way to **market** a new product is to tell all your friends and colleagues about it. It's called *word-of-mouth*.
 - a. advertise
 - b. store
5. The company is going to **publish** 20 new novels this year. That's a lot of books to sell!
 - a. read
 - b. print
6. They grow all their own vegetables, they raise their own chickens, and they have a goat! They are **self-sufficient**, so they don't need to buy food.
 - a. independent
 - b. helpless
7. John is working hard to **promote** his new book. He hopes a lot of people will buy it online.
 - a. write
 - b. market
8. The book has been online for a month, and it has good **reviews**. Most people gave it four or five stars and said it was very good.
 - a. articles expressing opinions
 - b. strategies for studying



B. Go online for more practice with the vocabulary.




- C. PREVIEW** You are going to listen to an interview about a new trend in business. Before you listen, think about ways people can sell things themselves. Imagine you make your own jewelry (rings, necklaces, etc.). All of your friends tell you that your jewelry is beautiful and that you should sell it. How could you "sell-it-yourself"? Discuss possible answers with a partner.




Jewelry at a crafts fair

WORK WITH THE LISTENING


 **A.** The abbreviations and symbols below represent key words in the interview. Listen to the interview. Write the complete words. Then compare with a partner.

- | | |
|-----------------------------------|-------------------------------|
| 1. SIY. <u>sell-it-yourself</u> | 5. pub. <input type="text"/> |
| 2. self-suf. <input type="text"/> | 6. % <input type="text"/> |
| 3. ind. <input type="text"/> | 7. prom. <input type="text"/> |
| 4. cust. <input type="text"/> | 8. exp. <input type="text"/> |

 **B.** **LISTEN AND TAKE NOTES** Listen to the interview and take notes. Use symbols and abbreviations when possible.

C. Check the description that best summarizes the main idea of the interview.

1. Now many people are using websites to sell the things they make or create themselves, such as crafts or books. This is a problem for many because they don't have the skills they need to design and manage their own websites.
2. Nowadays many websites offer people a way to sell the things they make or create themselves. For artists, craftspeople, and writers this can be good because it is easier for them to sell this way, and they keep more of their profits.
3. Selling on websites may be easier than other methods of marketing, but it is a lot of work. It is also expensive, so sellers don't keep as much of their profits.

 **D.** Answer the questions with short answers. Use your notes to help you. Then listen and check your answers.

1. What is Etsy.com?

a website for artists and craftspeople

2. About how many sellers are there on Etsy?

Tip for Success

When listening, take very short notes to help you remember what you hear. Write only single words or short phrases. Then complete your notes later.



3. About how many customers does Etsy have?

4. What's the first step in publishing a book online?

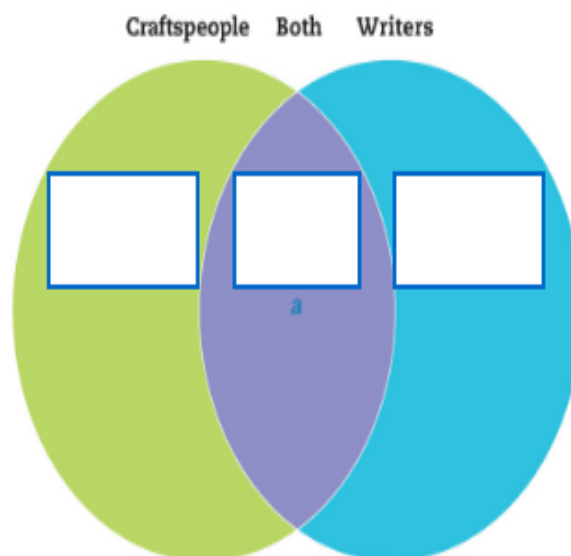
5. What is a blurb?

6. What do some people do after they read a book online?

7. What kind of book did the speaker's friend publish?

8. How is the book doing?

E. Compare the experience of online sales for craftspeople and writers. What does each kind of seller have to do? Write the letter for each phrase in the appropriate section of the Venn diagram.



- | | |
|----------------------------|---|
| a. decide on a price | e. design a cover |
| b. edit work carefully | f. mail items to buyers |
| c. pay a fee for each sale | g. take a percentage of profit on each sale |
| d. take a photo of item | h. write a description |

F. Work with a partner. Discuss the questions. Use your diagram from Activity E as a reference.

1. Which sellers have a more difficult job—those selling artwork or crafts online or those publishing their books online? Why?
2. Which type of “sell-it-yourself” do you think can be more profitable? Why?



G. Go online to listen to *Explorers, Past and Present* and check your comprehension.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. Think of a time when you or someone you know tried to sell something, either online or in person. Describe the experience. What problems were there? Was it a success? Why or why not?
2. How does selling online affect regular stores and other businesses? Will bookstores go out of business? Will people still go to craft fairs and read “print” books?



A craft fair

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

1. Do you ever buy things at auctions, either online or at a “real” auction? If yes, describe your experience. If no, would you like to? Why or why not?
2. What is something you would not buy online or at an auction? Why not?



8 iQ ONLINE



C. Go online to watch the video about a family that buys many things on eBay. Then check your comprehension.

auctions (*n.*) public events where objects are sold to the person who offers the most money

beat it (*phr. v.*) to find a better price

retail (*n.*) the price at stores

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


1. Which of these statements do you agree with more? Why?
 - a. I don't agree with all these ideas about making and repairing things yourself. I have a regular job where I earn money. I prefer to spend my free time doing things like traveling and playing sports. I'll pay other people to fix things for me.
 - b. In the old days, people were more self-sufficient. When they needed something, they made it. If something broke, they fixed it. When they had to buy something, they went to a market or a store to buy it in person. We can't go back to the old days, but we need to be more connected to our possessions and to the people around us.
2. What are some of the advantages and disadvantages of buying or selling things online?

Vocabulary Skill Using the dictionary

Finding new words in a **dictionary** can be difficult. Sometimes you hear the word, but you don't see it. You may not know how to spell it. This can make it difficult to look up words. Try these ideas to help you.

- Sound out the word and write it down as you say it.
- Think about other spellings of the sounds. For example, imagine the word *character*. The sound /k/ can be *k*, *c*, *ch*, or even *qu*.
- Watch out for double letters. You won't find *occasion* under words beginning *oca*.
- If you can guess the meaning of the word, look up a synonym in the dictionary. You may find the word in the definition.
- If you have a computer, type the word as you hear it and then use the spell-check function. The computer may correct it for you.

Note: Some words have "silent letters." For example, the *k* in *knowledge* and the *l* in *folk*.

-  **A. Listen to the sentences. At the end of each sentence, the speaker is going to repeat one word from the sentence. Guess the spelling of each word. Then try to look up each one in your dictionary. Use one or more of the ideas from the Vocabulary Skill box.**

	My guess	Correct spelling
1.		
2.		
3.		
4.		
5.		
6.		

- B. Work with a partner. Compare your answers in Activity A. Then discuss the questions.**

1. Which words were hard to find in the dictionary? Why?
2. Were there any words you did not find? If so, which ones?
3. Which ideas did you use to look for the words in Activity A? Which ideas do you think you are going to use in the future?



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





SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to give a short presentation to the class about a handmade object. After you give your presentation, your classmates may ask you to explain or clarify some of your statements or ideas. After you listen to your classmates' presentations, ask questions to clarify things you don't understand.

Grammar Comparatives and superlatives

Use **comparatives** to talk about the differences between two things. Comparatives usually use *than* to connect the two things being compared.

Some people say that websites are **better than** regular stores for selling craft items.

My old computer was **more expensive than** my new one.

Use **superlatives** to compare one thing with all the other members of the same group. Superlatives usually use *the* before the adjective.

He's **the best student** at school.

(group = all the students at school)

Andy is **the most successful** writer I know.

(group = all the writers I know)

These are the rules for forming comparative and superlative adjectives.

Rule	Adjective	Comparative	Superlative
Add <i>-er</i> or <i>-est</i> to one-syllable adjectives.	cheap	cheaper	cheapest
Delete final <i>-e</i> before adding <i>-er</i> or <i>-est</i> .	close	closer	closest
Some two-syllable adjectives take <i>-er/-est</i> .	quiet	quieter	quietest
Change final <i>y</i> to <i>i</i> before adding <i>-er</i> or <i>-est</i> .	easy	easier	easiest
Double the final consonant when the word ends with a single vowel and a consonant. Then add <i>-er</i> or <i>-est</i> .	big	bigger	biggest

Rule	Adjective	Comparative	Superlative
Use <i>more</i> or <i>most</i> with adjectives that have two or more syllables.	creative	more creative	most creative
Some adjectives have irregular comparative and superlative forms.	good	better	best
	bad	worse	worst

A. Complete each sentence with a comparative or a superlative. Use the adjective in parentheses.

- I think websites are better (good) than stores for craftspeople.
- My kids are reading *Howtoons*, and I think they are (creative) than many of their friends.
- In our class (interesting) invention so far is a paper airplane that can fly for more than 15 seconds.
- Let's plant a garden and grow our own vegetables. That can be (cheap) than buying them in the supermarket.
- The new version of this computer program is (easy) to use than the old one.

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

A: Would you like to go to a crafts fair or buy something on Etsy?

B: Go to a crafts fair. It's more fun to be able to see the things in person.

A: Yeah, but sometimes it's cheaper to buy things online!

- Which is better: buying a new car or a used car?
- How do you like to read news: online or in newspapers?
- Your bicycle is broken. Do you fix it yourself or take it to a repair person?

C. Work with a partner. Read each phrase in parentheses. Then write your opinion about each phrase. Use the superlative form of each phrase.

- (important invention in history)

I think the most important invention in history was the telephone.



2. (good place to visit)

3. (interesting website you visit)

4. (difficult book you read)

5. (happy day in your life)



D. Go online for more practice with comparatives and superlatives.

E. Go online for the grammar expansion.

Pronunciation Links between consonant sounds

Sometimes one word ends and the following word begins with the same consonant sound. Hold the first sound and **link** it to the next word. Do not say the consonant twice.



Listen to these examples. Then listen again and repeat.

- [s>s] Many authors sell their work online.
- [t>t] His car had a flat tire.
- [k>k] He's flying a big black kite.

Note that when a word ends in silent e, the sound of the last consonant is still linked to the next word.

- [n->n] I'm reading an online newspaper.



A. Listen to the sentences. Mark the link between consonants in each sentence. Then listen again and repeat.

1. Their business advisor recommended that they raise their prices.
2. The business became more successful after they started the website.
3. I think customers prefer to shop in real stores most of the time.
4. I don't think companies are going to stop publishing paper books soon.

5. There are several great crafts stores on Main Street.

6. He hopes to sell lots of books online.

B. Work with a partner. Mark the link between consonants in each sentence. Then practice saying the sentences.

1. Be careful that you don't generate too much energy.

2. The furniture maker sold dozens of tables and chairs last month.

3. You can't expect to become self-sufficient in one day.

4. I try to make time in my life for doing crafts that I like.

5. With *Howtoons*, children learn new skills very quickly.

6. We need some help putting these photos on the website.



C. Go online for more practice with links between consonant sounds.

Speaking Skill Asking for and giving clarification

Ask for **clarification** when you don't understand something.

Sometimes you can ask for clarification by repeating something the speaker has said, and using question intonation. In Listening 2, the host is surprised by the kind of book Harry's friend has published. He repeats the kind of book with question intonation. Then Harry explains.

Harry: *A friend of mine published a cookbook online.*

Host: *A cookbook?*

Harry: *That's right, a cookbook with foods that are healthy and also delicious.*

You can also use questions like these to ask for clarification.

Could you explain ... ?

Do you mean ... ?

What does ___ mean?

What's a/an ... ?

Use phrases like these to give clarification.

What I mean is ...

What I'm saying is ...

That's right.

That's not what I meant.

Let me explain.



A. Work with a partner. Read the excerpts from Listening 2. Underline the phrases the speakers use to ask for and give clarification.

1. **Harry:** Artists and craftspeople still sell their works at fairs and in stores, but now they are selling them online as well.

Host: Can you explain how this works? It seems to me that most people don't have the skills they need to create their own websites and sell things online.

Harry: That's not really what I meant.

2. **Harry:** Right! Online publishing is a good example of being self-sufficient in a new business. On some websites you can publish your book for free.

Host: For free? But how does the website make money?

