

Write

UNIT QUESTION

What is a good job?

Q

looked at the film

filmman, turns off the fire

A Discuss these questions with your classmates.

1 Look at the photo. Where is the man working? What is he doing? Does this look like a good job to you? *yes because many baseball*

2. Do you have a job now? Do you think it is a good job? *No*

3. Why is it important to have a good job? *Beau my father*

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

1. What do the students say?

2. Do you agree or disagree with them? Why?

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

Q ONLINE

UNIT OBJECTIVE
▶▶▶▶▶ Read the articles. Gather information and ideas to describe the job you want and explain why you think it is a good job for you.



READING 1 | The Right Job for You

UNIT OBJECTIVE You are going to read a website for people who are looking for work. Use the website to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Tip for Success Sometimes you can find the meaning of a new word by understanding the meaning of the other words around it. These are called **text clues**. Look at the grammar and punctuation, too.

- He had a 30-year career as a doctor at City Hospital.
- We always plan our August vacation in June. We decide where to go.
- I wish you success in your new job.
- Good doctors have the skill to help sick people.
- The job center tries to match people and jobs so people are happy in their jobs.
- It is a difficult problem. I cannot solve it.
- They have new ideas all the time. They are very creative.
- I have a difficult decision. Do I get a job or go to college?

- decide (verb) to decide what you are going to do and how
- find (verb) to find the answer to a problem
- put together (verb) to put together two things that belong together
- a choice (noun) a choice that you make after thinking
- a job that you learn to do and then do for many years (noun)
- getting what you want; doing well (noun)
- something you do well (noun)
- having a lot of new ideas (adjective)

B. Go online for more practice with the vocabulary.

C. QUICK WRITE What are your interests? Write five things you like to do. Remember to use this section for your Unit Assignment.

1 | What is a good job?

Reading Skill | Previewing a text

Good readers preview a text (for example, an article, a website, or a story) before reading it. They look quickly at the text and its different parts. This helps them understand it. Here are some tips to help you preview.

- Read the title. The title is the name of the text.
- Read the headings. A heading is a short line of text. It tells what a section is about. Often there is a heading above each section.
- Look at any pictures and their captions. A caption is the text under the picture.

D. PREVIEW This reading is a website for people who are looking for work. Preview the website. Then complete the sentences.

- This is the website of a _____.
 - university
 - career center
 - newspaper
- This website is useful if you want _____.
 - a job
 - a school
 - an office
- The website has _____ steps.
 - two
 - three
 - four

E. Go online for more practice with previewing a text.

WORK WITH THE READING

A. Read the website and gather information about what a good job is.

Winter Hill Career Center

The Right Job for You

What kind of work do you want? What are your skills? What are your interests? The Winter Hill Career Center can help you choose a career! After you take the test, meet with us. We can help you find work that matches your skills and interests.

Step 3: Visit us to plan your career.

Step 1: Take the career test.
Step 2: Choose possible careers.

Step 1: Take the career test. It matches you with possible careers. It is important that your skills and interests match your career. Happy workers have more success. Check (✓) your skills and interests to find your worker type!

Type 1	<input type="checkbox"/> I like to be outside. <input checked="" type="checkbox"/> I am good with my hands. <input type="checkbox"/> I fix things around the house.	Type 4	<input checked="" type="checkbox"/> I like to talk to different people. <input checked="" type="checkbox"/> I often plan activities. <input type="checkbox"/> I like to help people.
Type 2	<input type="checkbox"/> I like to solve problems. <input checked="" type="checkbox"/> I like to learn new information. <input type="checkbox"/> I like science.	Type 5	<input type="checkbox"/> I like to talk. <input type="checkbox"/> People usually listen to me. <input type="checkbox"/> I make decisions easily.
Type 3	<input type="checkbox"/> I like <u>POETRY</u> . <input type="checkbox"/> I often talk about feelings. <input type="checkbox"/> I am creative.	Type 6	<input type="checkbox"/> I follow directions carefully. <input type="checkbox"/> I am good with details. <input type="checkbox"/> I am good with numbers.

Step 2: Choose possible careers.

Which type of worker are you? Look at the boxes with checks (✓). Any section with two or three check marks is your type. Look below for some possible careers for your worker type. Do any of the careers look good to you? We can help you decide.

					
Type 1: carpenter, construction worker	Type 2: doctor, computer programmer	Type 3: chef, hairdresser	Type 4: nurse, teacher	Type 5: lawyer, businessperson	Type 6: accountant, office manager

Step 3: Visit us to plan your career.

worker type: a group of interests or skills that make a person good for a certain career or job

Tip for Success

To help you answer a question by scanning, underline important words in the question. Scanning for those words makes it easy to find the information.

B. According to the Winter Hill Career Center, there are three steps to finding the right job. Put the steps in the correct order.

- Go to the Winter Hill Career Center.
- Check your skills and interests.
- Look at careers that match your skills and interests.

C. Which career matches each person's skills and interests? Scan the career test and possible careers in Reading 1. Then circle the correct answers.

- I like to help people. I often plan activities.
 - teacher
 - carpenter
- I like to talk. I make decisions easily.
 - accountant
 - lawyer
- I am good with numbers. I follow directions carefully.
 - accountant
 - teacher
- I am creative. I like art, music, and movies.
 - hairdresser
 - nurse
- I like science. I like to learn new information.
 - computer programmer
 - construction worker
- I am good with my hands. I like to be outside.
 - chef
 - carpenter

D. Look at the six occupations. Which worker types do they match? Add them to the chart on page 8.

		
farmer	science professor	fashion designer

		
personal trainer	architect	salesperson

Type	Interests and Skills	Occupations
1	I like to be outside. I am good with my hands. I like to fix things around the house.	construction worker <i>Farmer</i>
2	I like to solve problems. I like to learn new information. I like science.	computer programmer <i>science teacher</i>
3	I like art, music, and movies. I often talk about feelings. I am creative.	chef <i>Fashion designer</i>
4	I like to talk to different people. I often plan activities. I like to help people.	teacher <i>Personal trainer</i>
5	I like to talk. People usually listen to me. I make decisions easily.	businessperson <i>Sales person</i>
6	I follow directions carefully. I am good with details. I am good with numbers.	office manager <i>architect</i>

E. The reading says, "It is important that your skills and interests match your career." Why is it important? Discuss with a partner.

WRITE WHAT YOU THINK

A. Take the career test on page 6. Then discuss the questions in step 2 of the website in a group.

B. What type of worker are you? Write a few sentences explaining your answer. Look back at your Quick Write on page 4. Add anything you learned about yourself from the career test.

My response: *Maybe my nurse career*
I like to talk to different people
and I often plan activities
I like to help people.
I can work for long hours.

What is a good job?

READING 2 The World of Work



You are going to read interviews in a magazine about different careers. Use the interviews to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Oxford 2000 keywords

- company (noun) a group of people who work together to make or sell things
- customer (noun) a person who buys things or services
- event (noun) something important or unusual that happens
- flexible (adjective) able to change easily
- product (noun) something people make to sell
- regular (adjective) happening again and again in the same way
- result (noun) something that happens because of something else

- Her success is the result of many years of hard work.
- My hours are regular. I always work from 8 a.m. to 5 p.m., Sunday through Thursday.
- This job is different every day. That's why we need flexible people.
- I work for a small company. There are four people in our office.
- The new product is great. Everyone is buying it!
- The most important event of the year is the company's awards ceremony.
- The customer asked the sales assistant many questions.



B. Go online for more practice with the vocabulary.

TIP for Success
 You do not need to understand every word in a reading text. To build your vocabulary, circle the four or five new words you think are most important and find them in the dictionary.

C. PREVIEW Preview the interviews. Look at the questions. What information do the people give about their work? Check (✓) your ideas.

- 1. the pay
- 2. the name of the job
- 3. where they work
- 4. what they do every day at work
- 5. what they do at home
- 6. what they like about their work

D. QUICKWRITE What do you know about these jobs? What do people with these jobs do? Where do they work? What skills do these jobs require? Write a few sentences. Remember to use this section for your Unit Assignment.

physical therapist event planner sales assistant Web designer

WORK WITH THE READING

A. Read the interviews and gather information about what a good job is.

The World of Work



There are many different kinds of work. People enjoy their work for many different reasons. We talked to four people about their work. Read about their careers.

What do you do? I'm a physical therapist. I work in a hospital. What are your responsibilities? I help my patients get healthy and stay healthy. I learn about a patient's health problem. I make a plan for the patient. I teach the patient how to exercise and move. Why do you like your job? I know my work is important. My patients are nice. I work from 9 a.m. to 5 p.m., Monday to Friday. I like the regular hours.



What do you do? I'm an event planner. I work in an office, but I travel a lot. What are your responsibilities? I plan big events for businesses. I plan the location, the transportation, the food, and the activities for the event. I work with many different people in restaurants, hotels, and transportation. I need to be very organized and remember a lot of details. Why do you like your job? My work is fun and exciting. I like to meet new people. I like to travel. Also, I see the results of my work with every event. That makes me happy.



What do you do? I am a sales assistant in a computer store. What are your responsibilities? I need to know all about computers. I help customers make decisions about what to buy. I explain our products. Why do you like your job? My job is interesting. I like to learn about new products. There is always something new. I work evenings, so I have time at home in the morning with my baby daughter. And the job pays me well.



What do you do? I am a Web designer. I make websites for companies. I am self-employed. I work in my home office. What are your responsibilities? A company asks me to plan a website. I learn about the company and what it needs. I write a plan. I talk to the company again. If they like the plan, I make the website. Why do you like your job? I like to be creative. I like my quiet home office. Also, I have flexible hours. I work when I want. I can say no to a job, too.

¹ self-employed: working for yourself, not for somebody else

B. Circle the answer that best completes the statement.

- This article helps readers ____.
- a. find a company
 - b. learn about careers
 - c. write about their careers

C. Who is speaking? Write the job title from the interviews next to each statement.

1. sales assistant I talk about the different products in our store.
2. web designer I work at home.
3. physical therapist they help people with health problems.
4. event planner I travel a lot.
5. physicist I help people move and exercise.
6. sales assistant I need to learn about new products.
7. web designer I have a flexible schedule.
8. physician I work with patients and doctors in a hospital.

D. Complete the chart with information about each career.

Job Title	Workplace	Work Skills	Work Schedule
Event planner	office travel	Planning organized detail oriented work with people	
Physical therapist	hospital	work with patients knowledge of health make plans	9 am to 5 pm Monday to Friday
Sales assistant	computer store	knowledge of products, work with customers	evenings
Web designer	home office	make websites learn about companies	flexible hours

E. Complete the sentences with adjectives from the box.

creative	exciting	important	interesting	quiet
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1. The event planner says his work is exciting.
2. The physical therapist says her work is important.

3. The sales assistant says his work is interesting and creative.
4. The Web designer says her work is quiet.

F. Look back at your Quick Write on page 10. Add any new information you learned from the reading.

QUICK ONLINE

G. Go online to read *Being an Accountant* and check your comprehension.

WRITE WHAT YOU THINK

A. Discuss the question in a group. Look back at your Quick Write on page 10 as you think about what you learned.

- What is important to you in a job? Check (✓) your answers.
- nice people
 - learning about new products
 - flexible hours
 - good pay
 - traveling
 - working from home
 - regular hours
 - being creative
 - a quiet workplace
 - solving problems
 - helping people
 - regular hours

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

1. Which job from Reading 1 or Reading 2 do you want to have? Why?

Writing Tip
Every sentence needs a subject and a verb. The subject is who or what the sentence is about. The verb tells what the subject does or what the subject thinks, feels, or is.

I want to be a(n) web designer.

Reason: I like use computer things

2. Which job from Reading 1 or Reading 2 do you NOT want to have? Why not?

I do not want to be a(n) physicist.

Reason:

Some words are both nouns and verbs. They look the same, but they work differently in a sentence. A noun refers to a person, place, object, or idea. A verb refers to an action. Learning to use the same word in different forms helps build your vocabulary.

These words from Reading 1 and Reading 2 can be nouns or verbs.

Word	Noun	Verb
match	This job is a <u>match</u> for you.	My skills and interests <u>match</u> my career.
pay	I like my job, but <u>the pay</u> isn't very good.	They <u>pay</u> you every month.
plan	<u>His</u> plan is to go on vacation next month.	I plan activities for people in my office.
result	<u>The</u> result of his hard work is a good website.	Hard work <u>results</u> in success.
travel	I <u>enjoy</u> travel.	I <u>travel</u> a lot for my job.
work	There are many different kinds of <u>work</u> .	I <u>work</u> in a large hospital in the city.

مطابق - match - مطابقتها
أجرت - pay - أجرته
الخطة - plan - خططها
النتيجة - result - نتيجة عمله
السفر - travel - يسافر
العمل - work - عمله

A. Read the paragraph. Write N (noun) or V (verb) above each bold word.

I am a pilot. I like **my work**. I need to be very careful. **The result** of bad decisions is sometimes terrible. My job is difficult, **but** the company **pays** me very well. My job is also fun. I **travel** all over the world.

B. Is the bold word a noun or a verb? Check (✓) Noun or Verb.

	Noun	Verb
1. A doctor's work is never done.	<input type="checkbox"/>	<input type="checkbox"/>
2. My father travels to many countries for his company.	<input type="checkbox"/>	<input type="checkbox"/>
3. A good career for you matches your worker type.	<input type="checkbox"/>	<input type="checkbox"/>
4. Carpenters see the results of their work every day.	<input type="checkbox"/>	<input type="checkbox"/>
5. What is your plan for your career?	<input type="checkbox"/>	<input type="checkbox"/>

C. Go online for more practice with word forms.

WRITING

At the end of this unit, you will write a few sentences about a job that is right for you. Your sentences will include specific information from the readings and your own ideas.

Writing Skill Writing a main idea and supporting sentences

A main idea is the big idea. For example:
My work is interesting.
Supporting sentences give more information about the main idea. For example:
I meet new people.
I learn about new products.
Supporting sentences often give details about the main idea. Be sure the supporting sentences connect to the main idea. For example:
Main idea: Construction workers need to be strong.
They work with big machines.
They lift heavy things.
They wear warm clothes. [NOT a supporting sentence]

A. Match the supporting sentences to each main idea.

Sometimes they sleep in their trucks.
They answer customers' questions.
They explain new products.
They make new computer programs.
They think of new solutions to old problems.
They travel long distances.

- Main idea: Sales assistants need to speak English well.
Supporting sentence: They answer customers' questions.
Supporting sentence: _____

2. Main idea: Truck drivers are away from home many days a year.

Supporting sentence: _____

Supporting sentence: _____

3. Main idea: Software developers are creative people.

Supporting sentence: _____

Supporting sentence: _____

B. Cross out the one sentence that does not support the main idea.

1. Medical secretaries have many job duties.

a. They answer the phone.

b. They talk to patients about their records.

c. They like science and technology.

d. They schedule patients to see the doctor.

2. Accountants have many skills.

a. They are good with numbers.

b. They are well paid.

c. They follow directions carefully.

d. They are good with details.

3. Chefs work in many different types of kitchens.

a. Some chefs work in hospital kitchens.

b. Others work in restaurants or hotels.

c. Some eat at home in their kitchens.

d. Some cook in university or school kitchens.

4. Lawyers need many skills.

a. They need to read, write, and speak very well.

b. They need to work long hours.

c. They need to make decisions quickly.

d. They need to solve problems.

I have to be chef

C. **WRITING MODEL** Underline the main idea in each model paragraph. Write 55 at the beginning of each supporting sentence. Cross out the sentence that does not support the main idea.

1. Emergency medical technicians have many job responsibilities.

55 They drive an ambulance to an emergency. They carry people to

the ambulance. They give people emergency medications. They

bring people to the hospital. Their work is very important.

2. I want to be an emergency medical technician. I like to help people.

I like to make decisions and solve problems. I want an exciting

job. Emergency medical technicians need to be strong. I want

to make a difference in people's lives.

D. Choose a sentence you wrote in your Quick Write on page 4. Copy the sentence. Then write three supporting sentences. For example:

Main idea: I like to travel.

Supporting sentences: I like to learn about new places.

I like to meet new people.

I like to try new foods.

* I like to in reston

* I can't see what kind suit

ONLINE

Verbs + infinitives (like, want, and need)

Like, want, and need are common verbs. A noun or noun phrase or an infinitive form of a verb (to + the base form of the verb) often follows like, want, or need.

Noun Phrase	Infinitive
I like my career.	I like to help people.
I want a career.	I want to be a doctor.
I need a good job.	I need to work.

I can

ONLINE

Go online to watch the Skill Video.

A. Underline the noun phrases and circle the infinitives after the verbs like, want, and need.

1. I want to be a chef in a restaurant. I like to work with people. I like good food. I am creative.
2. I want to be an accountant. I like to solve problems in math. I like to work with details. I need good pay.
3. I want to be a truck driver. I like big trucks. I like to work alone. I want to see the country. I need to move around.
4. I want to be an office worker. I like regular hours. I like people. I need a job in an office.

B. Complete each sentence with your own ideas about jobs. Use a noun or a noun phrase and/or an infinitive with each verb.

1. I like _____
2. I like _____
3. I don't like _____
4. I don't like _____
5. I want _____
6. I don't want _____
7. I need _____
8. I don't need _____

iQ ONLINE **C. Go online for more practice with verbs and infinitives.**

iQ ONLINE **D. Go online for the grammar expansion.**

Go to the Online Resources for your Unit Assignment.

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
career	match	creative
company	plan	flexible
customer	solve	regular
decision		
event		
product		
result		
skill		
success		

Oxford 2000 keywords
 Academic Word List

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

UNIT OBJECTIVE	READING VOCABULARY	WRITING	GRAMMAR
	<input type="checkbox"/> I can preview a text. (p. 5)	<input type="checkbox"/> I can recognize and use words that are both nouns and verbs. (p. 14)	<input type="checkbox"/> I can gather information and ideas to describe the duties of the job I want and give reasons that it is a good job for me.
	<input type="checkbox"/> I can recognize and use words that are both nouns and verbs. (p. 14)	<input type="checkbox"/> I can write a main idea and supporting sentences (p. 15)	<input type="checkbox"/> I can recognize and use verbs + infinitives (like, want, and need). (p. 17)

Q

UNIT QUESTION

Why do people immigrate to other countries?

- A** Discuss these questions with your classmates.
- Which countries in the world have a lot of immigrants?
 - Look at the photos. Do you think people today immigrate for the same reasons they did in the past?



- B** Listen to *The Q Classroom* online. Match the reasons in the box with the students. Do you agree or disagree? Check (✓) your answers in the chart below.

- | | |
|--------------------------|----------------------|
| a. for education | c. to be with family |
| b. for job opportunities | d. for safety |

	Reason	Agree
Felix	b. for job opportunities	<input type="checkbox"/>
Yuna	a. for education	<input checked="" type="checkbox"/>
Sophy	c. to be with family	<input type="checkbox"/>
Marcus	d. for safety	<input type="checkbox"/>

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



READING 1 | The World in a City

UNIT OBJECTIVE

You are going to read a website about London. Use the website to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read their definitions. Then complete each sentence.

- Vocabulary Skill Review**
- Pay attention to the part of speech information in each definition. As you do Activity A, think about which part of speech is needed in each sentence. Does the sentence need a verb, a noun, or an adjective?
- celebrate (verb) to do something special on an important day
 - international (adjective) between different countries
 - market (noun) a place where people go to buy and sell things, usually outside
 - million (number) 1,000,000
 - neighborhood (noun) a part of a town or city; the people who live there
 - population (noun) the number of people who live in a place
 - sights (noun) interesting places to see
- Oxford 2000 keywords

- Many people buy vegetables and fruits at their local market.
- People from many different countries live and work in Dubai. It is an international city.
- Riyadh is a large city. About four million people live there.
- People in this country don't have many children. The population is going down.
- I want to live in this neighborhood. The houses and schools are very nice.
- We celebrate the new year with special food and fireworks.
- There are many famous sights to see in London, like the Tower of London.

B. Go online for more practice with the vocabulary.

UNIT 2 | Why do people immigrate to other countries?

C. PREVIEW Look at the title, headings, pictures, and captions. What does the website say about London? Check (✓) the answer.

- London is fun for families.
- People in London come from many different countries.
- People from London like to visit many countries.

D. QUICK WRITE An international city is a city where people from many countries live and work. What international cities do you know? Who lives in these cities? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING *The are sport*

A. Read the website and gather information about why people immigrate to other countries.

The World in a City

London

1 Do you plan to visit London? There are many English **sights** to see, but there are many **international** sights, sounds, and foods, too. London is a city with many different groups of people. In a visit to London, you see the world.

Population

2 The **population** of the city of London is about **eight million**. Over three million of these people are from other countries. In London, you can hear over 300 languages spoken.

Eat

3 There is food from more than 55 different countries in London's restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food **markets**, you can buy vegetables and fruits from all over the world.



a street in London

The following are the top ten countries of birth¹ for today's immigrants in London:

- | | |
|---------------|-----------------|
| 1. India | 6. Sri Lanka |
| 2. Poland | 7. Jamaica |
| 3. Bangladesh | 8. Pakistan |
| 4. Nigeria | 9. South Africa |
| 5. Ireland | 10. Germany |

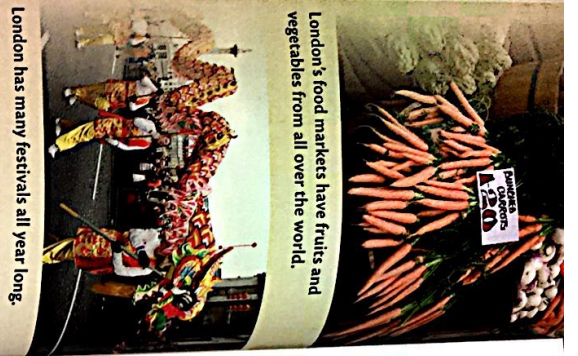
¹ country of birth: the country a person is born in

Visit

4 People from many countries live and work in the neighborhoods of London. You can go to the neighborhoods to see interesting people, shops, restaurants, and events from all over the world. London also has more than 240 museums! Go to the museums to see old and new art from many different countries.

Celebrate

5 London has many international festivals with food, music, art, and dance. In the winter, you can celebrate Chinese New Year. In early spring, you can celebrate the Russian end of winter. In the summer, you can go to one of the largest Caribbean festivals in the world. In the fall, you can enjoy the Indian festival of lights.



London has many festivals all year long.

Tip for Success

Read a text two times or more. The first time, read for the main ideas. Then read it again for details.

B. According to the website, what are five activities that you can do to see the world in London? Check (✓) your answers.

- Eat in a restaurant.
- Go to a food market.
- Ride a bus.
- Go to a festival.
- Read the newspapers.
- Go to museums.
- Visit the neighborhoods.

