

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



## UNIT QUESTION

## Are first impressions accurate?

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

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

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

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

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



## Note-taking Skill Using notes to summarize a lecture

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

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

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

You would probably give him the following information:

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

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

Here are some phrases that are used as signposts.

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

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

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

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

1. What is the topic?

2. What two main points does the speaker make?

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

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



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





# LISTENING

## LISTENING 1 The Psychology of First Impressions



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

### PREVIEW THE LISTENING

#### Tip for Success

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

**A. PREVIEW** A psychologist will explain how first impressions affect our opinion of a new person. Check (✓) the statement about first impressions you think is true.

- First impressions give us a good idea of what a person is really like.
- We often make errors because of first impressions.

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

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

Oxford 3000™ words



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

### WORK WITH THE LISTENING



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

Topic:

Example: Waiting in line at a coffee shop

Main idea: Impressions of others

Detail(s)

First mistake:

Second mistake:

Main idea: When we view our own behavior

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

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

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



1. F First impressions tell the whole story.

First impressions tell only part of the story.

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

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

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



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

1. People \_\_\_\_\_ what they see in a first encounter.

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

2. People assume that their first impressions tell them about \_\_\_\_\_ person.

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

3. If we think a person is friendly when we first meet her, we will think she is also \_\_\_\_\_.

- a. happy
- b. boring
- c. exciting



4. If someone else does something negative, we think \_\_\_\_\_.
- it is because of his personality
  - he has a good reason to act that way
  - it is because of how he felt that day
5. If we do something negative, we think it is because of \_\_\_\_\_.
- our personality
  - the situation
  - someone else

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

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

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

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

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

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



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

**Tip for Success**

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

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

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

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



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



**SAY WHAT YOU THINK**

**Discuss the questions in a group.**

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



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



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

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

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

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



Go online to watch the Skill Video.



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

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

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

**B. Work with a partner. Compare your answers.**



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

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



**E. Go online for more practice making inferences.**









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

PREVIEW THE LISTENING

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

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

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

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

 Oxford 3000™ words



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

WORK WITH THE LISTENING



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

Topic: Malcolm Gladwell's *Blink*

Main idea: Gladwell thinks first impressions are usually

Example:

Two ways we make decisions

1.  with our conscious minds

2. quickly, or



**🔍** Research on accurate first impressions

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

People could look at \_\_\_\_\_ and learn about \_\_\_\_\_.

Examples of decision-making

Careful: \_\_\_\_\_

\_\_\_\_\_

Snap: \_\_\_\_\_

\_\_\_\_\_

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

**🔍** **C. Complete the chart. Use your notes from Activity A. Compare charts with a partner.**

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

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

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

Details	Order you heard in the report
<input type="checkbox"/> an easy decision	<input type="checkbox"/>
<input type="checkbox"/> describing someone's character	<input type="checkbox"/>
<input type="checkbox"/> recognizing a fake artifact	<u>1</u>
<input type="checkbox"/> judging a teacher's effectiveness	<input type="checkbox"/>
<input type="checkbox"/> a difficult decision with a lot of information	<input type="checkbox"/>

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

1. buying a coffee maker
2. choosing a study partner
3. asking someone on the street for help
4. choosing vegetable seeds for your garden
5. buying a car
6. choosing a seat on a train
7. choosing a career
8. buying a suit for a job interview
9. choosing a restaurant for lunch

**Critical Thinking Tip**

Activity F asks you to list five tips on making first impressions. To list these tips, you will need to analyze the arguments you have heard and read and break them down into their essential suggestions.

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

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

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

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

Tips:

1.
2.
3.
4.
5.

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

1. I make a **conscious** effort to stay in regular contact with all my friends. I make time to call and email them often.  
 a. accidental       b. intentional       c. occasional
2. Watching a video is an **effective** way to study someone's behavior. You can learn a lot from the way people move their hands.  
 a. successful       b. interesting       c. unusual
3. Salman is an **expert** at swimming. He has been doing it a long time.  
 a. beginner       b. failure       c. skillful person
4. The artifact was a **fake**. It was not thousands of years old.  
 a. an imitation       b. a problem       c. an original

5. When you meet new people, you should trust your **instincts**. Your first reaction is often correct.  
 a. natural feelings       b. general knowledge       c. careful research
6. My car isn't **reliable**. There is always something wrong with it.  
 a. dependable       b. expensive       c. comfortable
7. The teachers couldn't **select** anyone to receive the award. There are too many good students.  
 a. tell       b. call       c. choose
8. I often make **snap judgments** when I choose something to buy. I don't like to waste time.  
 a. careful decisions       b. bad decisions       c. quick decisions
9. My parents were **suspicious** when I told them the teacher did not give any grades for our assignment.  
 a. uninterested       b. doubtful       c. excited
10. I was so focused on listening to the news this morning that I **unconsciously** poured coffee on my bread instead of in my cup.  
 a. without thinking       b. without caring       c. without studying



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



**SAY WHAT YOU THINK**

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

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

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

1. In what kinds of situations do you think first impressions are usually accurate?
2. In which situations are first impressions really important?



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

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

accuracy, researcher, inventor, amusement, friendliness, attention

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

stimulate, strengthen, energize

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

dependable, traditional, careful, effective, humorous

**Common adverb suffixes:** *-ly, -ally*

particularly, universally

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

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

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

**C. Complete each sentence with the correct word from Activity A on page 16.**

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



**D. Go online for more practice with suffixes.**





# SPEAKING

## UNIT OBJECTIVE

For this unit, you will talk with a partner about a first impression. Make sure to take conversational turns when you talk to your partner.

### Grammar Auxiliary verbs *do, be, have*

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

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

#### Simple present

Does he like pizza?  
He **doesn't** like pizza.

#### Simple past

Did they bring their books?  
They **didn't** bring their books.

Use *be* with the present and past continuous.

#### Present continuous

Are you reading?  
We **aren't** reading now.

#### Past continuous

Was Mr. Al Najmee teaching here last year?  
He **wasn't** teaching here last year.

Use *have* with the present perfect.

#### Present perfect

Has she left yet?  
Arwa **hasn't** left yet.

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

1. I often make snap judgments.

I don't often make snap judgments.

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

\_\_\_\_\_

3. Sarah trusted her instincts when meeting new people.

\_\_\_\_\_

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

\_\_\_\_\_

5. Jomana is working hard this week.

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

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

\_\_\_\_\_

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

\_\_\_\_\_

4. Hatem made lots of friends at school.

\_\_\_\_\_

5. The experts realized the artifact was a fake.

\_\_\_\_\_

6. Jamal has selected his library books already.

\_\_\_\_\_

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

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

*B: Yes, I have. / No, I haven't.*



**D. Go online for more practice with auxiliary verbs.**

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



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



Listen to these examples of contractions.

#### Contractions used in speech or writing

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

#### Contractions used only in speech

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



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

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

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



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

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

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



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

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

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

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

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

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

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

**Alex:** Yeah. He seems friendly and interesting.





**B. Read the questions and write notes to help you answer. Then have a conversation about each question with a partner. Keep the conversations going for at least three turns each and signal your partner's turn by using questions from the Speaking Skill box on page 21.**

1. Who was your most effective teacher when you were a child?  
What impressed you about him or her?

2. Have you ever made a bad first impression on someone else?  
What did you do?



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



We form first impressions wherever we are.