Harry: Let me explain. The website takes the money from the sales and then gives a percentage of it to the author.

3. **Harry:** Then you have to design a cover for it and write a blurb about it.

Host: Excuse me. A blurb? What's that?

Harry: It's a short paragraph or two that describes the book.

B. Work in a group. Follow the instructions.

1. Choose a topic from the box or use your own idea.

something I invented	something I prefer to buy new
a successful repair job	why I like/don't like making things myself

Tip for Success

Don't be afraid to ask questions in conversations or other situations. Asking questions shows that you are interested in what the other person is saying.

2. Make some notes about your topic.
3. Speak to the group for one minute about the topic. If a listener asks for clarification, explain your idea again.
4. Listen to the other members of the group. If you don't understand something, ask for clarification.



C. Go online for more practice with asking for and giving clarification.

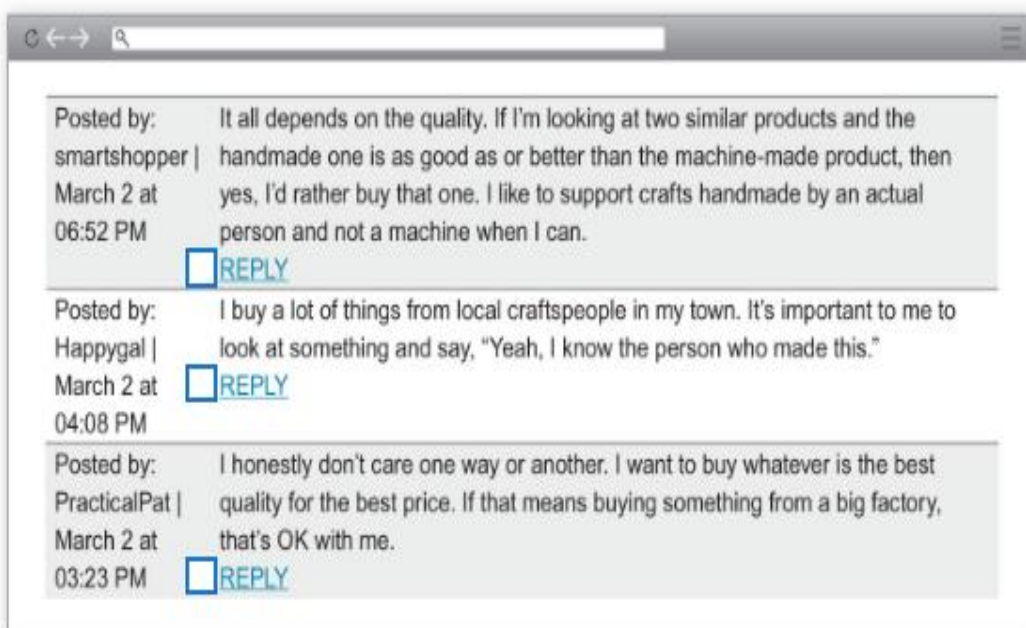
Unit Assignment Give a presentation

UNIT OBJECTIVE

In this section, you are going to give a short presentation to the class about a handmade object. As you prepare your presentation, think about the Unit Question, "Why do things yourself?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on [page 134](#).

CONSIDER THE IDEAS

Read these blog comments about the question "Is it better to buy handmade things or machine-made products?" Check (✓) the comments that you agree with. Discuss with a partner.



The screenshot shows a browser window with a search bar at the top. Below the search bar, there are three blog comments, each with a 'REPLY' button. The first comment is from 'smartshopper' on March 2 at 06:52 PM. The second is from 'Happygal' on March 2 at 04:08 PM. The third is from 'PracticalPat' on March 2 at 03:23 PM.

Posted by: smartshopper March 2 at 06:52 PM	It all depends on the quality. If I'm looking at two similar products and the handmade one is as good as or better than the machine-made product, then yes, I'd rather buy that one. I like to support crafts handmade by an actual person and not a machine when I can.	<input type="checkbox"/> REPLY
Posted by: Happygal March 2 at 04:08 PM	I buy a lot of things from local craftspeople in my town. It's important to me to look at something and say, "Yeah, I know the person who made this."	<input type="checkbox"/> REPLY
Posted by: PracticalPat March 2 at 03:23 PM	I honestly don't care one way or another. I want to buy whatever is the best quality for the best price. If that means buying something from a big factory, that's OK with me.	<input type="checkbox"/> REPLY

Critical Thinking Tip

In Activity A, you have to answer specific questions in order to describe an object thoroughly. By **focusing** on different aspects of the object, you can describe it more completely. Focusing on different parts can help you understand the object better.

PREPARE AND SPEAK

A. **GATHER IDEAS** Work with a partner. Think about a handmade object that you made or one that another person made for you. Then tell your partner about the object. Think about these questions as you describe the object.

- What is the object?
- What does the object look like?
- When did you make or get the object?
- What is the object made of?
- How was the object made?
- Why is the object important to you?



- B. **ORGANIZE IDEAS** Make notes about your object. Use your notes when you present to the class.

Questions	Notes
1. Describe your object. What is it? What does it look like? What is it made of?	
2. What do you use it for? (Or is it just something to look at?)	
3. Who made it? When? If you made it, how did you do it? Was it difficult?	
4. If you didn't make it, how and when did you get it? Did you buy it? Was it a gift?	
5. Why is the object important to you?	
6. Compare the object to a machine-made item. How is it different? Is it better? Why?	

- C. **SPEAK** Give a two- to three-minute presentation about your object to the class. Use your notes to talk about the object. Then ask your classmates if they have questions. Answer their questions. Refer to the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used comparatives and superlatives.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I asked for and gave clarification.
<input type="checkbox"/>	<input type="checkbox"/>	I used links between consonant sounds.



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

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

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

advisor
 colleague **AWL**
 consumer **AWL**
 craft
 decade **AWL**
 fair
 inventor
 review

Verbs

market
 produce
 promote **AWL**
 publish **AWL**
 repair

Adjectives

complicated
 self-sufficient

Phrasal Verb

get involved

Phrases

Could you explain ...?
 Do you mean ...?
 What does ___ mean?
 What's a(n) ___?
 Let me explain.
 That's not what I meant.
 That's right.
 What I mean is ...
 What I'm saying is ...

Oxford 3000™ words

AWL Academic Word List

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

NOTE TAKING	<input type="checkbox"/>	I can use symbols and abbreviations to take notes. (p. 115)
LISTENING	<input type="checkbox"/>	I can listen for specific information. (p. 120)
VOCABULARY	<input type="checkbox"/>	I can use the dictionary to find new words. (p. 127)
GRAMMAR	<input type="checkbox"/>	I can use comparatives and superlatives. (p. 128)
PRONUNCIATION	<input type="checkbox"/>	I can link between consonant sounds. (p. 130)
SPEAKING	<input type="checkbox"/>	I can ask for and give clarification. (p. 131)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to give a presentation about a handmade object.

UNIT 7

Environmental Studies

- LISTENING ▶ recognizing a speaker's attitude
- NOTE TAKING ▶ preparing for note taking in a class
- VOCABULARY ▶ compound nouns
- GRAMMAR ▶ future with *will*
- PRONUNCIATION ▶ word stress in compound nouns
- SPEAKING ▶ summarizing



UNIT QUESTION

What happens to our trash?

A Discuss these questions with your classmates.

1. Do you think you throw away too much trash? Explain.
2. What does your city or town do with the trash it collects?
3. Look at the photo. What kind of trash do you see? What was it used to make?



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

1. What two options does Yuna mention in answering the question, "What happens to our trash?"
2. What happens to trash that goes to the dump or that people throw into the street?



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



UNIT
OBJECTIVE



Listen to an interview and a news report. Gather information and ideas to participate in a panel discussion about ways to reduce the amount of trash we produce.





Critical Thinking Tip

In Activity D, you have to put items into different categories (for example, glass or paper). Categorizing helps you understand how things are similar or different.

D What did you throw away yesterday? Did you throw away things that you can recycle? Complete the chart with some sample items. Check (✓) the appropriate box for each item.

Throw Away or Recycle?						
Item	Plastic	Glass	Metal	Paper	Food	Other
Plastic water bottle	✓					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E Compare your chart with a partner. What items are in both charts? Does the chart make you want to recycle more? Why?



Items that you throw away end up in a landfill.



LISTENING





LISTENING 1 Sustainable Dave



You are going to listen to two friends, Jon and Ari, talk about a man called "Sustainable Dave." Dave did an experiment to find out how much trash he really throws away each year. As you listen to the conversation, gather information and ideas about what happens to our trash.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the definitions. Then complete each sentence with the correct word.

compost (*noun*) a mix of dead plants and old food that helps plants grow
exception (*noun*)  a thing that doesn't follow a rule
landfill (*noun*) a place where large amounts of garbage are put into the ground and covered with dirt
recycling bin (*noun*) a container that holds items that can be made into other things again in a different form
smell (*verb*)  to have a strong or unpleasant odor
waste (*noun*)  material that is not needed and is thrown away
weigh (*verb*)  to measure how heavy something is

 Oxford 3000™ words

1. Your football shirts terrible! Put them in the washing machine.
2. Let's put some in the garden. If we mix it into the soil, it helps the vegetables grow better.
3. Put all plastic, metal, and paper in the . The city collects them and sends the materials to recycling companies.
4. Most towns recycle milk cartons. Our town doesn't recycle them. That's the to the rule.



5. They usually your suitcase at the airport. If the suitcase is more than 50 pounds, you have to pay extra.
6. Our family creates too much . We need to use fewer resources and throw away fewer things.
7. The in our town is almost full. I don't know what we're going to do when they run out of space.



B. Go online for more practice with the vocabulary.



A worm composter

- C. PREVIEW** You are going to listen to a conversation about “Sustainable Dave,” who did an experiment to find out how much trash he really throws away each year. Discuss this question with a partner. Why is trash a problem? Give examples.

WORK WITH THE LISTENING

- A. Work with a partner. Discuss the question and check the things you think Dave does with his trash. Then add your own ideas.**

What does Dave do with his trash during the year of his experiment?

- He puts it all in a container in his backyard.
- He weighs the trash each day, and then he throws it away.
- He puts all the trash in the basement of his home.
- He turns the trash into compost.
- He finds a place away from his home to collect the trash.

Your ideas: _____



- B. LISTEN AND TAKE NOTES** Listen to the conversation and take notes. As you listen, review the checklist in Activity A. How many of your guesses were correct? Which ones surprised you?





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

1. The main reason for Dave's experiment is to ____.
a. encourage people to use worm composters
b. find out how much he throws away each year
c. get people to obey recycling laws
2. For Dave, the main reason to use a worm composter is to ____.
a. grow better vegetables in his garden
b. start a business that sells composters online
c. reduce the amount of trash he produces
3. Jon believes that ____.
a. Dave's experiment goes too far
b. Dave's experiment is a good idea
c. recycling isn't really necessary

D. Read the statements. Write *T* (true) or *F* (false). Use your notes to help you. Then correct the false statements.

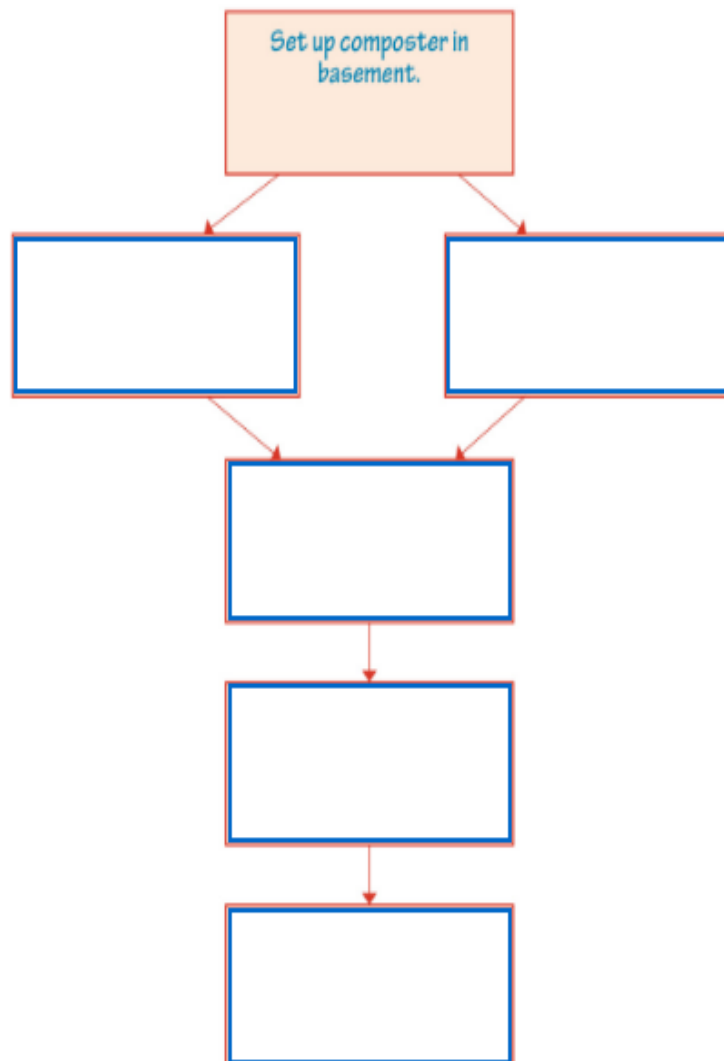
1. Sustainable Dave is saving almost all of his trash for one year.
2. Dave is not saving banana peels and tea bags.
3. Dave's basement smells bad.
4. Because of his experiment, Dave now produces less trash.
5. When Dave goes out for a cup of coffee, he brings his own cup.
6. Dave uses the worm composter for meat and milk products.
7. At the end of the year, Dave is going to calculate how much trash he has.
8. Dave is probably going to take all the trash to the landfill when the experiment ends.