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

F 1. About three million people live in London. 58 F

21914 million

F 2. About one million Londoners were born outside of England.

T 3. People in London speak over 300 languages.

F 4. There is food from more than 65 countries in London's restaurants. 55

F 5. Poland is the number-one country of birth of today's London immigrants.

T 6. In London museums, you can see things from all over the world.

D. Where is this information on the website? Write the correct paragraph number next to each statement.

1 London is a city with many things to see.

3 There is food from all around the world in London.

4 There are great neighborhoods in London.

5 There are interesting festivals all year long.

2 The people in London come from many countries.

4 London has many museums.

16

In Activity E, you have to restate, or write in your own words, some of the information you learned in Reading 1. Restating is a good way to review information.

E. What did you learn about London in Reading 1? Write one sentence in your own words about each topic.

1. People: _____
2. Food: _____
3. Neighborhoods: _____
4. Festivals: _____

WRITE WHAT YOU THINK

- A.** Think about your city or town. How international is it? Are there international restaurants and festivals? Are there international museums? Do people from different countries live in your city or town?
- B.** Think about the immigrants in your city or town. Where are they from? What neighborhoods do they live in? What do you know about the immigrants in your area?
- C.** Choose the questions from A or B and write a response. Look back at your Quick Write on page 23 as you think about what you learned.

Questions (A or B): _____

My response: _____



READING 2 | Immigrant Stories

UNIT OBJECTIVE

You are going to read a magazine article that tells the stories of three immigrants. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

1. I'm so excited. I have the opportunity to go to London this year.
2. John doesn't have any friends. He is lonely.
3. I work in a restaurant now, but I want to have my own restaurant.
4. Children need their parents to support them. They need food, money, love, and many other things.
5. One year is not enough. You need several years to make a new life in a new country.
6. Many people from Jamaica live in London. They have a large community there.

a. _____ (verb) to help someone to live by giving them things like money, a home, or food

b. community (noun) a group of people who are together, for example, because they have the same interests or background

c. _____ (noun) a chance to do something

d. _____ (adjective) unhappy because you are not with other people

e. _____ (adjective) belonging to a particular person

f. _____ (adjective) more than two but not many

B. Go online for more practice with the vocabulary.



Reading Skill

Skimming for the main idea

Skimming is reading a text quickly to find the main idea. People often skim articles online, in newspapers, or in magazines. They look quickly at all sections of the article to get the main idea. Then they decide if they want to take more time to read the article carefully.

Skimming is useful when you want to get a quick idea of the reading. Here are some tips to help you skim for the main idea.

- Read the title.

Read the headings of each section. Often the main idea is in the beginning or end of a paragraph.

- Read the first and last sentences of each paragraph.

Read the first and last sentences of each paragraph. Often the main idea is in the beginning or end of a paragraph.

C. PREVIEW Skim the article. Write T (true) or F (false).

1. The three immigrants are from different countries.
2. The three immigrants all live in England.
3. The three immigrants are students.

Q ONLINE

D. Go online for more practice with skimming.

E. QUICKWRITE What problems do immigrants have when they change countries? What things can be better? Write a few sentences. Remember to use this section for your Unit Assignment.



WORK WITH THE READING

1. Read the article and gather information about why people immigrate to other countries.

Immigrant Stories

1. Immigrants in London—Why are they in London? Are they happy to live here? Do they plan to stay? Read their stories and find the answers!

Story 1: Sun Yun Wing

2. My name is Sun Yun Wing. I am from a small town near Hong Kong. In 1965, there weren't many



Sun Yun Wing

jobs there. There were many job opportunities in England, so I came to London. I was 20 years old. I had many problems at first. I didn't speak English. The weather was cold and rainy. I was lonely because my family didn't come with me, but there were good things about living in London. There were many jobs with good pay.

1. factory: a place where people make things, usually with machines

4. I got my first job in a Chinese restaurant.

5. Now, I have my own restaurant. I work there with my wife. She is also Chinese. Her English is good, so she speaks to the customers. I am the chef. We work very hard.

6. We have three children. They have good jobs. They do not want to live in Hong Kong. My wife and I don't know anyone in Hong Kong now. Our life is here. This is our home.

Story 2: Basher Ali

7. My name is Basher Ali. I am from a small town in Bangladesh. I came to England in 1985 with my wife and two small children. I was 25 years old. I immigrated to England to give my family a better life. My first job in England was in a factory¹. At night, I went to school. I studied English and business on nights and weekends. Now, I have my own business. I sell clothing from Bangladesh. My business is very successful. I have several clothing stores.



Basher Ali



- 9 I try to help my people. In London, I give English classes at my stores for the Bangladeshi community. I send money to my relatives and my town in Bangladesh. I support a children's language school there.
- 10 I have good children. They work in my company. They keep Bangladeshi ways in their families. They are successful in England, but they are still Bangladeshi in their hearts.

Story 3: Aparata Asuquo

- 11 My name is Aparata Asuquo. I am from Lagos, Nigeria. I came to London in 2008 with my husband. I was 45 years old. My husband works for an international bank here in London. He worked in an office of the same bank in Nigeria. We moved here for his career.
- 12 I was a successful businesswoman² in my country, but I had no success finding a job here in London. After two years, my husband said, "This is a different country. This is your new life. You need to start from the beginning



Aparata Asuquo

- again." So I got a job as an office worker. The pay isn't very good, but I like the people.
- 13 Our children go to university in England. My husband and I plan to return to Nigeria, but our children plan to stay here. They have many opportunities here. It is always sad to say goodbye but for my husband and me, Nigeria is our home

² businesswoman: a woman who works in business, especially in a top position

B. Circle the answer to each question.

- Sun Yun Wing**
1. Is he happy living in England? Yes No
 2. Does he plan to stay? Yes No
- Basher Ali**
3. Is he happy living in England? Yes No
 4. Does he plan to stay? Yes No
- Aparata Asuquo**
5. Is she happy living in England? Yes No
 6. Does she plan to stay? Yes No

C. What do we know about each person? Check (✓) the statements you know to be true.

1. What do we know about Sun Yun Wing?
 - He is from Hong Kong.
 - He came to London alone.
 - He is married.
 - He went to school in Hong Kong.
 - He is a grandfather.
2. What do we know about Basher Ali?
 - He is from a small town in Bangladesh.
 - He came to England with his family.
 - He learned English in school in England.
 - He goes back to Bangladesh often.
 - He is a grandfather.
3. What do we know about Aparata Asuquo?
 - She works in a bank.
 - She has five children.
 - She was successful in Nigeria.
 - She came with her husband.
 - She misses Nigeria.

D. Read the stories again. Check (✓) the problems and successes of each immigrant. You may check more than one person for each statement.

	Sun Yun Wing	Basher Ali	Aparata Asuquo
1. I was lonely.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I didn't find a good job.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. There were no good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. I was sad without my family.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have a business in England.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. I help my community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. My children go to university in England.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. My children have good jobs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

E. What do you think? Circle your answer. Find an example from the article to support your answer.

1. Is it better to immigrate when you are young? Yes No

Example from the reading: _____

2. Is it easier to immigrate with family? Yes No

Example from the reading: _____

3. Is it important to learn the language of the new country? Yes No

Example from the reading: _____

F. Look back at your Quick Write on page 28. Add any new information you learned from the reading. Have any of your answers changed?

G. Go online to read *Living in Tokyo* and check your comprehension.

WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 28 as you think about what you learned.

1. In Activity D on page 31, numbers 1-4 tell about problems immigrants have in London. What problems do immigrants have where you live?

2. In Activity D on page 31, numbers 5-8 tell about successes London immigrants have. What are the successes of immigrants where you live?

B. Go online to watch the video about how one immigrant gives to his community. Then check your comprehension.

community groups (n.) groups in a community, like children's sports teams, arts organizations, or book groups
fundraiser (n.) an event that makes money for a group
volunteer (v.) to work for free to help a group or a cause

VIDEO VOCABULARY

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

1. Is immigration good for countries like England?

2. How do immigrants help a country?

3. What are some problems with immigration?

Vocabulary Skill Word roots

The root of a word is the part of a word with the basic meaning. lonely alone lonely loneliness
The root is lon, which means "without another person." The meaning of each of the words relates to this basic meaning. Learning roots can increase your vocabulary and help you guess the meaning of a new word in a text.

A. These words from the unit have word roots (in bold). Match each word root with its definition.

factory	immigrate	international	population
---------	-----------	---------------	------------

Word Roots

- | | |
|-------------|----------------------------|
| c. 1. nat | a. people |
| a. 2. pop | b. to do or make |
| b. 3. fac | c. to be born or come from |
| d. 4. migra | d. to move |

B. Here are more words with the same roots. Match each word with its definition.

- | | |
|----------------|--|
| Words | Definitions |
| 1. emigrate | a. belonging to a place from birth |
| 2. native | b. to fill an area with people |
| 3. populate | c. to make things using machines |
| 4. manufacture | d. to leave your country for another country |

C. Go online for more practice with word roots.



WRITING

At the end of this unit, you will write about a place that changed with immigration. Your sentences will include specific information from the readings and your own ideas.

Writing Skill

Writing compound sentences with but and so

You can connect two simple sentences with but to give opposite or different information. Use a comma before but.

She is happy, but she misses home.

She likes the English language, but she doesn't like English weather.

You can connect two simple sentences with so when the second sentence is a result of the first sentence. Use a comma before so.

There were no jobs in his country, so he immigrated to the United States.

He doesn't speak English well, so he goes to English classes.

A. Complete each sentence with but or so.

1. She wanted to help her family back home, so she sent money every month.
2. He was a teacher in his native country, but he isn't a teacher in the United States.
3. There are great opportunities for immigrants, but there are also many problems.
4. There are many Indian immigrants in London, so there are many Indian restaurants in London.
5. London is an English city, but it is an international city, too.
6. He went to school in London, so he can speak English very well.

B. Read the sentences. Connect them with but or so. Remember to use commas.

1. There were no jobs in his small town.
He moved to a big city.

There were no jobs in his small town, so he moved to a big city.

2. She had good business skills.
She did not get a job.

She had good business skills, but she did not get a job.

3. People speak many different languages in London.
Most people speak English.

People speak many different languages in London, but most people speak English.

4. His family didn't come with him.
He was very lonely.

His family didn't come with him, so he was very lonely.

5. She was a doctor in Egypt.
She is a medical secretary here.

She was a doctor in Egypt, but she is a medical secretary here.

6. Many people from the Caribbean live in London.
London has very big Caribbean festivals.

Many people from the Caribbean live in London, so London has very big Caribbean festivals.

C. Complete the sentences. Use information about yourself.

1. I want to learn English, so I am taking
2. I want to learn English, but I don't have time

D. Go online for more practice writing compound sentences with but and so.



Regular verbs

Use the simple past to talk about actions that happened in the past.
 • To form the simple past of regular verbs, add *-ed* to the base form of the verb.
He worked in a factory.

- For verbs ending in *-e*, just add *-d*.
They moved to London in 2013.
- For verbs ending in *-y*, drop the *y* and add *-ied*.
She studied English in school.

Irregular verbs

Past of be

- The verb *be* is irregular in the simple past. It has two forms: *was* and *were*. Use *was* with *I, he, she, and it*. Use *were* with *we, you, and they*.

I was in London.
You were in the neighborhood.
She was new to the country.
He was a good student.
It was cold.
We were at the museum.
They were from China.

- Here are some common irregular verbs with their simple past forms.

buy	bought	know	knew
come	came	make	made
do	did	say	said
get	got	speak	spoke
go	went	take	took
have	had	be	been
		have	had

Negative forms of the simple past

- To form a negative statement, use *did + not* (or *didn't*) + the base form of the verb.

We didn't work nights. We worked days.
I didn't go home for dinner. I went to a restaurant.
She didn't speak English. She spoke Tagalog.

27
 A. Look back at Reading 2 on pages 29–30. Circle all the verbs in the reading about Basher Ali. Write the verbs in the correct column of the chart below.

Present	Past
is, own, have, sell, try, give	was, went
send, supply, work, keep, ate	

B. Complete each sentence with the past tense of *be*.

1. I was sad to say goodbye.
2. You were successful in your job.
3. She was happy to start a new life.
4. It was a small town.
5. Sami was ready to try something new.
6. We were able to find work.
7. You and I were at our jobs morning and night.
8. Fatima and Aisha were happy to speak Arabic together.

C. Complete each sentence with the simple past form of the verb in parentheses.

1. New York City is an old city of immigrants. The Dutch bought (buy) the land from the Native Americans in 1626.
2. In the mid-1800s, many people from Germany and Ireland moved (move) to New York City.

3. In 1880, 12,000 Italians lived (live) in New York City.

4. Over the next 30 years, many Italians came (come) to New York City.

5. In 1910, 341,000 Italians settled (settle) in New York City.

6. More than a million immigrants made (make) New York City their home between 1990 and 2000.

7. One-third of the immigrants arrived (arrive) from Latin America and the Caribbean.

8. In 2005, more than half of the people in New York City were immigrants or had (have) immigrant parents.

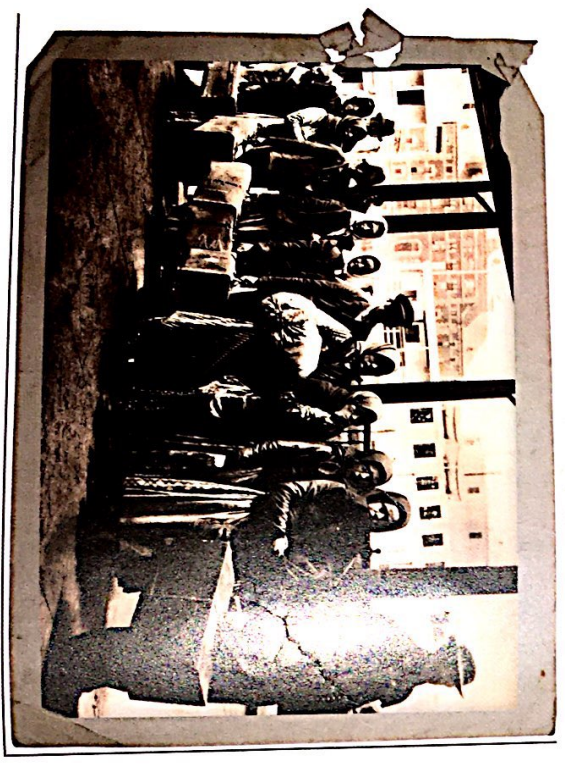
GO ONLINE

D. Go online for more practice with the simple past.

E. Go online for the grammar expansion.

GO ONLINE

Go to the Online Resources for your Unit Assignment.



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
community	celebrate	international
market	support	lonely
neighborhood	Number	own
opportunity	million	several
population		
sights		

Oxford 2000 keywords
 Academic Word List

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

UNIT OBJECTIVE	READING	VOCABULARY	WRITING	GRAMMAR
	<input type="checkbox"/> I can skim for the main idea. (p. 28)	<input type="checkbox"/> I can recognize word roots. (p. 33)	<input type="checkbox"/> I can connect sentences with but and so. (p. 34)	<input type="checkbox"/> I can recognize and use the simple past. (p. 36)
	<input type="checkbox"/> I can gather information and ideas to explain how a place changed because of international immigration or international culture.			

- ▶ READING reading charts, graphs, and tables
- ▶ VOCABULARY modifying nouns
- ▶ WRITING using correct paragraph structure
- ▶ GRAMMAR sentences with because

UNIT OBJECTIVE

▶▶▶▶▶ Read the articles. Gather information and ideas to write a short paragraph explaining how much vacation time you need and why.

Q

UNIT QUESTION

Why is vacation important?

A Discuss these questions with your classmates.

1. How much vacation do you get? Which jobs give more vacation? Which jobs give less? *1964 take a break in the summer*
2. Look at the photo. Is this a vacation you would take? Why or why not?

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

1. Sophy says that we work hard when we come back from vacation. Why?
2. Marcus says that vacation makes people healthier. Why?
3. Felix says that vacation is a time to make important decisions. Why?

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



READING

READING 1 | Vacation Policy

UNIT OBJECTIVE

You are going to read an email about a vacation policy at a business. Use the email to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Toys Inc. is a small toy company. It produces beautiful wooden toys. There are 36 employees at Toys Inc. Most of the employees have special woodworking skills.

Toys Inc. competes with many other toy companies. Some times of year are very busy, and the employees work very long hours. They work an average of 50 hours a week. Recently, several employees left the company. They left because they were stressed by the long hours.

The company president wants to improve employees' experience at work. She believes employees are likely to work better when they take time to rest and relax. The president will write a new vacation policy so that more Toys Inc. employees take vacation from work.



wooden toys

- _____ (verb) to make or grow something
- _____ (verb) to relax, to sleep, or to do nothing
- _____ (verb) to try to do something better than someone else
- _____ (verb) to become better or to make something better
- _____ (noun) people who work for someone else
- _____ (noun) the plans of a government, organization, or company
- _____ (noun) the normal or usual amount
- _____ (adjective) expected to happen

B. Go online for more practice with the vocabulary.

ONLINE

UNIT 3 | Why is vacation important?

Oxford 2000 keywords

C. PREVIEW Skim the email header. Answer the questions.

- Who is the email from?
company
- Who is the email to?
Toys
- What is the email about?

D. QUICKWRITE What do you know about vacation policies? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

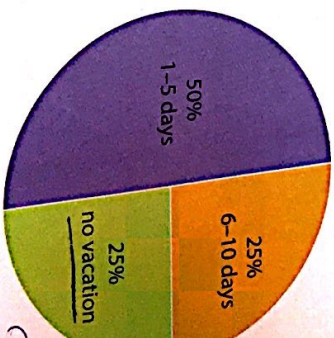
A. Read the email and gather information about why vacation is important.

From: Christine Drake, President
To: Employees of Toys Inc.
Subject: Vacation Policy

At Toys Inc. we want you to be happy, healthy, and successful employees. We know you work hard, and we believe vacations are the best way for you to rest and relax. Many of you, however, do not use all your vacation days. Some of you don't take vacation at all! This year employees used an average of only four vacation days.

Not taking vacation hurts you and the company.

Vacation Time Employees Use Each Year



Source: Toys Inc. Department of Human Resources

Tip for Success

Underline the most important information in a reading text. After you read the text, study the parts you underlined. This helps you remember the information in the text.



Reading and Writing

Tired employees are more likely to have accidents and get hurt. Tired employees are more likely to feel stress and get sick. Every time an employee gets hurt or sick, we produce less. Every time a person gets hurt or sick, their co-workers need to work harder to do their work, too.

Tired employees are more likely to be unhappy and leave the job. You are very skilled woodworkers. We don't want to lose you!

Vacations improve the work you do. You have more energy. You produce more. Vacations are good for business because they are good for employees.

Next year we will start a new vacation policy because you need to take your vacations. We want to know which policy works best for you. Please read about the two policies. Then check (✓) the one you like best. Please return your email with your choice by the end of the day Friday. I will decide on the policy after I hear from you.

Policy A: Close the company for two weeks every year.

With Policy A, we close our business for two weeks every year: one week in the summer and one week in the winter. All employees take their vacation during those two weeks. Many companies around the world have this policy.

Reasons for and against Policy A:

Many employees go on vacation, but they don't stop thinking about work.

They call the company during their vacation. They check the company email.

Closing the company solves this problem. Everyone gets a real vacation.

The big summer and winter holidays already slow down business. Many

employees take vacation around the holidays. This means half the employees are away, and the other half are working too hard. By closing the doors, everyone takes time to relax.

This policy does have a problem. Toys Inc. is number one in wooden toys. We might lose business if we close for two weeks. It will be difficult to compete if we close our doors.

Policy B: Use your vacation days or lose them.

In Policy B, employees need to use their ten vacation days each year. If you do not use the days, you lose the days. You cannot save the days and use them the next year. Many companies now have this vacation policy.

Reasons for and against Policy B:

Employees can decide when to use the vacation days. You can plan a vacation around your family's work and school schedules.

Many employees like to take several short vacations during the year.

This policy lets you take a couple of days off now and then to take short vacations.

This policy works well for the company. However, when employees take vacations at different times, their co-workers need to work harder to do the extra work. This creates stress for employees who are not on vacation.

B. Which policy do these statements describe: A or B? Check (✓) the correct answer.

	Policy A	Policy B
1. Employees take their vacation anytime.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Employees take their vacation at the same time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The company closes for two weeks a year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The company stays open all year long.	<input type="checkbox"/>	<input checked="" type="checkbox"/>



C. Write the letter of the answer that best completes each statement.

- Several employees left Toys Inc. d.
 - because employees were not taking vacation
 - because employees work better
 - because they get sick more often
 - because they were stressed due to the long working hours
- Toys Inc. is starting a new vacation policy a.
- Tired employees produce less c.
 - because they get sick more often
 - because they were stressed due to the long working hours
 - because they were stressed due to the long working hours
 - because they were stressed due to the long working hours
- Vacations are good for business b.

D. Complete the chart with reasons for and against each policy. Use information from the reading.

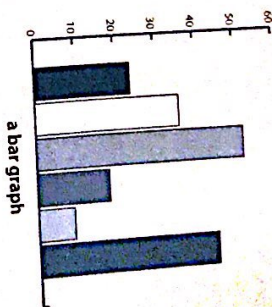
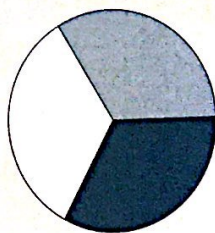
1
 all employees get a real vacation
 difficult to compete with other companies
 flexible vacation time
 more co-worker stress
 no one calls in to work while on vacation
 several short vacations
 2

Reasons for Policy A	Reason against Policy A
Reasons for Policy B	Reason against Policy B

E. Look back at your Quick Write on page 43. Add any new information about vacation policies that you learned from the reading.

Reading Skill Reading charts, graphs, and tables

Many texts you read have charts, graphs, or tables in them. Charts, graphs, and tables are very useful because they give a lot of information in a small space. They also make it easier to understand a text.



1	XXXXX	XXXXX
2		
3		
4		

a table

It's important to look at charts, graphs, and tables when you preview and skim a text. Here are some tips.

- Read the title and headings to get the main idea.
- Look at the numbers. To find details, scan for only the numbers that you want to know about.

