

# Q: Skills for Success

## READING AND WRITING

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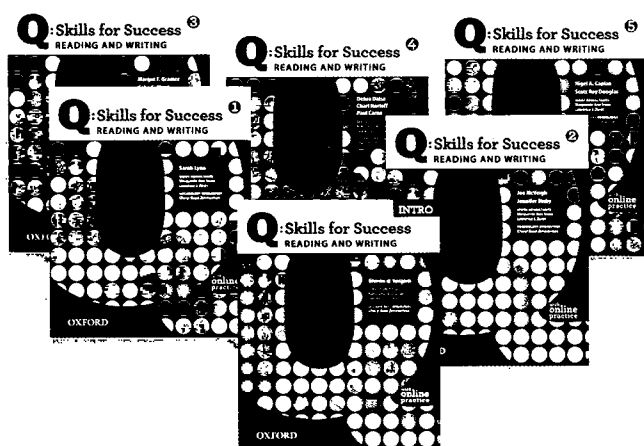
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**LATIN AMERICA** Aldana Aguirre, Argentina; Claudia Almeida, Coordenação de Idiomas, Brazil; Cláudia Arias, Brazil; Maria de los Angeles Barba, FES Acatlan UNAM, Mexico; Lilia Barrios, Universidad Autónoma de Tamaulipas, Mexico; Adán Beristain, UAEM, Mexico; Ricardo Böck, Manoel Ribas, Brazil; Edson Braga, CNA, Brazil; Marli Buttelli, Mater et Magistra, Brazil; Alessandra Campos, Inova Centro de Linguas, Brazil; Priscila Catta Preta Ribeiro, Brazil; Gustavo Cestari, Access International School, Brazil; Walter D'Alessandro, Virginia Language Center, Brazil; Lilian De Gennaro, Argentina; Mônica De Stefani, Quality Centro de Idiomas, Brazil; Julio Alejandro Flores, BUAP, Mexico; Mirian Freire, CNA Vila Guilherme, Brazil; Francisco Garcia, Colegio Lestonnac de San Angel, Mexico; Miriam Giovanardi, Brazil; Darlene Gonzalez Miy, ITESM CCV, Mexico; Maria Laura Grimaldi, Argentina; Luz Dary Guzmán, IMPAHU, Colombia; Carmen Koppe, Brazil; Monica Krutler, Brazil; Marcus Murilo Lacerda, Seven Idiomas, Brazil; Nancy Lake, CEL-LEP, Brazil; Cris Lazzzerini, Brazil; Sandra Luna, Argentina; Ricardo Luvisan, Brazil; Jorge Murilo Menezes, ACBEU, Brazil; Monica Navarro, Instituto Cultural A. C., Mexico; Joacyr Oliveira, Faculdades Metropolitanas Unidas and Summit School for Teachers, Brazil; Ayrton Cesar Oliveira de Araujo, E&A English Classes, Brazil; Ana Laura Oriente, Seven Idiomas, Brazil; Adelia Peña Clavel, CELE UNAM, Mexico; Beatriz Pereira, Summit School, Brazil; Miguel Perez, Instituto Cultural Mexico; Cristiane Perone, Associação Cultura Inglesa, Brazil; Pamela Claudia Pogrè, Colegio Integral Caballito/Universidad de Flores, Argentina; Dalva Prates, Brazil; Marianne Rampaso, Iowa Idiomas, Brazil; Daniela Rutolo, Instituto Superior Cultural Británico, Argentina; Maione Sampaio, Maione Carrijo Consultoria em Inglês Ltda, Brazil; Elaine Santesso, TS Escola de Idiomas, Brazil; Camila Francisco Santos, UNS Idiomas, Brazil; Lucia Silva, Cooplem Idiomas, Brazil; Maria Adela Sorzio, Instituto Superior Santa Cecilia, Argentina; Elcio Souza, Unibero, Brazil; Willie Thomas, Rainbw Idiomas, Brazil; Sandra Villegas, Instituto Humberto de Paolis, Argentina; John Whelan, La Universidad Nacional Autonoma de Mexico, Mexico

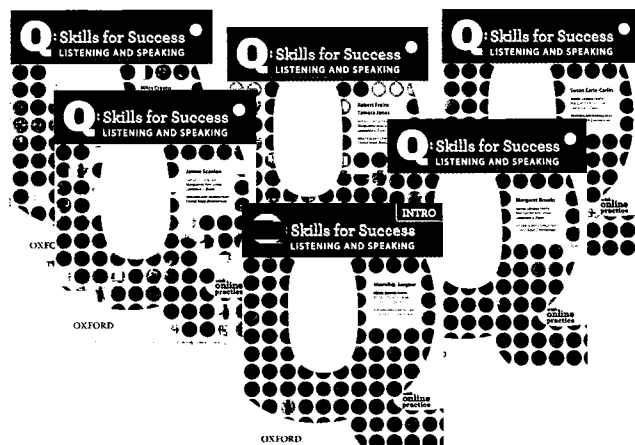
# WELCOME TO Q:Skills for Success

Q: Skills for Success is a six-level series with two strands, *Reading and Writing* and *Listening and Speaking*.

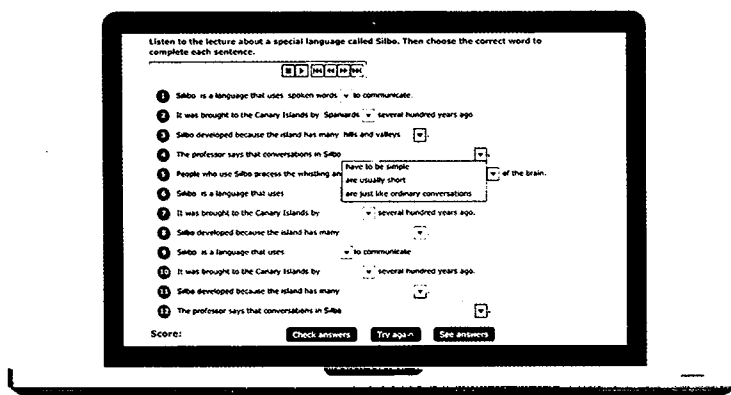
## READING AND WRITING



## LISTENING AND SPEAKING













## WITH Q ONLINE PRACTICE



## STUDENT AND TEACHER INFORMED

**Q: Skills for Success** is the result of an extensive development process involving thousands of teachers and hundreds of students around the world. Their views and opinions helped shape the content of the series. Q is grounded in teaching theory as well as real-world classroom practice, making it the most learner-centered series available.

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# Q connects critical thinking, language skills, and learning outcomes.

## LANGUAGE SKILLS

Explicit skills instruction enables students to meet their academic and professional goals.

## LEARNING OUTCOMES

Clearly identified learning outcomes focus students on the goal of their instruction.

UNIT  
5

Art Today

**READING** compare and contrast organization  
using the dictionary to learn homonyms  
**WRITING** writing a compare and contrast essay  
**GRAMMAR** subordinators and transitions to compare and contrast

### LEARNING OUTCOME

Compare and contrast two artists, performers, or works of art that share an interesting relationship.



# Q

Unit QUESTION

**How important is art?**

## PREVIEW THE UNIT

- A** Discuss these questions with your classmates.  
What kind of art do you like best: for example, painting, sculpture, music? Why?  
Why do people become professional artists? What difficulties do you think artists face?  
Look at the photo. What is happening? Why are the people taking pictures?
- B** Discuss the Unit Question above with your classmates.
- C** Listen to *The Q Classroom*, Track 14 on CD 1, to hear other answers.

## CRITICAL THINKING

Thought-provoking unit questions engage students with the topic and provide a **critical thinking framework** for the unit.

Having the learning outcome is important because it gives students and teachers a clear idea of what the point of each task/activity in the unit is.

*Lawrence Lawson, Palomar College, California*

## LANGUAGE SKILLS

Two reading texts provide input on the unit question and give **exposure** to academic content.