E. Complete the flow chart with the steps for using an earthworm composter. Listen again if necessary.

Give worms time to eat waste.
Put paper waste into composter.
Put vegetable food waste in composter.
Remove finished compost from composter.
~~Set up composter in basement.~~
Use compost in garden.

Using an earthworm composter



F. Create a similar chart to show how Dave will finish his project. Start with "Weigh each kind of trash" in the first box.



SAY WHAT YOU THINK

Discuss the questions in a group.

1. How much trash do you think you produce every year? Is it possible to fit it in a room in your house?
2. What do you think of Dave's experiment? Is it a good idea or not? Do you want to do something like that?
3. What things do people normally recycle in your community? How are materials collected to be recycled? Do people follow the recycling laws?

Listening Skill

Recognizing a speaker's attitude

Tip for Success

Different cultures and languages express attitudes and emotions differently when speaking. It takes time and experience to listen for and understand people's feelings.

Speakers communicate **attitudes** and feelings through tone of voice as well as the words they use. The tone of voice can tell the listener if the speaker is serious or joking. It shows the speaker's feelings about the subject of a conversation—positive or negative. If you can see the speaker, his or her body language and facial expressions can tell you a lot about the speaker's attitude. If you can't see the speaker, you have to guess the speaker's attitude from the tone of his or her voice.

A. Work with a partner. Listen to parts of the conversation again. Discuss the questions. How did the speaker's voice tell you about his attitude or feelings?



Part 1

1. Does Ari really want Jon to put the soda can in the recycling bin?
2. Is he really going to report him to Sustainable Dave, or is he joking?



Part 2

3. How does Ari feel about Dave's experiment—just interested or enthusiastic?
4. What does Jon's tone of voice tell you about his feelings?



Part 3

5. Is Dave really going to weigh all his trash at the end of the year?
6. Does Ari really think that Dave is going to sell his trash online? Does Jon believe Ari when he says this?





B. Listen to the conversation. Work with a partner. Take turns asking and answering the questions.

1. Why does David get a bill for \$100?
2. How does David feel about this?
3. What is David's attitude about the recycling law?
4. What does Joe say about recycling?
5. Do you think Joe is angry with David because of this disagreement? Why or why not?



C. Go online for more practice with recognizing a speaker's attitude.

Note-taking Skill Preparing for note taking in a class

Before you go to a class, make sure you read all the assignments. These will often contain key words and ideas that the instructor will use in the classroom. As you read, write down these key words and ideas. Look up unfamiliar words to check their meaning and pronunciation. Pronunciation is important because it is sometimes difficult to recognize a word when you hear it in context, even if you know the word.

Use your "pre-class" notes in the classroom. Listen for the key words and add more information to your notes.

A. Read this selection from a student's reading assignment. Some of the key words are in bold. Look up words you don't know in a dictionary. Check pronunciation and meaning.

Robin Nagle is an **anthropologist** who lives in New York City. She works for the New York City Department of Sanitation. Her job is to study the lives of the **sanitation** workers and the trash that New Yorkers throw away every day. Nagle believes that **garbage**, the things people throw away, can tell us a lot about who we are as a society. She also states that sanitation workers are "the most important uniformed force on the street." Cities, according to Nagle, have two main **requirements** for the **survival** of their citizens, clean water and garbage pickup. Without these, life in the city would be impossible.

She also believes that city residents don't **appreciate** the work that sanitation workers do. Residents don't respect sanitation workers even though their job is difficult and full of **hazards**.



B. Listen to part of a class lecture about Robin Nagle's work. Number the words in the order you hear them. Then match each word with the correct definition.

1 anthropologist e

appreciate

garbage

hazards

requirements

sanitation

survival

a. dangers

b. things that are necessary

c. recognize the good qualities in something

d. trash

e. someone who studies human customs

f. state of continuing to live

g. clean conditions relating to public health



C. Listen again and take notes. Use the words from Activity B in your notes.



D. Go online for more practice with preparing for note taking in a classroom situation.

LISTENING 2 | The Great Pacific Garbage Patch



You are going to listen to a news report about something called "the Great Pacific Garbage Patch." The meaning of the word *patch*, as used here, is "an area of land or water that is different from the area around it." As you listen, gather information and ideas about what happens to our trash.

PREVIEW THE LISTENING

Vocabulary Skill Review

In Unit 3, you learned about synonyms. Can you think of any synonyms for the underlined words in Activity A?

A. **VOCABULARY** Here are some words and phrases from Listening 2. Read the sentences. Then write each underlined word or phrase next to the correct definition.

1. Most plastic things float on the water, but metal things usually go to the bottom of the ocean.
2. The ocean is very deep. It can be four miles from the surface to the bottom.
3. The ocean current can move plastic, wood, and other things for very long distances. It constantly pushes things around in the water.
4. People often throw their garbage in the empty lot next door. It's starting to smell bad. We need to clean up the lot and keep people out of it.



5. I didn't leave your bicycle outside on purpose. I didn't mean to do it. I'm very sorry.
6. Don't leave the cake on the counter. If it stays there it's going to attract insects. I think ants can smell sweet foods because they always come for our dessert!
7. I need to reduce the amount of time I watch TV. Watching TV for so long gives me a headache.
8. You're going to like sailing on the ocean. You can see whales, dolphins—all kinds of marine life!
 - a. (noun) waste material
 - b. (verb) to cause something or someone to go to a place
 - c. (adjective) going a long way from top to bottom
 - d. (phrase) not done accidentally
 - e. (verb) to make something less
 - f. (verb) to stay on the surface of a liquid
 - g. (adjective) about the ocean
 - h. (noun) the flowing movement of water



B. Go online for more practice with the vocabulary.



C. PREVIEW You are going to listen to a news report about the Great Pacific Garbage Patch. What do you think the Great Pacific Garbage Patch is?

WORK WITH THE LISTENING

A. Read this short news article about the Great Pacific Garbage Patch. Write key words and notes about important ideas. Look up any words you don't know and check the pronunciation.

The world's biggest collection of garbage is not in a garbage dump anywhere on land. It is in the middle of the Pacific Ocean, in an area called the Northern Pacific Gyre. Here ocean currents come together and move in a large circle. In this circular movement, the currents collect

garbage that is floating in the ocean—a lot of garbage. People call this "the Great Pacific Garbage Patch." Ninety percent of the garbage in the patch is plastic. The patch is not only ugly, it is also dangerous. It affects the quality of the ocean's water and is a serious hazard for marine life.



B. LISTEN AND TAKE NOTES Now listen to a news report about the Great Pacific Garbage Patch and take notes. Use your notes from Activity A as a starting point.

C. Read the sentences. Circle the answer that best completes each statement. Use the article and your notes to help you.

- The world's largest collection of garbage is in ____.
a. China
b. the United States
c. the Pacific Ocean
- The garbage collects in the garbage patch because ____.
a. boats dump it there
b. ocean currents move it there
c. it floats up from the ocean bottom
- The plastic garbage harms the environment because it ____.
a. kills fish and birds
b. is a danger for boats in the area
c. spreads pollution into the air
- The only way to control the problem of ocean garbage is to ____.
a. clean up the garbage patch
b. find a way to make plastic biodegradable
c. have better control of waste on land



D. Read the sentences. Circle the answer that best completes each statement. Then listen and check your answers.

- The Northern Pacific Gyre is the name of ____.
a. a collection of garbage
b. an area in the ocean
c. an area on the Pacific coast
- ____ move in a large circle in the Northern Pacific Gyre.
a. Ocean currents
b. Seabirds
c. Boats
- ____ percent of the material in the garbage patch is plastic.
a. Seventy
b. Eighty
c. Ninety



4. In 1997, Charles Moore estimated that the amount of plastic was ____ tons.
- a. 3 million
 - b. 5 million
 - c. 10 million
5. In 2005, Moore said the garbage patch was about the size of ____.
- a. Africa
 - b. Hawaii
 - c. Alaska
6. DDT is an example of ____.
- a. a type of plastic
 - b. a kind of seabird
 - c. a poison found in ocean water
7. Plastic kills more than ____ seabirds each year.
- a. 1 million
 - b. 5 million
 - c. 10 million
8. Almost all the plastic produced in the last ____ years is still in the environment.
- a. 16
 - b. 60
 - c. 100

E. Work in a group. Follow the instructions.

1. Choose one topic from the list below. Each person in the group should choose a different topic.
2. Tell the group everything you can about your topic. Use your notes to help you.
 - What is the Great Pacific Garbage Patch?
 - Where does all of the garbage in the patch come from?
 - How did Charles Moore discover the garbage patch?
 - How does the plastic hurt fish and seabirds?
 - When will the garbage patch go away?



F. Go online to listen to *Food Waste* and check your comprehension.



SAY WHAT YOU THINK

A. Discuss the questions in a group.

1. How did you feel as you listened to the news report about the Great Pacific Garbage Patch?
2. Look at the area around where you are sitting. What items do you see that are made of plastic? Make a list.

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

1. Have you ever seen plastic waste floating in lakes or rivers or at the beach? If so, describe your experience.
2. What do you think the owner of a plastics factory would say about the plastic in the Great Pacific Garbage Patch?



- C. Go online to watch the video about Charles Moore and his studies. Then check your comprehension.

embedded (*adj.*) fixed firmly into something

entangled (*adj.*) caught or twisted in something

synthetic (*adj.*) made by a chemical process; not natural

torrents (*n.*) large amounts of water moving quickly

whipping boy (*n.*) something often blamed or punished for things other people have done

VIDEO VOCABULARY

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

1. Do governments need to make more laws to force people to recycle? Why or why not?
2. Imagine that Charles Moore and Rob Krebs, from the American Plastics Council, are talking to each other. What do you think they would say? On what would they agree or disagree?



Vocabulary Skill Compound nouns

A noun can pair with another noun or an adjective to form a **compound noun**.

Some compound nouns are written as one word, like *seabird*.

Others are written as two words, like *tea bag*.

In a compound noun, the first word tells us something about the second word. For example, a seabird is a bird that lives near the sea. A tea bag is a little bag with tea in it.

Tip for Success

Check your dictionary to learn if a compound noun is written as one word or two words.

A. Read the sentences. Then complete each compound noun with the correct word from the box. Use your dictionary to see if each compound noun is written as one word or two words.

land line news sites waste worms

1. We need to control the waste water that goes into the oceans. An important step is to keep trash out of rivers and lakes.
2. Chile has a very long shore on the Pacific Ocean. It has a lot of beaches.
3. Earth in a composter help make compost. They eat the plants and food to break them down.
4. You can go online to learn more about the Great Pacific Garbage Patch. There are many web on the Internet that have pictures and information.
5. The city built this park on an old fill. We're having a picnic where they used to put garbage!
6. I have piles of old papers sitting in my garage. I need to recycle them to keep them out of the garbage.