A. Look at the pie chart in Reading 1 on page 43. Answer the questions.

- What is the title? _____
- What percentage of employees at Toys Inc. take 1-5 vacation days? _____
- What percentage of employees at Toys Inc. do not take any vacation? _____



B. Look at the table and answer the questions below.

Critical Thinking Tip

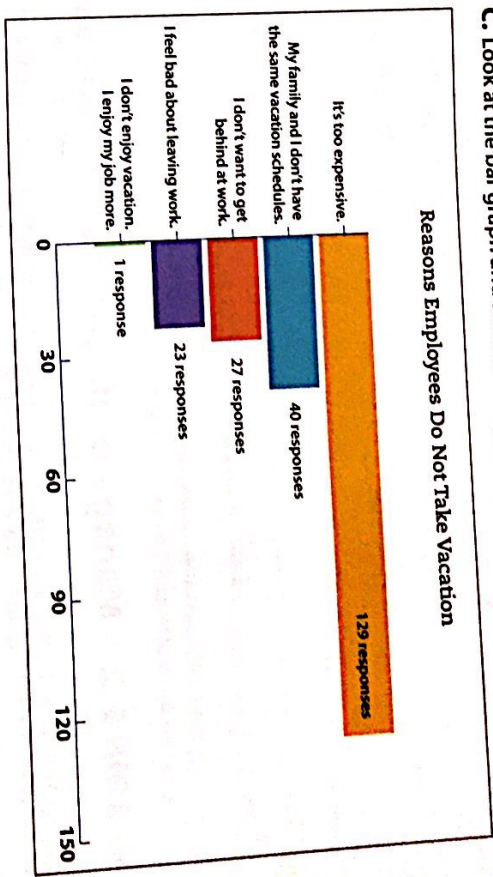
Activities A, B, and C ask you to interpret a table or a graph. To interpret, you have to take information in one form and change it into another form. In these activities, you have to use numbers to understand ideas.

	VACATION DAYS PER YEAR		
	Average Number of Vacation Days Employers Give	Average Number of Vacation Days Employees Take	Average Number of Vacation Days Employees Do Not Use
Brazil	30	30	0
France	30	30	0
Japan	18	7	11
Malaysia	17	14	3
Mexico	12	10	2
United Kingdom	25	25	0
United States	14	10	4

1. What is the title? _____
2. In which countries do people take the most vacation? Brazil and ~~France~~ France
3. How many vacation days do employers give in the United States? 14
4. How many vacation days do people take in the United States? 10
5. How many vacation days do employers give in the United Kingdom? 25
6. How many vacation days do employees take in the United Kingdom? 25

7. What do you think? Why don't people in the United States, Mexico, and Japan take all their vacation days?
Japan, Malaysia, Mexico, United Kingdom
8. What do you think? Why do people in Brazil and France take all their vacation days?
don't like work

C. Look at the bar graph and answer the questions below.



1. What is the title? _____
2. What is the number-one reason people do not take vacation?
It's too expensive
3. How many people don't enjoy vacation? 1
4. How many people cannot take vacation at the same time as their family? 40

ONLINE

D. Go online for more practice with reading charts, graphs, and tables.



WRITE WHAT YOU THINK

A. Discuss the questions in a group.

1. The president of Toys Inc. wants employees to take vacations. How do the two policies get employees to use their vacation time? What are other ways to get employees to use their vacation time?
2. Are vacations the only way to rest and relax? What are other ways employees can rest and relax?

B. Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 43 as you think about what you learned.

Question: _____

My response: _____

READING 2 | Managing Life and Work with Dr. Sanders



UNIT OBJECTIVE You are going to read a blog post about vacations. Use the blog post to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

1. In the summer I travel abroad to learn new languages and try new experiences.
 - a. to other countries
 - b. in my country
2. She has a good attitude about work. She believes work is important but it is not everything.
 - a. way of thinking
 - b. way of reading
3. Exercise has many benefits. You lose weight and get healthy.
 - a. bad results
 - b. good results

Vocabulary Skill Review
 In Unit 2, you learned about word roots. The root of the word *benefits* is *bene*. Use a dictionary to find the meaning of *bene*. What are some other words with the same root?



B. Go online for more practice with the vocabulary.

C. **PREVIEW** Look at the title and the first heading in the blog post and write the answers.

1. Author: Dr Sanders
2. Name of the blog: Ma
3. Title of this blog post: Is a Short Vacation Better than a Long One?

D. **QUICK WRITE** What are the benefits of a short vacation? What are the benefits of a long vacation? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the blog post and gather information about why vacation is important

The screenshot shows a browser window with the following content:

Managing Life and Work with Dr. Sanders

1. a short vacation better than a long one?

2. We all know vacations are good for our health. Indeed, regular vacations reduce heart attacks in men by 30% and in women by 50%. But which kind of vacation is better: one long vacation, or several short ones?

3. Here is information from research studies. Read about the benefits of each kind of vacation. Then decide which kind of vacation is best for you.



The Benefits of a Long Vacation

- International travel makes a vacation longer, but the benefits are big. Several studies show that people who spend their vacations abroad are more creative when they come back home. When people spend time in other countries, they discover different ways people live. This results in more creative thinking and better problem solving.
- Many studies show that people do not get good quality sleep until day two or three of their vacation. After day two or day three, they continue to sleep well for the whole vacation. They also sleep well for one week after vacation. A long vacation means better sleep for more days.
- Traveling on vacation can be stressful. It takes time and money to travel. If you spend more time on your vacation, you get more days of relaxation for your days of travel stress.
- If there is a problem at work, and you are away on a long vacation, your co-workers are more likely to take care of the problem. They are not likely to wait for you to come back from vacation. The result? You have less work waiting for you when you get back to work.

The Benefits of Short Vacations

- Several studies discovered that people enjoy planning for their vacation as much as they enjoy taking the vacation. If you plan four short vacations a year, you can experience the fun of planning the vacation four different times in one year.
- Many people do NOT call the office when they are away on a short vacation. People on long vacations are more likely to check email and worry about work. For example, France has the highest number of vacation days (30 days a year), and also the highest number of vacationers who check their work email (93%).
- Vacations improve our attitude about our lives, our families, and ourselves. When we get back to work, we quickly forget all those positive feelings. Taking several short vacations a year helps you feel positive about your life more often.
- We all have very busy lives. Family, school, and work schedules are full. It is difficult to find a whole week when everyone can go on vacation. A short vacation is easier to fit into our busy schedules. The busier we are, the more important it is to connect with friends and family on vacation.

B. Check (✓) the main idea of the blog post.

- Short vacations are better than long vacations.
- Long vacations are better than short vacations.
- Short and long vacations have different benefits.
- All vacations have the same benefits.

C. Which statements support short vacations? Which statements support long vacations? Write S (short) or L (long) next to each statement.

1. People enjoy planning vacations as much as they enjoy taking vacations.
2. Traveling abroad makes a person more creative.
3. People on long vacations call in to work more often.
4. People quickly lose the benefits of vacation.
5. Families have very busy schedules.
6. Co-workers take care of problems at work when an employee is away for several weeks.
7. It takes a few days of relaxation to improve sleep quality.
8. Travel has benefits, but it is stressful.



People quickly lose the benefits of vacation.

D. Which do you prefer, long or short vacations? Why? Choose one reason from the blog post to support your answer.

E. Look back at your Quick Write on page 51. Add any new information about the benefits of taking vacations that you learned from the reading.

F. Go online to read *Tourism in France* and check your comprehension.



Q2

WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 51 as you think about what you learned.

- The blog post talks about the benefits of taking a vacation. What benefits do you hope for when you take a vacation? Circle three benefits and discuss your choices.
 - discover new places
 - get better sleep
 - connect with family
 - reduce heart attacks
 - feel good about yourself and your life
 - get away from work or school
- What is your idea of a great vacation? Where do you want to go? What do you want to do?

Q ONLINE

B. Go online to watch the video about vacationing in Malaysia. Then check your comprehension.

rainforest (*n.*) a large natural area with trees in the tropics
 rent (*v.*) to pay money for the use of something
 tour guide (*n.*) a person who shows you around a new place

Writing Tip

Remember to support your main idea with several supporting sentences.

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

- What is better for families: one long vacation or several short vacations? Why?
- Do you think people should take more vacations? Why or why not?

Question: _____

My response: _____

Vocabulary Skill

Modifying nouns

We often put two nouns together to form a **modifying noun**. The first noun describes the second noun. It acts like an adjective.

classroom time = time in a classroom

family needs = needs of a family?

summer vacation = vacation during the summer

Knowing how to use modifying nouns correctly increases your vocabulary and helps you sound more natural.

When a noun acts like an adjective, it cannot be plural.

- classroom time
- classrooms time
- family needs
- families needs

A. Change each phrase into a modifying noun.

- experiences in life = life experiences
- experience in work = work experience
- time for relaxation = _____
- time for work = work
- stress in a job = _____
- stress in families = stress families
- vacation in the summer = _____
- policy for vacations = _____
- year of school = _____
- schedule for work = _____
- president of a company = _____
- email from work = _____

B. Order the words and phrases. Write a question.

1. your / How long / year / is / school

How long is your school year?

2. do you / vacation / How many / get / days of

3. your / What / vacation / do you / on / summer / do

4. your / What are / vacation / this year / plans

5. How often / from home / your / do you / check / email / work

6. What / vacation / your / is / policy / employer's

7. your / What time / you / do / take / break / lunch

8. favorite / your / is / spot / What / vacation

C. Compare your answers for Activity B with a partner. Then take turns asking and answering the questions.

D. Go online for more practice with modifying nouns.

ONLINE

Why is vacation important?

WRITING

UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about how much vacation you need. Your paragraph will include specific information from the readings and your own ideas.

Writing Skill Using correct paragraph structure

A paragraph is a group of sentences about one main idea. Paragraphs for school and university work usually have the following parts.

- **A topic sentence:** This sentence tells the main idea of the whole paragraph. It is usually the first or second sentence in the paragraph.
- **Supporting sentences:** These sentences explain the main idea. They often give specific details, such as examples and explanations.
- **A concluding sentence:** This sentence ends the paragraph. Sometimes it tells the reader the main idea again. Some paragraphs, especially short ones, do not have a concluding sentence.

A strong paragraph is important for good writing.

Note: At the beginning of a paragraph, the writer indents the first line.

This means the line starts after five letter spaces.

A. WRITING MODEL Read the model paragraphs. Underline the topic sentence, the three supporting sentences, and the concluding sentence. Then write TS (topic sentence), SS (supporting sentence), or CS (concluding sentence) above each sentence.

1. Vacations are not the right answer to worker stress. First of all, one or two vacations a year cannot reduce the stress of many days of long work hours. Also, vacations can actually be very stressful because they are expensive. Finally, people lived for thousands of years without vacations. Vacations are not necessary.

2. In many countries, workers don't have much vacation time, but in some countries in Europe, long summer vacations are the law. In Sweden and Finland, employers must give employees a four-week-long summer vacation. In Denmark, employees have 15 days, and in Norway,

they have 18 days off at a time in the summer. In Greece, all workers get two complete weeks off in the summer. In Europe, long summer vacations are part of the work calendar.

3. Family vacations are a great way to have fun together and learn more about our country. We often go to festivals, like Janadriyah, that celebrate traditional Arab life and arts. We also visit the historic cities, like Jeddah on the Red Sea, to see the sights and visit the neighborhoods. Sometimes we go to the mountains to hike. Our vacations help us connect to each other and to our Arab traditions.



Family vacations are a great way to have fun together.

B. Read the sentences in each group. Put the sentences into the order of a paragraph. Number them 1-5.

1. Long Vacations

- 5 For these reasons, I take long vacations with my family every summer.
- 3 Also, my family connects better because we are not busy and worried about what is next.
- 1 Long vacations are good for my health, my family, and my work.
- 4 Finally, I come back to work with better and more creative ideas.
- 2 First of all, I can really relax and sleep better because I'm not thinking about schedules and work.

2. The Truth about Summer Vacations

- 1 Long summer vacations are not learning opportunities.
- 4 Children just watch TV and play video games for months in the summer.
- 2 First of all, most parents work, so children are alone at home.
- 5 For these reasons, most children do not learn new skills in the summer.
- 3 Because it is dangerous to go outside without an adult, children stay inside their homes.
- 3. Summer Learning Opportunities
- 2 First of all, children can discover nature by hiking in the mountains or going to beaches.
- 4 Finally, as they get older, teenagers can travel abroad in the summer.
- 1 Summer vacation is an opportunity to learn about the world.
- 5 All these experiences are possible on long summer vacations.
- 3 Also, they can go to an art program to learn about art.

C. Write the sentences from one of the topics in B in the form of a paragraph.

D. Go online for more practice with using correct paragraph structure.



Grammar Sentences with because

You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

Bob is a doctor. (reason) → He cannot take long vacations. (situation)
 Bob cannot take long vacations because he is a doctor.
 Because Bob is a doctor, he cannot take long vacations.

I worked many hours yesterday. (reason) → I am tired. (state)
 I am tired because I worked many hours yesterday.
 Because I worked many hours yesterday, I am tired.

• There is no comma when *because* is in the middle of the sentence. There is a comma when the sentence begins with *because*.

• When the subject in both parts of the sentence is the same, use a pronoun in the second part of the sentence.

✓ Lucy is tired because she worked many hours yesterday.
 X Lucy is tired because Lucy worked many hours yesterday.

and, but, so
 or,
 I am tired because...
 key... she

A. Write two sentences with because. Remember that because introduces the reason.

1. People need a break from work. → People take vacations.

a. People take vacations because they need a break from work.

b. Because people need a break from work, they take vacations.

2. Truck drivers work long hours. → Truck drivers have a lot of job stress.

a. Truck drivers have a lot of job stress because they work long hours.

b. Because people need a break from work, they take vacations.

3. Children worked on farms. → Children had long summer vacations.

a. Children had long summer vacations because they worked on farms.

b. _____

4. Some employees don't have paid vacation. → Some employees don't take vacations.

a. Some employees don't take vacation because they don't have paid vacations.

b. Because some employees don't have paid vacations, they don't take vacations.

5. Some employees have family needs. → Some employees have special schedules.

a. Some employees

b. _____

6. Vacations give families time together. → Vacations are good.

a. _____

b. _____



Vacations give families time to spend together.

B. Complete each sentence with your own idea. Read your sentences to a partner.

1. I like to go on vacation in the summer because it is warm

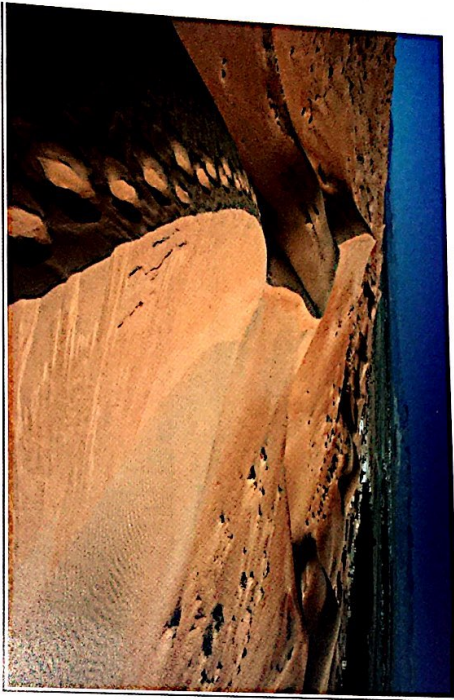
2. Today, people have a lot of work stress because they often do the jobs of several people

iQ ONLINE

- C. Go online for more practice combining sentences with because.
- D. Go online for the grammar expansion.

iQ ONLINE

Go to the Online Resources for your Unit Assignment.



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
attitude	compete	likely
average	connect	positive
benefit	discover	Adverb
employee	improve	abroad
policy	produce	
	reduce	
	rest	

Oxford 2000 keywords
 Academic Word List

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

UNIT OBJECTIVE	READING	VOCABULARY	WRITING	GRAMMAR
	<input type="checkbox"/> I can read charts, graphs, and tables. (p. 47)	<input type="checkbox"/> I can recognize and use modifying nouns. (p. 55)	<input type="checkbox"/> I can use correct paragraph structure. (p. 57)	<input type="checkbox"/> I can write sentences with because. (p. 60)
	<input type="checkbox"/> I can gather information and ideas to write a paragraph explaining how much vacation time I need and why.			

- ▶ **READING** Identifying the topic sentence in a paragraph
- ▶ **VOCABULARY** parts of speech
- ▶ **WRITING** writing a topic sentence
- ▶ **GRAMMAR** sentences with when

Q

UNIT QUESTION

What makes you laugh?

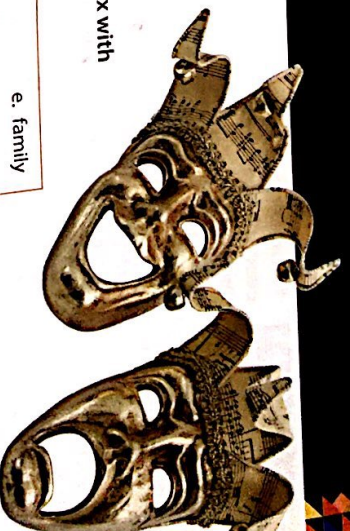
A Discuss these questions with your classmates.

1. When was the last time you laughed? Why did you laugh?
2. Why is it important to laugh?
3. Look at this photo. Why are the people laughing?

maybe someone



UNIT OBJECTIVE ▶▶▶▶ Read the articles. Gather information and ideas to write a paragraph about what makes you or someone you know laugh.



B Listen to *The Q Classroom* online.

Then match the reasons in the box with the students.

- a. funny TV shows
- b. silly things
- c. comedians
- d. unexpected things
- e. family

What makes them laugh?

Sophy	a. funny TV shows + silly things
Yuna	b. family
Felix	
Marcus	c. comedians

iQ ONLINE

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



READING 1 | What Is Laughter?

UNIT OBJECTIVE

You are going to read an online article about the different reasons people laugh. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Tip for Success
Many adjectives have the same form as verbs in the simple past, for example, *surprised* and *embarrassed*.

1. I think laughter is natural, just like eating and sleeping.
 2. I don't really like watching soccer, but I pretend to have fun.
 3. I know it is true because Haya told me. She is an honest person.
 4. I always feel nervous when my brother drives. He's not a good driver.
 5. I don't like to speak in front of the class. I feel embarrassed.
 6. The news didn't surprise Farris. Someone told him about it earlier.
 7. Wear sunglasses to protect your eyes from the sun.
- a. _____ (verb) to keep someone or something safe
 b. _____ (verb) to try to make someone believe something that is not true
 c. _____ (verb) to do something that someone does not expect
 d. _____ (adjective) usual or normal
 e. _____ (adjective) shy or worried about that other people think of you
 f. _____ (adjective) saying what is true
 g. _____ (adjective) worried or afraid about what may happen

iO ONLINE B. Go online for more practice with the vocabulary.

C. PREVIEW Read the article's headings. What three questions does the article ask about laughter?

- P68
- Question 1: _____
- Question 2: _____
- Question 3: _____

D. QUICKWRITE Read the questions from the article's headings again. What do you think? Write a response to each question before you read the article. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information about what makes people laugh.

What Is Laughter?

1. Laughter is **natural** for people. We start to laugh at about four months of age. We start to laugh even before we start to speak!
2. Laughter connects us with other people. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious¹. When one person laughs, other people begin to laugh, too.
3. It is difficult to **pretend** to laugh. Laughter is **honest**. Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people don't know it's not real. Studies show that people don't like the sound of fake² laughter.
4. **When do people laugh?**
Only 10 to 20 percent of laughter is about something funny. Most laughter is about being friendly with other people. Most laughter says, "I don't want to compete with you. I want to be friendly with you." This kind of laughter brings people together.
5. We often laugh when we feel **nervous**. At the beginning of meetings, someone often tells a joke when everyone feels nervous. It is usually a small joke, but we laugh a lot. Our laughter helps us relax.
6. Sometimes we laugh because we think we are better than other people. When we laugh at another

1. contagious: passing from one person to another person
 2. fake: not real

person, we are saying, "I am better than you." This kind of laughter makes others feel bad. Sometimes we laugh because we feel embarrassed.

What is funny?

7 Some things are funny because we don't expect them. When a joke begins, we already have an idea about the end. We think we know the end, but then the joke ends in a different way. The end of the joke surprises us. It makes us laugh.

8 Silly things are sometimes funny. We laugh at jokes about people and their mistakes because we know something they don't know. We think we are better than they are.

Why doesn't everyone laugh at the same joke?

9 Not everyone has the same sense of humor. Some people think a joke is funny, but other

people don't think so. People have different ideas about what is funny.

10 Our idea of what is funny changes with time. For young children, the world is new. Many things surprise them, so they laugh a lot.

Teenagers often worry about what others think of them. They laugh to protect themselves. Adults laugh at themselves and other people with similar problems. They laugh at things that give them stress. Our reasons for laughter change over time.



Laughter is natural for people.

4 sense of humor: ability to feel or understand what is funny

3 silly: not serious; stupid

B. Circle the best answer according to Reading 1.

- Why do we laugh?
 - because our parents teach us to laugh
 - because it is a natural thing to do
- When do people laugh most often?
 - when they are alone
 - when they are with other people
- What is funny?
 - something we know very well
 - something surprising or silly
- Why doesn't everyone laugh at the same joke?
 - Different things make different people laugh.
 - Most people don't laugh in front of others.

C. Read the statements. Write T (true) or F (false). Then correct the false statements. In what paragraph is the information found?

1. People sometimes laugh when they are surprised. 7
2. People like it when others pretend to laugh. 8, 3
3. Young children often laugh because the world surprises them. 10
4. A small joke at the beginning of a meeting helps us relax. 5

D. Complete the sentences below with the correct word from the box.

contagious	friendly	social
embarrassed	honest	

1. Most people laugh as a way to show they are _____.
2. We laugh more when we are with other people because laughter is _____.
3. If I am laughing, you are likely to start laughing because laughter is _____.
4. People do not like the sound of fake laughter because laughter is _____.
5. Some people laugh when they feel nervous or _____.

E. Write the number of the paragraph where each reason for laughter appears. Then write information from the article that supports each reason.

1. 2 We laugh to connect with others.
We laugh more when we are with other people.

2. ___ We laugh to show we are friendly.

3. ___ We laugh to protect ourselves from others.

4. ___ We laugh because someone tells a funny joke.

5. ___ We laugh at our own problems.

WRITE WHAT YOU THINK

A. Ask and answer the questions with a partner. Check (✓) Never, Sometimes, or Often. Add one more question to the chart.

Do you laugh . . .	Never	Sometimes	Often
1. . . . when you are nervous?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. . . . when you hear a joke?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. . . . when you hear other people laugh?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. . . . when you are embarrassed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. . . . when something surprises you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. . . . when _____ ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Choose one of the questions from Activity A and write a question you learned.

Question: ___

My response: ___

Reading Skill Identifying the topic sentence in a paragraph

The topic sentence explains the main idea of a paragraph. Other sentences in a paragraph support the topic sentence. Often, the topic sentence is the first sentence of a paragraph, but sometimes it is the second sentence or the last sentence. Finding the topic sentence helps you quickly understand what the paragraph is about.

Laughter is natural. We start to laugh at about four months of age. We start to laugh even before we start to speak!