### What Does It Take to Be a Successful Artist?

- 1 Why do some artists make it<sup>1</sup>? Why do others fail? Is it possible that successful artists share certain character traits? They probably do. Although they may have different styles and interests, they have a lot in common, too. You can call it what you will: **passion**, drive, **persistence**. The **amateur** rarely has it. The professional artist generally does. It may emerge as fierce ambition or infinite **patience**. The true artist shows a willingness to work hard, no matter what. Time barely matters; only the creative result is important.
- 2 For example, when the artist Ralph Fasanella read about a millworkers' strike<sup>2</sup> that happened in Lawrence, Massachusetts in 1912, he decided he had to go there himself to see the town. After arriving, he checked into a cheap hotel, spent the evenings in the



Roses and Beetle by Vincent van Gogh

## CRITICAL THINKING

Students **discuss** their opinions of each reading text and **analyze** how it changes their perspective on the unit question.

### Q<sup>?</sup> WHAT DO YOU THINK?

**A.** Discuss the questions in a group. Then choose one question and write one paragraph in response.

1. What qualities does the author of Reading 2 say are needed to become a successful artist? Which of these qualities do you have?
2. Do you agree that artists have to put their art before everything else to achieve greatness? Explain your reasons.

One of the best features is your focus on developing materials of a high “interest level.”

*Troy Hammond, Tokyo Gakugei University,  
International Secondary School, Japan*

# Explicit skills instruction prepares students for academic success.

## LANGUAGE SKILLS

Explicit instruction and practice in reading, vocabulary, grammar, and writing skills help students achieve language proficiency.

### Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. What makes someone an artist? Do you think a "real" artist relies more on craft or instinct?
2. When you have to solve a creative problem, do you rely more on craft or inspiration? Why?

## Reading Skill Understanding compare and contrast organization



**Tip for Success**  
For information on other common ways of organizing the ideas in a text, look back at the Reading Skill box on page 88.

Writers **compare and contrast** information in order to examine the similarities and differences between two subjects. Comparisons show the subjects' similarities, while contrasts examine their differences. There are many different ways that texts can be organized when writers compare and contrast information. You can use a simple T-chart to quickly identify and separate the information about the two subjects. For example, look at the first paragraph of Reading 1 and the chart below.

There are two basic "schools" of songwriting nowadays: one based on craft and the other based on instinct. Craft writers are people who essentially write from nine to five every day, five days a week, whereas instinctive writers work only when they are inspired. Craft writers sometimes say that instinctive writers are "just lucky," while instinctive writers may call craft writers "assembly-line machines." Each approach has its advantages, and each has its problems.

Craft writers	Instinctive writers
write songs every day, from nine to five	write only when they feel inspired
some say craft writers are machines	some say instinctive writers are just lucky

You can also divide the information further by adding categories or topic areas down the side of the chart. (Look at the chart on the top of page 113.) After you chart the information, you can easily examine the ideas for similarities and differences.

## LEARNING OUTCOMES

Practice activities allow students to master the skills before they are evaluated at the end of the unit.



Norah Jones

Their life stories couldn't be more different. Billie Holiday was born in 1915 and had a very difficult life. Her childhood was tough, and she was very poor until she became a successful singer. In contrast, Norah Jones's parents are a famous musician and a dancer, and she was able to attend good schools and colleges. In spite of their different backgrounds, both Holiday and Jones became very successful and famous. Billie Holiday had many hit records, performed concerts at famous venues like Carnegie Hall in New York, and has many songs in the Grammy Hall of Fame. Similarly, Norah Jones's first album, *Come Away with Me*, won eight Grammy Awards, and she has performed concerts in cities all over the world.

Because of their different life stories, they had very different musical training. Jones took piano lessons as a child, and studied jazz piano at the University of North Texas. In contrast, Holiday had no musical training. She learned from musicians around her and invented her own unique style of singing. Likewise, Jones had very little formal training as a singer, and learned her way of singing from listening to musicians and recordings, especially Billie Holiday's records.

In many ways, their music, performance style, and abilities are very similar. Both are mainly jazz singers although Nora Jones performs other music as well. Whereas Billie Holiday only sang jazz songs, Jones also sings country and pop songs. Both often sing quiet, emotional songs that are tragic or sad. Nonetheless, Jones also sings some faster pop songs. Finally, Jones and Holiday are both songwriters as well as singers. Jones, however, is better known as a writer than Holiday is.

I love both these singers' music. Billie Holiday's voice is very unusual and beautiful, which is why she is known as one of the best jazz singers ever. Norah Jones also has her own unique singing style, which sometimes surprises me or makes me laugh. Nevertheless, her style of singing reminds me of Billie Holiday. This makes me think that Jones deeply appreciates Holiday as well, and makes me enjoy both of their music even more.



Billie Holiday

1. What is the thesis statement? Underline it.
2. How is the essay organized? \_\_\_\_\_
3. Why do you think the author organized the essay this way? \_\_\_\_\_

The tasks are simple, accessible, user-friendly, and very useful.  
*Jessica March, American University of Sharjah, U.A.E.*

## Vocabulary Skill Using the dictionary



## Finding the correct meaning

There are many words that have the same spelling and pronunciation but meanings. These words are called **homonyms**.

**bank (n.):** an organization that provides various financial services

My salary is paid directly into my **bank**.

**bank (n.):** the side of a river and the land near it

He jumped into the river and swam to the opposite **bank**.

**Q Online Practice** provides all new content for additional practice in an easy-to-use online workbook. Every student book includes a **Q Online Practice access code card**. Use the access code to register for your **Q Online Practice** account at [www.Qonlinepractice.com](http://www.Qonlinepractice.com).

A. Look at the dictionary entry for *craft*. Check (✓) the correct information.1. *Craft* can be used as:

- ☐ an adjective
- ☐ an adverb
- ☐ a noun
- ☐ a verb

2. *Craft* can mean:

- ☐ a boat
- ☐ a skill
- ☐ frightening
- ☐ strange
- ☐ to make
- ☐ to give

**craft** /kræft/ noun, verb

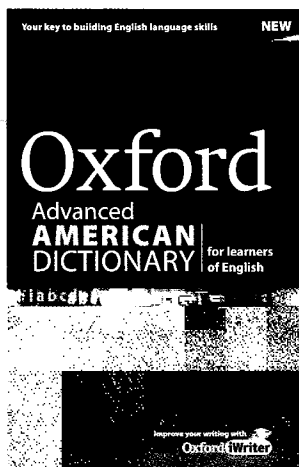
• **noun** 1 [C, U] an activity involving a special skill at making things with your hands: *traditional crafts like basket-weaving* • *a craft fair/workshop* 2 see also ARTS AND CRAFTS 2 [sing.] all the skills needed for a particular activity: *chefs who learned their craft in five-star hotels* • *the writer's craft* 3 [U] (formal, disapproving) skill in making people believe what you want them to believe: *He knew how to win by craft and diplomacy what he could not gain by force.* 4 [C] (pl. *crafts*) a boat or ship: *Hundreds of small craft bobbed around the liner as it steamed into the harbor.* • *a landing/pleasure craft* 5 [C] (pl. *crafts*) an aircraft or SPACECRAFT

• **verb** (usually passive) ~ sth to make something using special skills, especially with your hands **SYN** FASHION: *All the furniture is crafted from natural materials.* • *a carefully crafted speech* 2 see also HANDCRAFTED

All dictionary entries are taken from the *Oxford Advanced American Dictionary for learners of English*.

## LANGUAGE SKILLS

A **research-based vocabulary program** focuses students on the words they need to know academically and professionally, using skill strategies based on the same research as the Oxford dictionaries.



All dictionary entries are taken from the *Oxford Advanced American Dictionary for learners of English*.

The **Oxford Advanced American Dictionary for learners of English** was developed with English learners in mind, and provides extra learning tools for pronunciation, verb types, basic grammar structures, and more.