B. Go online for more practice with compound nouns.



SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to participate in a panel discussion about ways to reduce the amount of trash we produce every day. As part of the discussion, you may have to summarize the contributions of other speakers.

Grammar Future with *will*

Use *will* to talk about things in the future. Use **subject + will + base form of the verb**.

Affirmative

- Dave will write a report for his website.
- Luis will repair my car.

Affirmative Contraction

- He'll write a report for his website.
- I'll call Isabel.

Note that affirmative contractions are usually not used with proper nouns.

Negative

- Dave will not sell the garbage online.
- He will not use plastic bags.

Negative Contraction

- Dave won't sell the garbage online.
- He won't use plastic bags.

Yes/No Question

Use *will* + **subject** + **base form of the verb**.

- Will he write a report?

Short Answer

Use *yes/no* + **subject** + *will/will not*.

- Yes, he will.
- No, he will not. or No, he won't.

Note that you do not use contractions with affirmative short answers.

Information Question

Use **question word** + *will* + **subject**.

- When will Dave write a report for his website?
- What will you study?



A. Write sentences or questions using *will*.

1. Latifa / recycle / the cans for us (affirmative)

Latifa will recycle the cans for us.

2. Elaine / take us / to the landfill (yes/no question)

3. Rudolfo / return / until next week (negative)

4. When / Asan / get a recycling bin (information question)

5. Our city / recycle / this kind of plastic (negative contraction)

B. Work with a partner. Take turns asking and answering the questions with short answers. Use your own ideas.

A: Will you try to use less plastic?

B: Yes, I will. I'll start buying milk in glass bottles.

OR No, I won't. I use very little plastic now.

1. Will you buy a worm composter?
2. Will you take your own bags when you go to the supermarket?
3. Will you recycle all your old newspapers and magazines?
4. Will you take your own cup when you go out to buy coffee?
5. Will you help clean the parks or beaches in your community?



C. Go online for more practice with future with *will*.

D. Go online for the grammar expansion.

Pronunciation Word stress in compound nouns



Compound nouns are pronounced as if they were one word. The **stress** is usually on the first word or syllable.

<u>w</u> astewater	<u>t</u> ea bag	<u>s</u> eafood
<u>f</u> ish tank	<u>b</u> edroom	<u>l</u> iving room

A. Listen to the pronunciation of these compound nouns. Underline the stressed syllable.

- | | | |
|------------|---------------|--------------|
| 1. seabird | 3. coffee cup | 5. landfill |
| 2. website | 4. shoreline | 6. newspaper |

B. Work with a partner. Take turns reading the sentences aloud. Focus on the pronunciation of the compound nouns.

1. They're building a new treatment plant for the city's wastewater.
2. They went to study the marine life along the Costa Rican shoreline.
3. I'd like a cup of tea. Do you have any tea bags?
4. I can't believe it! This park used to be the city's landfill!
5. A lot of seabirds make their nests on those islands.



A seabird on its nest



C. Go online for more practice with word stress in compound nouns.

Speaking Skill Summarizing

To **summarize** means to present the main ideas of something you hear or read, but in a much shorter form, called a **summary**. A good summary . . .

- is short and clear.
- focuses only on the main ideas, not the details.
- gives the speaker's ideas, not your opinions.

When speaking, you can summarize to . . .

- check your understanding of the main points in a conversation.
- tell someone briefly about something you heard or read.



A. Read the summaries of Listening 1 and Listening 2. Check (✓) the best summary for each one. Discuss with a partner why it is the best summary.



1. Sustainable Dave

- a. The conversation was about a man with a website. He is called Sustainable Dave. I think he is kind of crazy. He was saving all his trash in his basement. It had something to do with the environment.
- b. The conversation was about a man called Sustainable Dave. He was saving all his trash for one year. He wanted to find out how much trash he really threw away. He did it because he's concerned about the effect of trash on the environment.
- c. Sustainable Dave had a worm composter in his basement. He used it to recycle paper and food. The worms would eat the paper and food and produce compost. Then he used the compost in his garden.

2. The Great Pacific Garbage Patch

- a. This news report is about a huge area in the Pacific Ocean that is filled with mostly plastic garbage. The garbage collects there because the ocean currents bring it to that area. It's a serious problem for the environment because it affects all kinds of marine life.
- b. This news report really shocked me. I had no idea that our use of plastic was creating such a big problem. There's a huge area of the Pacific Ocean full of plastic floating on the water. In my view, people need to use less plastic in their daily lives.
- c. In 1997, a sailor named Charles Moore discovered a large area of floating garbage in the Pacific Ocean near Hawaii. He estimated there were about 3 million tons of garbage. It was 100 feet deep.

B. Work with a partner. Follow the instructions.

-  1. Listen to the conversation. Student A: Summarize the main idea of the conversation. Student B: Tell your partner if you agree with the summary and why.
-  2. Listen to the news report. Student B: Summarize the main idea of the report. Student A: Tell your partner if you agree with the summary and why.



C. Go online for more practice with summarizing.

Unit Assignment Have a panel discussion

UNIT OBJECTIVE

In this section, you are going to have a panel discussion about how to reduce the amount of trash we produce. As you prepare your discussion, think about the Unit Question, “What happens to our trash?” Use information from Listening 1, Listening 2, the unit video, and your work in this unit to prepare for your discussion. Refer to the Self-Assessment checklist on [page 156](#).

CONSIDER THE IDEAS



A. Listen to a radio talk-show caller. Then discuss the questions in a group.

1. Why doesn't the caller think that recycling is the answer to the garbage problem?
2. What solution does she suggest?
3. Why does she think her idea is fair?
4. Do you agree that it's a good idea? Why or why not?



PREPARE AND SPEAK

A. **GATHER IDEAS** Work in a group. Brainstorm ways to reduce the amount of trash we produce every day. Think about the ideas in this unit and any other ideas you may have. Assign one student to make a list of your group's ideas.



- B. ORGANIZE IDEAS** Organize your ideas so that each person talks about one topic, as in the example below. Each person should prepare to speak for one to two minutes about his or her topic.

Ways to Reduce Trash			
Topic 1: Plastic	Topic 2: Paper	Topic 3: Glass and metal	Topic 4: Food
Don't use plastic water bottles.	Use recycled paper.	Use old bottles and jars to store other things.	Use vegetable waste to make compost.

- C. SPEAK** Present your panel discussion to the class.

1. Assign one person in the group the role of moderator. The moderator introduces each speaker and his or her topic.
2. The other members of the group present a topic. Each presentation should be no more than two minutes.
3. The moderator will keep track of the time.
4. The moderator will summarize the presentation, giving the main ideas of each speaker. Then the moderator will invite the audience to ask questions.



Go online for your alternate Unit Assignment.

CHECK AND REFLECT

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

		SELF-ASSESSMENT
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used the future tense with <i>will</i> .
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I summarized what I heard.
<input type="checkbox"/>	<input type="checkbox"/>	I used correct stress for compound nouns.



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

1. What is something new you learned in this unit?
2. Look back at the Unit Question—What happens to our trash? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

compost
current 
exception 
garbage 
landfill
recycling bin
waste 

Verbs


attract 
float 
reduce 
smell 
weigh 

Adjectives


deep 
marine

Phrase

on purpose

 Oxford 3000™ words

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

LISTENING	<input type="checkbox"/>	I can recognize a speaker's attitude. (p. 143)
NOTE TAKING	<input type="checkbox"/>	I can prepare for note taking in a class. (p. 144)
VOCABULARY	<input type="checkbox"/>	I can use compound nouns. (p. 150)
GRAMMAR	<input type="checkbox"/>	I can use the future tense with <i>will</i> . (p. 151)
PRONUNCIATION	<input type="checkbox"/>	I can use word stress in compound nouns. (p. 152)
SPEAKING	<input type="checkbox"/>	I can summarize. (p. 153)
UNIT OBJECTIVE 	<input type="checkbox"/>	I can gather information and ideas to participate in a panel discussion focusing on ways to reduce the amount of trash we produce.

UNIT 8

Public Health

- LISTENING ▶ recognizing facts and opinions
- NOTE TAKING ▶ using notes to write a summary
- VOCABULARY ▶ using the dictionary
- GRAMMAR ▶ *if* clauses for future possibility
- PRONUNCIATION ▶ function words and stress
- SPEAKING ▶ participating in a group discussion



UNIT QUESTION

How important is cleanliness?

A Discuss these questions with your classmates

1. Do you think you use a lot of water every day? Explain.
2. What did your parents tell you about cleanliness?
3. Look at the photo. What is the person doing? Is this the correct way to wash fruit?



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

1. How are Yuna's and Felix's answers to the question different?
2. What does Marcus say about the importance of cleanliness?



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



UNIT
OBJECTIVE



Listen to a group discussion and a lecture. Gather information and ideas to participate in a discussion about the importance of clean water.





D Think about how you use water. Then complete the questionnaire.

How Do You Use Water...?

at Home?


- to bathe or shower
- to wash dishes
- to wash clothes
- to water plants

at School or Work?

- to drink
- to wash your hands

in Other Ways?

<input type="checkbox"/>	<input type="text"/>
<input type="checkbox"/>	<input type="text"/>



E Compare your questionnaires in a group. Then discuss the questions.

1. Where does your water come from? Do you have city water or another source for water?
2. Is the water in your home safe to drink? If not, what do you do about this?
3. Do you ever try to use less water? How?



LISTENING

LISTENING 1 | Water for Life



You are going to listen to a group discussion in a classroom. The students are preparing a report on the importance of clean water. As you listen to the discussion, gather information and ideas about the importance of cleanliness.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Cross out the word or phrase that means something *different* from the underlined word.

- Agriculture uses a lot of water. Animals and plants need water to be healthy.
a. farming b. city life c. producing food
- It's usually warm in May. The average temperature in May is 75 °F.
a. normal b. ordinary c. unusual
- The climate here is good for crops. It rains often and it's not too cold.
a. ocean b. weather c. environment
- The amount of rainfall has decreased. There has been less rain this year.
a. gone down b. grown c. gotten smaller
- The tomato plants in my garden had a disease. Many of their leaves turned brown and some of the plants died.
a. energy b. sickness c. illness
- I don't want to interrupt your lunch, but this is important. Can you please come outside and help me?
a. stop b. continue c. cut short
- The lack of water is a problem. We can give water to the crops or have water to drink, but not both.
a. not enough b. too little c. too much
- Sanitation is very important, so please wash everything. We don't want anyone to get sick.
a. promoting health b. dirtiness c. cleanliness



9. Our water **supply** is limited. We have to be careful about how much we use so that we have enough.

- a. amount of something b. something you need c. something unnecessary

10. When the train gets to the city, it travels through an **underground** tunnel.

- a. above the surface b. below the surface c. under the city streets



B. Go online for more practice with the vocabulary.



C. PREVIEW You are going to listen to a group discussion in a classroom about the importance of clean water. How do you think these conditions might affect supplies of clean water?

- living near the ocean
- too many people living in one place
- not having water storage
- a year with a lot of rain and floods
- sharing water with agriculture

WORK WITH THE LISTENING



A. LISTEN AND TAKE NOTES Listen to the conversation. As you listen, add the ideas in the box to the outline.

cholera kills thousands	diseases carried by water
effects of climate change	lack of water in crowded cities
Lake Chad drying up	using underground water
waterless toilets	

A *Problems with unclean water*

B *Problems with water supply*

C *Possible solutions*

-  B. Listen to the discussion again. Add more information to your notes.
-  C. Read the questions. Circle the correct answers. Use your notes to help you. Then listen and check your answers.

Tip for Success

When taking notes, use your own abbreviations to write more quickly.