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

## TRACK YOUR SUCCESS

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

### Nouns

- accuracy (A1)
- assumption (A1)
- behavior (A1)
- encounter (A1)
- error (A1)
- expert (A1)
- take
- instinct
- prediction (A1)
- sample (A1)
- selection (A1)
- trait

### Verbs

- assume (A1)
  - select (A1)
- ### Adjectives
- conscious (A1)
  - effective (A1)
  - instinctive
  - negative (A1)
  - positive (A1)
  - reliable (A1)
  - suspicious (A1)
- ### Adverbs
- briefly (A1)
  - consciously
  - unconsciously

### Phrases

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

Oxford 3000™ words  
Academic Word List

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

- NOTE TAKING**  I can use my notes to summarize a lecture. (p. 4)
- LISTENING**  I can make inferences. (p. 10)
- VOCABULARY**  I can use suffixes. (p. 16)
- GRAMMAR**  I can use the auxiliary verbs *do*, *be*, and *have*. (p. 18)
- PRONUNCIATION**  I can use contractions with auxiliary verbs. (p. 20)
- SPEAKING**  I can take conversational turns. (p. 21)

**UNIT OBJECTIVE**

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

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

Listen to an interview and a talk and gather information and ideas to conduct a class survey on food preferences.

# Q

## UNIT QUESTION

### What's more important: taste or nutrition?

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

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



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

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

#### The importance of taste and nutrition

Sophy  b. Eating healthy food is important.

Felix

Marcus

Yuna



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



# LISTENING

## LISTENING 1 You Are What You Eat

### UNIT OBJECTIVE

You are going to listen to an excerpt from a radio show in which Hamad Al Shareef interviews Dr. Manar Al Dosari, a nutrition expert. As you listen to the excerpt, gather information and ideas about the importance of taste and nutrition.

### PREVIEW THE LISTENING

#### Critical Thinking Tip

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

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

- |   |                                     |
|---|-------------------------------------|
| cheese <input type="checkbox"/>         | red meat <input type="checkbox"/>   |
| coffee <input type="checkbox"/>         | soda <input type="checkbox"/>       |
| dark chocolate <input type="checkbox"/> | tea <input type="checkbox"/>        |
| milk chocolate <input type="checkbox"/> | white meat <input type="checkbox"/> |

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

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

🎧 Oxford 3000™ words

### iQ ONLINE

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

## WORK WITH THE LISTENING

**A. LISTEN AND TAKE NOTES** Choose one of the foods or drinks from Activity A in Preview the Listening on page 26. Listen to the interview and take notes on what Dr. Al Dosari says about it. Then tell your partner.

Food or drink:

Notes: \_\_\_\_\_

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

	Better for you	OK in small amounts	Bad for you
1. red meat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. white meat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. cheese	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. coffee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. tea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. soda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. milk chocolate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. dark chocolate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Dr. Al Dosari's advice is to \_\_\_\_\_.
  - eat anything you like
  - always eat healthy foods
  - eat a balanced diet
- Red meat is good for your \_\_\_\_\_.
  - eyesight
  - hair and teeth
  - bones and skin
- Eating chicken can help you \_\_\_\_\_.
  - feel more relaxed
  - lose more weight
  - have better eyesight



4. Cheese can raise your blood pressure because it contains a lot of \_\_\_\_\_.
- oil
  - salt
  - calories
5. Too much coffee can \_\_\_\_\_.
- make you feel stressed
  - give you too much energy
  - affect your heart
6. Green tea can help you \_\_\_\_\_.
- lose weight
  - sleep well
  - concentrate better
7. Calories that have no nutritional value are called \_\_\_\_\_ calories.
- dead
  - empty
  - useless
8. Drinking soda can make you feel \_\_\_\_\_.
- happier
  - more tired
  - hungrier
9. Dark chocolate \_\_\_\_\_.
- is good for your heart
  - has less fat than milk chocolate
  - can increase your blood pressure

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

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

4. It is better to avoid drinking coffee.

\_\_\_\_\_

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

\_\_\_\_\_



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

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

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

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



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



# Q SAY WHAT YOU THINK

Discuss the questions in a group.

1. Do you agree with Dr. Al Dosari's advice for a healthy diet? Why or why not?
2. Do you think people worry too much about nutrition? Give examples.
3. Do you agree that "you are what you eat"?

## Listening Skill Listening for causes and effects

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

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

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

effect cause

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

effect cause

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

effect cause

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

cause effect

**Due to** her good diet, Leena is very healthy.

cause effect

**Because of** the high calories, I never eat chocolate.

cause effect

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

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

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

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

Cause

Effect

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

eating turkey can actually change your mood.

2. Cheese has calcium,

Effect

Cause

1. Coffee gives you energy

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

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

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

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



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

### Note-taking Skill Taking notes on causes and effects

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

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

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

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

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

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

B. Use this T-chart to complete each cause and effect from Activity A on page 32.

Cause	Effect
1. busy lifestyle	<input type="text"/>
2. it is expensive	<input type="text"/>
3. <input type="text"/>	bad for health
4. <input type="text"/>	eat too much



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

## LISTENING 2 Food Tasters



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

### PREVIEW THE LISTENING

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



cheese



chocolate



coffee beans





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

complex (adj.) 🗑️	flavor (n.) 🗑️	swallow (v.) 🗑️
disgusting (adj.) 🗑️	keep an eye on (phr.)	texture (n.)
distinguish (v.) 🗑️	occasionally (adv.) 🗑️	trend (n.) 🗑️
estimate (v.) 🗑️		

🗑️ Oxford 3000™ words



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

## WORK WITH THE LISTENING

### Tip for Success

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

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

**Stuart**

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

**Marie**

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

**Enrique**

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

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

**Stuart ...**

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

**Marie ...**

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

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

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

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

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



### Vocabulary Skill Review

In Unit 1 you learned about suffixes. Review the common suffixes on page 16. Notice how these suffixes can help you identify the correct part of speech.

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

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



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

## Q SAY WHAT YOU THINK

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

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

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

- Why do some people overeat? Make a list of possible reasons.
- Is it possible to control appetite? How?



**C. Go online to watch a video about food habits and appetite. Then check your comprehension.**

**appetite** (*n.*) a physical desire for food  
**crave** (*v.*) to have a very strong desire for something  
**glucose** (*n.*) a type of sugar  
**obese** (*adj.*) very fat in a way that is not healthy  
**overeat** (*v.*) to eat too much  
**suppress** (*v.*) to prevent something from continuing

VIDEO VOCABULARY

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

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



**Vocabulary Skill** Adjective-noun collocations


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

Here are some examples of adjective-noun collocations.

When you eat before exercising, you should only have a **light meal**.  
 There is nothing better than a **cold drink** on a hot summer day.  
 I try not to eat too much **fast food**, but it's difficult because I love fries.  
 Would you like cheesecake for dessert or just some **fresh fruit**?

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

diet	drink	food	snack	steak
------	-------	------	-------	-------



- a soft
- junk
- a juicy
- a balanced
- a quick

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

- Jim's favorite meal to cook at home is  served with potatoes.
- To have , you need to eat lots of different kinds of foods.
- Do you want tea, or would you like  with lunch?
- I used to eat chips and candy all the time. Now I hate .
- I don't have time for a big lunch, so let's just have .

**C. Circle the answer that best completes each collocation.**

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



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



# SPEAKING

UNIT OBJECTIVE

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

Grammar Quantifiers with count/noncount nouns

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

**how many/how much**

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

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

**too many/too much**

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

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

**enough/not enough**

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

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



chilies

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

- |            |      |          |
|------------|------|----------|
| enough     | many | too many |
| not enough | much | too much |

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

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

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

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

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

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

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

Faris: Maybe I didn't put in  salt.