## The Oxford 3000™

The Oxford 3000 encompasses the **3000 most important words to learn in English**. It is based on a comprehensive analysis of the Oxford English Corpus, a two-billion word collection of English text, and on extensive research with both language and pedagogical experts.

The Academic Word List **AWL**

The Academic Word List was created by Averil Coxhead and contains **570 words that are commonly used in academic English**, such as in textbooks or articles across a wide range of academic subject areas. These words are a great place to start if you are studying English for academic purposes.

# Clear learning outcomes focus students on the goals of instruction.

## LEARNING OUTCOMES

A culminating unit assignment evaluates the students' **mastery of the learning outcome.**

## Unit Assignment Write a compare and contrast essay

**Q** In this assignment, you will write a five-paragraph essay to compare and contrast two artists, performers, or works of art. As you prepare your essay, think about the Unit Question, "How important is art?" and refer to the Self-Assessment checklist on page 128. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to help you gather ideas for your essay. Write your ideas in your notebook.

1. Work with a partner. Brainstorm ideas for the topic of your essay. You can choose two artists (such as painters, musicians, or writers) or two works of art (such as paintings, songs, books, poems, or movies). Choose pairs of subjects that you think have an interesting or important relationship to each other.

## LEARNER CENTERED

Track Your Success allows students to **assess their own progress** and provides guidance on remediation.

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

<b>READING</b>	I can understand compare and contrast organization. (p. 112)
<b>VOCABULARY</b>	I can use a dictionary to understand the meanings of homonyms. (p. 119)
<b>WRITING</b>	I can write a compare and contrast essay. (p. 121)
<b>GRAMMAR</b>	I can use subordinators and transitions to compare and contrast. (p. 124)

**LEARNING OUTCOME** I can compare and contrast two artists, performers, or works of art that share an interesting relationship.

Students can check their learning . . . and they can focus on the essential points when they study.

*Suh Yoomi, Seoul, South Korea*

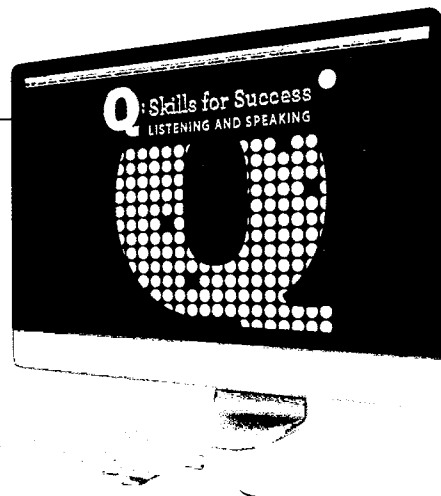
## Q Online Practice

### For the student

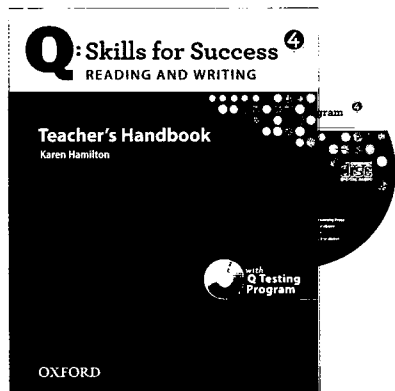
- **Easy-to-use:** a simple interface allows students to focus on enhancing their reading and writing skills, not learning a new software program
- **Flexible:** for use anywhere there's an Internet connection
- **Access code card:** a *Q Online Practice* access code is included with this book—use the access code to register for *Q Online Practice* at [www.Qonlinepractice.com](http://www.Qonlinepractice.com)

### For the teacher

- **Simple yet powerful:** automatically grades student exercises and tracks progress
- **Straightforward:** online management system to review, print, or export reports
- **Flexible:** for use in the classroom or easily assigned as homework
- **Access code card:** contact your sales rep for your *Q Online Practice* teacher's access code



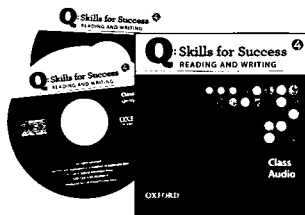
## Teacher Resources



For additional resources visit the  
*Q: Skills for Success* companion website at  
[www.oup.com/elt/teacher/Qskillsforsuccess](http://www.oup.com/elt/teacher/Qskillsforsuccess)

**Q Teacher's Handbook** gives strategic support through:

- specific teaching notes for each activity
- ideas for ensuring student participation
- multilevel strategies and expansion activities
- the answer key
- special sections on 21st century skills and critical thinking
- a **Testing Program CD-ROM** with a customizable test for each unit



**Q Class Audio** includes:

- reading texts
- *The Q Classroom*

It's an interesting, engaging series which provides plenty of materials that are easy to use in class, as well as instructionally promising.

*Donald Weasenforth, Collin College, Texas*

# SCOPE AND SEQUENCE | Reading and Writing 4

## UNIT

## READING

## WRITING

1

### Power and Responsibility

Q

**What makes someone a hero?**

**READING 1: We All Need a Hero**  
A Book Excerpt (Cultural Anthropology)

**READING 2: Everyday People Changing the World**  
An Online Article (Education and Social Issues)

- Read subheadings to anticipate content of a reading
- Complete a chart to capture main ideas
- Preview text and predict what a text is about using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Develop a paragraph: topic sentence, supporting sentences, and concluding sentence
- Write an analysis paragraph
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

2

### Appearances

Q

**What makes you want to buy something?**

**READING 1: So Much Dead Space**  
An Article from a Professional Publication (Psychology and Business)

**READING 2: Now on Stage: Your Home!**  
A Magazine Article (Design and Marketing)

- Annotate and highlight a text to identify important ideas
- Use a graphic organizer to understand reasons
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Use adjectives, sensory language, and details to create descriptive language
- Write a descriptive essay
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

3

### Growing Up

Q

**What important lessons do we learn as children?**

**READING 1: The Good Teen**  
A News Magazine Article (Developmental Psychology)

**READING 2: Bird by Bird**  
A Memoir Excerpt (Writing)

- Locate specific information in a text to understand context better
- Make inferences to improve comprehension and understand a text more deeply
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Use time words and clauses to express the order of events
- Write a narrative essay with an introduction, body, and conclusion
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> <li>• Use the dictionary to expand vocabulary</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Restrictive relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Explain ideas to demonstrate comprehension</li> <li>• Compare information using a chart</li> <li>• Support opinions with reasons and examples</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the qualities that make a person a hero and provide examples of the accomplishments of heroes.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize collocations with nouns in order to learn patterns of usage</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Definite and indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss questions in a group to clarify understanding of new material</li> <li>• Apply new information to your own experience</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Describe aspects of a product or service to make someone want to purchase or use it.</li> </ul>
<ul style="list-style-type: none"> <li>• Build vocabulary using prefixes and suffixes</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Past perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Relate information to your own experience to remember and understand it better</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Relate a personal memory of someone or something that influenced you when you were younger.</li> </ul>