1. How many children under the age of five die every day because of water-related diseases?
 - a. about 5,000
 - b. 50,000
 - c. about 2 million
2. Where did Toby get the statistics he mentions about population and the growth of cities?
 - a. a report by the United States government
 - b. a report from the European Union
 - c. a report issued by the United Nations
3. Which of these do the students say is a reason that Lake Chad is drying up?
 - a. using too much water for agriculture
 - b. sending too much water to large cities
 - c. using too much water for industry
4. What does Marie say about the population around Lake Chad?
 - a. It's decreasing.
 - b. It's increasing.
 - c. It isn't changing very much.
5. Which African country has a huge underground lake?
 - a. Zambia
 - b. Namibia
 - c. Tanzania





D. Work in a partner. Complete the chart with numbers from the box. Then listen and check your answers.

23 x 45	29.8	50	150
300	400	38 million	

1. percent of people living in cities in 1950	<input type="text"/>
2. percent of people living in cities in 2010	<input type="text"/>
3. gallons of water the average American uses in a day	<input type="text"/>
4. number of people getting water from Lake Chad	<input type="text"/>
5. number of meters under the ground of lake in Namibia	<input type="text"/>
6. area in miles of underground lake in Namibia	<input type="text"/>
7. number of years the water in Namibian lake might last	<input type="text"/>

E. Work in a group. Take turns asking and answering the questions.

1. Why can diseases spread rapidly in crowded cities?
2. What effect does climate change have on the water supply?
3. How does the increase in population affect the water supply?



SAY WHAT YOU THINK

Discuss the questions in a group.



1. Have you ever been in a situation where you didn't have enough water for basic things like drinking, cooking, and cleaning? If so, how did it affect you? What did people do about it?
2. Marie describes water-related illnesses like cholera as "very sad" because it is possible to prevent them. How can people prevent these illnesses?

Listening Skill Recognizing facts and opinions

A **fact** is something that is true. It can be information about an event, about a person, or a statistic.

About two million children under five die every year from water-related illnesses.


An **opinion** is a person's belief or attitude about something. Opinions often have key words like *I think, I feel, or I'd say*. Most opinions also make value judgments.

I think the lack of clean water is the **most serious** problem in the world today.


Opinions are neither true nor untrue. Opinions can be supported with facts.

Opinion: I think the lack of clean water is the most serious problem in the world today.

Supporting fact: The lack of clean water causes the deaths of about two million children under five every year.

-  **A.** Listen to these comments from a class discussion about the discovery of an underground lake in Namibia. Write *fact* or *opinion* for each statement. Write down key words you hear that tell you that each statement is a fact or opinion.

Name	Fact or Opinion	Key Words
Paul	<i>opinion</i>	<i>"seems to me"</i>
Sara		
Liza		
Jamal		
Walaa		
Daniel		

-  **B.** Work in a group. Compare your responses and notes in the chart in Activity A. If your responses are different, discuss and decide on the correct response. Then listen to the recording again with the group.



- C.** Go online for more practice with recognizing facts and opinions.



Note-taking Skill Using notes to write a summary

When you review your notes after a class, it can be helpful to write a short summary of the class discussion. Doing this will help you remember the main points. These are a few points to consider when writing a summary.

- A summary focuses only on the main ideas and does not include a lot of details.
- Notes use single words, short phrases, and many abbreviations. In the summary, you should use complete sentences and write words out fully.
- In a summary, you should try to use your own words to express ideas when possible.

A. Look at one student's notes about the Great Pacific Garbage Patch in Unit 7. Then read the summary. Underline three (or more) examples of details in the notes that are NOT included in the summary.

Great Pacific Garbage Patch

A What?

- area with garb. in N. Pac. most plast.
- collected by ocean currents
- comes from land, via rivers, wind, etc.

C Dangers

- garb. hurt environ.
- has poisons, DDT, etc.
- fish, seabirds eat & die

B When?

- Charles Moore discovered 1997
- 3 mill. tons, area size of Africa

D Future

- plast. not biodegradable, won't go away
- clean GP imposs.
- Need use less plast., clean beaches, etc.

Summary:

The Great Pacific Garbage Patch is a very large area filled with garbage floating in the North Pacific. It collects there because of the effect of the ocean currents. Most of the garbage is plastic. This is harmful to the environment because it kills fish and seabirds. There is no way to clean up the patch. We need to clean waste better on land and use less plastic.

B. Review your notes about the class discussion in Listening 1. Write a short summary of the main ideas that the students will include in their report about the importance of clean water.

C. Work with a partner. Compare your summaries. Did you mention all the main ideas? Did you include any unnecessary details?

D. Go online for more practice with using notes to write a summary.



LISTENING 2 | Is It Possible to Be Too Clean?

UNIT OBJECTIVE



You are going to listen to a lecture about the connection between cleanliness and the immune system. The immune system in the human body protects us from disease. As you listen, gather information and ideas about the importance of cleanliness.

PREVIEW THE LISTENING

Vocabulary Skill Review

In Unit 4, you learned that suffixes can change the part of speech a word. Look at the vocabulary words in Activity A. Can you change the suffixes of any of these words to form a different part of speech?

A. **VOCABULARY** Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word.

- allergy** (*noun*) a condition that makes you sick when you eat or touch something that does not normally make people sick
- automatically** (*adverb*) done by itself; without human control
- bacteria** (*noun*) very tiny living things
- defense** (*noun*) protection of something from an attack
- digest** (*verb*) to change food in the stomach so it can be used by the body
- dirt** (*noun*) a thing that isn't clean, like dust or mud
- germs** (*noun*) tiny living things that cause disease
- old-fashioned** (*adjective*) not modern
- sensible** (*adjective*) having good judgment; being reasonable

Oxford 3000™ words

1. Did you know that yogurt is made with two kinds of “good” ? They turn milk into yogurt. There are thousands in every cup.
2. Let's see, Ashley can't eat chocolate or strawberries. She can't have any pets in the house. And don't ever give her flowers. She has a terrible problem.
3. You don't have to turn off my computer. It will turn off in two hours.
4. Yogurt may not upset your stomach like other milk products. In fact, it helps you your food.
5. I have a special program on my computer as a against viruses that may attack it.



6. Please take your muddy shoes off before you come in the house. I don't want all over my clean floor.
7. Michael decided not to go out tonight because he has an important test tomorrow. That was a(n) decision.
8. I've had this dress for 20 years. It looks extremely now.
9. Please cover your mouth when you cough. You're spreading your all over. I don't want to get sick.



B. Go online for more practice with the vocabulary.

- C. PREVIEW** You are going to listen to a lecture about the connection between cleanliness and the immune system. Work with a partner. Discuss these questions. Is it possible to be too clean? Why or why not?



WORK WITH THE LISTENING

- A. LISTEN AND TAKE NOTES** Listen to the lecture and take notes. Use the outline to help you.

Is it poss. to be too clean?

A Change in attitudes re: dirt

- Past
- Present

B Studies re: germs

- Germany
- Australia

C - Conclusion

B. Use your notes to write a short summary of the lecture. Then compare your notes and summary with a partner.



C. Read the sentences. Circle the answer that best completes each statement. Then listen and check your answers.

1. According to the speaker, people in the past ____.
a. were very dirty
b. were much more worried about cleanliness than we are today
c. were more relaxed about touching dirt
2. One study showed that children living in a germ-free environment ____.
a. develop fewer allergies
b. don't develop strong immune systems
c. never get sick
3. The speaker says that ____.
a. some bacteria are good for us
b. all bacteria cause disease
c. bacteria are not necessary

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

1. The speaker's grandmother might let her eat cookies that fell on the floor.
2. Carrying hand sanitizer in your pocket is an old-fashioned custom.
3. We should stop taking regular baths and let our houses get dirty.
4. The German study showed that children who lived in cities and had no pets were healthier than kids who lived on farms.
5. In Australia, some people are giving kids "dirt pills" because they think this will help them develop a defense against asthma.
6. Bacteria are necessary in order to create compost from food waste.



E. Listen to the sentences from the lecture. Circle the sentence closest in meaning to the sentence you hear.


1. a. Dirt, germs, and bacteria are harmful to our immune systems.
b. People nowadays spend too much time cleaning and bathing.
c. A little contact with dirt and germs may build our defense against disease.




2.
 - a. Some Australian children with asthma are taking "dirt" pills. The pills have bacteria the children did not come into contact with as babies.
 - b. In Australia, more children are getting asthma because they touched the bacteria that cause the disease when they were babies.
 - c. In Australia, little babies are taking "dirt pills" so they won't get asthma when they are older.
3.
 - a. People should all be a lot dirtier.
 - b. Some people today are a little bit too clean.
 - c. Some people today are too dirty.

F. Do hand sanitizers work? Work in a group. Read the explanation and study the charts. Then answer the questions.

A group of doctors did a study in an elementary school. They gave hand sanitizers to the students in some classrooms (Group A), but not in others (Group B). Then they counted the number of days students were absent because of illness, either stomach illnesses or colds. The study continued for eight weeks.



Absences for stomach illness					
	0	1	2	3	Total days absent
Group A	123	15	6	2	33
Group B	105	21	9	3	48



Absences for colds					
	0	1	2	3	Total days absent
Group A	106	22	10	3	51
Group B	104	19	10	5	54

1. Which group had more days absent because of stomach illness?
2. Which group had more days absent because of colds?

3. How are the results for stomach illnesses and colds different?
4. Do you think that this study proves that hand sanitizers help keep children healthier?



G. Go online to listen to *Human Germs on Mars?* and check your comprehension.



SAY WHAT YOU THINK

Tip for Success

When possible, use an English learner's dictionary. It gives simple definitions and examples of words.

A. Discuss the questions in a group.

1. Before Listening 2, you discussed the question "Is it possible to be too clean?" How did you answer this question before listening? What is your answer now? Did it change? Why or why not?
2. Do you worry about contact with germs? Why or why not?

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

1. What was your experience with "dirt" as a child? Were you allowed to play outside a lot?
2. What vaccinations do children and adults usually get now? What vaccinations did you get as a child?



C. Go online to watch the video about "The Dirt Debate." Then check your comprehension.

absorb (*v.*) to take in and keep
common sense (*n.*) the ability to think about things in a practical way
immunological (*adj.*) concerning the body's immune system, which protects against disease
miraculous (*adv.*) wonderful and surprising; like a miracle
up-to-date (*adj.*) modern

VIDEO VOCABULARY

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

1. As countries around the world become more modern, the demand for water will grow. What can people do about this?
2. Imagine that you are talking to the speaker in the video. She advises you to "let your children play in the dirt." What would you say to her?



Vocabulary Skill Using the dictionary

Dictionaries have many different kinds of information about words. In addition to the meaning of the word, a dictionary entry includes:

- part of speech—for example, *noun, verb, adjective*
- word forms, such as plurals, past tense, and participle forms, and comparatives
- pronunciation
- grammatical information about words—for example, countability of nouns [C for *countable*, U for *uncountable*]

An entry can also include:

- some synonyms or antonyms (opposites)
- example phrases and sentences

A. Read the dictionary entry for the word *disease*. Then mark the different kinds of information.

1. Circle the pronunciation information.
2. Underline the part of speech.
3. Put a check (✓) next to the grammar information.
4. Put a star (★) next to the example sentences or phrases.

dis-ease /dɪˈziːz/ *noun* [C, U] (HEALTH) an illness of the body in humans, animals, or plants: an infectious disease • Rats and flies spread disease. ▶
dis-eased *adj.*: His diseased kidney had to be removed.

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

B. Use a dictionary to answer the questions about the bold words.
Sometimes you may need to look at words before or after the bold word to find the answer.

1. Is the word **bacteria** singular or plural?
2. What's an adjective in the same word family as the noun **sanitation**?

3. What's the verb in the same word family as the noun **defense**?

4. What's the adverb form of the adjective **sensible**?

5. In Listening 2, the speaker says, "We shouldn't stop **bathing**." How do you spell the base form of the verb **bathing**?

6. Do you pronounce the *th* in **asthma**?

C. Read the sentences. Identify the error in each sentence. Then rewrite each sentence to correct the error.

1. Some bacteria doesn't make you sick.

Some bacteria don't make you sick.

2. The kitchen in that restaurant is not sanitation.

3. Don't worry about me! I can defense myself if there's a problem.

4. After that big storm, I think it's very sensibly to start boiling our drinking water.

5. My sister baths her baby before bed. The warm water relaxes him.

6. We can't have a cat because my son has asma.



D. Go online for more practice using the dictionary.





SPEAKING

UNIT OBJECTIVE

At the end of this unit, you are going to participate in a group discussion about a problem related to water and sanitation. You will present a solution to the problem and try to persuade others that your solution is the best one.

Grammar *If* clauses for future possibility

If clauses can express future possibility. Sentences with *if* clauses show a cause-and-effect relationship. The *if* clause describes the cause. The result clause gives a possible effect.

The verb in the *if* clause is in the simple present. The result clause uses a modal, such as **will**, **can**, or **may/might + verb**. The choice depends on how certain the speaker is about the result.