Laughter is social. We laugh more when we are with other people. Studies find that we are 30 times more likely to laugh with other people than alone. Laughter is also contagious. When one person laughs, other people begin to laugh, too. People connect to each other with laughter.

It is difficult to pretend to laugh. Laughter is honest. Try to laugh right now. It's difficult, isn't it? When people pretend to laugh, most people know it's not real. Studies show that people don't like the sound of fake laughter.

GO ONLINE

Go online to watch the Skill Video.



A. Go back to Reading 1 on pages 67–68. Circle the topic sentence of each paragraph and write TS next to it.

B. Read the paragraphs below. Circle the topic sentence of each paragraph and write TS next to it.

1. Robert Provine studied people and laughter. He discovered that people laugh when they want to be friendly. He watched people in the city walking and shopping. He found that 80 to 90 percent of laughter came after sentences like "I know" or "I'll see you later." People didn't laugh because someone said something funny. People laughed because they wanted to be friendly with each other.

2. Laughter happens at certain times in a conversation. People laugh more when they speak than when they listen. Pay attention to conversations around you. You will discover that the speaker in a conversation laughs more often. Also, laughter almost always comes at the end of a sentence or a thought. For example, a person might say, "He went to the wrong store! Ha! Ha! Ha!" The person does not say, "He went—Ha! Ha! Ha!—to the wrong store!"

GO ONLINE

C. Go online for more practice with identifying the topic sentence.



READING 2 | Laugh More and Stress Less

UNIT OBJECTIVE You are going to read an online article about laughter's effect on the brain. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Vocabulary Skill Review
In Unit 3, you learned about modifying nouns. Look at sentence 7 in Activity A. Circle the modifying noun.

- Breathe deeply. It helps you relax.
 - I read at a slow rate. I read only a few words per minute.
 - She needs quiet to concentrate on her homework.
 - Laughter has a good effect on your body and your health.
 - Eating healthy food and getting exercise can prevent many illnesses.
 - I want more laughter in my life. I want to increase how much I laugh.
 - Turn your phone off so you are not distracted during class time.
- a. _____ (verb) to take in and let out air through your nose and mouth
- b. _____ (verb) to cause the amount, level, or number of something to go up
- c. _____ (verb) to give all your attention to something
- d. _____ (verb) to stop someone from doing something; to stop something from happening
- e. _____ (noun) a change that happens because of something
- f. rate (noun) the speed of something or how often something happens
- g. _____ (adjective) not paying attention to something because you are thinking about something else

B. Go online for more practice with the vocabulary.

ONLINE

IT 4 | What makes you laugh?

Oxford 2000 keywords

Tip for Success
When you skim a text, remember to read the title, headings, and first and last sentence of each paragraph.

- C. PREVIEW** Skim the article and then read the question below. Circle Yes or No.
- Does laughing make you a better student? Yes No
- D. QUICK WRITE** Think about the last time you laughed out loud. Write a few sentences about how you felt. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information about what makes people laugh.

Laugh More and Stress Less

Meet Norah

Norah is a university student. She is studying for a big exam. She has been studying many hours. She is worried about the exam. Norah cannot **concentrate**. She is looking at her book, but she is thinking about other things. She is **distracted**. She can't remember the information she has studied. What can Norah do to get ready for the exam? She can go out with a friend and laugh a little. Seriously! Laughter quickly reduces the **effects** of stress on your brain.

Stress and Your Body

1 Stress has many effects on your body and brain. Your brain needs oxygen¹ to think. Stress reduces oxygen in your body. When you laugh, you **breathe** deeply. When you laugh, your heart **rate** goes up. More oxygen goes to your brain. The oxygen helps you think better.

Concentration

2 Stress reduces your ability to concentrate. When you feel stress, your brain thinks something bad will happen. Your brain is looking around for possible problems. Your brain is looking for danger. You are **distracted**, and you cannot concentrate.

¹ oxygen: air



Reading and Writing

4 Laughter immediately reduces stress. Laughter sends a message to your brain. "I'm OK. I'm safe." Then your brain stops looking for danger. After you laugh, your brain relaxes, and you can concentrate on your studies.

Memory

5 Stress reduces your memory and ability to learn. Stress reduces your ability to concentrate. Without concentration, you cannot learn new information. With stress, you can forget things you learned before. Stress makes it harder for your brain to find information. Laughter helps you relax, and when you relax, you can remember the information you learned.

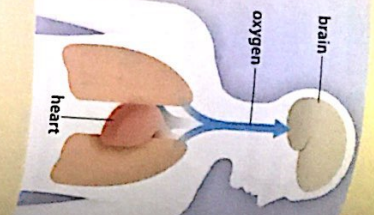
Feelings

6 Studying for a test can make you feel lonely. You may worry you are not learning as fast as others. Laughter is a fast way to connect with other people. When you laugh with others, you feel close to them. Laughter breaks your feeling of loneliness and worry. It makes you feel stronger. When you have too much stress from your studies, you can feel angry or sad. When you laugh, you let go of the bad feelings. You forget your anger and sadness. You immediately feel a little bit better.

Laughter Lasts

The more often you laugh, the better. When you laugh often, stress has less effect on you and your brain. Laughter prevents stress.

7 So next time you have a big test, take some time to find what's funny in life! It's good for you, and it **increases** your brain power!



B. Check (✓) the main idea of the article.

- 1. Stress is bad for your health.
- 2. You feel less stress when you laugh often.
- 3. Laughter helps you do well in your studies.
- 4. Stress helps you concentrate.

C. What are the effects of stress on the body? What are the effects of laughter on the body? Write the sentences in the correct column of the chart below.

Effects of Stress	Effects of Laughter
You are distracted.	1 You forget what you studied.
You concentrate.	1 You have less oxygen in the brain.
You feel angry or sad.	2 You increase oxygen in the brain.
You feel close to others.	2 You relax.
You feel lonely.	2 You remember information.

you are distracted *you concentrate*
you feel lonely *you relax*

D. Match the beginning of each sentence with the correct ending.

- | | |
|--|--|
| 1. When you breathe deeply, <u>e</u> | a. you expect bad things to happen. |
| 2. When you cannot concentrate, <u>b</u> | b. you do not learn new information. |
| 3. When you laugh often, <u>d</u> | c. you feel safe and OK. |
| 4. When you feel stress, <u>a</u> | d. stress has less effect on your brain. |
| 5. When you laugh, <u>c</u> | e. oxygen goes to the brain. |



E. The article says you should stop and have a good laugh before you take a test. Why? Write three reasons from the article.

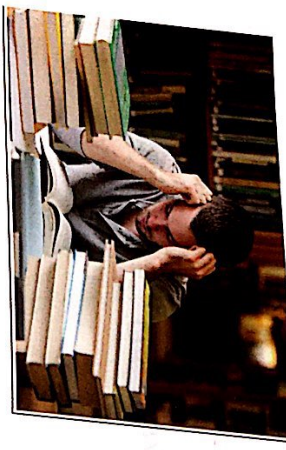
F. Look back at your Quick Write on page 73. Add any new information you learned from the reading.

GO ONLINE! G. Go online to read *My Funny Friend* and check your comprehension.

WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 73 as you think about what you learned.

1. Norah feels stress from her studies. Do you feel stress from your studies? What happens to you when you feel stress?
2. What do you do to reduce stress?
3. Can laughter be a way to reduce the stress you feel? Why? Why not?



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

1. Do you want to laugh more? Why? Why not?
2. How can laughter improve our lives?

Question: _____
My response: _____

Writing Tip Remember to use specific details, such as examples and explanations, to support your topic sentence.

Vocabulary Skill Parts of speech

When you see a word you don't know in a text, it helps to identify the part of speech of the word. Nouns, verbs, adjectives, and adverbs are examples of parts of speech. Knowing the part of speech helps you better understand the meaning and use of the word. If you aren't sure, you can find the part of speech for the vocabulary words in this book on the last page of each unit (in *Track Your Success*). You can also find the part of speech in a dictionary.

- noun (n.) a person, place, object, or idea *Alli tells funny jokes at dinner.*
- verb (v.) an action *Alli tells funny jokes at dinner.*
- adjective (adj.) describes a noun *Alli tells funny jokes at dinner.*
- adverb (adv.) describes an action *We all laugh loudly at his jokes.*

When you know the part of speech, you can use the word correctly in a sentence.

She laughs at my jokes.
 She laughter at my jokes.

A. Read each sentence in the chart below. Write the part of speech of the underlined word. Then check your answers in a dictionary.

Sentence	Part of speech
1. I feel <u>embarrassed</u> when I meet new people.	adjective
2. Laughter stops <u>anger</u> .	noun
3. Laughter <u>protects</u> you from some illnesses.	verb
4. We <u>breathe</u> differently when we laugh.	verb
5. Laughter has many healthy <u>effects</u> on the body.	noun
6. I <u>laugh</u> a lot with my friends.	verb
7. The <u>whole group</u> laughs together in a laughing exercise.	adverb
8. Laughter makes you breathe <u>quickly</u> .	adverb

Tip for Success Write new vocabulary in a list. Include the part of speech and a definition for each word. Review the vocabulary list every day.

B. The underlined words are the incorrect part of speech. Rewrite each word using the correct part of speech. Use a dictionary to help you.

1. They are laughing because they are embarrassment. ^{ed}

2. I want to introduction you to my friend John. ^{introduce}

introduce

3. Laughter is a gift from natural.

nature

4. Try to breath deeply. ^{take}

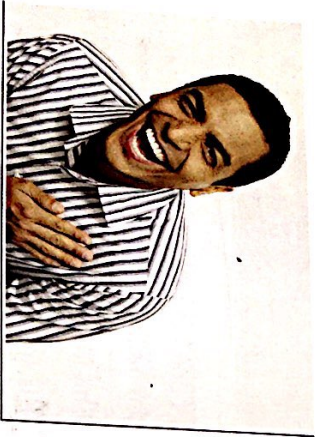
breathe

5. Laughter exercises can prevention some illnesses.

prevent

6. Her angry goes away when she laughs.

anger



C. Go online for more practice with parts of speech.

ONLINE

WRITING

UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about what makes you or someone you know laugh. Your paragraph will include specific information from the readings and your own ideas.

When K's

Writing Skill

Writing a topic sentence

The topic sentence introduces the main idea of the paragraph. It tells what the paragraph is about.

There are different kinds of laughter. Some laughter is short and light. It comes from the throat. Other laughter comes from the stomach. This laughter is deep and loud. In addition, each person's laughter is different. No two laughs are exactly the same.

Writing a good topic sentence will make your writing clearer to readers.

A. Go back to Reading 2 on pages 73–74. Underline the topic sentences of paragraphs 2–8. Write JS next to the sentence.

B. **WRITING MODEL** Match each model topic sentence with the correct paragraph below. Write the topic sentence on the line.

When Bob is nervous, he laughs.

Mark relaxes when he laughs.

Fatima laughs when she hears something funny.

Mohammad laughs to be friendly.

When Sarah is with people, she laughs.

1. When Bob is nervous, he laughs.

For example, he laughs when he gets in trouble. He also laughs when he speaks in front of the class. In new situations, he makes jokes. Generally, my friend laughs when he is nervous.

2. When Mohammad laughs to be friendly.

For example, he laughs when he meets new people. He also laughs when he is with good friends. He always laughs. It's clear that he laughs to make people feel good.





3. Mark
When he laughs, his blood pressure goes down, and his bad feelings go away. He lets go of stress when he laughs. Laughter helps him stop feeling worried about things.

4. Astrak laughs when
She laughs when she watches funny TV shows. When her friends tell jokes, she laughs. She also laughs when she reads funny books. She has a great sense of humor and likes to laugh at comedy and at life.

5. _____
She likes to hear her friends make jokes. When her friends start to laugh, she laughs, too. She believes that laughter is contagious.

C. WRITING MODEL Read the model paragraphs. Then write a topic sentence for each one.

1. _____
Laughter makes you breathe quickly. It increases your heart rate. It turns your face red. Ten to fifteen minutes of laughing burns 50 calories! Laughter exercises your whole body.

2. _____
Feelings like fear, anger, and frustration can cause stress. These bad feelings can bring you down. Laughter helps you let go of bad feelings.

3. _____
Today there are more than 4,000 laughter clubs in 50 different countries. The clubs are in hospitals, schools, colleges, and businesses. Laughter clubs are very popular all around the world.

4. You can feel better
People go to the clubs to learn to laugh with their whole body. They learn to breathe deeply when they laugh. They learn to laugh for a long time. At international laughter clubs, people learn how to laugh well.

5. Who to start with
To start a laughter club, you need at least 25 people. The more people in a room, the more laughter you hear. When you hear a lot of laughter, you laugh, too. This is because laughter is contagious. Laughter clubs are social clubs.

D. Read these paragraphs from the reading "The World In a City" in Unit 2. Circle each topic sentence.

1. Do you plan to visit London? There are many English sights to see, but there are many international sights, sounds, and foods, too. London is a city with many different groups of people. In a visit to London, you see the world.

2. There is food from more than 55 different countries in London's restaurants. There is even food from countries such as Tanzania, Peru, and Mongolia. At food markets, you can buy vegetables and fruits from all over the world.

3. London has many international festivals with food, music, art, and dance. In the winter, you can celebrate Chinese New Year. In early spring, you can celebrate the Russian end of winter. In the summer, you can go to one of the largest Caribbean festivals in the world. In the fall, you can enjoy the Indian festival of lights.

Q ONLINE E. Go online for more practice with writing a topic sentence.

Grammar Sentences with when

You can combine two sentences with *when*.

- There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of the sentence.
- When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

They are nervous. → They laugh.	Khalid laughs. → He feels less stress.
When they are nervous, they laugh.	When Khalid laughs, he feels less stress.
They laugh when they are nervous.	Khalid feels less stress when he laughs.

A. Write two sentences with when.

1. I go out with my friends. → I laugh a lot.

a. When I go out with my friends, I laugh a lot.

b. I laugh a lot when I go out with my friends.

2. You laugh. → Your heart rate increases.

a. When you laugh, your heart rate increases.

b. _____

3. He sees something funny. → He laughs.

a. When he sees something funny, he laughs.

b. He laughs when he sees something funny.

4. You laugh. → You use calories.

a. When you laugh, you use calories.

b. You use calories when you laugh.

5. We hear a good joke. → We laugh.

a. When we hear a good joke, we laugh.

b. We laugh when we hear a good joke.

6. She is nervous. → She laughs.

a. _____

b. _____

B. Go back to sentences 1-4 in Activity E on pages 69-70. Combine the sentences with when. For example: When we laugh, we connect to others. We connect to others when we laugh.

C. Complete each sentence with your own idea. Then read your sentences to a partner.

- I laugh a lot when _____
- I never laugh when _____
- When I see someone fall, _____
- When I am in class, _____



iQ ONLINE

iQ ONLINE

- When I am nervous, _____
- When I laugh, _____
- When I am with my family, we are happy

D. Go online for more practice with sentences with when.

E. Go online for the grammar expansion.

Go to the Online Resources for your Unit Assignment.

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
effect ⚡	breathe ⚡	distracted ⚡
rate ⚡	concentrate ⚡	embarrassed ⚡
	increase ⚡	honest ⚡
	pretend ⚡	natural ⚡
	prevent ⚡	nervous ⚡
	protect ⚡	
	surprise ⚡	

📖 Oxford 2000 keywords
📖 Academic Word List

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

READING	<input type="checkbox"/> I can identify the topic sentence in a paragraph. (p. 71)
VOCABULARY	<input type="checkbox"/> I can identify parts of speech. (p. 77)
WRITING	<input type="checkbox"/> I can write a topic sentence. (p. 79)
GRAMMAR	<input type="checkbox"/> I can use sentences with when. (p. 81)
UNIT OBJECTIVE	<input type="checkbox"/> I can gather information and ideas to write a paragraph that explains what makes me or someone I know laugh.

- ▶ identifying supporting sentences and details
- ▶ the prefix *un-*
- ▶ writing supporting sentences and details
- ▶ prepositions of location

UNIT OBJECTIVE

▶▶▶▶ Read the articles and gather information and ideas to write a paragraph about a sport you like and how it makes you feel.

Q

UNIT QUESTION

How do sports make you feel?



- A** Discuss these questions with your classmates.
1. What sports do you like to play?
 2. What sports do you like to watch?
 3. Look at the photo. How do you think these people feel? Why?



- B** Listen to *The Q Classroom* online. Then answer these questions.
1. Who plays sports?
 2. Who watches sports?
 3. Who does both? *Felix*



- C** Go online to watch the video about camel races. Then check your comprehension.

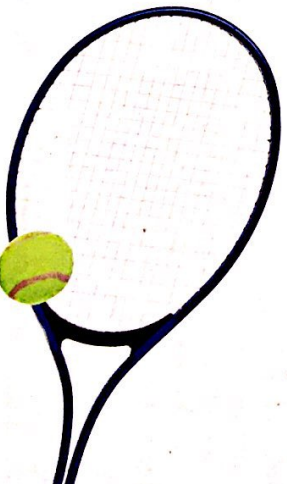
VIDEO VOCABULARY

race (n.) a competition between people, cars, camels, or horses to see which is fastest

robot (n.) a machine that can move and do work that a person does

whip (n.) a long, thin piece of leather used to make animals go faster

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



READING

READING 1 | A Super Soccer Fan



You are going to read an article by a soccer fan from Brazil. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Vocabulary Skill Review
In Unit 4, you learned about parts of speech. Remember to pay attention to the part of speech of each vocabulary word. This helps you to use the word correctly.

1. Many people like soccer. It is a popular sport.
2. World Cup soccer games are exciting.
3. According to my friend, the team's new soccer player is really good.
4. Please turn down the volume on the TV. It's too loud.
5. I don't notice what color most teams wear.
6. That man looks familiar. I remember him from somewhere.
7. This shirt doesn't fit. Do you have a bigger one?
8. I am a fan of basketball. I watch all the games.
9. _____ (verb) to be the right size, shape, or type for someone or something
10. _____ (verb) to see or pay attention to someone or something
11. _____ (noun) a person who is very enthusiastic about a sport
12. _____ (noun) the amount of sound that something makes
13. _____ (adjective) causing you to have strong feelings of happiness and interest
14. _____ (adjective) liked by many people
15. _____ (adjective) that you know well
16. _____ (preposition) as someone or something says

B. Go online for more practice with the vocabulary.

1. What is the title? *A Super Soccer Fan*
2. Who is the author? *I*
3. What is the article about? *Soccer*
4. What is the name of the team in the photos? *The Corinthians*

D. QUICK WRITE What do sports fans do to show support for their favorite team? Write a list. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information about how sports make you feel.

A Super Soccer Fan

1. I'm a huge soccer fan. I love my team, the Corinthians Football Club in São Paulo, Brazil. In fact, I'm crazy about them! And I'm not alone. According to statistics, the Corinthians are the favorite team of 15 percent of the Brazilian population. That's about 25 million people! The Corinthians are the second most popular team in Brazil. The most popular team, the Flamengo Football Club of Rio de Janeiro, has over 35 million fans.
2. I go to lots of Corinthians games because they're fun and exciting. Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it's very noisy. There's lots of cheering¹ and shouting. Some people chant² and jump around.
3. I always dress in special clothes for the games. I wear a black and white Corinthians shirt. Sometimes I wear red, too, because that's

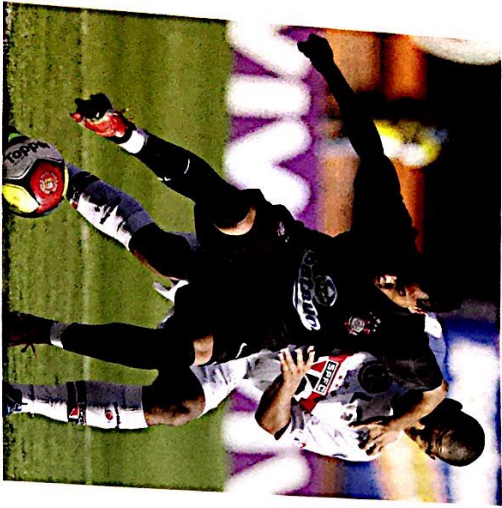


4. I sometimes buy official Corinthians shirts at the team store. They're beautiful. They have large black numbers and the names of players on the back. Some customers complain that the official shirts are expensive. Some cost a hundred dollars. That's a lot of money for a shirt!

¹ cheer: shouting to show you like a team
² chant: to sing or shout a word or phrase many times



- 5 When I was a boy, I was a Corinthians fan, too. I went to lots of games with my father and my brother. We always took snacks and juice, and we had lots of fun. I have some of my old Corinthians clothes. They don't fit me now, but my son likes them.
- 6 My son sometimes goes to games with me, and we also watch games on TV. When we watch games on TV, we turn the volume



up really loud, and we pretend we're at the game. My wife usually turns the volume down so she can read her book.

7 Maybe you're not familiar with the Corinthians Football Club, but you're probably familiar with the teams in your city and country. You may not be a big soccer fan, but you probably know lots of soccer fans!

—Fernando Mendes

B. Circle the answer that best completes each statement.

1. Fernando started going to Corinthians games with his _____.
 a. father b. son c. wife
2. Fernando takes his ____ to games now.
 a. father b. son c. wife
3. Fernando likes the games because they are _____.
 a. fun and exciting
 b. important and popular
 c. familiar and traditional

C. What do you know about Fernando Mendes? Where is the information in the reading? Check (✓) the statements you know to be true and write the paragraph number.

- | | |
|---|-----------|
| <input checked="" type="checkbox"/> 1. Fernando is a fan of the Corinthians. | Paragraph |
| <input checked="" type="checkbox"/> 2. He has a brother. | 1 |
| <input type="checkbox"/> 3. He plays soccer. | 2, 5 |
| <input checked="" type="checkbox"/> 4. He likes the noise of a soccer game. | 1 |
| <input type="checkbox"/> 5. He has a son. | 2, 6 |
| <input type="checkbox"/> 6. He has a sister. | 2, 5, 6 |
| <input checked="" type="checkbox"/> 7. His wife doesn't like soccer. | 5 |
| <input checked="" type="checkbox"/> 8. His father was a Corinthians fan. | 6 |
| <input checked="" type="checkbox"/> 9. Fernando likes to have fun. | 5 |
| <input checked="" type="checkbox"/> 10. He buys Corinthians shirts at the team store. | 2 |

D. The following statements are not true. Change one word in each statement to make it true.

1. The Flamengo Football Club is more popular than the Corinthians.

2. After the game, Corinthians fans eat together and talk about the game in the parking lot.
before

3. The Corinthians' colors are blue, white, and black.
red

4. Fernando was a Corinthians fan when he was a baby.
boy

5. Some of the official team shirts cost ten dollars.
one hundred



E. Look back at your Quick Write on page 87. What do soccer fans do? Add any new information you learned from the reading.