UNIT	READING	WRITING
<p><b>4</b> <b>Health</b></p> <p><b>Q</b> <b>How does the environment affect our health?</b></p> <p><b>READING 1:</b> Can Climate Change Make Us Sicker? A Newspaper Article (Health and Public Policy)</p> <p><b>READING 2:</b> Tips for a Greener Planet: And a Happier, Healthier You An Online Article (Consumer Tips)</p>	<ul style="list-style-type: none"> <li>• Understand purpose and types of organization patterns to read more critically</li> <li>• Preview text using a variety of strategies</li> <li>• Read for main ideas</li> <li>• Read for details</li> <li>• Use glosses and footnotes to aid comprehension</li> <li>• Read and recognize different text types</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hooks, thesis statements, and topic sentences</li> <li>• Write a five-paragraph problem and solution essay</li> <li>• Plan before writing</li> <li>• Make an outline</li> <li>• Revise, edit, and rewrite</li> <li>• Give feedback to peers and self-assess</li> </ul>
<p><b>5</b> <b>Art Today</b></p> <p><b>Q</b> <b>How important is art?</b></p> <p><b>READING 1:</b> Two Styles of Songwriting A Book Excerpt (Music and Writing)</p> <p><b>READING 2:</b> What Does It Take to Be a Successful Artist? A Book Excerpt (Art)</p>	<ul style="list-style-type: none"> <li>• Locate specific information in a text to understand main ideas</li> <li>• Use compare and contrast organization to examine similarities and differences between two subjects</li> <li>• Preview text using a variety of strategies</li> <li>• Read for main ideas</li> <li>• Read for details</li> <li>• Use glosses and footnotes to aid comprehension</li> <li>• Read and recognize different text types</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns of organization in compare and contrast essays</li> <li>• Write a five-paragraph compare and contrast essay</li> <li>• Plan before writing</li> <li>• Make an outline</li> <li>• Revise, edit, and rewrite</li> <li>• Give feedback to peers and self-assess</li> </ul>
<p><b>6</b> <b>The Science of Food</b></p> <p><b>Q</b> <b>Should science influence what we eat?</b></p> <p><b>READING 1:</b> Eating Well: Less Science, More Common Sense A Magazine Article (Nutrition and Diet)</p> <p><b>READING 2:</b> Anatomy of a Nutrition Trend An Online Magazine Article (Marketing and Sociology)</p>	<ul style="list-style-type: none"> <li>• Recognize a writer's bias to better evaluate his or her ideas</li> <li>• Preview text using a variety of strategies</li> <li>• Read for main ideas</li> <li>• Read for details</li> <li>• Use glosses and footnotes to aid comprehension</li> <li>• Read and recognize different text types</li> </ul>	<ul style="list-style-type: none"> <li>• Identify patterns of organization in a cause and effect essay</li> <li>• Write a five-paragraph cause and effect essay</li> <li>• Plan before writing</li> <li>• Make an outline</li> <li>• Revise, edit, and rewrite</li> <li>• Give feedback to peers and self-assess</li> </ul>

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> <li>• Learn synonyms to expand your vocabulary and add variety to your writing and speaking</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Real conditionals</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate problems and propose solutions</li> <li>• Use charts to clarify the relationships between ideas and to focus on main points</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe a harmful environmental issue and propose a possible solution to the problem.</li> </ul>
<ul style="list-style-type: none"> <li>• Use the dictionary to distinguish between homonyms</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Subordinators and transitions to compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Use a chart to categorize similarities and differences</li> <li>• Support your opinion with reasons and examples</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast two artists, performers, or works of art that share an interesting relationship.</li> </ul>
<ul style="list-style-type: none"> <li>• Use collocations with prepositions to express cause and effect</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Agents with the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>• Apply information to your own life</li> <li>• Compare and contrast trends in different fields</li> <li>• Use a T-chart to analyze cause and effect</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Express your opinions about the positive or negative effects of science on the food we eat.</li> </ul>

## UNIT

## READING

## WRITING

7

## Work and Education

**Q** Does school prepare you for work?

**READING 1:** From Student to Employee  
A Magazine Article (Education and Business)

**READING 2:** Making My First Post-College Decision  
A Blog Posting (Careers)

- Locate specific information in a text
- Use an outline to understand how a text is organized and to aid study
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Compare two summaries
- Write a summary
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

8

## Discovery

**Q** Is discovery always a good thing?

**READING 1:** A Tribe Is Discovered  
A Newspaper Article (Anthropology)

**READING 2:** The Kipunji  
Online Articles (Zoology)

- Understand the purpose of quoted speech
- Distinguish fact from opinion
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Summarize information from an opinion essay
- Write a five-paragraph opinion essay
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

9

## Humans and Nature

**Q** Have humans lost their connection to nature?

**READING 1:** Survival School  
A Newspaper Article (Narrative)

**READING 2:** Man Against Nature  
A Newspaper Article (Suburban Ecology)

- Identify sources of information
- Take episodic notes on a narrative
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Use different types of sentence types (passive, reported speech, etc.) to add variety to your writing
- Write a five-paragraph narrative essay
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

10

## Child's Play

**Q** Why is it important to play?

**READING 1:** The Promise of Play  
A Book Excerpt (Psychology)

**READING 2:** Child's Play: It's Not Just for Fun  
An Article (Child Development)

- Identify counterarguments and refutations to better evaluate ideas in a text
- Complete a chart to capture main ideas
- Preview text using a variety of strategies
- Read for main ideas
- Read for details
- Use glosses and footnotes to aid comprehension
- Read and recognize different text types

- Understand the elements of a persuasive essay
- Write a five-paragraph persuasive essay
- Plan before writing
- Make an outline
- Revise, edit, and rewrite
- Give feedback to peers and self-assess

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> <li>• Learn to recognize different word forms to expand your vocabulary</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Reported speech with the present tense</li> </ul>	<ul style="list-style-type: none"> <li>• Justify your opinions</li> <li>• Apply and compare new information to your own experience</li> <li>• Evaluate advantages and disadvantages of a situation</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize important points of a text by paraphrasing the author's purpose, thesis statement, main ideas, and conclusions.</li> </ul>
<ul style="list-style-type: none"> <li>• Use word roots to understand the meaning of unfamiliar words</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Adverb phrases of reason</li> </ul>	<ul style="list-style-type: none"> <li>• Assess benefits and risks of an action</li> <li>• Synthesize information from texts and your experience</li> <li>• Reflect on the unit question</li> <li>• Evaluate and reach consensus on a candidate's work</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• State and defend your opinion about whether a specific discovery or type of exploration is a good or bad thing.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize metaphoric language</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel structure and ellipsis</li> </ul>	<ul style="list-style-type: none"> <li>• Make a decision based on careful examination of information</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Relate a story about how people connect with nature in a positive or negative way.</li> </ul>
<ul style="list-style-type: none"> <li>• Use collocations with prepositions to expand vocabulary and improve fluency</li> <li>• Match definitions</li> <li>• Define new terms</li> <li>• Learn selected vocabulary words from the Oxford 3000 and the Academic Word List</li> </ul>	<ul style="list-style-type: none"> <li>• Adverb clauses of concession</li> </ul>	<ul style="list-style-type: none"> <li>• Hypothesize what another person might think or do</li> <li>• Understand opposing points of view</li> <li>• Use a chart to understand the connections between ideas</li> <li>• Reflect on the unit question</li> <li>• Connect ideas across texts or readings</li> <li>• Express ideas/reactions/ opinions orally and in writing</li> <li>• Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner</li> </ul>	<ul style="list-style-type: none"> <li>• Make arguments to persuade readers that video games are helpful or harmful to children.</li> </ul>

READING  
VOCABULARY  
WRITING  
GRAMMAR

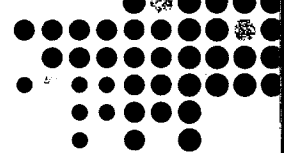
previewing and predicting  
using the dictionary  
writing a well-structured paragraph  
restrictive relative clauses

Power and Responsibility



## LEARNING OUTCOME

Analyze the qualities that make a person a hero and provide examples of the accomplishments of heroes.



*Unit* QUESTION

# What makes someone a hero?

## PREVIEW THE UNIT

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

Why are stories about superheroes so popular with people of all ages?

Who is a hero in your life? Why do you consider this person heroic?

Look at the photo. How is this person showing heroism?

**B** Discuss the Unit Question above with your classmates.




Listen to *The Q Classroom*, Track 2 on CD 1, to hear other answers.

**C** Many different kinds of people have spoken about heroism. Read the quotations below and discuss the following questions with a partner.


1. What does each quotation mean?
2. Do you agree with the quotation? Why or why not?

## WORDS OF WISDOM Heroism




**1.** "I believe there's a hero in all of us who keeps us honest, gives us strength, makes us noble, and finally allows us to die with pride, even though sometimes we have to be steady, and give up the thing we want the most. Even our dreams."