<i>If</i> clause	Result clause
If there is a lack of clean water,	diseases will spread very quickly.
If you use hand sanitizer,	you might not get sick this winter.

Note: The *if* clause and the result clause can come in either order. When the *if* clause is first, it is followed by a comma. There's no comma when the result clause is first.

Diseases **will spread** very quickly **if** there is a lack of clean water.

A. Listen to the sentences. Write the cause and the effect in each sentence.

	Cause	Effect
1	<i>test the water</i>	<i>find out it's polluted</i>
2		
3		
4		
5		

B. Look at the words and phrases below. Use the words and phrases to write sentences with *if* clauses.

1. they / use the underground lake / have water for 400 years

2. I / use hand sanitizer / not get sick

3. we / not get rain / crops / die

4. Sarah / save more water / take shorter showers

5. people / have clean water / be fewer deaths

6. John / spread germs / wash his hands

C. Compare your sentences with a partner. Take turns saying your sentences.



D. Go online for more practice with *if* clauses for future possibility.

E. Go online for the grammar expansion.

Pronunciation Function words and stress



Function words are the short words that connect the content words in a sentence. Function words are usually not stressed. They are also pronounced more quickly than content words. They can include words like these.

articles: *the, a, an*

forms of the verbs *be, do, or have*

pronouns: *he, she, it*

conjunctions: *and, but, or*

prepositions: *in, on, at, for*

modals such as *can* or *will*

The bold words in this sentence are function words.

People use special soaps **that** kill germs, **and** they carry hand sanitizers **in** their pockets.

Tip for Success

Most of us do not hear every word when we listen. We know which words are there because we know the language. We don't need to hear them.




A. Read the paragraph. Underline the function words. Then listen and focus on the pronunciation of the function words.

There is no new water on Earth. All of the water on Earth—the rivers, lakes, oceans, ice at the North and South Poles, clouds, and rain—is about one billion years old. The water moves around the planet. It can change to ice, to rain, or to fog, but it's always the same water. Think about it. The population of the world is growing, but the supply of water is always the same.



B. Work with a partner. Take turns reading the paragraph in Activity A. Make sure you stress the content words and not the function words.

 C. Some of the function words in this paragraph are missing. Listen and write the missing function words.



“Water, water, everywhere, nor any drop to drink.” Those
 _____¹ are the words _____² the famous English
 poet, Samuel Coleridge. He was writing about _____³
 man alone _____⁴ a boat on _____⁵
 ocean. The words might also describe _____⁶ condition
 _____⁷ the people _____⁸ our planet. Earth
 has about 1.4 billion cubic kilometers _____⁹ water. The
 problem _____¹⁰ that 97.5 percent _____¹¹
 that water is salt water in the oceans _____¹² the seas. Only
 2.5 percent is fresh water. Most _____¹³ that fresh water
 _____¹⁴ in the ice at the North _____¹⁵ South
 Poles or underground. Only 0.3 percent of _____¹⁶ fresh water
 is in lakes _____¹⁷ rivers where people _____¹⁸
 easily find and use _____¹⁹

D. Practice reading the paragraph in Activity C with a partner.



E. Go online for more practice with function words and stress.

Speaking Skill Participating in a group discussion

Participating in a group discussion can be challenging for a language learner. Here are a few suggestions to help you.

- Listen carefully to what others are saying. Listen for the topic of the discussion and the main ideas.
- When you speak, start by referring to something the previous speaker said. Make sure your comment relates to the topic.
- Speak clearly and be sure to speak loudly enough for people to hear you.
- Don't interrupt people. Wait for a break in the conversation before you speak.
- Help others participate by asking questions and saying things like, "Mary, we haven't heard your ideas yet."

A. Listen to parts of the conversation in Listening 1. Discuss the questions with a partner.

Part 1

1. How does Jing invite Marie to participate in the conversation?
2. How do you know that Marie was listening to what Jing said?

Part 2

3. What's the problem with Toby's comment about using water in North America and Europe?
4. What does Jing say to Toby? How does this help the conversation?

Part 3

5. How does Marie speak at the start—very softly or firmly and clearly? Is this a problem? Why or why not?
6. What does Jing do to Marie?
7. What does Emma do about it?
8. What does Jing say at the end?

B. Work in a group. Choose one of the following topics or use your own idea. Talk about it for five minutes. During that time, everyone in the group should speak at least once. Use the suggestions in the Speaking Skill box.

Three things we can do now to save water
Two things we can do to make our city cleaner
What we should teach children about cleanliness



C. Go online for more practice with participating in a group discussion.



Unit Assignment Give a persuasive presentation

UNIT OBJECTIVE

In this section, you are going to give a persuasive presentation. As you prepare your presentation, think about the Unit Question, "How important is cleanliness?" Use information from Listening 1, Listening 2, the unit video, and your work in this unit to support your presentation. Refer to the Self-Assessment checklist on [page 180](#).

CONSIDER THE IDEAS

With a partner, read the case studies about issues related to water and sanitation. For each case, discuss the questions.

1. What problem does the case present?
2. Who are the people involved?
3. How do the people agree or disagree about the situation?

Case 1

There is a beautiful, clean river that comes down from the mountains. There are several villages on the banks of the river, and the people use the water for washing, cooking, and drinking. The problem is that some of the farmers in this area bring their animals down to the river to drink. This means that the animal waste gets into the water and pollutes it. The water is no longer safe. People who live near the river want the farmers to stop using the river for the animals.

Case 2

A city has a serious problem with its water supply. For several years there has been very little rain. The lake that supplies the city with water is getting smaller and smaller. The city officials are telling people that they have to use less water. But most people don't seem to understand this. They don't want to change the way they use water. One official says, "If people won't change, we will soon have to start rationing water. That means that we would give people only a small amount of water each day. No one will like that!"

Case 3

The principal and a group of teachers at a high school want to provide hand sanitizer in the classrooms. They think that if teachers and students use these frequently, fewer people will get sick from colds and flu. Many parents and some teachers are against this idea. They say that this is taking cleanliness too far. They say hand sanitizers are not a substitute for soap and water. They say the best way to keep your hands clean is to wash them for at least 15 seconds with warm water and soap. They point out that the bathrooms at the school are often out of soap. They're telling the principal, "Buy more soap, not hand sanitizer!"

PREPARE AND SPEAK

A. **GATHER IDEAS** Work in a group. Choose one of the cases in the Consider the Ideas section. Then follow these steps. Use the chart to help you organize your ideas.

1. Review the case and make sure everyone understands the problem.
2. Brainstorm possible solutions for the problem.
3. For each solution, think of any pros (advantages) or cons (disadvantages) there might be. What will the people involved think of the solution? Will they accept it?

Case Study:	
Solutions	Pros and Cons
1.	Pro:
	Con:
2.	Pro:
	Con:
3.	Pro:
	Con:

B. **ORGANIZE IDEAS** As a group, prepare a presentation of the case you picked and the best solutions. Each person in the group should be responsible for one possible solution. During the presentation, you will try to persuade your audience that your solution is best.

Critical Thinking Tip

In Activity C, the class has to **appraise** each group's solutions. This means they have to weigh the pros and cons and decide if they agree.

C. **SPEAK** Present your case and the solutions to the class. After the presentation, discuss these questions with the class. Refer to the Self-Assessment checklist on [page 180](#) before you begin.

1. Ask the class, "Did you agree or disagree with our solutions? Why or why not?"
2. What other solutions can you think of for this case?



Go online for your alternate Unit Assignment.



CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner, group, class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>if</i> clauses for future possibility.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I participated in a group discussion.
<input type="checkbox"/>	<input type="checkbox"/>	I used correct stress for function words.



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

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



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

agriculture
allergy
bacteria 
climate 
defense 
dirt 
disease 
germ

lack 
sanitation
supply 

Verbs

decrease 
digest
interrupt 

Adjectives

average 
old-fashioned 
sensible 
underground 

Adverb

automatically 

 Oxford 3000™ words

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

LISTENING	<input type="checkbox"/>	I can recognize facts and opinions. (p. 165)
NOTE TAKING	<input type="checkbox"/>	I can use notes to write a summary. (p. 166)
VOCABULARY	<input type="checkbox"/>	I can use the dictionary to find information about words. (p. 172)
GRAMMAR	<input type="checkbox"/>	I can use <i>if</i> clauses for future possibility. (p. 174)
PRONUNCIATION	<input type="checkbox"/>	I can stress function words properly. (p. 175)
SPEAKING	<input type="checkbox"/>	I can participate in a group discussion. (p. 177)
UNIT OBJECTIVE	<input type="checkbox"/>	I can gather information and ideas to participate in a discussion about the importance of clean water.



AUDIO TRACK LIST

Audio can be found in the *iQ Online Media Center*. Go to iQOnlinePractice.com. Click on the Media Center. Choose to stream or download the audio file you select. Not all audio files are available for download.

Page	Track Name: Q2e_02_LS_	Page	Track Name: Q2e_02_LS_	Page	Track Name: Q2e_02_LS_
3	U01_Q_Classroom.mp3	68	U04_Q_Classroom.mp3	143	U07_ListeningSkill_ActivityA_Part3.mp3
5	U01_NoteTakingSkill_ActivityB.mp3	71	U04_NoteTakingSkill_ActivityA.mp3	144	U07_ListeningSkill_ActivityB.mp3
7	U01_Listening1_ActivityA.mp3	73	U04_Listening1_ActivityA.mp3	145	U07_NoteTakingSkill_ActivityB.mp3
7	U01_Listening1_ActivityB.mp3	74	U04_Listening1_ActivityB.mp3	145	U07_NoteTakingSkill_ActivityC.mp3
7	U01_Listening1_ActivityD.mp3	74	U04_Listening1_ActivityD.mp3	147	U07_Listening2_ActivityB.mp3
9	U01_ListeningSkill_ActivityA.mp3	76	U04_ListeningSkill_ActivityA.mp3	147	U07_Listening2_ActivityD.mp3
10	U01_ListeningSkill_ActivityB.mp3	78	U04_Listening2_ActivityA.mp3	152	U07_Pronunciation_Examples.mp3
11	U01_Listening2_ActivityA.mp3	79	U04_Listening2_ActivityB.mp3	153	U07_Pronunciation_ActivityA.mp3
12	U01_Listening2_ActivityB.mp3	84	U04_Pronunciation_Examples.mp3	154	U07_SpeakingSkill_ActivityB_Part1.mp3
12	U01_Listening2_ActivityD.mp3	84	U04_Pronunciation_ActivityA.mp3	154	U07_SpeakingSkill_ActivityB_Part2.mp3
17	U01_Grammar_ActivityB.mp3	85	U04_Pronunciation_ActivityB.mp3	155	U07_UnitAssignment.mp3
17	U01_Pronunciation_Example1.mp3	85	U04_SpeakingSkill_ActivityA.mp3		
17	U01_Pronunciation_Example2.mp3			158	U08_Q_Classroom.mp3
17	U01_Pronunciation_ActivityA.mp3	91	U05_Q_Classroom.mp3	162	U08_Listening1_ActivityA.mp3
20	U01_UnitAssignment.mp3	93	U05_NoteTakingSkill_ActivityA.mp3	163	U08_Listening1_ActivityB.mp3
		95	U05_Listening1_ActivityA.mp3	163	U08_Listening1_ActivityC.mp3
25	U02_Q_Classroom.mp3	95	U05_Listening1_ActivityB.mp3	164	U08_Listening1_ActivityD.mp3
27	U02_NoteTakingSkill_ActivityB.mp3	95	U05_Listening1_ActivityC.mp3	165	U08_ListeningSkill_ActivityA.mp3
29	U02_Listening1_ActivityB.mp3	96	U05_Listening1_ActivityD.mp3	165	U08_ListeningSkill_ActivityB.mp3
29	U02_Listening1_ActivityC.mp3	98	U05_ListeningSkill_ActivityA.mp3	168	U08_Listening2_ActivityA.mp3
30	U02_Listening1_ActivityD.mp3	98	U05_ListeningSkill_ActivityB.mp3	169	U08_Listening2_ActivityC.mp3
32	U02_ListeningSkill_ActivityA.mp3	101	U05_Listening2_ActivityA.mp3	169	U08_Listening2_ActivityE.mp3
32	U02_ListeningSkill_ActivityB.mp3	101	U05_Listening2_ActivityB.mp3	174	U08_Grammar_ActivityA.mp3
34	U02_Listening2_ActivityA.mp3	101	U05_Listening2_ActivityD.mp3	175	U08_Pronunciation_Examples.mp3
34	U02_Listening2_ActivityB.mp3	102	U05_Listening2_ActivityE.mp3	175	U08_Pronunciation_ActivityA.mp3
34	U02_Listening2_ActivityC.mp3	107	U05_Pronunciation_Examples.mp3	176	U08_Pronunciation_ActivityC.mp3
35	U02_Listening2_ActivityD.mp3	107	U05_Pronunciation_ActivityA.mp3	177	U08_SpeakingSkill_ActivityA_Part1.mp3
40	U02_Pronunciation_Examples.mp3	108	U05_SpeakingSkill_ActivityA.mp3	177	U08_SpeakingSkill_ActivityA_Part2.mp3
40	U02_Pronunciation_ActivityA.mp3			177	U08_SpeakingSkill_ActivityA_Part3.mp3
40	U02_Pronunciation_ActivityB.mp3	113	U06_Q_Classroom.mp3		
40	U02_Pronunciation_ActivityC.mp3	115	U06_NoteTakingSkill_ActivityB.mp3		
41	U02_SpeakingSkill_ActivityA.mp3	117	U06_Listening1_ActivityA.mp3		
		118	U06_Listening1_ActivityB.mp3		
47	U03_Q_Classroom.mp3	118	U06_Listening1_ActivityD.mp3		
51	U03_ListeningSkill_ActivityE_Part1.mp3	120	U06_ListeningSkill_ActivityA.mp3		
51	U03_ListeningSkill_ActivityE_Part2.mp3	120	U06_ListeningSkill_ActivityB.mp3		
51	U03_ListeningSkill_ActivityE_Part3.mp3	123	U06_Listening2_ActivityA.mp3		
51	U03_Listening1_ActivityA.mp3	123	U06_Listening2_ActivityB.mp3		
52	U03_Listening1_ActivityC.mp3	123	U06_Listening2_ActivityD.mp3		
53	U03_Listening1_ActivityE.mp3	127	U06_VocabularySkill_ActivityA.mp3		
54	U03_NoteTakingSkill_ActivityA.mp3	130	U06_Pronunciation_Examples.mp3		
56	U03_Listening2_ActivityA.mp3	130	U06_Pronunciation_ActivityA.mp3		
56	U03_Listening2_ActivityB.mp3				
57	U03_Listening2_ActivityD.mp3	136	U07_Q_Classroom.mp3		
57	U03_Listening2_ActivityE.mp3	140	U07_Listening1_ActivityB.mp3		
62	U03_Pronunciation_Examples.mp3	141	U07_Listening1_ActivityC.mp3		
62	U03_Pronunciation_ActivityB.mp3	143	U07_ListeningSkill_ActivityA_Part1.mp3		
62	U03_Pronunciation_ActivityC.mp3	143	U07_ListeningSkill_ActivityA_Part2.mp3		