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

Faris: Yes. I think I used  potatoes.

Muriel: How  sugar did you put in this coffee?

Angela: One teaspoon.

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

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



**Tip for Success**

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

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

Foods I like ...

Drinks I like ...


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

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

## Pronunciation

### Links with /j/ and /w/

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

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

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

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

I **/j/ ate** salmon for dinner last night.

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

Do **you /w/ eat** a balanced diet?

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

**How /w/ is** your steak?

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



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

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



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



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

## Speaking Skill

### Giving advice

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

- According to Dr. Al Dosari, Hamad **should** drink less coffee.
- He **shouldn't** drink a lot of soda.
- He **ought to** eat more fish.

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

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

You can give stronger advice by adding *really*.

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





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

*A: I probably eat too much fast food.*

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

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

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



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



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

## TRACK YOUR SUCCESS

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

### Nouns

calories

diet

flavor

mood

texture

trend

### Verbs

concentrate

consume

distinguish

estimate

mix

swallow

### Adjectives

balanced

complex

disgusting

spicy

wise

### Adverbs

occasionally

perhaps

really

### Phrasal Verbs

rely on

### Phrases

keep an eye on

### Collocations

cold drink

fast food

fresh fruit

light meal

Oxford 3000™ words

Academic Word List

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

**LISTENING** ● I can listen for causes and effects. (p. 30)

**NOTE TAKING** ● I can take notes on causes and effects. (p. 32)

**VOCABULARY** ● I can use adjective-noun collocations. (p. 38)

**GRAMMAR** ● I can use quantifiers with count/noncount nouns. (p. 40)

**PRONUNCIATION** ● I can link words with /j/ and /w/ sounds. (p. 42)

**SPEAKING** ● I can give advice. (p. 43)

**UNIT OBJECTIVE** ● I can gather information and ideas to conduct a class survey on food preferences.

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

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



# Q

UNIT QUESTION

## Is change good or bad?

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

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

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

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

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



## Note-taking Skill Taking notes on advantages and disadvantages

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

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



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

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

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

### Critical Thinking Tip

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

Advantages	Disadvantages

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



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

# LISTENING

## LISTENING 1 Changing Expectations

### UNIT OBJECTIVE

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

### PREVIEW THE LISTENING

- A. PREVIEW** Why do you think Gary wanted to do something different? Check (✓) your predictions.
- He was bored with his job.
  - He wanted to travel around the world.
  - He decided to start his own business.
  - He wanted to spend more time with his family.
- B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to Gary's story.



Gary McBride

adapt (v.)	handle (v.)
considerably (adv.)	justify (v.)
crisis (n.)	position (n.)
curious (adj.)	steady (adj.)
fulfilled (adj.)	suffer (v.)

Oxford 3000™ words



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





## WORK WITH THE LISTENING



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

### Tip for Success

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

Life as a city trader	
Advantages	Disadvantages
very well paid	



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

Life as a home-care assistant	
Advantages	Disadvantages



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

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

4. How does Gary feel about his new job?

- It's very fulfilling.
- It can be difficult.
- The salary is too low.

5. What goal has Gary achieved?

- He has more time to think.
- He is happy.
- He enjoys his free time.

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



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

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

3. He was unemployed for six months.

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

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



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

- F. VOCABULARY** Use the new vocabulary from Listening 1. Read the sentences. Then match each bold word with its definition on page 52.

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

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

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

4. We're **curious** about what it would be like to live in another country. It sounds very interesting.
5. Over the years, Steve's company has developed **steady** and reliable relationships with many other businesses in the area.
6. I felt **fulfilled** as a teacher because I enjoyed helping people learn.
7. There were more than 30 applications for the **position** of general manager.
8. Don't you agree that keeping things the same is **considerably** easier than trying to change them?
9. After I borrowed money from my parents, I had to **justify** the purchases I made with it.
10. If you focus too much on your job, your personal relationships may **suffer** as a result.

- a. (v.) to change your behavior because the situation you are in has changed  
 b. (adv.) a lot  
 c. (n.) a time of great danger or difficulty  
 d. (adj.) wanting to know or learn something  
 e. (adj.) completely satisfied and happy  
 f. (v.) to control or deal with someone or something  
 g. (v.) to give or be a good reason for something  
 h. (n.) a job  
 i. (adj.) staying the same over a period of time  
 j. (v.) to become worse in quality



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



### SAY WHAT YOU THINK

Discuss the questions in a group.

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

## Listening Skill

### Listening for time markers

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

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

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

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

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

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



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



## LISTENING 2 | An Interview with Barbara Ehrenreich



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

### PREVIEW THE LISTENING

- A. **PREVIEW** Why do you think a journalist might decide to “go undercover” to do research? Discuss your ideas with a partner.
- B. **VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit. 🗣️

cope (v.) 🗣️	research (n.) 🗣️
exhausted (adj.)	struggle (v.) 🗣️
firsthand (adv.)	support (oneself) (v.) 🗣️
informed (adj.)	unemployed (adj.) 🗣️
permanent (adj.) 🗣️	wages (n.) 🗣️

🗣️ Oxford 3000™ words



C. Go online to listen and practice your pronunciation.

### WORK WITH THE LISTENING

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

#### Reasons for going undercover

need to experience something

a good way to

can write about experiences from a more

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

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

2. Ehrenreich found that it wasn't so difficult to cope financially.

3. For *Bait and Switch*, Ehrenreich researched unemployment among white-collar workers.

4. Ehrenreich found that life was more difficult for white-collar workers than unskilled workers.

5. Ehrenreich is pleased that the changes she made were temporary.

6. Ehrenreich didn't learn as much as she expected by going undercover.

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

1. For her book *Nickel and Dimed*, Ehrenreich worked undercover in each job for \_\_\_\_\_.

- a. one month  
 b. three months  
 c. six months

2. While Ehrenreich was working undercover, \_\_\_\_\_.

- a. she studied hard  
 b. she had a lot of fun  
 c. her life changed completely

3. Ehrenreich found that it was difficult to manage financially because \_\_\_\_\_ were so high.

- a. food prices  
 b. travel expenses  
 c. rents

4. Ehrenreich says that some of the jobs made her feel \_\_\_\_\_.

- a. very tired  
 b. very bored  
 c. very angry



5. Ehrenreich didn't expect *Nickel and Dimed* to be so \_\_\_\_\_.
  - a. expensive
  - b. popular
  - c. easy to write
6. For her next book, *Bait and Switch*, Ehrenreich \_\_\_\_\_.
  - a. used a false name
  - b. took several top jobs
  - c. didn't do any research
7. For *Bait and Switch*, Ehrenreich pretended to be an unemployed \_\_\_\_\_ executive.
  - a. account
  - b. human resources
  - c. public relations
8. Even though Ehrenreich claimed to have \_\_\_\_\_, she couldn't find any work.
  - a. letters of recommendation
  - b. a lot of experience
  - c. great qualifications

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

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

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

1. It can be very difficult for people working in low-paying jobs to **cope**.
  - a. manage financially
  - b. build relationships
  - c. be happy
2. After working for ten hours without a break, we were **exhausted**.
  - a. very excited
  - b. very bored
  - c. very tired

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

**Vocabulary Skill Review**

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



## Q? SAY WHAT YOU THINK

### A. Discuss the questions in a group.

1. Why do you think *Nickel and Dimed* was a best seller?
2. What qualities do you think a person needs to go undercover as Ehrenreich did? Would you like to try doing this? Why or why not?
3. How easy do you think it is for someone to change careers?
4. What are the challenges in changing to a completely different kind of job? What are the potential benefits?