—May Parker (Aunt May), from the movie *Spider-Man 2* (Columbia Pictures, 2004)



**2.** "A hero is no braver than an ordinary man, but he is braver five minutes longer."

—Ralph Waldo Emerson, American poet, lecturer, and essayist, 1803–1882






**3.** "My heroes are the ones who survived doing it wrong, who made mistakes, but recovered from them."

—Bono, lead singer of the Irish rock group U2

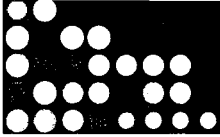
**4.** "What is a hero without love for mankind."

—Doris Lessing, winner of the 2007 Nobel Prize in Literature



**D** How is an ordinary person different from a hero? Think of as many ideas as you can in one minute and write them in the chart. Then discuss your ideas with a partner and add your partner's ideas to the chart.

Qualities of a hero	Qualities of an ordinary person



## READING 1 | We All Need a Hero

### VOCABULARY

Here are some words from Reading 1. Read the sentences. Then write each bold word or phrase next to the correct definition.

1. Heroes are people who **embody** the best human qualities.
  2. Superheroes succeed because they have the **resolve** to keep fighting even when a situation seems hopeless.
  3. I will **pursue** my goal to be an engineer even though it will be difficult.
  4. Winning the competition was an incredible **achievement** for such a young player.
  5. When you set goals, don't be **constrained** by your present situation. If you can dream it, you can do it.
  6. The actor has not been in a movie for ten years, but he still **aspires to** stardom.
  7. Skydiving is an **inherently** dangerous sport.
  8. We all want to be **acknowledged for** our good deeds and the things we do to help others.
  9. He had a hard life, but the **adversity** and challenges he faced made him a stronger person.
  10. She had to **confront** the problem even though she was frightened.
  11. I prefer my usual routine and am not **inclined** to try new things.
  12. The first witness's **version** of the accident was quite different from the second witness's version.
- 
- a. \_\_\_\_\_ (*adj. + prep.*) recognized or shown appreciation for something
  - b. \_\_\_\_\_ (*n.*) a strong determination to do something
  - c. \_\_\_\_\_ (*adv.*) being a basic part of something that cannot be removed
  - d. \_\_\_\_\_ (*v. + prep.*) to have a strong desire to do or become something

- e. \_\_\_\_\_ (adj.) limited by something or someone
- f. \_\_\_\_\_ (n.) a difficult or unpleasant situation
- g. \_\_\_\_\_ (n.) something that has been done successfully, especially through hard work or skill
- h. \_\_\_\_\_ (v.) to deal with a problem or difficult situation
- i. embody (v.) to represent an idea or quality
- j. \_\_\_\_\_ (adj.) wanting to do something
- k. \_\_\_\_\_ (n.) a form of something that is different from another form of the same thing
- l. \_\_\_\_\_ (v.) to try to achieve something over a period of time

## Reading Skill Previewing and predicting



### Tip for Success

When you write a research paper, you need to get information from many sources. Previewing many books and articles will help you decide which ones are important for your research.

When you **preview a text**, you look through it quickly to learn general information. To preview:

- Read the title of the text.
- Look at any charts, graphs, pictures, or captions.
- Skim the text for subheadings. Subheadings indicate important ideas that will be developed in the text.

Previewing will help you **predict** what the text is about and prepare you to better understand it.

## PREVIEW READING 1

**A.** You are going to read an excerpt from the book *Superheroes and Philosophy* by Jeph Loeb and Tom Morris. Read the title of the chapter and look at the pictures on page 8. Write two things you think the text might be about.

1. \_\_\_\_\_
2. \_\_\_\_\_



Spider-Man

**B.** Skim through the excerpt and read the subheadings. Then look at the pairs of sentences below. Check (✓) one idea in each pair that you think might be developed in the text.

1. ☐ The qualities of superheroes  
☐ Descriptions of specific superheroes
2. ☐ What superheroes do to help others  
☐ How superheroes can inspire us
3. ☐ Why superheroes give us courage  
☐ Why superheroes may frighten us
4. ☐ How superheroes can set an example  
☐ Examples of different superheroes



CD 1  
Track 3

**Read the excerpt and confirm your predictions.**

## We All Need a Hero

1 Many writers, artists, and other people who create the stories of superheroes believe that these characters **embody** our deepest hopes and fears. They feel that superheroes represent our highest ambitions and help us deal with our worst nightmares. Superheroes face questions we will all have to face in the future, and they shed new light on<sup>1</sup> our present condition. In addition, they do all this in a way that gives us a new sense of direction and **resolve** in our own lives.

### Defining a Superhero

2 Let's start with a simple question. What is a superhero? What sets a superhero apart from a normal person? Well, first of all, they tend to look a bit different. Some wear capes . . . Some of them have cool gadgets . . . They wear a lot of tight clothes . . . As a rule, superheroes have powers and abilities far beyond ordinary human abilities. But most importantly, every

one of them **pursues** justice, helps people who cannot help themselves, and fights evil with the force of good.

3 Superheroes are extraordinarily powerful people who have both strengths and weaknesses. They typically have superpowers—the ability to fly or to leap over tall buildings—or at least normal human abilities that they have developed to a superhuman level. But while the “super” parts are certainly impressive, we can never forget the “hero” element as well. There are limits to how writers and artists may portray them. A superhero must possess a noble character that guides him or her into worthy **achievements**. Superheroes may have dark thoughts, just like any human being, but that darkness must be **constrained** by their desire to do the right thing or the story is not superheroic. So, not every costumed crime fighter is necessarily a hero, and not every character that has superpowers is necessarily a superhero.

<sup>1</sup> shed new light on: to reveal something new about something

## Hope and the Superhero

4 The image of the superhero is both inspirational and aspirational. When they are portrayed well in stories and movies, superheroes present us with something that we can all **aspire to**. Plato, the Greek philosopher, believed that good is **inherently** attractive. What is good will pull us in its direction as long as we are not blocked from seeing it and appreciating it. That's why the superheroes in our favorite stories are depicted as moral forces, or forces for what is good and right. From childhood and on into adulthood, superheroes can remind us of the importance of self-discipline, self-sacrifice, and using our lives for something good and noble. They can do this while also entertaining us.

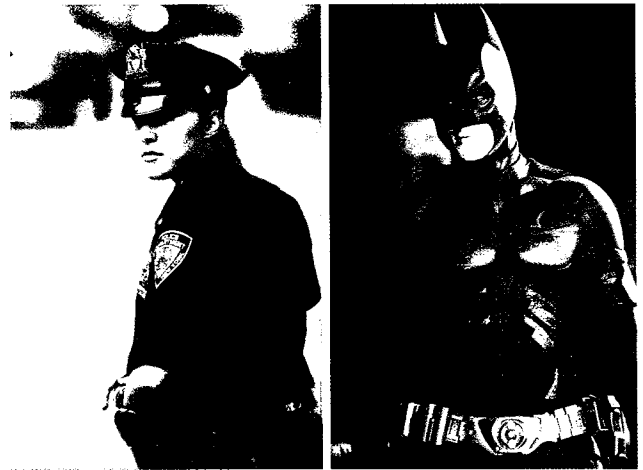
5 Of course, most superhero stories are not written to teach us a lesson. Usually, they're just for fun. But they have probably been around for so long and have continued to be so popular, in part because they speak to our hopes. We all aspire to make a difference, to have a positive impact on the world, and to be **acknowledged for** that impact. Superheroes can keep that flame alive in our hearts<sup>2</sup> when we read about their missions<sup>3</sup>. But their stories also speak to our fears in equally important ways.

## Fear and the Superhero

6 We all fear harm. That's just part of being human. In addition, we are often fascinated and worried about the unknown future. By portraying the many different kinds of harm that can enter our lives, superhero stories address those fears. Superheroes display the power of character

<sup>2</sup> keep the flame alive in our hearts: to help maintain our hope for something

<sup>3</sup> mission: a task that someone feels responsible to do



The image of a superhero like Batman can inspire us to use our lives for something good and noble.

and courage over **adversity**, and so they show us that we can also **confront** and overcome all these dangers and fears.