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Margaret Brooks has a Master of Arts in Teaching degree from Harvard University. She worked for many years as teacher and administrator in a variety of English language-teaching programs in the Dominican Republic and Costa Rica. This experience included serving as a professor at the Autonomous University of Santo Domingo and working with a private company to develop specialized language courses for businesses in Costa Rica. She has always had a lively interest in the development of classroom materials and innovative teaching methods.

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WRITING

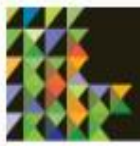
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HOW TO USE iQ ONLINE

iQ ONLINE extends your learning beyond the classroom. This online content is specifically designed for you! *iQ Online* gives you flexible access to essential content.

Activities include

- Additional **practice** and support
- **Videos**—watch anytime, anywhere
- **Online tests** assigned by your teacher.

Progress reports show what skills you have learned and where you still need more practice.

Home Edit Profile Log out Help

Q: Skills for Success
SECOND EDITION


Email your teacher and your classmates.

Activities Progress Email Discussion Board

Media Center Resources

Use the Class Discussion Board to discuss the Unit Question and more.

The *iQ Online* icon **iQ ONLINE** can direct you to resources linked to a Student Book activity.

The audio icon  directs you to the Media Center to listen to the audio.

SEE THE INSIDE FRONT COVER FOR HOW TO REGISTER FOR *iQ ONLINE* FOR THE FIRST TIME.

Take Control of Your Learning

You have the choice of where and how you complete the activities. Access your activities and view your progress at any time.

Your teacher may

- assign *iQ Online* as homework,
- do the activities with you in class, or
- let you complete the activities at a pace that is right for you.

iQ Online makes it easy to access everything you need.

Set Clear Goals

STEP 1 If it is your first time, look through the site.

See what learning opportunities are available.

STEP 2 The Student Book provides the framework and purpose for each online activity. Before going online, notice the goal of the exercises you are going to do.

STEP 3 Stay on top of your work, following the teacher's instructions.

STEP 4 Use *iQ Online* for review. You can use the materials any time. It is easy for you to do follow-up activities when you have missed a class or want to review.

Manage Your Progress

The activities in *iQ Online* are designed for you to work independently. You can become a confident learner by monitoring your progress and reviewing the activities at your own pace. You may already be used to working online, but if you are not, go to your teacher for guidance.

Check 'View Reports' to monitor your progress. The reports let you track your own progress at a glance. Think about your own performance and set new goals that are right for you, following the teacher's instructions.

iQ Online is a research-based solution specifically designed for English language learners that extends learning beyond the classroom. I hope these steps help you make the most of this essential content.

Chantal Hemmi, EdD TEFL
Center for Language Education and Research
Sophia University, Japan

SPEAKING

At the end of this unit, you will design a house or an apartment building. Make sure you give examples when you describe the building to group members.

Grammar **There's and it's**

There's (There is) is used when something is being mentioned for the first time.

There's a building on campus.
There's a software program called Canvas that helps you take your class online.
There's a sign on the roof of that building.
The program is in the expression it (it is) refers to something we already know.
The app is a single item. You don't know that it's dangerous.
He lives in a new apartment building. It's like a big grey box.

A. Complete the paragraph with there's and it's.

There are many different animals in the park. There's a bright red bird in a tree. It's a male cardinal. Nearby there's a smaller bird, but it's brown, not red. There's a female cardinal. On a fence, there's a beautiful orange and black butterfly. It's a monarch butterfly. You can see it easily, but they also know that it's a dangerous insect. Be wings like a terrible lion. Its color is a warning to predators.

B. Work with a partner. Imagine that you are in a place in your city. Describe what you see, using there's and it's. Take turns.

A. There's a museum on the corner. There's an lake on the corner.
B. There's a new building at the corner. It's about the height of the tower.

iQ Online C. Go online for more practice with there's and it's.
D. Go online for the grammar expansion.

iQ Online Learning and teaching

Notice the icon. It directs you to the online materials linked to the Student Book activities.

Skills for Success

Mariel Zuarino

1 Sociology
★★★★☆ You got 75% of all the points in the unit.
75%

2 Nutritional Science
★★★★☆ You got 100% of all the points in the unit.
100%

3 International Technology
★★★☆☆ You got 92% of all the points in the unit.
92%



VOCABULARY LIST AND CEFR CORRELATION

The keywords of the Oxford 3000™ have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness.

AWL The Academic Word List is the most principled and widely accepted list of academic words. Averil Coxhead gathered information from academic materials across the academic disciplines to create this word list.

The Common European Framework of Reference for Languages (CEFR) provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: A1, A2, B1, B2, C1, C2. CEFR leveling provided by the Word Family Framework, created by Richard West and published by the British Council. <http://www.learnenglish.org.uk/wff/>

UNIT 1

admire (v.) B2
benefit (n.) **AWL**, A1
combination (n.) A2
critical (adj.) B2
economics (n.) **AWL**, B1
forest (n.) A1
joke (n.) B1
journalist (n.) B1
relationship (n.) A2
ridiculous (adj.) B2
roof (n.) A2
sustainable (adj.) **AWL**, C2
trend (n.) **AWL**, A2

UNIT 2

advise (v.) A2
concrete (n.) B2
hide (v.) A2
insect (n.) B1
match (v.) A2
poison (n.) B1
shape (n.) A1
site (n.) **AWL**, A1
skin (n.) A1
straight (adj.) A2
survive (v.) **AWL**, A1

urban (adj.) A2

warning (n.) A2
wing (n.) A2

UNIT 3

behavior (n.) A1
improve (v.) A1
influence (n.) A1
manners (n.) A2
polite (adj.) B1
principal (n.) **AWL**, B2
respect (n.) B1
rude (adj.) B1
valuable (adj.) B1

UNIT 4

calculate (v.) B1
demand (n.) A1
estimate (v.) **AWL**, A2
loss (n.) A2
object (n.) B1
original (adj.) B1
profit (n.) A1
realize (v.) A1
supplies (n.) A2
version (n.) **AWL**, A1

UNIT 5

adopt (v.) A2
appearance (n.) B1
coincidence (n.) **AWL**, B2
identity (n.) **AWL**, A2
input (n.) **AWL**, B1
participant (n.) **AWL**, B1
record (n.) A2
search (v.) A2
tendency (n.) B1
twin (n.) B1

UNIT 6

colleague (n.) **AWL**, A2
complicated (adj.) B1
consumer (n.) **AWL**, A1
craft (n.) B1
decade (n.) **AWL**, A2
fair (n.) B1
market (n.) A1
produce (v.) A1
promote (v.) **AWL**, A2
publish (v.) **AWL**, A1
repair (v.) A2
review (n.) B1

UNIT 7

attract (v.) A2
current (n.) B1
deep (adj.) A1
exception (n.) B1
float (v.) B1
garbage (n.) B1
reduce (v.) A1
smell (v.) B1
waste (n.) A2
weigh (v.) B1

UNIT 8

automatically (adv.) B1
average (adj.) A2
bacteria (n.) B2
climate (n.) B1
decrease (v.) B2
defense (n.) A1
dirt (n.) B1
disease (n.) A1
interrupt (v.) B1
lack (n.) A1
old-fashioned (adj.) C1
sensible (adj.) B1
supply (n.) A2
underground (adj.) B1

Q2e Listening & Speaking 2: Unit 1 Video Transcript

Frank Gehry Transcript

Narrator: Along the Nervion River, Gehry's greatest **achievement**¹, so far, flows into the skyline of Bilbao, Spain. The Guggenheim Museum is so **innovative**², no art inside will ever be as important as the building. It's been called a **miracle**³.

When he finished it, Gehry stood there with his **clients**⁴ and was **struck**⁵ by a powerful thought.

Interviewer: Why?

Gehry: Because you get **self-conscious**⁶ about these things. You know, you push out, like I did, and then you look at it, and you say, what have I done to these people? No, it's true. This is how I felt.

They, they knew it too. They were very **disturbed**⁷ because I wasn't able to talk in positive terms about it.

Interviewer: What did you say?

Gehry: Well, no, I just said, you know, I wish I'd changed this, I wanted, you know, I was a **basket case**⁸, but I do this on every project.

Narrator: If Gehry is self-doubting, **rumpled**⁹, even shy, his projects are his **alter ego**¹⁰. There's attitude in the angles, **conviction**¹¹ in the curves. His work is, well, **out of line**¹².

Gehry: It takes time to see the **evolution**¹³, and then you realize, oh, that's what he was **getting at**¹⁴.

¹ **achievement**: a thing that someone has done successfully

² **innovative**: describing something new that uses new ways of thinking

³ **miracle**: something wonderful and impossible to explain

⁴ **client**: a person who uses the services or advice of a professional person or organization

⁵ **struck by**: a feeling of being impressed by something unusual, interesting, or attractive

⁶ **self-conscious**: worried about what other people will think about you

⁷ **disturbed**: very anxious and unhappy about something

⁸ **basket case**: someone who is extremely stressed or nervous

⁹ **rumpled**: unorganized

¹⁰ **alter ego**: a personality different from your own, but shows or acts as another side of your personality

¹¹ **conviction**: a strong opinion or belief

¹² **out of line**: outlandish

¹³ **evolution**: the process of change and development over time

¹⁴ **getting at**: implying

Q2e Listening & Speaking 2: Unit 1 Video Transcript

Narrator: Getting to Bilbao was an evolution of many years. You see the beginnings of it in the American Center in Paris, the Toledo Visual Arts Center in Ohio, and the Weisman Museum in Minnesota.