**Tip** for Success

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



### B. Think about Listening 1 and Listening 2 as you discuss these questions.

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

## Vocabulary Skill Using the dictionary

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

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

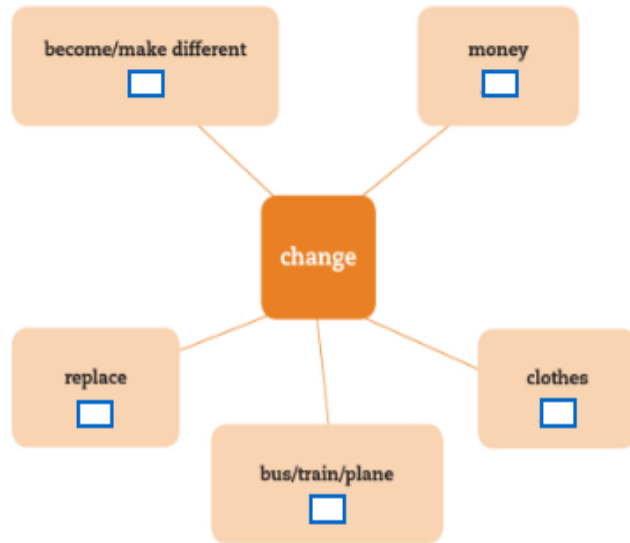


All dictionary entries are from the *Oxford American Dictionary for learners of English* © Oxford University Press 2011.

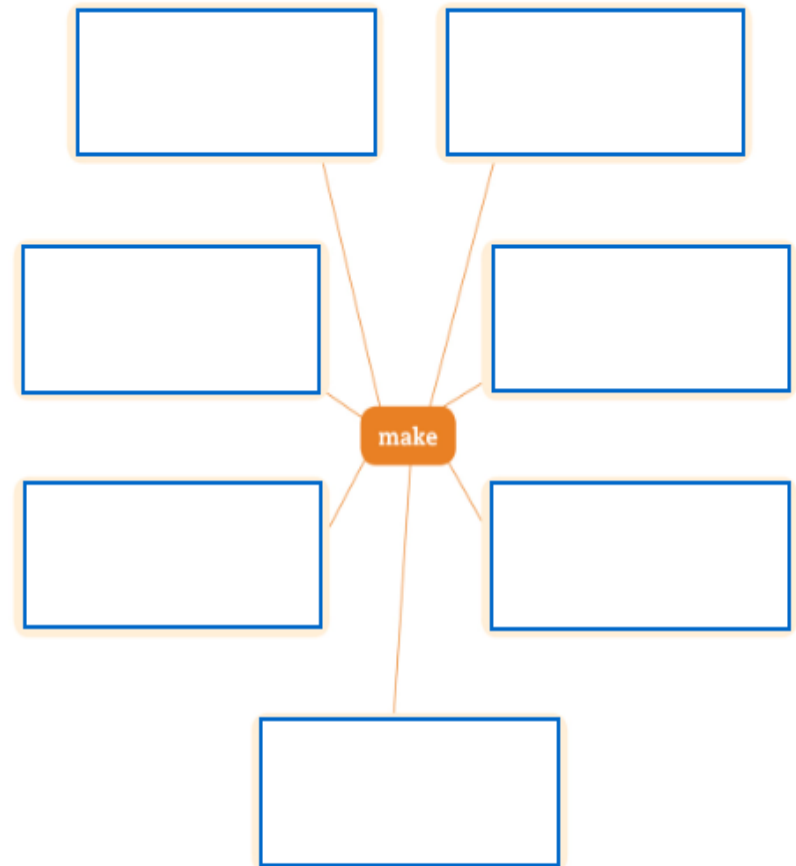


A. Read the sentences. Then write the number of each sentence below the correct shortcut in the word web. Use a dictionary to help you if necessary.

1. This town has changed a lot in recent years.
2. You need to change the light bulb in the kitchen.
3. It's quicker by bus, but you have to change twice.
4. Do you want to change before we go out?
5. Can you change a twenty-dollar bill?



B. Work with a partner. Use a dictionary to help you complete this word web with the verb *make*. Follow the steps in the Vocabulary Skill box on page 59.



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



# SPEAKING

## UNIT OBJECTIVE

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

### Grammar Tag questions



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

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

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

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

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

☐ They **aren't** moving home, **are they?**

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

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

☐ **Jood** went to Turkey, **didn't she?**

☐ **Your friends** all have jobs, **don't they?**

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

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

☐ They're working in a restaurant, **aren't they?**

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

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

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

☐ Your boss **trusts** you, **doesn't he?**

☐ The crisis **got** better, **didn't it?**



Go online to watch the Skill Video.

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

1. A: You're a journalist, ?

B: Yes, I am.

2. A: Ibraheem never works on the weekend, ?

B: No, he doesn't.

3. A: They got married, ?

B: No, they didn't.

4. A: It's important to have good friends, ?

B: Yes, it is.

5. A: Shahad should see her family more often, ?

B: Yes, she should.

6. A: Abed and Gary don't have permanent jobs, ?

B: No, they don't.

7. A: Valerie came here from France, ?

B: Yes, she did.

8. A: We can't afford an overseas vacation this year, ?

B: Yes, we can!

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

1. You don't like to get your hair cut, ?

2. You haven't bought a new cell phone, ?

3. You're not thinking of moving abroad, ?

4. ?

5. ?

6. ?





- C. Work with a partner. Take turns asking and answering the questions from activity B on page 63.
- D. Go online for more practice with tag questions.
- E. Go online for the grammar expansion.

## Pronunciation Intonation in tag questions

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

### Asking for confirmation



Carol's never worked abroad, has she?

You can scuba dive, can't you?

### Uncertain of the answer

Carol's never worked abroad, has she?

You can scuba dive, can't you?

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

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



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

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



- C. Listen again to the sentences from Activities A (on page 64) and B. Repeat the sentences. Use the same intonation that you hear.
- D. Work with a partner. Take turns reading the sentences from Activities A (page 64) and B. Your partner will listen carefully and decide whether your intonation rises or falls.



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

## Speaking Skill Asking for and giving reasons

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

### Asking for reasons

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

### Giving reasons

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

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

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







Listen to how the phrases are used in this conversation.

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



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

Mosa: I haven't seen you for ages. How was your vacation in Spain?  
 Rakan: It was great! I tried lots of new things—horseback riding, scuba diving ... I even went to a bullfight in Madrid.  
 Mosa: What? You went to a bullfight? I'm surprised.  
 Rakan: Really? 1?  
 Mosa: 2 it's cruel, isn't it? Why would you want to watch that?  
 Rakan: Well, 3 it's an important part of the culture ... you know? 4 it's really popular. Lots of tourists were there. 5 it's good to experience something different for a change ... I think.

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

bungee jumping	camping	white-water rafting
gardening	surfing	rock-climbing
other: _____		

- A: I'd like to try white-water rafting. That sounds amazing.  
 B: Really? Why do you say that? I think it sounds scary.  
 A: Well, first of all, I love water sports, and another reason is that it looks very exciting.