F. Circle the answer that best completes the statement. Then do step 2.

1. People in Brazil like soccer ____ they do in my country.
 - a. more than
 - b. less than
 - c. the same amount as
2. List details from the article and from experiences in your country to explain your answer.

G. What do you think—why does Fernando like the Corinthians so much? How does watching soccer make him feel?

WRITE WHAT YOU THINK

A. Discuss the questions in a group.

1. Are you a big sports fan? Why or why not?
2. Why do you think people like to be fans of one team?
3. What is a popular team in your city? What do fans of this team do? What do they wear?

B. Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 87 as you think about what you learned.

Question: ____

My response: _____

Reading Skill

Identifying supporting sentences and details

When you read a paragraph, it's important to understand how the writer supports the main idea. Good readers learn to look for the **supporting sentences and details**.

Supporting sentences

After you find the main idea or topic sentence in a paragraph, look for the supporting sentences. These sentences explain more about the topic sentence. The bold sentences below support the idea expressed in the topic sentence.

I go to lots of Corinthians games because they're fun and exciting. **Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it's very noisy. There's lots of cheering and shouting. Some people chant and jump around.**

Details

A supporting sentence often includes or is followed by one or more details. In the example paragraph below, the details come after the supporting sentences. The details give additional information about the supporting sentences. Each detail explains what happens at the game.

I go to lots of Corinthians games because they're fun and exciting. **Before the game, fans meet in the parking lot. They talk about the game and have something to eat. During the game, it's very noisy. There's lots of cheering and shouting. Some people chant and jump around.**

A. Read these sentences from paragraph 3 of Reading 1. Write the type of sentence for each.

TS = topic sentence

SS = supporting sentence

D = detail

1. I always dress in special clothes for the games.	TS
2. I wear a black and white Corinthians shirt.	SS
3. Sometimes I wear red, too, because that's another Corinthians team color.	D
4. When I go to important games, I wear my special hat.	SS
5. It's big and funny, and black and white, of course.	D

Tip for Success

When you read, underline the topic sentence of a paragraph and put a check mark (✓) next to each supporting sentence. That way you can see how the paragraph is organized.



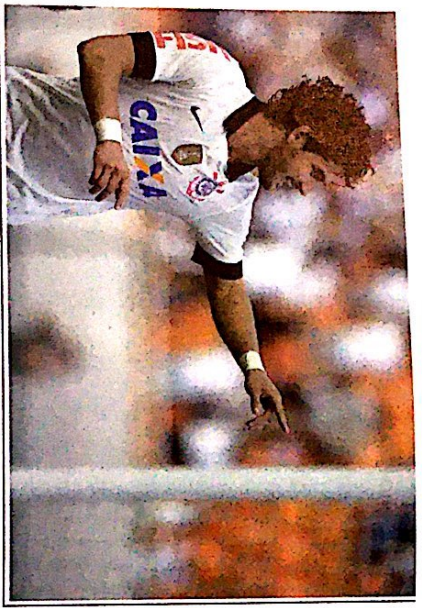
Critical Thinking Tip

In Activities A and B, you have to differentiate between the topic sentence and the supporting sentences in a paragraph. Differentiate means to tell the difference between the two things. It can help you understand ideas better.

B. Read these sentences from paragraphs 4 and 5 of Reading 1. Write each type of sentence in the chart. Note: The sentences are NOT in order.

TS = topic sentence
SS = supporting sentence
D = detail

Paragraph 4	Type
1. That's a lot of money for a shirt!	D
2. They're beautiful.	SS
3. Some customers complain that the official shirts are expensive.	SS
4. I sometimes buy official Corinthians shirts at the team store.	TS
5. They have large black numbers and the names of players on the back.	D
Paragraph 5	Type
6. I have some of my old Corinthians clothes.	SS
7. We always took snacks and juice, and we had lots of fun.	D
8. When I was a boy, I was a Corinthians fan, too.	TS
9. They don't fit me now, but my son likes them.	D
10. I went to lots of games with my father and my brother.	SS



iQ ONLINE

C. Go online for more practice identifying supporting sentences and details.

READING 2 | The History of Soccer

UNIT OBJECTIVE

You are going to read a website about the history of soccer. Use the website to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

Vocabulary Skill Review
In Unit 4, you learned about using the dictionary to identify the part of speech of a word. Look at these words from this unit and words that are related to them. Use a dictionary to find the part of speech for each related word.

- association (noun)
- associate (verb)
- invent (verb)
- invention (noun)
- disorganized (adjective)
- form (verb)
- history (noun)
- invent (verb)
- kick (verb)
- similar (adjective)
- tie (noun)

- My son and his friends want to _____ a new game, but they can't agree on the rules.
- The score was 2-2. The game ended in a _____.
- I am trying to _____ a volleyball team at my school. A few students are already interested in joining.
- My friends are part of a big _____ that buys sporting equipment for poor children.
- She's very interested in the _____ of the Olympic Games. She knows a lot about Olympic sports from many years ago.
- In soccer, you can't use your hands. You can only _____ the ball.
- Basketball and handball are _____ games.
- Our practices are usually very _____. Our coach doesn't spend much time planning them.



B. Go online for more practice with the vocabulary.

C. **PREVIEW** Look at the headings and captions on the website. How does the website describe soccer?

- creative
- international
- natural
- new
- old
- popular

D. **QUICKWRITE** What do you know about the history of soccer? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the website and gather information about how sports make you feel.

The History of Soccer

Without a doubt, soccer is the most popular sport in the world. Around 250 million people from more than 200 countries regularly play the game. About 3.5 billion fans watch the sport. During important international competitions, soccer has the highest television audience in the world.



Soccer is the most popular sport in the world.

A Long History

1 Soccer is not a new sport. Historians aren't sure exactly where or when the sport was invented. People all over the world played versions of the game long ago. For example, in China nearly 2,000 years ago, soldiers kicked a ball as part of their exercise. Five hundred years ago in Europe, large **disorganized** games in the street were common. Sometimes people were hurt or killed playing these games.

The First Soccer Association

2 Soccer became popular in England in the 1800s. Different schools, clubs, and groups played with different rules. In 1863, these English groups had meetings.

They organized the different games into one game with similar rules. Soon, they formed the Football Association.

3 Not everyone agreed with the new rules. Some groups wanted to hold the ball with their hands. These groups formed rugby clubs. Groups in the United States also wanted to use their hands in the sport. They formed "football" clubs. Americans who didn't want to use their hands called the game "soccer." Soccer is a short form of the word association.

An International Sport

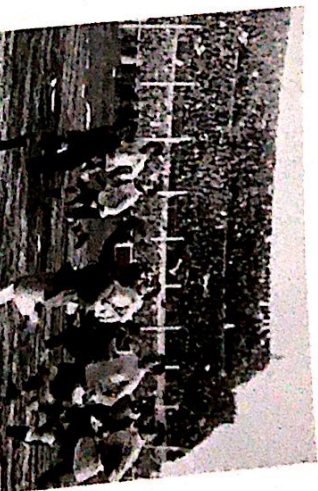
4 From England, soccer began to grow. The first official international game of soccer was played between Scotland and England in 1872. The game ended in a 0-0 tie. By the 1880s, there were professional soccer teams in several parts of Europe. English players also introduced soccer to Africa, South America, and New Zealand.

5 Soccer soon became very popular all around the world. The international football federation, FIFA, met for the first time in 1904. Seven countries came to the meeting. The

first World Cup was in Uruguay in 1930. Only 13 countries played in the Uruguay/World Cup. That year, Uruguay won against Argentina, 4-2, in the final game.

6 The World Cup is now the most popular sporting event in the world. Many countries want to participate in the World Cup, but only 32 countries can compete. Over 720 million people around the world watch the final game of the World Cup.

7 Next time you're playing soccer with your friends, remember that you're part of a long history of a fun and exciting sport.



The first World Cup was in Uruguay in 1930.

B. Write T5 next to the topic sentences and S5 next to the supporting sentences.

Paragraph 1

S5 a. About 3.5 billion fans watch the sport.

T5 b. Soccer is the most popular sport in the world.

Paragraph 4

S5 a. Some people wanted to play with their hands, so they formed rugby clubs.

T5 b. Not everyone agreed with the new soccer rules.

Paragraph 5

13 a. From England, soccer began to grow.

55 b. By the 1880s, there were professional soccer teams in several parts of Europe.

Paragraph 6

13 a. Soccer soon became very popular all around the world.

55 b. The first World Cup was in Uruguay in 1930.

Paragraph 7

55 a. Over 720 million people around the world watch the final game of the World Cup.

13 b. The World Cup is now the biggest sports event in the world.

C. Read the sentences. Then number the events from 1-5.

55 a. The first World Cup was played in Uruguay.

1 b. Large disorganized games in the streets were common in Europe.

2 c. Scotland and England played the first international soccer game.

3 d. Groups in England formed the Football Association.

4 e. FIFA had its first meeting.

D. Answer the questions.

1. Why did English schools and clubs form the Football Association in 1862?
They wanted one set of rules for soccer

2. What two sports are similar to soccer?
Base Rugby and American Football are similar

3. Why do Americans call the sport soccer, not football?
Soccer is a short form of the word association

4. How many countries played in the first World Cup?
13

5. How many countries play in the World Cup now?
21

GO ONLINE



E. Go online to read The King of Football and check your comprehension.

WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 94 as you think about what you learned.

1. Why are rules important in sports? What happens if there are no rules?

2. What is your favorite sport? What do you know about the history of the sport?

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

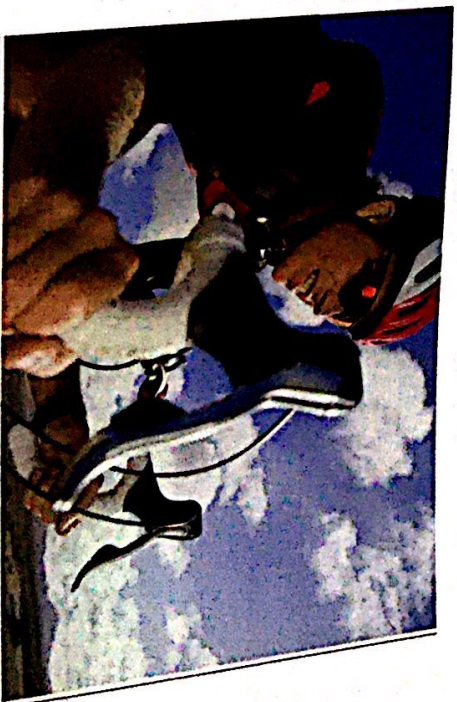
1. What's the difference between sports and exercise?

2. Do you like playing sports with other people, or do you prefer sports that you can do alone, like running?

3. Do you belong to any sports clubs or groups? What do you do with your club or group?

Question: _____

My response: _____



Vocabulary Skill The prefix *un-*

A prefix is a letter or group of letters at the beginning of a word. A prefix changes the meaning of a word. You can build your vocabulary by using prefixes.

The prefix *un-* means "not." It gives an adjective the opposite meaning.

familiar → unfamiliar (not familiar)

Only some adjectives can use the prefix *un-*.

- unlucky
- unfast

If you are unsure, check a dictionary before adding *un-* to an adjective.

A. Only some of these words can use *un-*. Look in the dictionary and find the words that use *un-*. Write the word with its prefix on the line. Write *not + word* for the other words.

- | | | | | | |
|--------------|----------|------------|-------|--------------|-----------|
| 1. bored | _____ | not bored | _____ | 6. natural | _____ |
| 2. friendly | _____ | unfriendly | _____ | 7. quiet | not _____ |
| 3. happy | _____ | unhappy | _____ | 8. popular | _____ |
| 4. important | _____ | _____ | _____ | 9. similar | not _____ |
| 5. exciting | un _____ | _____ | _____ | 10. familiar | un _____ |

B. Write five sentences. Use adjectives from Activity A. Then read your sentences to a partner.

1. Her job is not similar to mine _____
2. He is unfrie _____
3. _____
4. _____
5. _____

iQ ONLINE

C. Go online for more practice with the prefix *un-*.

WRITING

UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about a sport you like and how it makes you feel. Your paragraph will include specific information from the readings and your own ideas.

Writing Skill

Writing supporting sentences and details

Supporting sentences explain the topic sentence in more detail. When you write an academic paper (for school), it is important to include two or three supporting sentences. It is also important to include details. Details include examples, reasons, facts, dates, and numbers. [SS marks the beginning of supporting sentences. D marks the beginning of each detail.]

Basketball comes from the United States. SS In the winter of 1891, Dr. James Naismith invented the sport. D He was a physical education teacher in Massachusetts. SS It was cold, so students could not exercise outside. D Dr. Naismith put a fruit basket high up in the gym and told students to throw a ball into the basket. His students loved the new game.

It is good to write a list of every detail you can think of and then choose only the ones that support the paragraph topic.

A. Write TS at the beginning of the topic sentence. Write SS at the beginning of each supporting sentence. Write D at the beginning of each detail.

1. TS I like many different sports. SS My favorite sport is volleyball. D I play it every Saturday in the park with my friends. SS I also like swimming. SS I swim two times a week in the school pool. D I also like to watch cricket. D I watch it on TV with my family on Sunday afternoons. SS Of all these sports, my favorite is volleyball.

2. ___ My favorite sport is running. ___ I like to run outdoors. ___ I usually run in the park or on the school track. ___ I go running about three times a week. ___ I like running in the early morning when everything is fresh. ___ I usually like to run by myself. ___ It's a good time to think and clear my head. ___ And I love how good I feel after I run!

3. ___ I enjoy playing table tennis. ___ Table tennis is a great sport because it's easy to learn. ___ All you need is a friend to play with and a tennis table. ___ I play table tennis at a sports club in my neighborhood. ___ The club is very close to our school. ___ I meet my friends at the sports club after school three times a week. ___ We play for an hour to relax before we do our studies. ___ Table tennis is a great way to relax, move, and be with friends.

4. ___ Baseball is a great sport to play and watch. ___ It is a team sport. ___ There are nine players on each team. ___ Baseball is an outdoor sport, so baseball is played in the warm months of spring and summer. ___ The game has no time limits, so games can go for a very long time. ___ In 1981, one game lasted 8 hours and 25 minutes! ___ Many people enjoy sitting outdoors for hours to watch baseball games in the summer.

B. Read the supporting sentences (SS) and the details (D). Cross out the detail that does not belong.

1. SS: Golf started in Scotland about 800 years ago.
D: Scottish kings and queens played golf in the 1500s.
D: The word *golf* means "stick."
D: One king banned golf because people played it too much.
2. SS: In the 1800s, the English brought golf to Japan.
D: The first Japanese golf club was formed in 1903.
D: In 2016, golf will be a sport in the Olympics.
D: Today Japan has 2,400 golf courses.
3. SS: Soccer is very popular in Saudi Arabia.
D: Today there are 14 teams in the Professional League, 16 in Division 1, and 20 in Division 2.
D: The King Abdullah International Stadium in Jeddah can seat over 60,000 soccer fans.
4. SS: Saudi Arabia has many soccer stadiums.
D: Saudi Arabia has competed in the World Cup four times.
D: Today there are 23 soccer stadiums in the country.
D: The country plans to build 11 more stadiums in the years to come.



C. Read each topic sentence. Then choose the best supporting sentences from the box below. Write them on the lines. Do not write details yet.

1. Sports are very popular today.

Supporting sentence:

Detail:

Supporting sentence:

Detail:

2. Many people don't know the history of their favorite sports.

Supporting sentence:

Detail:

Supporting sentence:

Detail:

Supporting sentences
 Some sports are new.
 Some people like to play sports in their free time.
 Other people prefer to watch sports on TV.
 Other sports have existed for a long time.

D. Choose the best detail from the box for each supporting sentence in Activity C. Write the details on the lines in Activity C.

It's easy to play sports anywhere—in the park, on the street, or at school. Skateboarding, for example, only started in the 1950s. They can watch sports at home, at restaurants, or even on their phones. People have played different forms of soccer for nearly 2,000 years.

!Q ONLINE

E. Go online for more practice with writing supporting sentences and details.

Grammar Prepositions of location

The prepositions *on*, *in*, and *at* are prepositions of location. They describe where something or someone is.

- Use *in* with large areas such as continents and countries.
- In Europe in China in Australia
- Use *in* with the meaning of "inside."
- in a store in a box in a car
- Use *at* with these places.
- at work at home at school
- Use *at* when talking about activities at places or businesses with names.
- We went to a game at the new stadium.
- Let's play tennis at the Royal Racket Club.
- Use *on* with roads.
- on the street on the highway on Main Street
- Use *on* with most large forms of transportation.
- on a plane on a ship on a train on a bus



A. Complete each sentence with the preposition in, at, or on.

1. Most people don't listen to live sports while they're _____ work.
2. He plays soccer with his friends at the park _____ Rose Street.
3. Many children play sports _____ school during their break time.
4. A lot of people play soccer _____ the street.
5. Jeff is taking a two-week vacation _____ Dubai.
6. Coming home from work, my father listens to soccer _____ the car.
7. I watch sports on TV all the time _____ home.
8. We went to a soccer match _____ the King Abdullah International Stadium.

B. Complete each sentence with a place where you do or don't like to watch or listen to sporting events.

1. I like to listen to sporting events _____.
2. I like to watch sporting events _____.
3. I don't like to listen to sporting events _____.
4. I don't like to watch sporting events _____.



iQ ONLINE C. Go online for more practice with prepositions of location.

D. Go online for the grammar expansion.

Go to the Online Resources for your Unit Assignments.

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
association fan history tie volume	fit form invent kick notice	disorganized exciting familiar popular similar
		Preposition according to

Oxford 2000 Keywords
Academic Word List

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

READING	<input type="checkbox"/> I can identify supporting sentences and details. (p. 91)
VOCABULARY	<input type="checkbox"/> I can recognize and use the prefix un-. (p. 98)
WRITING	<input type="checkbox"/> I can write supporting sentences and details. (p. 99)
GRAMMAR	<input type="checkbox"/> I can recognize and use prepositions of location. (p. 103)
UNIT OBJECTIVE	<input type="checkbox"/> I can gather information and ideas to write a paragraph about a sport that I like and how it makes me feel.

- READING
 - ▶ identifying pronoun referents
 - ▶ collocations
- VOCABULARY
 - ▶ writing concluding sentences
- WRITING
 - ▶ infinitives of purpose
- GRAMMAR

UNIT QUESTION

How much information do people need?

A Discuss these questions with your classmates.

1. Look at the photos of the product information. What is it about? Does it help you decide what to buy? Why or why not?
2. What are small decisions you make every day? What are big decisions you make in your lifetime?



UNIT OBJECTIVE: ▶▶▶▶

Read the articles. Gather information and ideas to write an opinion paragraph about how to make good decisions.

B Listen to *The Q Classroom* online. Then complete the chart.

Is there too much information nowadays?

Felix	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Sophy	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Yuna	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Marcus	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Q ONLINE

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

Choose from our huge variety of tape colors, sizes, and types!

Standard Laminated Labeling Tapes
For use in the home or office. Recommended for regular usage.

	1/4"	3/8"	1/2"	3/4"
Black on White	RK100	RK101	RK102	RK104
Black on Clear	RD100	RD121	RD131	RD143
Black on Yellow			RD109	RD131
Black on Green			RD12	RD12
Black on Blue			RD12	RD12
Black on Orange			RD12	RD12
Black on Red	RD1900	RD1901	RD1902	RD1903
White on Black			RD147	RD149
White on Blue		RD1981		RD198
Red on White			RD198E	RD198E
Blue on White			RD1989	RD1989
Gold on Black			RD121	RD121

Extra Strength Adhesive Labeling Tapes
Twice the strength of standard labels, ideal for heavy-use jobs.

	1/4"	3/8"	1/2"	3/4"
Black on White	RK201	RK202	RK203	RK204
Black on Clear	RD201	RD202	RD203	RD204
Black on Yellow		RD204		RD204
Black on Green			RD156	RD156
Black on Blue			RD156	RD156
Black on Orange			RD156	RD156
Black on Red			RD156	RD156
Black on Silver			RD156	RD156

Extra Colored Laminated Labeling Tapes
Modern colors for a contemporary look.

	1/4"	3/8"	1/2"	3/4"
White on Green				RLM23
White on Pink				RLM33
White on Gold		RLM42		RLM46
Black on Silver				RLM97

Acid-Free Adhesive Tapes
For use with photos and scrapbooks.

	1/4"	3/8"	1/2"	3/4"
Black on Clear			RLA16	RLA16
Black on White			RLA78	RLA79

Heavy Duty Laminated Labeling Tapes
Great for electrical wires and cables, and textured surfaces.

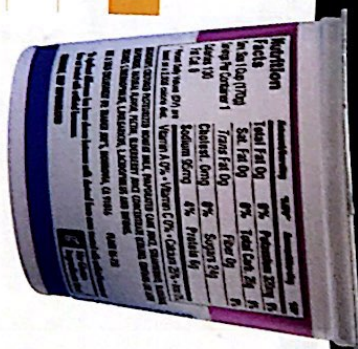
	1/4"	3/8"	1/2"	3/4"
Black on White			RLH23	RLH25
Black on Yellow		RLH34	RLH35	

Tamper Evident Laminating Tape
For extra security - leaves a mark when tampered with.

	1/4"	3/8"	1/2"	3/4"
Black on White		RLT23	RLT24	RLT25

Fabric Iron-on Non-Laminated Labeling Tape
For adding print to your clothes or fabric.

	1/4"	3/8"	1/2"	3/4"
Heavy Blue on White		REL10	REL120	



READING 1 Too Much Information, Too Many Choices

UNIT OBJECTIVE

You are going to read an online article about how people make shopping decisions. Use the article to gather information and ideas for your Unit Assignment.



PREVIEW THE READING

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

- The purpose of this activity is to learn new words.
 - You can trust her. She will take care of you.
 - All the candies look delicious. It's hard to choose one.
 - Cars come in many colors and styles. You have many choices.
 - They recommend the restaurant. They say it's very good.
 - The company has an excellent reputation. It offers the best quality products.
 - We like to know about the food we eat. We research food products before we buy them.
 - People require six to eight hours of sleep a night. With less sleep, people get sick.
- a. _____ (verb) to believe that someone or something is honest and good and will not hurt you in any way
- b. _____ (verb) to tell someone that something or someone is good
- c. _____ (verb) to study something carefully and in detail
- d. _____ (verb) to decide that a person or thing is the one you want
- e. _____ (verb) to need something
- f. _____ (noun) what people say or think about someone or something

Q ONLINE

- B. Go online for more practice with the vocabulary.
- C. **PREVIEW** Read the title of the article and the caption under the first photograph. What do you think the title means by *too many choices*?
- D. **QUICKWRITE** How do you make shopping decisions? Do you look for information online? Does a lot of information help you decide which products to buy? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

- A. Read the article and gather information about how much information people need to make good decisions.