Architecture critics **rave**¹⁵, but forget about the experts. Stand outside any Gehry building and look at the faces.

The cameras come out on Venice Beach in California, Prague in the Czech Republic, and in Bilbao.

Goldberger: The Bilbao Museum in Spain really changed the world.

Narrator: Paul Goldberger, architecture critic for the New Yorker magazine, says Gehry's Bilbao **masterpiece**¹⁶ is making architecture a **spectator sport**¹⁷.

Goldberger: That building has been attracting all kinds of people who aren't necessarily great architecture **buffs**¹⁸. All kinds of people who haven't gone to Europe to see a building any newer than 500-years-old in their lives, and yet, they're all **flocking**¹⁹ to see this one.

¹⁵ **rave:** talk or write about something in a very enthusiastic way

¹⁶ **masterpiece:** an artist's best piece of work

¹⁷ **spectator sport:** something many people watch

¹⁸ **buff:** expert

¹⁹ **flocking:** gathering together in large numbers

Q2e Listening & Speaking 2: Unit 2 Video Transcript

Color Branding Transcript

- Herbert: Color defines an image of a company. It's the single most important ingredient that will let a company **update**¹ their image or their collections.
- Reporter: Lisa Herbert is Executive Vice President at Pantone, the company that defines the color standard for most of the world's corporations.
- Reporter: Whether it's UPS brown or Home Depot orange, companies use color to connect with consumers, and it's Pantone's job to keep it **consistent**.²
- Herbert: If you see a product on a shelf and that color appears **faded**³ or not true to the original color, you're going to think that that's an older product and, therefore, it's not going to sell.
- Reporter: Helping clients select their defining shade is Pantone's very own color guru.
- Eiseman: It's extremely important for companies to get the color **right on**.⁴
- Reporter: Leatrice Eiseman is a color psychologist and author of several books about using and communicating with color.
- Eiseman: Blue is a color that we see used **corporately**⁵ a lot and, of course, blue says to most people it's something is very dependable, very trustworthy. Why is that? It's because in the human mind, we always connect blue with the color of the sky on a good day.
- Reporter: But how would we feel if the everyday colors of our lives were not the same? If a red traffic light no longer meant stop? If a New York City taxi cab suddenly wasn't yellow? What does yellow do for us? Why do we like yellow cabs?
- Eiseman: Well in addition to it being a high visibility color which is important and a safety color, it's also a friendly color. It's a color that says, "Look at me. Pay attention to me."

¹ **update**: to make something more modern

² **consistent**: always behaving in the same way

³ **faded**: to make something paler or less bright

⁴ **right on**: correct, accurate

⁵ **corporately**: relating to corporations

Making Small Talk Transcript

- Reporter: Many of us are uncomfortable in a room full of people we don't know. But according to one expert, knowing how to small talk is a big deal.
- Jodi Smith: I want you to think about what are some of the things that we can do that I can walk into the room feeling more comfortable?
- Reporter: Jodi Smith is an etiquette expert. She's been hired by MIT to give this seminar on the art of small talk.
- Jodi Smith: People need to understand that you need all the small talk to step up into the big talk. You have to establish that **rappor**¹, and that rapport comes from a number of small talk situations. You have to get a relationship going.
- Reporter: The seminar provides tips, such as how to **initiate**² a conversation by using something called a tagline.
- Jodi Smith: The tagline is a **snippet**³ of information about yourself that forces the other person to ask you a question. If I say, hi, I'm Jodi Smith. I teach confidence. What are you forced to do?
- Jodi Smith: Yeah, how do you do that? Who do you teach confidence to?
- By forcing you to ask me a question, I've taken you from being a passive participant in the conversation to being an active participant in the conversation.
- Reporter: Are there some things you should not bring up in small talk?
- Jodi Smith: Well, what I tell people is that, in fact, there's only really one thing you're never allowed to talk about, and that's your own personal **failing health**⁴. The other things you're allowed to talk about, but, what the real guideline is, is that you're not allowed to get into a **contentious debate**⁵ with someone you've just met.
- Reporter: So what does a person who becomes good at small talk get out of life? That maybe someone who's not good at it doesn't get?

¹ **rappor**: a good connection with someone

² **initiate**: to start, to begin

³ **snippet**: a small piece of something

⁴ **failing health**: serious illness

⁵ **contentious debate**: an angry argument

Q2e Listening & Speaking 2: Unit 3 Video Transcript

Jodi Smith: A couple of things. First, when they're actually having those small talk conversations, they enjoy them more. But also, people that are good at small talk find that they make better connections.

Q2e Listening & Speaking 2: Unit 4 Video Transcript

Kids Learn About Finance Transcript

Narrator: Mary Sandiford teaches kids about money and business. She is one of the growing number of volunteers for the Junior Achievement Association, which teaches children of all ages.

Sandiford: The **majority**¹ of them did not have any idea of what business was about.

Narrator: One of Sandiford's favorite techniques, games.

Sandiford: Playing a game similar to Monopoly, showing the students how income flows into a piece of business.

Narrator: When it comes to **investing**,² analysts say kids can **grasp**³ the concept when they're about 7 years old, and many recommend letting them buy a share of stock in a company they know, like McDonald's or Disney. Many of Mary's students use the **returns on their investments**⁴ to dream up businesses of their own.

¹ **majority**: the largest group of a people or things

² **investing**: buying property or shares in a company to make money

³ **grasp**: to understand

⁴ **returns on their investments**: money made from investing

Q2e Listening & Speaking 2: Unit 5 Video Transcript

Sisters Reunited Transcript

News Anchor: It was a **reunion**¹ almost too unlikely to believe. Three Nebraska sisters separated for **decades**. Two lived two doors from one another without a clue a **long-lost**² sibling was minutes away. Amanda Gill of our Lincoln, Nebraska station KOLN has the story.

Eva: There's mom.

Ruth: Oh, Eva. [Crying]

Gill: Seventy-eight years separated sisters Ruth, Mable and Eva.

Eva: Since you were four months old.

Mabel: I was three months old.

Gill: Brought together by a note left on the back of a checkbook.

Ruth: I've often wondered what ever happened to you. I never could find you.

Gill: Eva and Ruth met years ago, but Ruth had no idea the woman living just two doors down from her was also her sister. When Eva's granddaughter left a note for Ruth on her door, Mable read it and recognized her long lost baby sister's name.

Ruth: I got **nosy**.³ I read that note on the door. I said I had a sister and her name was Eva.

Eva: I love you.

Mabel: I love you too.

Gill: It's a love that's still as strong as it was 80 years ago.

¹ **reunion**: a social occasion for people who have not seen each other for a long time

² **long-lost**: that you have not received news from or seen for a long time

³ **nosy**: too interested in things that do not concern you

Q2e Listening & Speaking 2: Unit 6 Video Transcript

eBay Transcript

Reporter: eBay who now has 135 million users worldwide, last year spent 34 billion dollars on the auction site.

Hedrick: That's kind of our way of shopping now is we'll look at what it is **retail**¹ locally, and then I'll get on eBay, or he'll get on eBay and we'll look at what the buy now price is, or look at what the current **auctions**² are going for it, and wherever we can get it cheaper, we go for it.

Reporter: Valerie and Andre Hedrick have won eBay auctions for toys, cameras, children's books, a new vacuum cleaner.

Reporter: So is it too strong for me to say you clean up on eBay?

Valerie: [Laughter] Yeah, that's about right.

Andre: For \$195.00, you can't **beat it**.³

Reporter: Out in the garage, Andre is developing a new high-tech business with thousands of dollars of computer gear bought on eBay.

Andre: These things, believe it or not, are, they're fiber connected. They're about a fifty-dollar item locally, a dollar on eBay.

Reporter: And in the driveway the minivan is from eBay.

Reporter: So tell me, you bought a minivan for how much?

Andre: It was \$9,500.00 and that same minivan would have been \$17,000 plus out here.

Reporter: In fact, eBay's motors category traded more than 10 billion dollars' worth of goods last year. Today, a Ford Mustang sells every 34 minutes, a diamond ring every 2 minutes, and a watch every 36 seconds. eBay's listings now make up more than 43,000 categories. Proof that almost anything can be put up for sale and that somewhere, somebody might want it.

¹ **retail**: the price at stores

² **auctions**: public events where objects are sold based on who offers the most money

³ **beat it**: find a better price

Q2e Listening & Speaking 2: Unit 7 Video Transcript

Parts of the Pacific Covered in Trash Transcript

- Reporter: Sailing across the Pacific, the research vessel, *Alquita*, was more than 1,000 miles from land, but never escaped **unsettling**¹ signs of **civilization**.²
- Moore: Day, after day, after day, when I came on deck I saw objects floating by. Toothbrushes, bottle caps, soap bottles and I said to my—
- Reporter: In the middle of the Pacific?
- Moore: In the middle of nowhere.
- Reporter: Charles Moore found floating trash from much of the world.
- Moore: This is a Japanese traffic cone.
- Reporter: Beneath the surface a jellyfish was so **entangled**³ in a scrap of **synthetic**⁴ net that its tentacles had grown around the plastic strands. The trash was found in a patch of ocean called the North Pacific Gyre where the currents can trap floating debris for years.
- Moore: I have no doubt that some of these things that we're discovering out there have been there since the dawn of the plastic era in the 1950s.
- Reporter: As plastic ages, it crumbles, leaving so many tiny fragments that Moore found seawater in the Gyre contained more plastic than plankton, the tiny sea life that many ocean creatures feed on. To jellyfish, the plastic particles seem like food.
- Moore: It's like putting them on a plastic diet. It becomes part of their tissue.
- Reporter: In his lab, Moore studies jellyfish **embedded**⁵ with plastic.
- Moore: I saw that it had brightly colored plastic fragments inside. Pieces like this blue monofilament fishing line.
- Reporter: That Moore found lots of plastic in sea trash does not surprise Rob Krebs.

¹ **unsettling**: making you feel nervous or worried

² **civilization**: a state of human society that is very developed

³ **entangled**: something caught or twisted in something

⁴ **synthetic**: artificial

⁵ **embedded**: to fix firmly into something

Q2e Listening & Speaking 2: Unit 7 Video Transcript

Krebs: Just because it's everywhere, it shouldn't be the **whipping boy**⁶ of **environmentalists**.⁷

Speaker 1: Krebs with the American Plastics Council says plastic is ever more widely used because it does so much, so well.

Krebs: It's a good modern material. And so when we talk about Charles Moore, we really have to look in the mirror. We need to look at ourselves.

Speaker 1: Put another way, plastic doesn't pollute, people pollute.

Moore: It's everyone's fault. There are no **guiltless**⁸ parties here.

Speaker 1: After a heavy rain in Los Angeles, the plastic flows into the Pacific in **torrents**.⁹ Even with efforts to clean it up, some will escape, eventually reaching the synthetic sea of the North Pacific Gyre.

⁶ **whipping boy**: something often blamed or punished for things other people have done

⁷ **environmentalists**: a person concerned about the natural environment

⁸ **guiltless**: without guilt; innocent

⁹ **torrents**: a large amount of water moving quickly

Why Dirt Is Good Transcript

Ruebush: **Mother Nature**¹ has built children in order to **absorb**² germs in the environment. The human species has not been on this planet for as long as it has without having an unbelievable, **miraculous**³ immune response. So, let your child be a child. Dirt is good. If your child isn't coming in dirty every day, they're not doing their job. They're not building their **immunological**⁴ army. So it's terribly important.

Hill: And, that's your first step. I know you have five simple immune boosts. The first one is to let kids play in the dirt. You also say when it comes to washing your hands, use just regular old soap and water but regular soap is best. Vaccines, staying **up to date**,⁵ very important.

Ruebush: Absolutely, vaccinations are an artificial way of exposing yourself and your child to things that may not be encountered naturally. It causes them to meet the germ without getting ill from it. So it's very important.

Hill: And then learn how to fight it. I know you also say make sure you take care of yourself and lastly, **common sense**.⁶

Ruebush: Absolutely.

¹ **Mother Nature**: the natural world as it affects the world and humans

² **absorb**: to take in and keep

³ **miraculous**: like a miracle

⁴ **immunological**: concerning the body's immune system, which protects against disease

⁵ **up to date**: modern

⁶ **common sense**: the ability to think about things in a practical way