**C. Go online for more practice asking for and giving reasons.**  
 Go to the Online Resources for your Unit Assignment.

**Tip for Success**

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



white-water rafting

## TRACK YOUR SUCCESS

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

**Nouns**

- crisis
- position
- research
- wages

**Verbs**

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

**Adjectives**

- curious
- exhausted
- fulfilled
- (informed)
- permanent
- steady
- (unemployed)

**Adverbs**

- Also,
- considerably
- Finally,
- First,
- firsthand
- Second,

**Phrases**

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

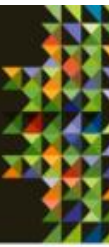
Oxford 3000™ words  
 Academic Word List

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

- |                       |  |
|-----------------------|--|
| <b>NOTE TAKING</b>    | <input type="checkbox"/> I can use a T-chart to take notes on advantages and disadvantages. (p. 48)            |
| <b>LISTENING</b>      | <input type="checkbox"/> I can listen for time markers. (p. 53)  |
| <b>VOCABULARY</b>     | <input type="checkbox"/> I can use the dictionary and create word webs. (p. 59)                                |
| <b>GRAMMAR</b>        | <input type="checkbox"/> I can use tag questions. (p. 62)  |
| <b>PRONUNCIATION</b>  | <input type="checkbox"/> I can use intonation in tag questions. (p. 64)  |
| <b>SPEAKING</b>       | <input type="checkbox"/> I can ask for and give reasons. (pp. 65–66)   |
| <b>UNIT OBJECTIVE</b> | <input type="checkbox"/> I can gather information and ideas to participate in a group discussion about change. |

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

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



UNIT QUESTION

# How can advertisers change our behavior?

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

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



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

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

**iQ ONLINE C** Go online to watch a video about advertising on Google. Then check your comprehension.



**paradox** (*n.*) a statement that seems to be impossible but that is true  
**net profits** (*n.*) money made after taxes have been paid  
**tailored** (*adj.*) made for a specific person  
**inclined to** (*adj.*) likely to do something  
**monopoly** (*n.*) a company that controls an industry

VIDEO VOCABULARY

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





# LISTENING

## LISTENING 1 Advertising Techniques

### UNIT OBJECTIVE

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

### PREVIEW THE LISTENING

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

- A. PREVIEW** What kinds of products do you expect to hear advertised on the radio? Think of five products and write them down. Then share your ideas with the class.
- B. VOCABULARY** Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit.

appeal (n.)	logo (n.)
brand (n.)	memorable (adj.)
campaign (n.)	persuade (v.)
claim (v.)	relate to (phr.)

Oxford 3000™ words

### iQ ONLINE

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

### WORK WITH THE LISTENING

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

Advertising technique	Notes
a. Emotional appeal	
b. Association of Ideas	
c. Bandwagon	
d. Repetition	
e. Humor	

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

- |   |  |
|---|--|
| Name of ad                                    | 4. Perfect Pens <input type="checkbox"/>   |
| 1. The Globe Grill <u>d</u>                   | 5. Abdul Aquarium <input type="checkbox"/> |
| 2. Seattle Security <input type="checkbox"/>  |  |
| 3. Robertson's Black <input type="checkbox"/> |  |

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

Technique	Description of technique
a. Emotional appeal	
b. Association of Ideas	
c. Bandwagon	7. claims the product is very popular
d. Repetition	
e. Humor	

- 6. links the product with positive ideas
- 7. claims the product is very popular
- 8. focuses on feelings and emotions
- 9. gives key information over and over again
- 10. makes people laugh

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

- 1. There is no charge for a security assessment from Seattle Security.
- 2. Seattle Security specializes in fitting high-quality alarms.
- 3. Robertson's Black is a chocolate bar made in Switzerland.
- 4. A visit to Abdul Aquarium can be an educational experience.
- 5. Abdul Aquarium opens at noon.
- 6. The special offer at The Globe Grill is available all week.
- 7. There is no charge for teenagers at The Globe Grill.
- 8. There are three varieties of Perfect Pens.

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



**iQ** ONLINE

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

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

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

**Tip for Success**

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

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

**iQ** ONLINE

- G.** Go online for more practice with the vocabulary.



**SAY WHAT YOU THINK**

- Discuss the questions in a group.

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

**Listening Skill**

**Identifying fact and opinion**

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

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

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

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

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

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

- (fact) / (opinion)
- (fact) / (opinion)
- (fact) / (opinion)



**Tip for Success**

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

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

- |   |   |
|---|---|
| 1. <input type="radio"/> fact / <input type="radio"/> opinion | 4. <input type="radio"/> fact / <input type="radio"/> opinion |
| 2. <input type="radio"/> fact / <input type="radio"/> opinion | 5. <input type="radio"/> fact / <input type="radio"/> opinion |
| 3. <input type="radio"/> fact / <input type="radio"/> opinion | 6. <input type="radio"/> fact / <input type="radio"/> opinion |



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

## LISTENING 2 | Ramadan—A Golden Opportunity for Advertisers?

**UNIT OBJECTIVE**

You are going to listen to an interview with Sami Al-Jaser, director for advertising at the Dubai-based advertising firm JK Bowers. As you listen to the interview, gather information and ideas about how advertisers try to influence us and our behavior.

### PREVIEW THE LISTENING

For many companies, Ramadan brings very special opportunities to promote their products. Advertising during this period is becoming increasingly popular not only in the Middle East but also worldwide. In the interview, Sami Al-Jaser discusses the role and importance of advertising during Ramadan.

- A. PREVIEW** Why do you think advertisers in the Middle East focus their efforts so much on this festive period? What kinds of products are often advertised? Can you think of any popular Ramadan advertising campaigns? Make a list of your ideas and then compare with a partner.
- B. VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit. 🗣️

competitor (n.)	integrated (adj.)
edge (n.) 🗣️	mark (v.) 🗣️
fast (v.)	merchandising (n.)
focus (v.) 🗣️	peak (n.) 🗣️
humorous (adj.) 🗣️	take advantage of (phr.) 🗣️

🗣️ Oxford 3000™ words



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

## WORK WITH THE LISTENING

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

1. Why Ramadan is so important for advertisers	
2. Examples of products that are often advertised during Ramadan	

**B. Listen again. Circle the answer that best completes each statement according to what Sami says.**

- During Ramadan people usually watch TV \_\_\_\_\_  
 (a) in the afternoons  
 (b) a lot more than usual  
 (c) twice a day
- Some companies can spend \_\_\_\_\_ of their annual budget on ads during Ramadan.  
 (a) almost half  
 (b) most  
 (c) all
- Partly because of the fasting, many people tend to \_\_\_\_\_ during Ramadan.  
 (a) lose weight  
 (b) eat less healthily  
 (c) consume more

4. People often give \_\_\_\_\_ as a gift.
- food
  - jewelry
  - clothing
5. The best time to advertise on TV is \_\_\_\_\_.
- at night
  - after lunchtime
  - just before noon
6. Sami thinks \_\_\_\_\_ are the most effective.
- ads about food
  - ads with famous people
  - humorous ads



**C. Why do advertisers try to associate their products with Ramadan? What images do they use to achieve this? Make a list. Then listen again and check.**



**D. What is "integrated" advertising? Why does Sami say it is so effective? Can you think of any products that are advertised in this way?**

**Vocabulary Skill Review**

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

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

competitor (n.)	integrated (adj.)
edge (n.)	mark (v.)
fast (v.)	merchandising (n.)
focus (v.)	peak (n.)
humorous (adj.)	take advantage of (phr.)