Too Much Information, Too Many Choices

1 You go to the store to buy toothpaste. How many different kinds of toothpaste do you see? Five or six? Not today. Nowadays top toothpaste companies each produce up to 35 different types of toothpaste!

2 After several minutes of studying all the possibilities, you may **choose** one kind of toothpaste. You might not be happy with your decision. Why? There were too many possibilities. Maybe you missed important information. Maybe there was a better product you didn't see. You made a decision, but maybe it wasn't the best decision.

3 Sometimes, shoppers decide not to buy anything at all. In one study, salespeople offered customers a taste of six kinds of jam¹. On a different day, they offered 24 kinds of jam. The people with a **choice** of only six jams



¹Jam: cooked fruit to put on bread

In 33 years, the number of products in a supermarket has increased from an average of 9,000 to almost 47,000.

- 4 were ten times more likely to buy one. Why? With 24 choices, it was too hard to decide.
- 4 Why are there so many products in today's stores? Shoppers like choices. And businesses know that shoppers pay more for specialized products. Shoppers like products that are

¹Jam: cooked fruit to put on bread

made for a special purpose; for example, a toothpaste to make your teeth white or a toothpaste to make your teeth strong. Companies make many different products in order to meet many different needs.

5 How do shoppers decide which product to buy? They look for more information in order to make a good decision. Businesses know customers want information, so they give it online. They give it in stores. They give it in product labels. Shoppers spend hours online. They research products and compare prices. They are "smart shoppers." They believe that smart shopping decisions require a lot of information.

6 What is the result? Shoppers are stressed because there's too much information. Our brains don't think a litter; they think a lot, always. Studies show that the human brain does not know what information is important. It gives equal importance to all information. A small decision gets the same brain attention as a big decision. Shopping becomes difficult and tiring.

7 Shoppers want choices, and they also want to know they are making the right choice. How can companies meet both needs? They can stop giving so much information



and start asking more questions. First, businesses can ask the customer, "Who are you? What do you need?" Then they can recommend a few products. This way they can help customers make good decisions.

8 Studies show that a simple product decision makes the customer happier. When a customer knows she made the best decision, she trusts the product and the brand more. She becomes a return customer; she returns to buy the brand again and again. This happy customer also recommends the brand to friends and family. The company gets many return customers and a good reputation. Today, in order to sell more, give customers a little less information.

B. Circle the main idea of the article.

1. There are many shopping choices today.
2. It is difficult to make a decision when there are many choices.
3. Customers like choices.
4. Shopping today is fun because there are so many choices.

C. Read the questions. Check (✓) the reasons according to the article.

1. There many different products today. Why?
 - People pay more for special products.
 - Shoppers like to comparison-shop.
 - Shoppers like to have choices.
2. There are too many choices for shoppers. Why is this a problem?
 - Shoppers don't know what they want.
 - Shoppers don't know if they are making the best choices.
3. Shopping today is difficult and tiring. Why?
 - A small decision is as much work as a big decision.
 - There are no good products.
 - There is too much information.
4. How can companies make shopping easier?
 - They can give less information.
 - They can ask questions to help the customer decide.
 - They can reduce the number of products they sell.

D. Answers the questions.

1. What is a smart shopper?
 A smart shopper
2. Why are shoppers stressed?

3. Why are customers happier when they have simple shopping decisions?
 Si.

E. Look back at your Quick Write on page 109. Does a lot of information help us make good decisions? Add any new information you learned from the reading.

WRITE WHAT YOU THINK



A. Discuss the questions in a group.

1. What stores give customers many choices? Do you enjoy shopping in these stores? Why or why not?
2. What stores give customers only two or three choices? Do you enjoy shopping in these stores? Why or why not?



B. Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 109 as you think about what you learned.

Question: _____

My response: _____

Reading Skill Identifying pronoun referents

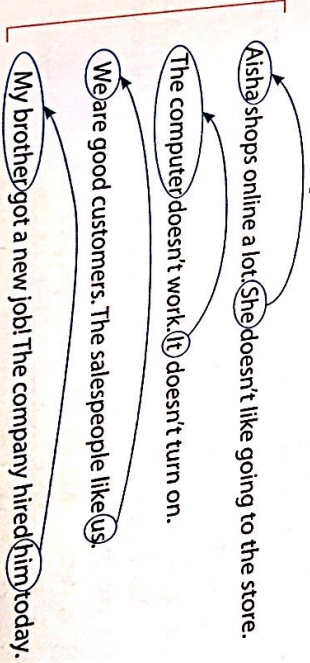
- Pronouns take the place of nouns and avoid repetition.
- ✓ Bill says he's coming here tomorrow. (subject pronoun)
 - ✓ Bill says to call him this evening. (object pronoun)
 - ✓ Bill says to call Bill this evening.

Here are the subject and object pronouns.

Subject Pronouns	Object Pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

To understand a pronoun, you need to identify the noun it refers to. The noun that a pronoun refers to is called its referent. Look for

- a noun that comes before the pronoun. (It may be in a different sentence.)
 - a noun that agrees with the pronoun in gender and number. (For example: He agrees with brothers; she does not. It agrees with book; they does not.)
- If there are two or more possibilities, use the context to help you decide.
- ☐ My sisters like to bake cakes, but they don't enjoy eating them.
It does not make sense for sisters to be the object of the verb eat. In this sentence, them refers back to cakes.
- Look at these examples.



Go online to watch the Skill Video.

A. Read the sentences and look at the pronouns in bold. Circle the noun that the pronoun refers to.

1. People say **they** don't like having so many choices.
2. This toothpaste is expensive, but **it** will make your teeth white.
3. Businesses **give** too much information. **They** should ask more questions instead.

4. Kara called **me** from the store. She didn't know which shampoo I wanted. Faris always wears white shirts. He buys **them** online.

B. Read the paragraphs and look at the pronouns in bold. Circle the noun that each pronoun refers to.

1. Ali is shopping for his family. His daughter asked **him** to buy shampoo. There are many choices, and Ali chooses one. Unfortunately, the shampoo smells bad, and **she** doesn't like it.

- a. **him**: Ali / family / daughter
- b. **she**: Ali / daughter / shampoo
- c. **it**: Ali / daughter / shampoo

2. Jenny likes to shop at small clothing stores. "**They** have fewer choices than the big stores," she says, "but it's easier for me to find things I like. The owner of my favorite store is very helpful. Last week I needed a dress, and **she** recommended one. I bought it, and it's perfect!"

- a. **They**: Jenny / stores / clothing
- b. **she**: Jenny / owner / dress
- c. **it**: Jenny / owner / dress

3. Companies need to stop giving customers so much information. **They** need to start asking **them** questions. When a company recommends a product, the customer believes **it** is the right choice.

- a. **They**: companies / information / customers
- b. **them**: companies / information / customers
- c. **it**: product / information / company

4. Every day people share more information on the Web. According to Mark Zuckerberg of Facebook, we increase **it** by 100 percent every year. **He** says we will continue this for many years.

- a. **we**: Mark Zuckerberg / people / Web
- b. **it**: Web / information / Facebook
- c. **He**: Mark Zuckerberg / people / information

C. Go online for more practice with identifying pronoun referents.

UNIT 6 | How much information do people need?

READING 2

Making Medical Decisions

You are going to read an Internet forum about medical decisions. Use the Internet forum to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

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

- admit (verb) to say you did something wrong or that something bad is true
 avoid (verb) to try not to do something
 expert (noun) someone with special skills or knowledge about something
 inform (verb) to give someone information
 opinion (noun) what you think about something
 patient (noun) someone who is getting medical help
 relationship (noun) the way people or groups feel about each other
 respect (verb) to think good things about someone
 treatment (noun) medical care given for sickness or injury

Oxford 2000 keywords

1. I don't agree with you _____. You think this information is important, but I don't.

2. I _____ my father very much. I want to be like him.

3. Jane and Ahmad have a good _____. They take care of each other.

4. I try to _____ dangerous situations. That's why I don't go out after 11 at night.

5. The doctor will _____ you of the test results.

6. I'm sorry. I _____ that I made a mistake.

7. Sam was sick, but he got the _____ he needed in the hospital. Now he's all better.

8. Shahad knows everything about computers. She's an _____.

9. The doctor is ready to see the _____ now.

iQ ONLINE

Tip for Success

Internet forums are good places to practice writing in English. Many English language students do this. Don't worry about mistakes. People only want to know what you think.

B. Go online for more practice with the vocabulary.

C. **PREVIEW** Look at the postings on the Internet forum. How many people respond to Sami's question?

D. **QUICKWRITE** How much information should a doctor give a patient? Should the doctor tell the patient everything? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the Internet forum and gather information about how much information people need to make good decisions.

Making Medical Decisions

Samir

Our father has a lot of pain in his back. A friend recommended an excellent back doctor. We went with my father to see the doctor. He said our father has a serious back problem. He recommended surgery¹. He said the surgery is easy and my father should be OK in a few months. We asked if there were other treatments, and he said, "There are other possibilities, but surgery is the best choice." Later we went online and found a lot of information about back problems. There are a lot of different treatments. I spoke to a friend who is a doctor. She recommended my father avoid surgery. She told us that surgery can be dangerous. She also recommended we change doctors. She said we need a doctor who **informs** his patients about all the possible treatments. Our father likes this doctor. He trusts him. But we are worried that this doctor is not giving us enough information to make the best decision. Should we change doctors? Or should we trust that this doctor knows best?

Change doctors! You need to know everything in order to make the right decision.

Aif M.

¹ surgery: cutting a person's body to take out or repair a part inside

Ellen C.

Listen to your doctor. He recommended surgery. He is the medical expert. You pay him for his **opinion**.

Scott M.

This is an important medical decision. Your father needs to know the possible dangers of surgery. He needs a doctor who **informs** him.

Tate N.

You cannot understand all the medical choices on your own. It is the doctor's best choice. If he doesn't answer your questions, change doctors.

Barbara V.

Your father has a good **relationship** with his doctor. He trusts him. Trust is very important between doctor and patient. If your father trusts his doctor, he will follow his treatment plan and get better faster.

Carl B.

Your father is an adult. His doctor should talk to him as an adult. The doctor needs to **respect** your father. He should inform your father of everything.

Anna E.

Medicine is not perfect. The doctor should **admit** that surgery can be dangerous. Find a doctor who will tell you everything.

Omar S.

Your father is not worried, and the doctor is not worried, so you should not worry. You need to trust the doctor. You have too much information. It is hurting your relationship with the doctor.

B. What is Sami's main question? Check (✓) the correct answer.

- 1. Should his family trust the doctor?
- 2. What are the dangers of surgery?
- 3. Is it good to do research on the Internet?
- 4. What are all the possible treatments for a back problem?

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

1. The doctor is recommended.

2. The doctor recommended surgery.

3. Surgery is the only treatment.

4. Sami's father trusts the doctor.

5. Sami trusts the doctor.

6. The doctor informed them of all possible treatments.

7. Sami got information on the Internet.

D. Should the doctor explain everything? Read each person's opinion again and check (✓) Yes or No.

	Yes	No
1. Ali M.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ellen C.	<input type="checkbox"/>	<input type="checkbox"/>
3. Scott M.	<input type="checkbox"/>	<input type="checkbox"/>
4. Tafe N.	<input type="checkbox"/>	<input type="checkbox"/>
5. Barbara V.	<input type="checkbox"/>	<input type="checkbox"/>
6. Carl B.	<input type="checkbox"/>	<input type="checkbox"/>
7. Anna E.	<input type="checkbox"/>	<input type="checkbox"/>
8. Omar S.	<input type="checkbox"/>	<input type="checkbox"/>

**E. Check (✓) the reasons that support this opinion:
Sami should trust the doctor.**

1. You need to know everything in order to make the right decision.
2. The doctor is the medical expert.
3. Your father needs to know the possible dangers of surgery.
4. It is the doctor's job to explain all medical treatments.
5. If your father trusts his doctor, he will follow his treatment plan and get better faster.
6. The doctor should admit that surgery can be dangerous.
7. The doctor knows which information you need.

F. Discuss the questions in a group.

1. Which person in Reading 2 do you agree with? Why?
2. Which person in Reading 2 do you disagree with? Why?

iQ ONLINE

G. Go online to read *Dishonest Journalism and check your* comprehension.

Q

WRITE WHAT YOU THINK

- A. Discuss the questions in a group. Look back at your Quick Write on page 116 as you think about what you learned.**
1. Do you think more information will help Sami and his family make a decision? Or will more information make the decision harder for them?
 2. How much information should a doctor give a patient? Should the patient know everything? Why?



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

1. Do you trust a doctor more when he or she gives you more information? Do you trust a company more when you get a lot of information about its products?

2. What brands do you trust? Why? Give examples.

Question: _____

My response: _____

Vocabulary Skill Collocations

Collocations are words that often go together.

- make the bed
- do the dishes
- do the bed
- make the dishes

In the examples, *do the bed* and *make the dishes* are possible grammatically, but speakers do not use these words together. *Make the bed* and *do the dishes* are the collocations that we use. Learning common collocations will help you speak and write more naturally.

Tip for Success
You can use a collocations dictionary to help you learn common collocations. You can also find collocation information in most dictionaries.

A. Complete the collocation in each sentence with a word or phrase from the box. These collocations are in Readings 1 and 2.

- | | |
|--------------|----------------|
| 2 a decision | 5 questions |
| 6 hours | 7 relationship |
| 3 needs | 4 studies |
| 1 online | |

- I sometimes go questions to research products.
- All of the choices are good, but I need to make _____.

3. It's important that teachers meet the _____ of the students in their classes.

4. _____ show that people are happier when they have fewer choices.

5. It's important to ask _____ before making a medical decision.

6. My brother spends _____ looking for information online.

7. My father and I have a good _____.

B. Look at more collocations from Readings 1 and 2. Write a sentence using each collocation.

- | | |
|--------------------|-------------------|
| the best decision | the best choice |
| friends and family | a medical expert |
| a serious problem | a good reputation |

1. The best choice

2. My friends and family is.

3. _____

4. _____

5. a good rep

6. _____

C. Go online for more practice with collocations.

IQ ONLINE

WRITING

UNIT OBJECTIVE

At the end of this unit, you will write an opinion paragraph about how to make good decisions. Your paragraph will include specific information from the readings and your own ideas.

Writing Skill Writing concluding sentences

A good concluding sentence closes the paragraph. Sometimes it tells the reader the main idea again.

Sometimes it's best not to have a lot of information. Having too much information makes it hard for us to make decisions. We don't know which information is important and which is not. We can make bad decisions. **There are times when it's better to have less information.**

Note: Concluding sentences are important in long paragraphs. Sometimes, concluding sentences are not necessary in short paragraphs.

A. WRITING MODEL Complete each model paragraph with the correct concluding sentence from the box.

- 1 You then make a decision for the wrong reasons.
- 2 So next time you need to make a decision, get some information, and then stop to think.
- 3 Sometimes it's best to trust your doctor to give you only the information you need.
- 4 For happier customers, businesses should offer fewer choices.

1. The more information you have, the more likely you are to make a bad decision. Your brain can pay attention to a limited amount of information at a time. If it gets new information, it forgets the old information. Your brain is not able to think about only the important information.

you then make a decision for the wrong reasons

2. Studies show that customers are more likely to buy a product if there are fewer choices. People like the idea of more choices, but having more choices actually makes it harder to make a decision.

3. To make a decision, we need information and we need to think. Too much information stops our ability to think. We need information, but then we need time.

See next slide

4. It's good to have some information when making health decisions, but it's not always good to have all the information. Most people are not medical experts. They don't know what all the information means. They don't have the experience to make a good decision.

Sometimes

B. Choose the best concluding sentence for each paragraph.

a 1. Many people do research on the Internet when they need to make a decision. Unfortunately, there is too much information online. People can't tell which information is important and which is not. Experts suggest looking at only three websites.

b 2. That way, you will not get too much information.

b. If you still can't make a decision, look at one or two more sites.

a 3. If you have to make a lot of small decisions throughout the day, you are less likely to make the right big decision. Your brain uses as much energy for small decisions, such as choosing which toothpaste to buy, as it does for big decisions. Your brain gets tired.

a. You use less energy.

b Then, when you need to make a big decision, your brain is too tired to make the right choice.

a 3. Sometimes we don't have to make the best choice. When we have a lot of choices for small things such as toothpaste or for large things such as cars, we often worry that we made the wrong choice. If we just try to make a choice that is "good enough," we may be happier.

a. We don't need to worry that there is only one right choice.

b. There are probably several cars that are "good enough."

C. Write a concluding sentence for each paragraph. Then read your sentences to a partner.

1. We need more time to think and fewer decisions to make. Nowadays, we make decisions every minute of the day. There is not enough time to think about every choice, so we make fast decisions. The result is bad decisions.

We should tell him to slow down and make better

2. My heart knows better than my brain. When I have a difficult decision, I get information online and advice from friends and family. When I get tired of thinking, I stop to rest. I just sit quietly and listen to my heart.

I make my best decisions by following my heart.

3. I think companies sometimes make it difficult to compare products. For example, when looking for a washing machine, you can find the same brand in different stores. Each store, however, gives the washing machine a different product name and number. It is impossible to compare the washing machines and make an informed decision.

4. Patients should make the final decision. The patient's health is in danger, so the patient should make the final choice. To make this choice, the patient needs good medical information. It is the job of the doctor to provide this good information.

Doctor

5. The doctor always knows best. First of all, the doctor is the expert. The doctor has years of education and work experience in medicine. Secondly, information online is not always correct. Most patients do not know what medical information on the Web is good and what is wrong. Lastly, patients do better when they trust their doctor and follow their doctor's advice. When patients do not trust their doctors, they are more likely to make bad choices.

Good doctors know what is best for

them

UNIT 6 | How much information do people need?

6. In today's world, the patient, not the doctor, needs to make the difficult medical decisions. First of all, patients can get a lot of information online. Today, patients better understand their medical problems. Secondly, there are many choices in treatments nowadays. If the doctor does not talk about all the treatment choices with the patient, the doctor cannot know which is best for the patient. Most importantly, many treatments today are difficult and long. The patient, not the doctor, feels the results of the medical decision.

Q ONLINE

D. Go online for more practice with writing concluding sentences.

Grammar

Infinitives of purpose

Infinitives to show purpose

As you learned in the Unit 1 Grammar Skill on page 17, an infinitive is to + the base form of the verb, and it can come after the verbs like, want, and need. This is also true with the verb *decide*.

He decided to change doctors.

Another way you can use an infinitive is to give a purpose for someone's action. An infinitive of purpose explains why someone does something.

She talks to her doctor to get advice. (Why does she talk to her doctor?)

Her purpose is to get advice.)

They went online to find information. (Why did they go online?)

Their purpose was to find information.)

They watch TV to relax. (Why do they watch TV? Their purpose is to relax.)

We study to improve our English. (Why do we study? Our purpose is to improve our English.)

In order + infinitive to show purpose

You can also use *in order* + an infinitive to show the purpose. The meaning is the same, but it's more formal. Use *in order* with negative infinitives.

She asks questions in order to get good information.

She asks questions in order not to make a mistake.



- READING marking the margins
- VOCABULARY using the dictionary
- GRAMMAR clauses with *after* and *after that*
- WRITING making a timeline to plan your writing

UNIT OBJECTIVE

Read the articles. Gather information and ideas to write a paragraph about important changes in your life.

Q

UNIT QUESTION How are children and adults different?

A Discuss these questions with your classmates.

1. At what age does a person become an adult?
2. Are you an adult?
3. Look at the photo. What is the child doing? How is he acting like an adult?

B Listen to *The Q Classroom* online. Then complete the chart.

- | | |
|---------------------------|---------------------------|
| a. are logical | d. learn easily |
| b. change moods quickly | e. understand life better |
| c. have good imaginations | |

Children	Adults
d. b. c.	a. are logical e.

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



READING 1 | What Is an Adult?

UNIT OBJECTIVE

You are going to read an excerpt from a sociology textbook. It discusses what it means to be an adult. Use the excerpt to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY Here are some words from Reading 1. Read their definitions. Then complete each sentence.

Vocabulary Skill Review
In Unit 4, you learned about using the dictionary to identify the part of speech of a word. Look at these words from this unit and words that are related to them. Use a dictionary to find the part of speech for each related word.
define (verb)
definition _____
grown (adjective)
grow _____

- 1 define (verb) to say what a word means
- 2 grown (adjective) with the body of an adult; not a child
- 3 judgment (noun) your ability to make good decisions
- 4 legal (adjective) able to be done according to the laws of the government
- 5 organize (verb) to plan or arrange something
- 6 permission (noun) the action of giving someone the ability to do something
- 7 responsibility (noun) a duty to take care of someone or something
- 8 right (noun) what you can do, especially according to the law
- 9 vote (verb) to choose someone or something formally

Oxford 2000 keywords

- This chart will help you _____ your ideas for writing.
- Most children can't always make good choices because they don't have good _____.
- I'm 75 years old. All of my children are _____.
- In the United States, people _____ for a president every four years.
- In most countries, it isn't _____ to get married at age 15.
- You cannot leave the school without _____ from a teacher.
- What does the word *adult* mean? Can you please _____ it?

ONLINE

- All children have the _____ to an education.
 - Taking care of children is an important _____.
- B. Go online for more practice with the vocabulary.**

Reading Skill Marking the margins

Good readers think about the text as they read. They are active readers. One way to become an active reader is to mark the margins. The margins are the white space on each side of a text. Make marks in the margins when you find something interesting, when you read something you don't understand, and when you agree or disagree with the text.

Here are some marks you can use:
 ? = I don't understand. ✓ = I agree.
 ! = That's interesting! X = I don't agree.

A. Read the paragraph. Then look at the marks the reader made and answer the questions.

There is a group of people in the Brazilian Amazon jungle called the Sateré-Mawé. When boys are ready to become men, they go through a difficult ritual. The older men find many dangerous insects called bullet ants. Each ant's sting is much more painful than a bee sting. The older men put these ants inside special gloves. The boys must put these hands inside the gloves for ten minutes. The ants sting the boys' hands. The boys must do this 20 times over several years. The Sateré-Mawé believe that men must know how to handle painful situations in life. They believe this ritual teaches boys that lesson.



bullet ant

- What does the reader not understand? _____
- What does the reader think is interesting? _____
- What does the reader agree with? _____

ritual: a process that is planned and is repeated the same way every time

- B. Mark the margins of Reading 1 as you read.
- C. Go online for more practice with marking the margins.

D. **PREVIEW** Read the headings in the reading. What are the four ways to define an adult?

- 1. age
 - 2. body
 - 3. brain
 - 4. res
- E. **QUICKWRITE** How do you define an adult? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

- A. Read the textbook excerpt and gather information about the differences between children and adults.

What is an Adult?