7 When we confront adversity in our lives, we are often **inclined to** just give up and find an easier path. But superheroes show us that nothing worth doing is easy. They don't accept defeat, and they won't ever give up. They believe in themselves and their causes, and they go all out<sup>4</sup> to achieve their goals. By showing us that even very powerful people have to fight and struggle, they help us deal with the fears that we all face. So, it will be tough. So what? We can do it.

## The Example of the Superhero

8 Superheroes are obviously very gifted individuals. This is true of Superman and many others. But all of us are gifted in some way. All of us have unique talents and powers. If we can follow the superhero's example, we can find the courage to develop and use those gifts in our lives, despite any challenges.

<sup>4</sup> go all out: to perform a task as well as possible

9 Superheroes are moral examples. Superman can inspire us. Batman can keep us going even when the going is very tough. Spider-Man can show us the importance of listening to our conscience<sup>5</sup> rather than the voices around us. Daredevil can remind us that our limitations do not need to hold us back, and that we all have hidden strengths.

10 The heroic path is sometimes lonely, but it is always right. If we keep an image of the superheroes in mind—their strength, courage, and resolve—we may find it easier to stay true to that path in the end. What would Superman do? Go do your **version** of it. The world always needs one more hero.

<sup>5</sup> conscience: an inner sense of right and wrong

## MAIN IDEAS

Read the sentences. Number the main ideas in the order they are developed in the excerpt. (Use the subheadings in the excerpt to help you.)

- \_\_\_ a. By confronting dangers and adversity, superheroes teach us to face our fears and never give up.
- \_\_\_ b. The example of the superhero leads us to develop our own talents and find strength in ourselves.
- 1 c. A superhero is a powerful being with abilities beyond ordinary humans and the desire help others and fight evil.
- \_\_\_ d. The image of the superhero is entertaining, but it also inspires us to use our lives for something good.
- \_\_\_ e. A character that has superpowers is not necessarily a superhero. The character must also have the desire to do the right thing.

## DETAILS

Answer these questions.

1. What do superheroes represent and help us deal with according to the writers and artists who create them?  
\_\_\_\_\_
2. Do all superheroes have superpowers? If not, what powers do they have?  
\_\_\_\_\_
3. What did Plato believe about “good”?  
\_\_\_\_\_



Superman

4. Why have superhero stories been popular for so long?

\_\_\_\_\_

5. What are we inclined to do when we face adversity?

\_\_\_\_\_

6. What specific lesson can the character Batman teach us?

\_\_\_\_\_

## Q WHAT DO YOU THINK?

### Tip Critical Thinking

Question 2 in this activity asks you to **explain** a quotation. Explaining a statement shows that you understand what it means and can put it in your own words. This will help you remember information better.

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes.

1. If you could have a superpower, would you want one? Why or why not?
2. Explain this statement from Reading 1: "... not every costumed crime fighter is necessarily a hero, and not every character that has superpowers is necessarily a superhero."
3. Reading 1 mentions several famous superheroes. Think of a superhero that you are familiar with. How can that superhero inspire you?

## READING 2 | Heroes in Real Life

### VOCABULARY

Work with a partner. Read the bold word and the three definitions in each row. Two of the definitions are similar and correct. A third is incorrect. Cross out the incorrect definition.

Word	Definitions		
1. <b>access</b> ( <i>n.</i> )	the ability to use something	<del>too much of something</del>	the easy availability of something
2. <b>ultimately</b> ( <i>adv.</i> )	in the end	finally	the best
3. <b>vision</b> ( <i>n.</i> )	an idea formed in the imagination	a plan for the future	a test of ability
4. <b>primary</b> ( <i>adj.</i> )	lowest	main	most important

Word	Definitions		
5. <b>allocate</b> (v.)	to give something for a specific purpose	to assign money or resources to a project	to prevent someone from using something
6. <b>proceeds</b> (n.)	money from a sale	salary to an employee	profits from an event
7. <b>customize</b> (v.)	to make specially for a particular person	to do something in the usual way	to change for a special need
8. <b>venture</b> (v.)	to go somewhere new and possibly dangerous	to do something without knowing what will happen	to see something from a distance
9. <b>contamination</b> (n.)	a loud noise	pollution	a dangerous substance
10. <b>participants</b> (n.)	people who take part in an activity	people who do something together	people who take things apart
11. <b>convene</b> (v.)	to bring people together	to meet or gather	to make something easy
12. <b>mentality</b> (n.)	a way of thinking	a type of illness	a habit of the mind

## PREVIEW READING 2

You are going to read two articles from the CNN.com website, "CNN Heroes: Everyday People Changing the World." Preview the articles.

- Read the titles of the articles on pages 12 and 13.
- Look at the pictures and read the captions.

What do you think the two people have done that makes them heroes?  
Write your ideas.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Everyday People Changing the World

### From *Love Kitten* to Child Literacy

- 1 ADDIS ABABA, Ethiopia—At 19, Yohannes Gebregeorgis (pronounced *yo-HAN-es geh-bre-GYOR-gis*) borrowed a novel entitled *Love Kitten* that changed his life forever. Born in rural Ethiopia, his father was an illiterate cattle merchant who insisted that his son have an education. So Gebregeorgis had seen a few books in school. But having a book of his own sparked a lifelong commitment.
- 2 Today, Gebregeorgis is establishing libraries and literacy programs to connect Ethiopian children with books. “Most Ethiopian children [only have] **access** to textbooks in the classroom,” says Gebregeorgis. “Books children read outside of school, those are the spices of education.”
- 3 Until he became a children’s librarian, he didn’t realize what the children of his native home were missing. Arriving in the United States in 1981, Gebregeorgis **ultimately** put himself through college, obtaining a graduate degree in library science. He took a position at the San Francisco Children’s Library in 1985. There, he met *The Little Engine That Could*, *Captain Ahab*, and *Peter Pan*.<sup>1</sup> He realized the impact children’s books could make on a child’s sense of wonder and **vision**. “Children could imagine everything from books—connections to other cultures, to other people, to other children, and to the universe at large. Reading gives them hope. It gives them pleasure. It gives them everything that they cannot otherwise get in regular textbooks.”
- 4 But Gebregeorgis found that there were no children’s books in Amharic, the **primary** language of Ethiopia, and none representing the places and characters of Ethiopian lore<sup>2</sup>. When the library **allocated** \$1,200 for the purchase of Ethiopian books, Gebregeorgis was unable to find



“I just wanted to come home to Ethiopia and help children have a future, have hope.”

<sup>1</sup> *The Little Engine That Could*, *Captain Ahab*, and *Peter Pan*: characters in famous children’s books.

<sup>2</sup> **lore**: traditional stories and beliefs

any, so he wrote one: *Silly Mammo* was the first bilingual Amharic-English children's book, and its publication led Gebregeorgis to establish the nonprofit organization Ethiopia Reads in 1988. Using **proceeds** from book sales and grassroots<sup>3</sup> book-a-thons<sup>4</sup>, the nonprofit organization financed his efforts to bring children's libraries to Ethiopia.

- 5 In 2002, Gebregeorgis returned to Ethiopia with 15,000 books donated by the San Francisco Children's Library. With them, he opened the Shola Children's Library in his Addis Ababa home. Young readers quickly overwhelmed the three-room home, requiring the addition of two large tents to provide shade for hundreds at a time. "I just wanted to come back to Ethiopia and help children have a future, have hope," says Gebregeorgis. In addition to the original library, Ethiopia Reads established the Awassa Reading Center and Ethiopia's first Donkey Mobile Library: Gebregeorgis **customized** a donkey-pulled trailer-cart that now makes weekly visits to rural villages.
- 6 Gebregeorgis reads storybooks to children who have no access to television or computers and believes that literacy and education will emancipate<sup>5</sup> his impoverished land. "With literate children there is no limit . . . to how much we can do."