- The company is holding a special gala dinner to \_\_\_\_\_ its 30th year of trading.
- Thanks to the recent advertising campaign, our sales have increased to double those of our nearest \_\_\_\_\_.
- It is more expensive to advertise on television during \_\_\_\_\_ periods, such as in the evenings and during the holidays.
- The promotion, advertising, and sale of goods and services is often called \_\_\_\_\_.
- Advertising agencies often try to \_\_\_\_\_ holidays and festivals to promote their products.
- Some companies promote their products heavily because they think this gives them an \_\_\_\_\_ over their rivals.
- The board approved plans for a(n) \_\_\_\_\_ advertising campaign encompassing Internet, television, and radio.
- Should we start to \_\_\_\_\_ more on web advertising in order to build our brand among younger consumers?
- Often the ads people remember best are the \_\_\_\_\_ ones that make them laugh.
- During Ramadan, people \_\_\_\_\_ during daylight hours.



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





## SAY WHAT YOU THINK

### A. Discuss the questions in a group.

1. Do you think there are too many advertisements on television?
2. Are you influenced by ads? Would you buy a product because the company associates itself with the principles of Ramadan?

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

1. Think of a popular ad during Ramadan. What techniques does it use? Who is it aimed at? What claims does it make? Do you think it is effective? Why or why not?
2. Integrated advertising combines television and movie theater ads with print and web ads. Which of these different forms of advertising do you think is the most effective? Why? What balance do you think would be right for the product in the ad you chose in the previous question?

#### Critical Thinking Tip

Question 1 of Activity B asks you to **evaluate** how effective certain ad claims are. When you evaluate, you put your knowledge and opinions together.

### Vocabulary Skill

#### Context clues to identify meaning

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

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

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

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

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

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

*Infomercial* is the subject of the sentence and therefore a noun. You can see that it includes parts of two words you know: *information* and *commercial*. The sentence tells you that infomercials can be confused with TV programs. From this context, you can see that an infomercial is a long commercial advertising a product.

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

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

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

1.  (v.) to make something especially noticeable or attractive, so people will buy it
2.  (adj.) interesting or attractive to look at
3.  (phr.) the most popular time to watch TV
4.  (n.) advertising that makes something seem better than it is
5.  (adj.) easy to remember
6.  (adj.) boring and lasting a long time



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





# SPEAKING

## UNIT OBJECTIVE

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

### Grammar Modals expressing attitude

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

**Prohibition:** Ads **must not** mislead anyone.  
They **can't** say anything false.

**Strong obligation:** Ads **have to** be truthful.  
They **must** tell the truth.

**Recommendation:** You **should** eat healthily during Ramadan.  
You **shouldn't** overeat when you break your fast.  
If you ask me, there **ought to** be fewer ads on television.

**No obligation:** You **don't have to** watch ads if you don't want to.

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

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

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

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

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

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

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

**Maureen:** Maybe you (should/have to) complain, then.

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

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

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



**C. Go online for more practice using modals to express attitude.**

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

### Pronunciation Part 1 Intonation in questions

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



Here are some examples from the interview with Sami Al-Jaser.

#### Yes/no questions

Is there a particular peak time when ads need to run?

Are there any famous Ramadan ads that you can remember?

#### Wh- questions

Why do advertisers try to link products with Ramadan?

How do advertisers use all those positive things about Ramadan to make people buy their products?





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

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

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


**Pronunciation** Part 2 Intonation in questions

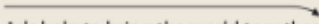
**Statements as questions**

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


🔊 Listen to how the intonation changes these statements into questions.


**Statements**

Food ads are popular. 

Ads help to bring the world together. 

**Questions**

Food ads are popular? 

Ads help to bring the world together? 

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

1. Food ads are popular ?  statement /  question
2. Ads help to bring the world together   statement /  question
3. The peak period starts at midnight   statement /  question
4. Some ads are really popular   statement /  question
5. Humorous ads are more effective   statement /  question
6. More people watch TV in the evening than the daytime   statement /  question

🔊 **D. Listen again. Then practice with a partner. Take turns saying different sentences from Activity C. Decide whether your partner is saying each sentence as a statement or a question.**

**iQ ONLINE** **E. Go online for more practice with intonation in questions.**

**Speaking Skill** Giving and supporting your opinions 

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

**Giving opinions**

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

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

**Supporting opinions**

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

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

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

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

**Peter:** So what?  <sub>1</sub> they should spend less on these expensive ads and lower the price of their clothes.

**Hugo:** Hmm. But I like seeing famous people in ads

<sub>2</sub> it makes it kind of cool.

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

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

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

**B. Work with a partner. What do you think of ads that feature famous people? Are they effective? Discuss these questions. Use phrases from the Speaking Skill box on page 83 to give and support your opinions.**

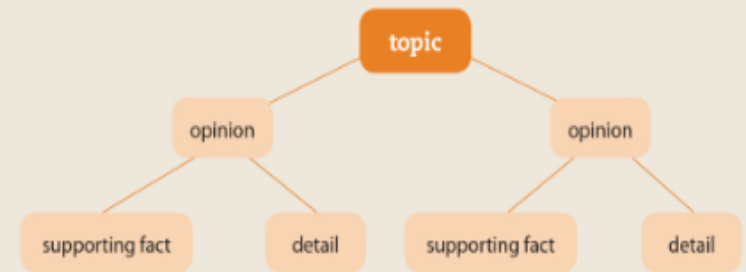


**C. Go online for more practice giving and supporting your opinions.**

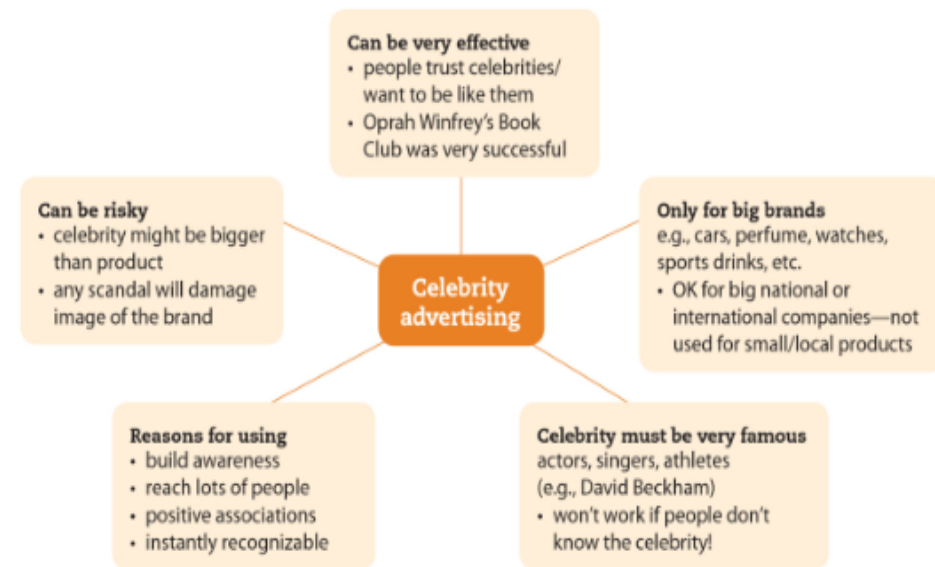
**Note-taking Skill Using a mind map to note opinions**