1 How do you know when a person is an adult? Does the person's age tell you? Or is an adult a person who takes on responsibility for work and family? There are different ways to define an adult.

Age

2 One way to define an adult is by age, but countries have very different ideas about the legal age of an adult. In China, men can marry at age 22 and women at age 20. However, in Bolivia, the legal ages are 16 for men and 14 for women, with their parents' permission. In Brazil, a 16-year-old can vote, but in Saudi Arabia, people get this right at age 21. The legal driving age in Ethiopia is 14, and in Russia it is 18. The legal age of an adult is different around the world.

Body

3 Another way to define an adult is by the person's body. An adult is a person who is grown and can have children. This is a physical definition of an adult. According to this definition, a 16-year-old is usually an adult.

Brain

4 Teenagers may have fully² grown bodies, but they don't usually think like adults. Their bodies usually stop growing at about age 17, but one part of the brain continues to grow until a person is 25. This part of the brain, the frontal lobe, helps a person to understand cause and effect. It also helps a person to use good judgment to make decisions, solve problems, plan, and organize. When this part of the brain is fully grown at age 25, a person thinks like an adult. This is a psychological³ definition of an adult.

¹ physical: relating to the body, not the mind
² fully: completely; totally

³ psychological: connected to the mind or the way it works

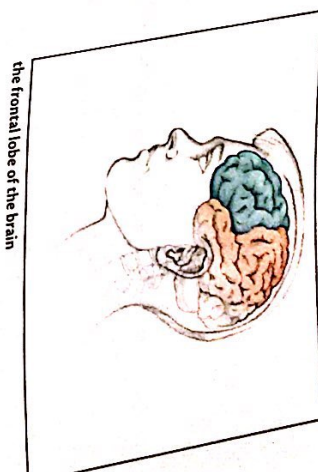
Responsibilities
 Another way of defining an adult is as a person who can take on important responsibilities like a job and a family. An adult respects others and understands that his or her own needs are not always the most important. This is the social definition of an adult. Some teenagers behave like adults, but most are not that responsible until they are over 20 years old.

What is an Adult?

There is no one moment when a person becomes an adult. Teenagers don't usually act or think like adults, but they begin to learn about adult responsibility. With each new responsibility (driving, working, voting,

⁴ social: connected with people who live in a place and the way they live together

and having a family), a person comes closer to being a full adult. Most people agree that by age 25 a person is a full adult.



B. Circle the main idea of the textbook excerpt.

- 1. An adult is a person who has a job.
 - 2. A person becomes an adult at age 18.
 - 3. There are different ways to define an adult.
 - 4. Teenagers don't always think or act like adults.
- C. Circle the answer that best completes each statement.**
- 1. A man in China can marry when he is ___ years old.
 - a. 16
 - b. 18
 - c. 22
 - 2. People in Brazil can vote when they are ___ years old.
 - a. 16
 - b. 18
 - c. 22



WRITE WHAT YOU THINK

A. Look at your marks in the margins of Reading 1. Discuss the questions in a group.

- Which ideas in Reading 1 do you not understand? Ask your classmates to explain them.
- Which ideas in Reading 1 did you mark as interesting (I)? Why are they interesting to you?
- Which ideas in Reading 1 did you agree (✓) or disagree (X) with? Give your reasons.

B. Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 132 as you think about what you learned.

Question: _____

My response: _____

READING 2 | Becoming an Adult



You are going to read postings from the Across the World magazine blog. The magazine asked readers to post stories from their countries. Use the postings to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A. VOCABULARY

Here are some words from Reading 2. Read the sentences. Then write each underlined word next to the correct definition.

- All the students like to participate in the class discussion. It's a noisy class.
- On this map, the colors green and blue represent land and water.
- The teachers in our school collect our homework every day. That's why I always have it ready.

Tip for Success

A quotation mark introduces the exact words a person said. Use a comma after the verbs say, tell, etc.

3. People can get a driver's license in Ethiopia when they are _____ years old.

- 14
- 16
- 18

4. The human brain does not stop growing until a person is _____ years old.

- 18
- 21
- 25

D. Read the different definitions of *adult*. Write the correct word from the box next to each definition.



1. _____	An adult is a person who: uses good judgment. can make decisions and solve problems. can plan and organize.
2. _____	An adult is a person who: respects others. understands others' needs are sometimes important. takes on responsibilities like family and work.
3. _____	An adult is a person who: can drive a car. can vote. can marry.
4. _____	An adult is a person: whose body is fully grown. who can have children.

E. The textbook excerpt says, "Teenagers may have fully grown bodies, but they don't usually think like adults." Do you agree? Do you disagree? Why?

F. Look back at your Quick Write on page 132. Add any new information you learned from the reading. Has your definition of an adult changed?



WORK WITH THE READING
 A. Read the postings and gather information about the differences between children and adults.

Across the World

Home

Log in

Becoming an Adult
 Welcome to the Across the World Blog!

FRIDAY, AUGUST 3

COMMENTS 0

1 Across the World magazine would like you to post your stories to our blog. What does becoming an adult mean in your country? Tell us your stories!

Becoming an Adult in Norway

SUNDAY, AUGUST 5

COMMENTS 6

2 My name is Ingrid, and I live in Norway. In my country, there is a celebration called Russ when students finish high school. I participated in the Russ celebration this year. It began on May 1 and ended on May 17. We wore clothes that represented our studies in school; for example, I wore blue. All students who studied business wore blue. We wore blue clothes every day for 17 days. On the last day, we put on hats and walked in a parade. At the end of the celebration, I was not a child anymore. I was an adult.

Becoming an Adult in the Republic of Vanuatu

MONDAY, AUGUST 6

COMMENTS 20

3 My name is Pisisiv. I live on an island in the Republic of Vanuatu, in the South Pacific Ocean. On my island, boys perform in an event called Nanggol. When I was about to become a man, the men of my village cut down trees and collected vines from the forest. They built a tall tower of 25 meters. On a special day, I climbed to the top of the tower, and the men tied long vines to my ankles. My family, friends, and

¹ parade: an event in which people, cars, and trucks go down the street so that people can watch them



iq ONLINE

B. Go online for more practice with the vocabulary.

- f. _____ (noun) a period of 100 years
- g. ~~check~~ _____ (noun) a formal public or religious event
- h. _____ (noun) a very small town

C. PREVIEW Which country is each person from? Scan the postings and write the countries.

- Ingrid: Norway
- Pisisiv: A
- Jim Soo: Vanuatu

D. QUICK WRITE What important celebrations does your culture have for people between the ages of 15 and 21? Write a list of the celebrations. Remember to use this section for your Unit Assignment.

the people of the village watched and chanted. Then I dived head first off the tower. My shoulders touched the ground when I landed. That was important. Other boys in my village did it, too. Fortunately, no one got hurt. After we returned to the village, we were men.

Becoming an Adult in Korea

WEDNESDAY, AUGUST 8

COMMENTS 36

4 I am from Korea. My name is Jin Soo. I turned 19 years old this year, so I participated in my country's coming-of-age² ceremony. The ceremony started in the 10th century. At that time, the young prince³ received new adult clothes to show that he was not a child anymore. This celebration became popular in the 14th century. In 1999, the government made the third Monday in May Coming-of-Age Day. Now all 19-year-olds participate in the ceremony on that day. I wore traditional Korean clothing and walked with friends to the ceremony. My family gave me flowers and many gifts. Now I am an adult in Korea. I can drive, and I can vote.



drinking tea at a traditional coming-of-age ceremony

² coming-of-age: when a person becomes an adult
³ prince: the son of a king or queen

B. Read the statements. Write N (Norway), RV (Republic of Vanuatu), or K (Korea).

~~N~~ 1. People here have a Russ celebration.

~~RV~~ 2. Only boys participate in the celebration.

~~RV~~ 3. There is a celebration in this country.

~~K~~ 4. The celebration here is called Nanggol in this country.

~~N~~ 5. The celebration here happens at the end of high school.

~~K~~ 6. The celebration here is called Coming-of-Age Day.

C. Circle the answer that best completes each statement.

1. The Russ celebration in Norway is ___ long.

a. one week

b. two weeks

c. more than two weeks

2. The colors of clothes in the Russ celebration represent students' ___.

a. studies

b. hats

c. teachers

3. In the Republic of Vanuatu, boys dive off ___ when they are ready to become men.

a. a vine

b. a tower

c. trees

4. The boys' ___ should touch the ground when they fall.

a. head

b. ankles

c. shoulders



5. The first coming-of-age ceremony in Korea was in ____.

- a. the 10th century
- b. the 14th century
- c. the 20th century

6. A person becomes an adult in Korea at the age of ____.

- a. 18
- b. 19
- c. 20

D. Look back at the reading on pages 137–138. Put the actions for each celebration in order.

1. Russ celebration (Number 1–4.)

2 a. I put on a hat.

3 b. I walked in a parade with my classmates.

4 c. I was an adult.

1 d. I wore the color blue for 17 days.

2. Nanggung (Number 1–6.)

2 a. I climbed to the top of the tower.

4 b. I dived off the tower to the ground.

6 c. I returned to the village as a man.

1 d. The village men built a tower with trees.

3 e. The village men tied vines to my ankles.

5 f. My shoulders touched the ground.

3. Coming-of-Age Day (Number 1–4.)

4 a. I got the right to drive and vote.

1 b. I put on traditional Korean clothing.

2 c. I walked with friends to the ceremony.

3 d. My family gave me flowers and gifts.

E. Go online to read *Moving Back Home* and check your comprehension.

Q3

WRITE WHAT YOU THINK

A. Discuss the questions in a group.

1. What are other ceremonies that mark the change from child to adult? Look back at your Quick Write on page 136 as you think about what you learned.

2. Compare the celebrations you listed in your Quick Write to the celebrations described in the reading. How are they different? How are they similar?

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

1. What is the most important sign of being an adult? Why?

• A coming-of-age ceremony

• Driving a car

• Finishing school

• Getting a full-time job

• Getting married

• Having a child

• Living independently from family

• Voting



2. According to Reading 1, it takes years to become a full adult. According to Reading 2, a person becomes an adult in one special moment. What do you think? How long does it take to become an adult? Does it take longer today than it did 30 years ago?

3. Many young adults today cannot find work or move out of their family homes. What can they do to become adults?

Question: ____

My response: ____

Writing Tip

Remember to finish your paragraph with a concluding sentence.

Q ONLINE

E. Go online to read *Moving Back Home* and check your comprehension.



Vocabulary Skill Using the dictionary

Tip for Success
Online dictionaries are also an excellent way to learn new vocabulary.

Words in a dictionary sometimes have more than one definition. Each definition has a number. It is important to know which definition you need. Here are some tips for **finding the correct definition**.

- Read the complete sentence. Is the word a *noun*, *verb*, *adjective*, or *adverb*?
- Look at the context, or other words in the sentence. They can sometimes give you information about the word you don't know.

In the example below, you can see that definition 1 is the best definition for the word *gift* as it is used in the sentence below. The sentence refers to a gift that parents gave to their son. *Gift* can also mean "ability," but none of the words in the sentence discuss "ability," so definition 2 does not make sense.

When he graduated, he received a wonderful gift from his parents.

gift /gift/ noun [count]
1 something that you give to or get from someone: *This week's magazine comes with a special free gift.* **SYNONYM** present
2 the natural ability to do something well: *She has a gift for languages.* **SYNONYM** talent

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

A. Read the sentences. Then write the number of the correct definition for each bold word below.

collect! /kəlekt/ verb (collect, collecting, collected)
1 to take things from different people or places and put them together: *The teacher will collect the test booklets at the end of the exam.*
2 to bring together things that are the same in some way, in order to study or enjoy them: *My son collects stamps.*

- ___ a. My brother **collects** toy cars. He has about 300 now.
 ___ b. I **collected** all the library books in the house and returned them to the library.

responsible /rɪspənsəbəl/ adjective
1 having the duty to take care of someone or something: *The driver is responsible for the lives of the people on the bus.*
2 being the person who made something happen: *Who was responsible for the accident?*
3 A responsible person is someone that you can trust: *We need a responsible person to take care of our son.* **ANTONYM** irresponsible

- ___ c. Layla was **responsible** for the fire. She forgot the stove was on.
 ___ d. I'm **responsible** for my younger brothers and sisters when we go to the park. I make sure they don't get hurt.
 ___ e. Khalid is **very responsible**. He has a job, and he is saving money for college.



Khalid is very responsible. He has a job, and he is saving money for college.

B. Look up each bold word in the dictionary. Find the correct definition and write it on the line. Pay attention to the part of speech.

1. Children need to learn the difference between right and wrong.

 2. We sent the young man to represent our village at the meeting.

 3. The lawyer didn't agree with the judgment, but he did not say anything.

iQ ONLINE

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

WRITING

UNIT OBJECTIVE

At the end of this unit, you will write a paragraph about important changes in your life in the past five to ten years. Your paragraph will include specific information from the readings and your own ideas.

Grammar Clauses with *after* and *after that*

You can use *after* or *after that* when you write about a series of events. The word *after* makes it clear to the reader that one thing happened first and then another thing happened.

After

After combines two sentences into one. It comes before the first event. It can either begin the sentence or come in the middle of the sentence.

After I got married, I moved out of my parents' house.
I moved out of my parents' house *after* I got married.

After that

Use *after that* to connect a second sentence to a first one. It comes in the second sentence and indicates a second event. It can come at the beginning or the end of the sentence.

I got my own passport at age 16. *After that*, I really felt like an adult.
I got my own passport at age 16. I really felt like an adult *after that*.

iQ ONLINE Go online to watch the Skill Video.

A. For each sentence or pair of sentences, circle the first event and underline the second event.

1. After I turned 18, I graduated from high school.
2. I moved to New York after I finished college.
3. I had my first child when I was 25. After that, I wanted another child.
4. After the coming-of-age ceremony, my friends and I celebrated.

UNIT 7 | How are children and adults different?

5. After I voted for the first time, I felt like a responsible adult.
6. I learned how to drive after I turned 18.

B. Read the sentences. Write a sentence with *after* or *after that*.

1. First event: We got married.

Second event: My wife and I moved to California.

(after) _____



2. First event: I went to my coming-of-age ceremony.
Second event: I still didn't feel like a real adult.
(after) _____

3. First event: I moved out of my parents' house when I was 19.
Second event: I had a difficult time.
(after that) _____

4. First event: I turned 16 last year.
Second event: I started being more responsible.
(after that) _____

C. Go back to Activity D on page 140. Connect sentences with *after* and *after that*.

Example: After I walked in the parade with my classmates, I was an adult.
I walked in the parade with my classmates. After that, I was an adult.

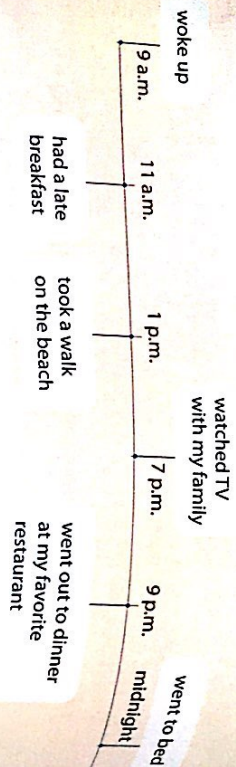
D. Go online for more practice with clauses with *after* and *after that*.

E. Go online for the grammar expansion.

iQ ONLINE

Writing Skill Making a timeline to plan your writing

A timeline is a list of important events and the times that they happened. You can make a timeline to help you write a narrative—a story. Here is a timeline of someone's perfect day.

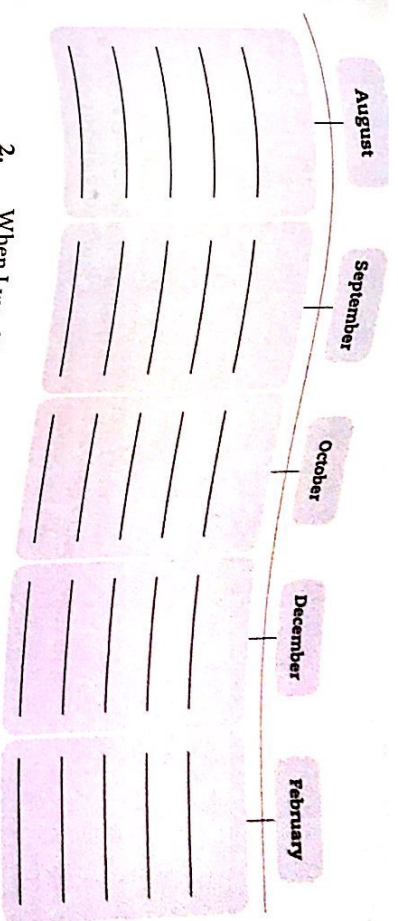


Here is a paragraph based on the timeline. Notice that you can add details to your paragraph that are not included in your timeline. Use your timeline only as a guide for your writing.

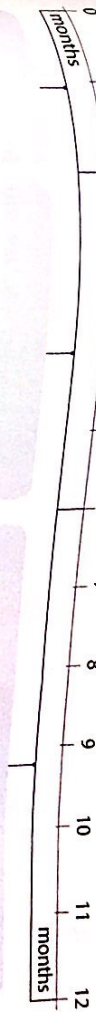
I had a perfect day last Saturday. I woke up at 9 a.m. I read a book for a little while. Then I had a late breakfast at 11 a.m. At 1 p.m., I took a walk on the beach. It was a beautiful day. After that, I called a friend and invited her to dinner. At 7 p.m., I watched TV with my family, and at 9 p.m., my friend and I had dinner at my favorite restaurant. After dinner, I was really tired. I went to bed after midnight.

A. WRITING MODEL Read the model paragraphs and complete the timelines.

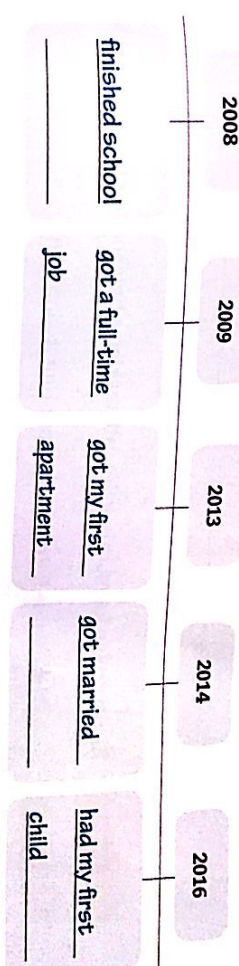
1. Last year I went to England to study. For the month of August, I studied at a four-week program. After that, I moved in with an English family. All September I had to speak English every day! In October, I started classes at the college. I studied until the end of December. When school got out, I traveled around England. I visited many places and met many interesting people. During my time in England, I learned so much. In February, I returned home as an adult.



2. When I was 19, I took a year off from school to learn more about myself and the world. First, I went to India to visit a friend for two months. I lived with his family and learned about life in Delhi. After that, I went to Kenya to work on an international nature project. After four months in Kenya, I returned home. For six months, I tutored schoolchildren at my neighborhood school. That year I was off from school, but I learned a lot. After 12 months, I was ready to go back to school and study to become a doctor.



- B. Read the timeline and write a paragraph on page 148. Remember to connect sentences with *after*, *after that*, and *when*. Look back at page 81 to review sentences with *when*.



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns	Verbs	Adjectives
century ⚡	collect ⚡	grown ⚡
ceremony ⚡	define NEW	legal NEW
judgment ⚡	dive	
permission ⚡	organize ⚡	
responsibility ⚡	participate ⚡ NEW	
right ⚡	represent ⚡	
village ⚡	tie ⚡	
	vote ⚡	

⚡ Oxford 2000 keywords
NEW Academic Word List

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

UNIT OBJECTIVE	READING VOCABULARY	GRAMMAR	WRITING
	<input type="checkbox"/> I can mark the margins of a reading. (p. 131)	<input type="checkbox"/> I can find the best definition when using the dictionary. (p. 142)	<input type="checkbox"/> I can gather information and ideas to write a paragraph about important changes in my life.
	<input type="checkbox"/> I can recognize and use clauses with <i>after</i> and <i>after that</i> . (p. 144)	<input type="checkbox"/> I can make a timeline to plan my writing. (p. 146)	

Critical Thinking
Tip Activity C asks you to construct, or make, a timeline about your perfect day. To make or construct something new, you have to put information together in a different way. This can help you understand your ideas better.

C. Look back at the Writing Skill box on page 146. Reread the paragraph about a perfect day. Use the blue line below to make a timeline to show your perfect day. Write a short note about each important event. Then tell a partner about your day.

D. Write at least six sentences about your perfect day. Use your timeline, any other information you told your partner, and any other details you want to add.

iQ ONLINE **E. Go online for more practice with making a timeline to plan your writing.**

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

- READING ▶ identifying facts and opinions
- VOCABULARY ▶ word families
- WRITING ▶ contrasting ideas with however
- GRAMMAR ▶ comparative adjectives

UNIT OBJECTIVE



Read the articles. Gather information and ideas to write one or more paragraphs about an unreasonable fear and how it can be avoided.

Q

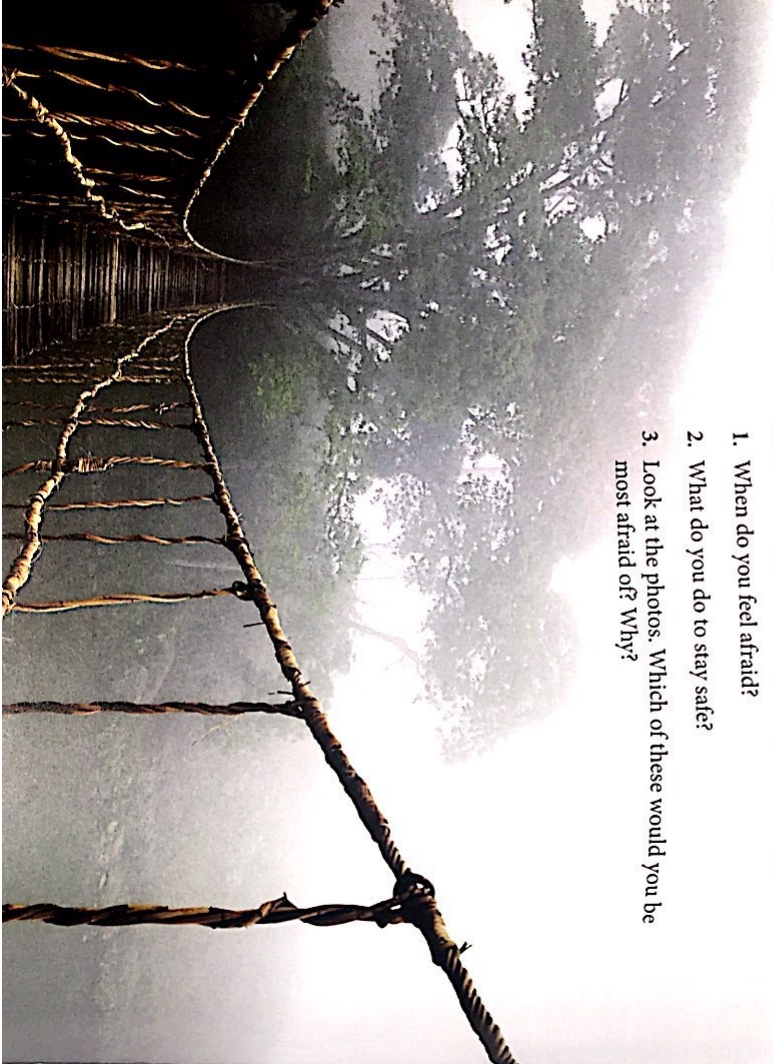


UNIT QUESTION What are you afraid of?