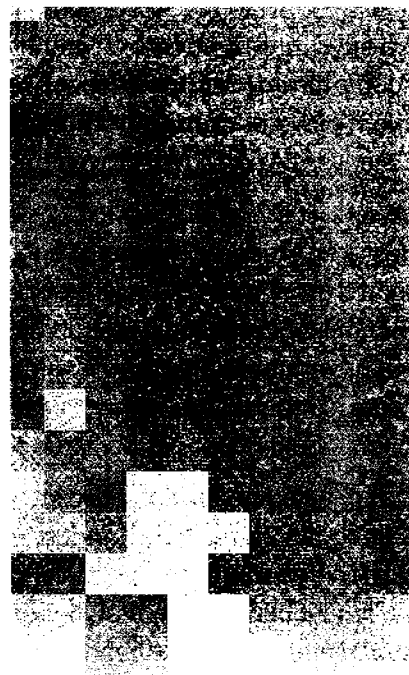
### **Cleaning Her Mountains One Bottle at a Time**

- 7 TILCARA, Argentina—Carmen Salva's mission may be ambitious, but her belief is simple: "It's never too early to start caring for the land you live in and grow up in. It's a great joy to know that I am preparing a new generation to respect the environment."
- 8 That's why on Saturdays, Salva and a group of 60 to 100 students, parents, and teachers can be found **venturing** into their mountains, trash bags in hand and llamas in tow. They're part of Esperanza de Vida (Hope for Life), Salva's youth environmental group that is trying to clean up the surroundings, one plastic bottle at a time.
- 9 Salva was born and raised in the Jujuy (pronounced *hoo-whee*) province of northern Argentina, an area known for its rich culture and spectacular vistas. Despite its beauty,

<sup>3</sup> grassroots: coming from the people, not from a government or other authority

<sup>4</sup> book-a-thon: a fund-raising event—sponsors pay a set amount for each book someone reads; the name comes from the word *marathon*

<sup>5</sup> emancipate: to free someone from something



Salva says there's no real environmental consciousness in her community. "We have a lot of issues to work on—the problem of water **contamination**; there's so much trash," Salva says. "We can't just think that it will take care of itself."



"It's a great joy to know that I am preparing a new generation to respect the environment."

- 10 Salva, a teacher in Jujuy for 20 years, says the environmental issues aren't recent. Ten years ago, she and her students noticed a lot of trash outside the school. "The parks surrounding the school were littered with bottles." They began volunteering with a government program, collecting and bagging waste in the area. The program waned<sup>6</sup> after a year, and students and teachers could no longer continue their environmental efforts.
- 11 "Our city had no formal recycling program," says Salva, so she began Esperanza de Vida in 1997 to organize and lead young **participants** in "making our streets and our environment cleaner." At first, the group's activities were limited to cleaning parks near and around the school. But the organization's efforts have expanded well beyond the immediate area, and other Jujuy schools have joined in. About 150 people now take part, including about 80 children.
- 12 Salva and fellow teachers have noticed their students apply as much energy and commitment to the weekend environmental activities as they do to their general subjects. "Some even wait by my house on Saturday for the program to begin," beams Salva.
- 13 The group **convenes** early in the morning to hike together into the mountains, where they work for hours, picking up trash and separating recyclables. On an average Saturday cleanup, it's not unusual for the group to collect roughly 60 bags of trash for recycling, clearing thousands of bottles. The llamas help carry the heavy load down from the mountains. The local government helps to transport the collected recyclables to the drop-off center, nearly 50 miles away.
- 14 Salva says the group is raising awareness, adding new volunteers, and implementing new projects. The children are even teaching their parents to care for the environment around them. "It's a great joy to know that I am preparing a new generation to respect the environment," says Salva. "Their children's children will have another **mentality**, and our goal will be accomplished."

<sup>6</sup> wane: to become smaller or less

## MAIN IDEAS

Complete the chart with information about Yohannes Gebregeorgis and Carmen Salva.

	Yohannes Gebregeorgis	Carmen Salva
1. Home country	Ethiopia	
2. Job		a teacher
3. What made the person interested in the cause?	After reading books like <i>Peter Pan</i> , he realized _____ _____ _____	Ten years ago, she and her students noticed _____ _____ _____
4. What was one of the first things he or she did?	He wrote _____, which was _____ _____ _____ _____	They began volunteering _____ _____ collecting _____ _____
5. What organization did he or she create? When?	_____ _____ _____	_____ _____ _____
6. What is the mission of the organization?	To bring _____ _____ _____ _____	To organize and lead participants _____ _____ _____
7. What is one major accomplishment the article describes?	In 2002, he opened _____ _____ _____	On an average Saturday cleanup, the group collects _____ _____

## DETAILS

Correct these false statements.

**Yohannes Gebregeorgis**

1. He thinks the books that students read in class are the “spices of education.”  
\_\_\_\_\_
2. He wrote *Silly Mamma* because he did not have enough money to buy books.  
\_\_\_\_\_
3. When the Shola Children’s Library opened, very few children came.  
\_\_\_\_\_
4. He believes that television and computers will free his impoverished land.  
\_\_\_\_\_

**Carmen Salva**

5. The Jujuy province is an area known for water contamination and trash.  
\_\_\_\_\_
6. Her organization’s efforts are limited to the immediate area.  
\_\_\_\_\_
7. On Saturdays, the group hikes around the city, where they work for hours.  
\_\_\_\_\_
8. The volunteers help to transport the recyclables to the drop-off center.  
\_\_\_\_\_



## WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. Have you ever volunteered to do something to help your community? If so, describe your experience. If not, what kind of volunteer work could you do?
2. Firefighters are often seen as heroes. What other people are seen as heroes because of their profession? Why?

- Think of someone in the news who is a real-life hero. What makes this person a hero?

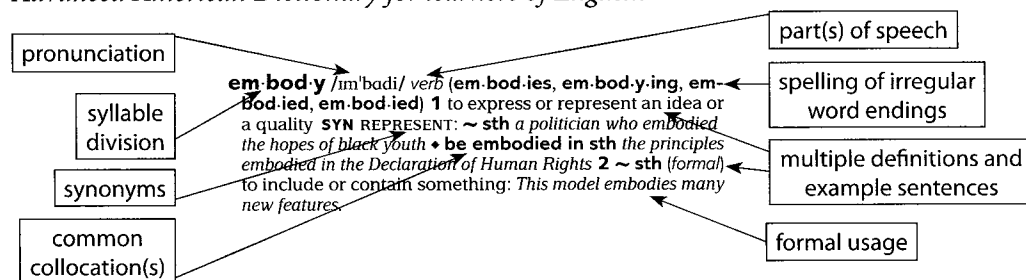
**B. Think about both Reading 1 and Reading 2 in this unit as you discuss the questions.**

- How are real-life heroes like superheroes? How are they different?
- Would you rather be a real-life hero or a superhero? Why?

## Vocabulary Skill Using the dictionary



When you look up a word in **the dictionary**, you will find the definition of a word and other information about the word and how it is used. Different dictionaries may include slightly different information, but they are generally organized in a similar way. Notice the different parts of this dictionary entry from the *Oxford Advanced American Dictionary for learners of English*.



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

**A. Look at the dictionary entry for *mentality*. Check (✓) the information that this entry has.**

**men-tal-i-ty** **AWL** /mɛn'tæləti/ noun [usually sing.] (pl. **men-tal-i-ties**) the particular attitude or way of thinking of a person or group **SYN** MINDSET: I cannot understand the mentality of video gamers. • a criminal/ghetto mentality ➔ see also SIEGE MENTALITY

- |   |  |
|---|--|
| <input type="checkbox"/> syllable division        | <input type="checkbox"/> example sentences     |
| <input type="checkbox"/> pronunciation            | <input type="checkbox"/> formal usage          |
| <input type="checkbox"/> part(s) of speech        | <input type="checkbox"/> synonyms              |
| <input type="checkbox"/> spelling of word endings | <input type="checkbox"/> common collocation(s) |
| <input type="checkbox"/> multiple definitions     |  |

**Tip for Success**

The abbreviations *-sth* and *-sb* mean "something" and "somebody." They show you whether a verb is followed by a noun for a thing (*-sth*), a person (*-sb*), or both.