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

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



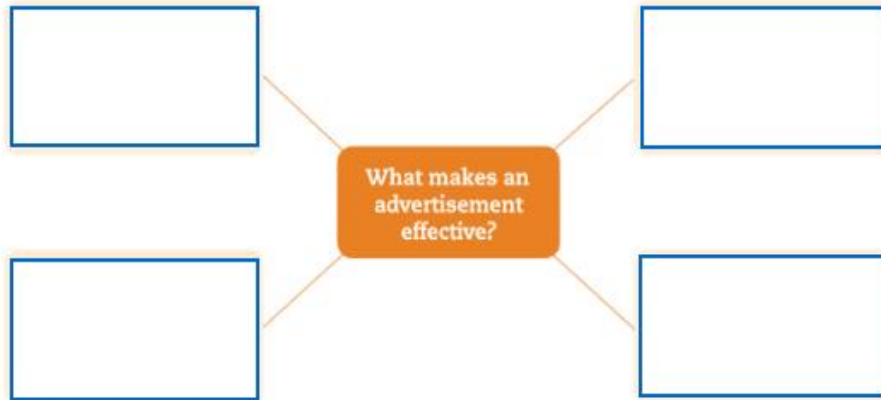
**A. Study this mind map of a discussion on celebrity advertising. Notice how the opinions are noted separately along with their supporting ideas.**



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



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



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



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

## TRACK YOUR SUCCESS

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

### Nouns

appeal   
 brand   
 campaign   
 circulation   
 competitor   
 edge   
 hype   
 infomercial   
 logo   
 merchandising   
 peak   
 slogan   
 target

### Verbs

claim   
 last   
 focus   
 mark   
 persuade   
 push

### Adjectives

catchy   
 eye-catching   
 humorous   
 integrated   
 memorable   
 tedious

### Phrases

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

Oxford 3000™ words  
 Academic Word List

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

<b>LISTENING</b>	<input type="checkbox"/>	I can identify fact and opinion. (p. 73)
<b>VOCABULARY</b>	<input type="checkbox"/>	I can identify meaning from context. (p. 78)
<b>GRAMMAR</b>	<input type="checkbox"/>	I can use modals to express attitude. (p. 80)
<b>PRONUNCIATION</b>	<input type="checkbox"/>	I can use correct intonation in questions. (pp. 81–82)
<b>SPEAKING</b>	<input type="checkbox"/>	I can give and support my opinions. (p. 83)
<b>NOTE TAKING</b>	<input type="checkbox"/>	I can use a mind map to note opinions. (p. 85)
<b>UNIT OBJECTIVE</b>	<input checked="" type="checkbox"/>	I can gather information and ideas to state and support my opinions in a group discussion on advertising.

- NOTE TAKING ▶ separating risks and outcomes using a chart
- LISTENING ▶ identifying amounts; cardinal and ordinal numbers
- VOCABULARY ▶ word families
- GRAMMAR ▶ past perfect
- PRONUNCIATION ▶ contraction of *had*
- SPEAKING ▶ giving a short presentation



Listen to a talk and a report and gather information and ideas to give a short presentation on a risk you have taken.



# Q

UNIT QUESTION

## What risks are good to take?

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

- B** Listen to *The Q Classroom* online. Then answer these questions.
1. What types of risks do the students mention?
  2. Why is it good to take social risks? What are the risks of changing jobs?

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



**Note-taking Skill** Separating risks and outcomes using a chart

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

Action: Moving to a new city	
Risks	Desired Outcomes
<ul style="list-style-type: none"> <li>• far away from friends/family</li> <li>• have to quit job</li> <li>• no apartment</li> </ul>	<ul style="list-style-type: none"> <li>• find a better job in field</li> <li>• take classes at the university</li> <li>• meet new people</li> </ul>

Signposts to listen for:

One possible risk is . . .  
 This is risky because . . .  
 One danger of this is . . .  
 You risk . . .  
 It threatens . . .

I hope to . . .  
 She wants to . . .  
 We take the risk in order to . . .  
 . . . far outweighs any risk.

**A. Read this excerpt from a presentation about a new hobby. Then answer the questions on page 91.**

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



kayaking

1. What action does the speaker talk about?
2. What were some risks?
3. What outcomes did the speaker hope for?

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

Action: <input type="text"/>	
Risks	Outcomes



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

# LISTENING

## LISTENING 1 Write Your Own Success Story

UNIT OBJECTIVE

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

### PREVIEW THE LISTENING

- A. **PREVIEW** What are two risks a writer might take in order to get his or her book published?
- B. **VOCABULARY** Read aloud these words and phrases from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words will relate to the unit. 🎧

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

🗨️ Oxford 3000™ words

iQ ONLINE

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

### WORK WITH THE LISTENING



- A. **LISTEN AND TAKE NOTES** Listen to the talk about publishing. Before you listen, look at the chart below. As you listen, add information to the chart.

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

- B. Work with a partner. Complete the chart with information from Activity A on page 92.

Self-publishing and marketing	
Risks	Outcomes

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

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



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

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

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

1. Writers who publish their own books today get \_\_\_\_ those in the past.

- a. less respect than
- b. the same amount of respect as
- c. more respect than

2. For successful self-publishers, publication of the book is probably \_\_\_\_

- a. the final step in a long process
- b. the beginning of a new stage of the process
- c. fairly easy

3. The speaker probably thinks self-publishing is \_\_\_\_.

- a. a bad idea
- b. an excellent idea
- c. an idea writers should think about

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

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

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

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

### Learning about Money the Hard Way

When I went to college, I didn't know anything about

\_\_\_\_\_ matters. I didn't have very much money.

I wasn't working, so I didn't have a regular \_\_\_\_\_

I started to buy things online or that I saw on TV. If an ad came on to \_\_\_\_\_ a new product, I just had to have it. With a credit

card, I could buy whatever I wanted without paying right away. Soon, I had a \$25,000 credit card bill. When my parents found the bill, they were very upset. They offered to lend me the \_\_\_\_\_ I needed to pay it. They didn't want to \_\_\_\_\_ me, but told me I needed to be more responsible. I finally repaid them, but it took a long time.

Now I work for a bank and give talks to college students about managing their money. I try to \_\_\_\_\_ the problems they can have if they owe a lot of money when they are in school. I explain that what

I did was not a good \_\_\_\_\_ to follow. The students in the \_\_\_\_\_ are always interested in the topic. They usually don't know that owing so much money can \_\_\_\_\_ their

future happiness. We are going to \_\_\_\_\_ a book soon about money and college students.



H. Go online for more practice with the vocabulary.





## SAY WHAT YOU THINK

Discuss the questions in a group.

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

### Listening Skill Part 1 Identifying amounts; cardinal and ordinal numbers

#### Identifying amounts

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

Listen to these examples.

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

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

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

#### Using amounts as adjectives

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

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

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



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

1. Christopher Paolini sold the rights to his novels for \_\_\_\_\_  
\_\_\_\_\_
2. The cheapest tickets are \_\_\_\_\_.
3. The \_\_\_\_\_ bag of sugar is \_\_\_\_\_.
4. The \_\_\_\_\_ stadium was too small for the crowd.
5. That store sells \_\_\_\_\_ shoes.
6. We took a \_\_\_\_\_ survey online.
7. My suitcase weighs over \_\_\_\_\_.
8. Maria found a \_\_\_\_\_ bill on the sidewalk.

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

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

B: He sold them for five hundred thousand dollars.