A Discuss these questions with your classmates.

1. When do you feel afraid?
2. What do you do to stay safe?
3. Look at the photos. Which of these would you be most afraid of? Why?



B Listen to *The Q Classroom* online. Then complete the chart. Compare answers with your classmates. Are your classmates afraid of these things, too?



Are you afraid of this, too?

1. Felix is afraid he cannot protect his family when he is away.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Sophy is afraid of crime.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3. Yuna is afraid of spiders.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Marcus is afraid of small spaces, like elevators.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

!Q ONLINE

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



READING

READING 1 | A Dangerous World?

You are going to read an article about crime and crime reporting. Use the article to gather information and ideas for your Unit Assignment.



UNIT OBJECTIVE

PREVIEW THE READING

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

- This neighborhood has a lot of crime. Be careful!
- I don't like violent stories. I don't like to imagine people getting hurt.
- Every day, there are many important news events in the world. However, our focus is often on sports stars or other famous people.
- I read a scary story last night. I was so afraid I couldn't sleep!
- Websites can report on news events more quickly than TV news.
- Most people own a cell phone. Cell phones are common today.
- Smoking can affect your health. It can make you sick.
- Eating a lot of fast food can have a negative effect on your health.

- _____ (*verb*) to give people information about something that happened
- _____ (*verb*) to make something or someone change in a particular way, especially in a bad way
- _____ (*noun*) the center of attention or interest
- _____ (*noun*) something that someone does that is not legal
- _____ (*adjective*) making you feel afraid
- _____ (*adjective*) bad; not positive or good
- _____ (*adjective*) happening often or found in many places
- _____ (*adjective*) strong and dangerous; can hurt you

ONLINE

B. Go online for more practice with the vocabulary.

C. PREVIEW Look at the chart in the article. What does it tell you about crime from 2002 to 2012?

D. QUICKWRITE What do you think? Is there more crime today than there was ten years ago? Where do you learn about the crime rate? Write a few sentences. Remember to use this section for your Unit Assignment.

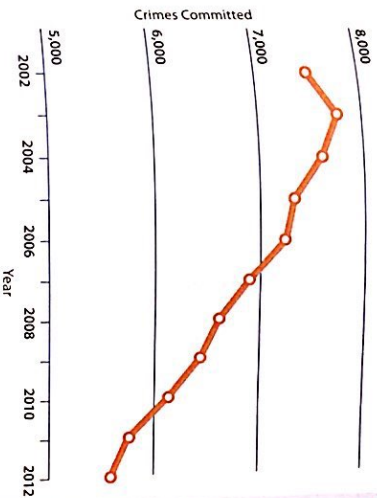
WORK WITH THE READING

A. Read the article and gather information about unreasonable fear and how it can be avoided.

A Dangerous World?

1 Is **crime** increasing in your town or city? In many places, crime rates are going down. The truth is that crime rates are much lower today than 20 years ago. Since 1993, crime has decreased 65 percent.

Crime Rate in Canada, 2002 to 2012



Source: Statistics Canada
Between 2002 and 2012, the rate of violent crime went down in Canada.

However, most people believe that crime rates are increasing; 68 percent of people say there is more crime this year than last year. They think that **violent** crime happens in their towns and cities all the time.

What makes people afraid?

2 The news media focuses on crime. The first story on the evening news is usually a story about violent crime. On some news programs over 40 percent of the news stories are about crime. Why is there such a **focus** on crime? It is because **scary** news programs are popular.

3 Does the media give people a true picture of the world?

No. The media does not give people a true idea of the level of danger in the world. Here is an interesting example. Between 2002 and 2012, the rate of violent crime went down in Canada. However, a study showed that during part of that time, news stories about violent crime increased from 10 to 25 percent. One year, almost 25 percent of the stories the



Canadian news **reported** were about gun crime, but only 3.3 percent of violent crime that year was gun crime.

4 The media's focus on crime gives people the wrong idea. People believe there is more crime than there really is. They think violent crime is **common**.

5 **What are the effects of this exaggerated¹ focus on violent crime?**
 It **affects** people's lives in a **negative** way. This focus on violent crime results in increased feelings of fear. In order to protect themselves, some people avoid going out. They do not talk to their neighbors. As a result, they know and trust fewer

6 people. They have fewer friends. This increases their fear about the dangers in the world.
 Fear of crime can also affect people's health. Many parents keep their children inside their homes. They believe the world outside is too dangerous. The children don't walk, run, or play sports outside. They become less healthy. This is true for older adults, too.

7 The media's focus on crime makes us believe the world is a scarier place than it is. It makes us lonelier and less happy and healthy. Facts show that we should learn to worry less. It's good to be careful and stay safe, but the world around us is actually safer than we think.

¹ exaggerated: bigger or worse than it really is

B. Circle the answer that best completes each statement according to Reading 1.

- The crime rate is ___ in many places.
 - going up
 - the same
 - going down
- Most people think the crime rate is _____.
 - going up
 - the same
 - going down
- Canadian media made people believe that the crime rate was _____.
 - going up
 - the same
 - going down
- The media's focus on crime affects people in _____.
 - a positive way
 - a negative way
 - an exciting way

C. Read paragraphs 1 and 2 again. Find a supporting fact for each statement.

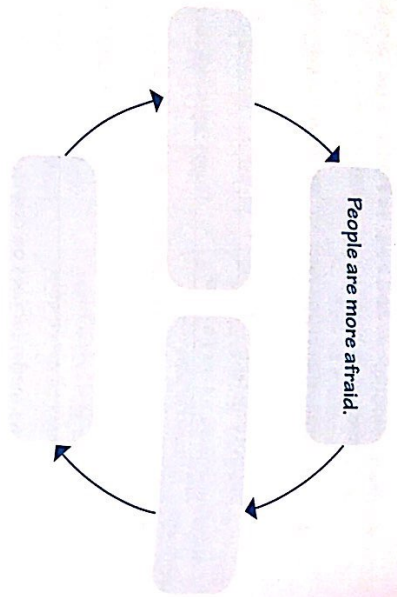
- The truth is that crime rates are much lower today than 20 years ago. (paragraph 1)
 Supporting fact: _____
- Most people believe that crime rates are increasing. (paragraph 1)
 Supporting fact: _____
- The news media focuses on crime. (paragraph 2)
 Supporting fact: _____

D. Read paragraph 3 again. Answer the questions.

- Reality: The rate of violent crime went down.
 What did the media do? _____
- Reality: 3.3 percent of violent crime was gun crime.
 What did the media do? _____

E. Read paragraph 5 again. Put the information in the chart on page 156 in the correct order.

- People are more afraid.
- People avoid going out.
- People know and trust fewer people.
- People don't talk to neighbors.



F. Answer this question: How does the media's focus on crime affect us?

Reading Skill
Identifying facts and opinions

A supporting sentence or detail in a text is usually either a **fact** or an **opinion**. Knowing the difference between a fact and an opinion is important for a reader. It can help you decide the purpose of a text and judge how well the author supports the ideas in the text.

Facts are things that you know happened or are true. Opinions are what you think or feel about something.

Here are some common words that tell you a statement is an opinion and not a fact.

- The verbs *think* and *believe* often introduce opinions.
- I think violent TV programs are scary.
- Some people believe violent TV programs cause more crime.
- The modal *should* introduces the writer's opinion. (*Should* goes before another verb. You use *should* to tell someone what you think is or isn't a good idea.)
- Television news programs should report more positive news.
- Reporters shouldn't focus only on crime.

A. Read each pair of sentences. Write F (fact) or O (opinion).

1. ___ a. According to recent studies, crime rates are going down in Canada.
- ___ b. My neighbors believe crime is going up in our neighborhood.
2. ___ a. I think the streets are dangerous at night.
- ___ b. There was a robbery on Jackson Street last night.
3. ___ a. Children shouldn't watch violent programs on television.
- ___ b. By the age of 18, people see 200,000 violent crimes on television.
4. ___ a. Many studies show that violent news stories affect people in a negative way.
- ___ b. Some people believe that most video games are too violent.

iQ ONLINE

- B. Read Reading 1 again. Underline all the statements of opinion that use the words *think*, *believe*, and *should*.
- C. Go online for more practice with identifying facts and opinions.

Q ?

WRITE WHAT YOU THINK

A. Discuss the questions in a group.

1. Do you watch the news on TV? Do you listen to the news on the radio? Do you read the news online or in a newspaper? Tell your group where you get the news and why (or why you don't get the news).
2. Do you think crime is going up or going down where you live? Explain your answer.
3. Are there differences in opinion between group members who watch the news on TV and those who read the news? Why do you think this is?



B. Choose one of the questions from Activity A and write a response. Look back at your Quick Write on page 153 as you think about what you learned.

Question: _____

My response: _____

READING 2 | Can We Trust Our Fears?

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

PREVIEW THE READING

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

- contain (verb) to have something inside
- death (noun) when a life ends
- disease (noun) an illness or sickness
- factor (noun) one of the things that can affect or change a decision, or a situation
- fat (noun) an oil we get from the plants, seeds, and animals we eat
- frighten (verb) to make someone feel afraid
- harm (verb) to hurt or damage someone or something
- pleasure (noun) the feeling of being happy or enjoying something
- reasonable (adjective) fair or right in a particular situation

Oxford 2000 keywords

1. My horse is big and strong, but he never tries to _____ anyone.
2. Stress is one _____ that can affect your health.
Food is another: _____

3. I was sorry to hear about the _____ of your father. He was a wonderful man.

4. That's a _____ plan. I'm sure it will work out well.

5. Scary stories really _____ me!

6. The white part of the meat is the _____. I cut it off and don't eat it because it's not healthy.

7. My neighbor has a serious _____. He is in the hospital.

8. I love to go to nice restaurants. Eating there is a great _____ for me.

9. Our bodies _____ a lot of water—over 50 percent, in fact, is water.

Q ONLINE B. Go online for more practice with the vocabulary.

C. PREVIEW Read the first paragraph of the article. What is the purpose of fear? What will the article tell us about fear?

D. QUICKWRITE What are your three biggest fears? Write a few sentences. Remember to use this section for your Unit Assignment.

WORK WITH THE READING

A. Read the article and gather information about unreasonable fear and how it can be avoided.

Can We Trust Our Fears?

1 Are you more afraid of bird flu¹ or the common flu²? Which frightens you more, mad cow disease³ or heart disease⁴? Fear is a natural human feeling. The purpose of fear is to protect us from things that harm us. However, we can't always trust our fears.

2 Sometimes we are afraid of things that are not likely to happen. Many people think bird flu is very dangerous, but we don't worry about the common flu. Only 360 people have ever died of the bird flu. However, every year 250,000 to 500,000 people die from the common flu. Many people are not afraid to eat unhealthy foods, but we're afraid of getting mad cow disease from beef. In fact, we are much more likely to get heart disease than mad cow disease. Heart disease is the number-one cause of death in the world. In 2008 alone, 17.5 million people died of heart disease. Fewer than 300 people, however, ever died of mad cow disease. Why are we more afraid of things that we are unlikely to ever experience? There are a few different factors.

3 First of all, when something is familiar to us or common in our experience, we fear it less. For example, most of us get the common flu several times in our lives.



We are more likely to get heart disease than mad cow disease.

4 However, we never get bird flu. We probably don't know anyone who had bird flu. Bird flu is unknown, so it's scarier.

4 Another factor is control. We are more afraid of things we cannot control. Mad cow disease is dangerous. It is very difficult to know if meat contains mad cow disease. Mad cow disease cannot be stopped by doctors. We have no control over it. Doctors can usually help people with heart disease, though. They can control it. And doctors believe people can fight heart disease. They say that we should exercise and eat less of some kinds of fat. We know we can control heart disease.

¹ bird flu: an illness humans can get from birds
² common flu: an illness many people get every year
³ mad cow disease: an illness that kills cows and can kill people who eat beef from sick cows
⁴ heart disease: any disease that causes the heart to stop working correctly

UNIT 8 | What are you afraid of?

5 So why do we do things that we know are dangerous? If something gives us pleasure, we might continue to do it despite the danger. For example, maybe your mother and your grandfather had heart disease. You know that you need to eat well, but you really like food with a lot of fat. So you eat it anyway. You say, "Someday

⁵ despite: although something happened or is true

6 I will change the way I eat, but I'm hungry and the unhealthy food is delicious."
Now, think about the things that you are afraid of. How likely are they to happen? Do you think your fears are reasonable? Think about your fears honestly, and you might be surprised. You may find out that you are living with unnecessary fears.

B. Read the statements. Write T (true) or F (false). Then correct the false statements. In what paragraph is the information found?

1. Unfamiliar things frighten us more. _____
2. We fear things we can control. _____
3. Fear is natural. _____
4. All of our fears are reasonable. _____
5. We are afraid of things that are unlikely to happen. _____
6. We may do things that harm us because we enjoy them. _____

C. What are reasonable fears, according to the article? What are unreasonable fears? Write the phrases in the chart.

fear of bird flu	fear of heart disease
fear of the common flu	fear of mad cow disease

Reasonable Fears

Unreasonable Fears

D. Answer these questions.

1. Why are people more afraid of bird flu than the common flu?

2. Why are people more afraid of mad cow disease than heart disease?

3. Why are we afraid of things that are not dangerous?

4. Why do we do some things that *are* dangerous?

E. Go online to read *Crime in Our City* and check your comprehension.

Q2

WRITE WHAT YOU THINK

A. Discuss the questions in a group. Look back at your Quick Write on page 159 as you think about what you learned.

1. What fears did you write about in your Quick Write? Why do you think you have these fears?
2. Do you think your fears are reasonable or unreasonable? Why? Are they things you cannot control? Are they things that are unfamiliar? Are your fears likely to happen?

B. Go online to watch the video about fear. Then check your comprehension.



Writing Tip

Use both long and short sentences to make your writing more interesting. To make your sentences longer and more complex, connect sentences with words like *and*, *so*, *but*, *when*, or *because*.

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

1. In Reading 1 and Reading 2, you read that people sometimes fear things unnecessarily. What do you think people *should* be afraid of?
2. Write down all the fears that you have discussed so far in this unit. Which fears do you think are unreasonable? Explain your answer.

Question: _____

My response: _____



Vocabulary Skill **Word families**

A word family is a group of words that come from the same word. The bold words in the sentences are members of the same word family. Notice that they are each a different part of speech.

Some people spend a lot of money on home **protection**. (noun)
 They want to **protect** their homes from criminals. (verb)
 They buy **protective** alarm systems for their homes. (adjective)

This chart shows two word families.

Noun	Verb	Adjective	Adverb
familiarly	familiarize	familiar	familiarly
pleasure	please	pleasant	pleasantly

When you learn a new word, also try to learn the other members of the word family. Learning word families can help build your vocabulary more quickly.

A. Complete the chart. Use your dictionary to help you.

Noun	Verb	Adjective	Adverb
1. fear	fear	fearful	fearfully
2. violence	violence	Violent	
3. danger		believable	
4. danger	endanger	dangerously	
5.		harmful	
6. safety	safely	safe	safely

B. Complete each sentence with a word from the chart in Activity A on page 164.

- We often fear the things we can't control.
- We feel safe in this neighborhood. We often go out at night to visit our neighbors.
- The man hit the wall violently. He was very angry.
- The news reports a lot of gun violence, but most crime isn't gun crime.
- You may be in danger if you travel alone at night.
- I'm not afraid when Ali drives because he drives very safely.
- Being afraid of the dark is a common fear.



C. Go online for more practice with word families.



WRITING

UNIT OBJECTIVE

At the end of this unit, you will write one or more paragraphs about an unreasonable fear and how it can be avoided. Your paragraph(s) will include specific information from the readings and your own ideas.

Writing Skill Contrasting ideas with however

The word *however* introduces an idea that is different from, or contrasts with, the idea before it. *However* is similar in meaning to the word *but*.

My neighborhood is dangerous, **but** it has many nice qualities.

My neighborhood is dangerous. **However**, it has many nice qualities.

But is a *conjunction*. It connects two sentences into one. *However* is a *transition*. It links two sentences.

However usually comes at the beginning of the second sentence. Use a comma after *however*.

Crime rates are going down. **However**, most people think there is more crime.

When you want the focus of the sentence to be the subject, you can put *however* after the subject. Put commas before and after it.

Crime rates are going down. Most people, **however**, think the world is more dangerous.

When the contrast is less important, you can also put *however* at the end of the sentence. Place a comma before it.

Crime rates are going down. Most people think there is more crime, **however**.

A. Here are some facts from Readings 1 and 2. Connect the sentences.

- Crime rates are much lower today. a
 - However, we never get bird flu.
- The purpose of fear is to protect us from things that harm us. d
 - However, news stories about violent crime increased from 10 to 25 percent.
- Only 360 people ever died of the bird flu. e
 - However, most people believe that crime is increasing.
- The rate of violent crime went down in Canada. b
 - However, we can't always trust our fears.
- Most of us get the common flu several times in our lives. c
 - However, every year up to 500,000 people die from the common flu.

B. Connect the sentences with *however* in three different ways.

- People wash their hands for about 9 seconds. It takes about 15 seconds to kill the germs.
 - People wash their hands for about 9 seconds. **It, however, takes about 15 seconds to kill the germs.**
 - People wash their hands for about 9 seconds. **However, it takes about 15 seconds to kill the germs.**
 - People wash their hands for about 9 seconds. **However,** it takes about 15 seconds to kill the germs.
- We have better health today than ever. People worry more about their health today.
 - People worry more about their health today. **However, we have better health today than ever.**
 - People worry more about their health today. **However,** we have better health today than ever.
 - People worry more about their health today. **However,** we have better health today than ever.

C. Connect the sentences with *but* and *however*. Pay attention to punctuation (commas and periods).

1. Violent crime frightens us.
We are more likely to die in a car.

a. Violent crime frightens us, but we are more likely to die in a car.

b. Violent crime frightens us. However, we are more likely to die in a car.
Violence makes us afraid.

2. We like to watch violent TV shows.

a. we like to watch violent TV shows, but we are more likely to die in a car.

b. However, we are more likely to die in a car.

3. I am more likely to die in a car accident.
I fear an airplane crash more.

a. I am more likely to die in a car accident, but I fear an airplane crash more.

b. _____

4. Women fear crime more than men.
Crime happens more often to men.

a. Women fear crime more than men, but crime happens more often to men.

b. However, crime happens more often to men.

5. Most crimes are not violent.
The media focuses on unusual and violent crimes.

a. _____

b. _____

D. Finish the sentences.

1. Teenagers worry less than adults about dangers, but _____

2. Most spiders are not poisonous. However, _____

3. Many people are afraid of speaking in front of a group of people, but _____

4. Jumping from an airplane is very scary. However, _____

E. Find the mistakes in punctuation and capitalization. Correct the sentences.

1. Parents keep children inside for safety, however. These children often don't get enough exercise.

2. Cars are safer than ever however there are more accidents because people drive faster in safe cars.

3. Over your lifetime, our chance of dying in an airplane is 1 in 8,015. But your chance of dying in a car accident is 1 in 112.

4. Adults worry too much about dangers. Teenagers however do not worry enough.

iQ ONLINE F. Go online for more practice contrasting ideas with *however*.

Comparative adjectives

9-11-2020

We use **comparative adjectives** to compare two people, places, things, or ideas.

- Crime is **high** in my neighborhood. → Crime is **higher** in yours.
- I'm **afraid** of getting the flu. → My sister is **more afraid**.

Here are some rules to help you form comparative adjectives correctly.

- Add **-er** to one-syllable adjectives. (A **syllable** is a part of a word with a vowel sound. One-syllable words have one vowel sound.) Add **-r** when the adjective ends in **-e**.

- high → higher late → later

- When the one-syllable adjective ends in consonant + vowel + consonant, double the last consonant and add **-er**.

- big → bigger hot → hotter

- Do not double the consonant when the adjective ends in **-w, -x, or -y**.

- low → lower gray → grayer

- For two-syllable adjectives that end in **-y**, drop the **-y** and add **-ier**.

- scary → scarier crazy → crazier

- For most other adjectives with two or more syllables, use **more** + adjective.

- fearful → more fearful frightening → more frightening

- Use comparative adjective + **than** in sentences comparing two things.

My neighborhood is **safer than** your neighborhood.

Your neighborhood is **more dangerous than** my neighborhood.

Note: The words **good** and **bad** are irregular.

- good → better bad → worse

A. Complete the chart with the comparative form of each adjective.

Adjective	Comparative Adjective
1. afraid	more afraid
2. big	bigger
3. careful	more more
4. dangerous	more d
5. easy	easier
6. new	newer
7. reasonable	
8. safe	safer
9. smart	smarter smarter
10. violent	more

B. Write sentences using the words and phrases. Use the comparative forms of the adjectives and **than**.

- heart disease / mad cow disease / common

Heart disease is more common than mad cow disease.

- I believe / flying / driving / dangerous

I believe flying / driving is dangerous.

3. I think / crime dramas / scary / real life

4. the crime rate in Canada in 2012 / the crime rate in Canada 20 years before / low

iq ONLINE

C. Go online for more practice with comparative adjectives.

D. Go online for the grammar expansion.

iq ONLINE

Go to the Online Resources for your Unit Assignment.



TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

Nouns

- crime
- death
- disease
- factor
- fat
- focus
- pleasure

Verbs

- affect
- contain
- frighten
- harm
- report

Adjectives

- common
- negative
- reasonable
- scary
- violent

Oxford 2000 keywords
 Academic Word List

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

UNIT OBJECTIVE	<input type="checkbox"/> I can gather information and ideas to write one or more paragraphs about a fear and how it can be avoided.
READING	<input type="checkbox"/> I can identify facts and opinions. (p. 156)
VOCABULARY	<input type="checkbox"/> I can recognize and use word families. (p. 164)
WRITING	<input type="checkbox"/> I can contrast ideas with however. (p. 166)
GRAMMAR	<input type="checkbox"/> I can recognize and use comparative adjectives. (p. 170)