### Listening Skill Part 2 Identifying amounts; cardinal and ordinal numbers

#### Identifying cardinal and ordinal numbers

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

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

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





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

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

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

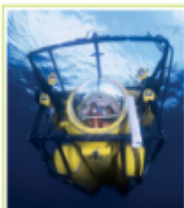


**E. Go online for more practice identifying amounts and cardinal and ordinal numbers.**

## LISTENING 2 | Science on the Edge



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



### PREVIEW THE LISTENING

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

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

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

discover (v.) investigate (v.) mystery (n.) prove (v.) retire (v.)  
invention (n.) locate (v.) previous (adj.) reputation (n.) solve (v.)

Oxford 3000™ words



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

### WORK WITH THE LISTENING



**A. LISTEN AND TAKE NOTES** Listen to the report. Take notes in the chart as you listen.

	Risks taken	Outcomes
Paul Flaherty		
Tina Neal		



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

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

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



1. Flaherty and Neal work in the same scientific field.
2. Weather is one of the biggest risks they face.
3. Both scientists gather information to help predict natural disasters.
4. Unfortunately, there isn't much they can do to control or lower their risks.

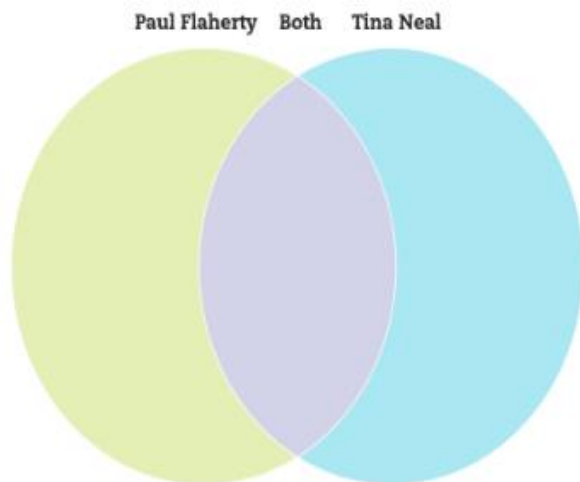


**D. Listen again. Who is the detail about? Write F (Flaherty), N (Neal), or B (both) on the line.**

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



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



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

**Vocabulary Skill Review**

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

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

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

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

**iQ ONLINE H. Go online for more practice with the vocabulary.**

**Q SAY WHAT YOU THINK**

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

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

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

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

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

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

VIDEO VOCABULARY

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

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

**Vocabulary Skill Word families**

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

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

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

**in-ven-tive** /ɪn'ventɪv/ *adj.* having new and interesting ideas ▶ **in-ven-tive-ness** *noun* [U]

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

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

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

**Critical Thinking Tip**

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

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

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

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

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

**iQ ONLINE**

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

# SPEAKING

UNIT OBJECTIVE

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

Grammar Past perfect



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

Past perfect (1st event)

I **had driven** for five hours.

Simple past (2nd event)

I **went** straight to bed without dinner.

Past perfect (1st event)

The match **had already started**.

Simple past (2nd event)

We **arrived** late.

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

Past perfect (1st event)

He **had been** at work for hours

Paul **had driven** for an hour

They **had already eaten** dinner

I **hadn't heard** anything about it

Simple past (2nd event)

when we **called** him.

before he **noticed** he had a flat tire.

by the time I **got** home.

until I **read** the paper this morning.

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

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

- The scientist retired. 1  
He began research on a new area of interest. 2

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

- I didn't hear about Brunonia Barry. \_\_\_\_  
I read the article. \_\_\_\_

(until) \_\_\_\_\_

- It started to rain. \_\_\_\_  
We finished hiking. \_\_\_\_

(before) \_\_\_\_\_

- Howazen picked up the phone. \_\_\_\_  
It stopped ringing. \_\_\_\_

(by the time) \_\_\_\_\_

- My sister told me. \_\_\_\_  
I didn't realize my sweater was on backwards. \_\_\_\_

(until) \_\_\_\_\_

- Nawaf left his house. \_\_\_\_  
His mother called. \_\_\_\_

(when) \_\_\_\_\_

- I drank the cup of coffee. \_\_\_\_  
I realized it wasn't mine. \_\_\_\_

(before) \_\_\_\_\_

- We arrived at the airport. \_\_\_\_  
Our plane departed. \_\_\_\_

(by the time) \_\_\_\_\_

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

- I \_\_\_\_\_ when I got home yesterday.
- I \_\_\_\_\_ until I started taking this class.
- I \_\_\_\_\_ by the time I graduated from high school.
- I \_\_\_\_\_ by the year 2000.
- I \_\_\_\_\_ before I \_\_\_\_\_.



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

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



## Pronunciation Contraction of *had*

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

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

I'd already finished the test when the teacher collected our papers.  
He'd eaten at that restaurant before.  
We'd often talked about getting married.  
You'd left when we got there.  
She'd written her email before she received mine.

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

Had you heard from him by the time you left?  
Had everyone finished the test by 2:00?

The contraction with negatives is *hadn't*.

I hadn't finished my phone call by the time the train arrived.  
They hadn't gone to the mall before they ate dinner.

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

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

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

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



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

## Speaking Skill Giving a short presentation

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

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

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

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

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

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



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

**Learning Japanese**

[ ]<sup>1</sup> a time I took a risk and it turned out well. I'd always wanted to learn to speak Japanese. When I was in high school, I started to take classes in Japanese.

[ ]<sup>2</sup> I graduated from college, I had studied the language for eight years, but I still couldn't speak it very well, [ ]<sup>3</sup> I decided to go to Japan to study. I didn't know anyone there. My grandmother had given me money the year before, [ ]<sup>4</sup> I used that for the trip. [ ]<sup>5</sup> I left, I'd done some research on language schools. I stayed in Japan for three months and met some great people there. My Japanese improved a lot. [ ]<sup>6</sup> I finally returned to my country, I had become fluent.

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

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

- C. Work with a partner. Take turns talking about the risks you checked in Activity B. Use words and phrases from the Speaking Skill box on page 107.**

- D. Go online for more practice with giving a short presentation. Go to the Online Resources for your Unit Assignment.**

**Tip for Success**

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



## TRACK YOUR SUCCESS

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

**Nouns**

- audience
- discovery
- finance
- funds
- income
- invention
- inventor
- location
- model
- mystery
- proof
- reputation
- solution

**Verbs**

- create
- discover
- embarrass
- expose
- invent
- investigate
- locate
- promote
- prove
- publish
- retire
- solve
- threaten

**Adjectives**

- embarrassing
- financial
- inventive
- previous

**Adverbs**

- creatively
- inventively
- embarrassingly
- financially

**Phrases**

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

Oxford 3000™ words  
 Academic Word List

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

<b>NOTE TAKING</b>	<input type="checkbox"/> I can use a chart to separate risks and outcomes. (p. 90)
<b>LISTENING</b>	<input type="checkbox"/> I can identify amounts and cardinal and ordinal numbers. (pp. 96–97)
<b>VOCABULARY</b>	<input type="checkbox"/> I can use word families. (p. 102)
<b>GRAMMAR</b>	<input type="checkbox"/> I can use the past perfect. (p. 104)
<b>PRONUNCIATION</b>	<input type="checkbox"/> I can use the contraction of <i>had</i> . (p. 106)
<b>SPEAKING</b>	<input type="checkbox"/> I can give a short presentation. (p. 107)
<b>UNIT OBJECTIVE</b>	<input type="checkbox"/> I can gather information and ideas to give a short presentation on a risk I have taken.