**B. Look at the dictionary entries. Answer the questions. Then compare your answers with a partner.**

**con-front**  /kən'frʌnt/ verb

**1 ~ sb/sth** (of problems or a difficult situation) to appear and need to be dealt with by someone: *the economic problems confronting the country* ♦ *The government found itself confronted by massive opposition.* **2 ~ sth** to deal with a problem or difficult situation **SYN** FACE UP TO: *She knew that she had to confront her fears.* **3 ~ sb** to face someone so that they cannot avoid seeing and hearing you, especially in an unfriendly or dangerous situation: *This was the first time he had confronted an armed robber.* **4 ~ sb with sb/sth** to make someone face or deal with an unpleasant or difficult person or situation: *He confronted her with a choice between her career or their relationship.* **5 be confronted with sth** to have something in front of you that you have to deal with or react to: *When confronted with a bear, stop and stay calm.*

1. How many definitions does *confront* have? \_\_\_\_\_
2. What synonym is given for *confront*? \_\_\_\_\_
3. What common expression is given that uses *confront*?  
\_\_\_\_\_

**in-her-ent** **AWL** /ɪn'herənt; -'her-/ adj. **~ (in sb/sth)** that is a basic or permanent part of someone or something and that cannot be removed **SYN** INTRINSIC: *the difficulties inherent in a study of this type* ♦ *Violence is inherent in our society.* ♦ *an inherent weakness in the design of the machine* ► **in-her-ent-ly** **AWL** adv.: *an inherently unworkable system*

4. What part of speech is *inherent*? \_\_\_\_\_  
*Inherently*? \_\_\_\_\_
5. What synonym is given for *inherent*? \_\_\_\_\_
6. Where are the syllable divisions in *inherently*? Write the word and put a slash (/) after each syllable. \_\_\_\_\_

**con-strain** **AWL** /kən'streɪn/ verb (formal) **1** [usually passive] ~ **sb to do sth** to force someone to do something or behave in a particular way: *The evidence was so compelling that he felt constrained to accept it.* **2** [often passive] to restrict or limit someone or something: ~ **sth** *Research has been constrained by a lack of funds.* ♦ ~ **sb (from doing sth)** *She felt constrained from continuing by the threat of losing her job.*

7. In what form is *constrain* usually used? \_\_\_\_\_

8. How many example sentences are given for *constrain*?  
\_\_\_\_\_

9. What two words often follow *constrain*? \_\_\_\_\_

**achievement** **AWL** /ə'tʃi:vmənt/ noun

**1** [C] a thing that someone has done successfully, especially using their own effort and skill: *the greatest scientific achievement of the decade* ♦ *It was a remarkable achievement for such a young player.* ♦ *They were proud of their children's achievements.* ➔ collocations at **ACHIEVE** **2** [U] the act or process of achieving something: *the need to raise standards of achievement in education* ♦ *Even a small success gives you a sense of achievement* (= a feeling of pride).

10. Where are the syllable divisions in *achievement*? Write the word and put a slash (/) after each syllable. \_\_\_\_\_

11. How many definitions does *achievement* have? \_\_\_\_\_

12. What common collocation is given that uses *achievement*?  
\_\_\_\_\_

**C. Work with a partner. Look up words from Reading 1 and Reading 2 in your dictionary. Take turns asking each other questions like the ones in Activity B.**



20 UNIT 1 What makes someone a hero?



Successful people  
are organized.

1. Find the topic sentence. Underline the topic. Circle the controlling idea.
2. One sentence doesn't contribute to the unity of the paragraph because it doesn't develop the topic. Draw a line through it.
3. Circle the transition words that contribute to the coherence of the paragraph.
4. The paragraph doesn't have a concluding sentence. Circle the best sentence below. Why is it the best choice?
  - a. Anyone can stand out if they develop their organization, focus, and goals.
  - b. The most important quality is setting goals because it affects the others.
  - c. People who are successful are organized, focused, and set goals.

**B. Work with a partner. Read the sentences and number them to make a meaningful paragraph. First, identify the topic sentence. Then, order the supporting sentences to create unity and coherence. Finally, identify the concluding sentence.**

- \_\_\_ a. First, superheroes engage in all kinds of activities that we wish we could experience, but don't usually have the chance to do.
- \_\_\_ b. In addition, they are admirable because they do work that is meaningful and helpful to others.
- \_\_\_ c. Superheroes remain popular because they both entertain and inspire.
- 3 d. For example, they get to drive fast, play with cool gadgets, and even fly through the air or climb tall buildings. Who wouldn't enjoy those kinds of thrills?
- \_\_\_ e. Whether or not we get to live out this fantasy, superheroes will always be fascinating because they act out these opportunities for us and allow us to dream.
- \_\_\_ f. Finally, and most importantly, they appeal to our desire to be more than we are and to conquer our fears.
- \_\_\_ g. If we had to face extraordinary adversity, we want to believe that we would have the strength and courage of a superhero.
- 5 h. Most of us will never feel like we are saving the world, but superheroes often do things that save the planet or at least a city.

1. Restrictive relative clauses\* describe or identify nouns. Usually, they directly follow nouns, noun phrases, or indefinite pronouns (*something, everyone, etc.*).

noun
adjective clause

A hero is someone **who embodies the best human qualities.**

Superheroes face questions **that we will face someday.**

2. Most relative clauses begin with a relative pronoun.

- Use *who* or *that* after nouns for people.

A hero is a person **who performs great acts.**

Ordinary people **that we each know** can be heroes.

- Use *that* or *which* after nouns for things. (*Which* usually sounds more formal.)

Comic books **that tell stories about superheroes** are very popular.

Superheroes do things **which we would like to be able to do.**

3. You can think of a sentence with a relative clause as a combination of two sentences about the same noun.

- In a subject relative clause, the relative pronoun stands for the subject of the clause. It is followed by a verb.

A hero is someone. + ~~He or she~~ embodies the best human qualities. =

subject + verb

A hero is someone **who embodies the best human qualities.**

- In an object relative clause, the relative pronoun stands for the object of the clause. The relative pronoun is followed by a subject + verb.

Superheroes face questions. + We will face ~~the questions~~ someday. =

object + subject + verb

Superheroes face questions **that we will face someday.**

4. In object relative clauses, the relative pronoun can be omitted.

Ordinary people **that we each know** can be heroes.

Superheroes do things **which we would like to be able to do.**

\*Also called *identifying adjective clauses*

**A. Underline the relative clause in each sentence. Circle the noun or noun phrase it identifies.**

1. Not every character that has superpowers is necessarily a superhero.
2. Some superheroes possess abilities which they have developed to a superhuman level.
3. At 19, Yohannes Gebregeorgis borrowed a novel that changed his life forever.
4. His father was an illiterate cattle merchant who insisted that his son have an education.
5. He reads storybooks to children who have no access to television.
6. Salva started a youth environmental group which is trying to clean up the city.
7. The trash Salva's group collects is carried away by llamas.

**B. Combine each pair of sentences using a restrictive relative clause with *who, that, or which*. Use the words in bold to help you.**

1. We all aspire to do **something**. Other people will respect **it**.  
We all aspire to do something that other people will respect.
2. A superhero helps **people**. **They** cannot help themselves.  
\_\_\_\_\_
3. Superheroes engage in **activities**. We would like to experience **them**.  
\_\_\_\_\_
4. To me, **a person** is a hero. **He** inspires others to do good deeds.  
\_\_\_\_\_
5. Reading books for pleasure gives students **something**. They cannot get **it** in regular textbooks.  
\_\_\_\_\_
6. Caring for the environment is **something**. We can all do **it**.  
\_\_\_\_\_
7. **Someone** is a generous person. **He or she** donates money to charity.  
\_\_\_\_\_

**C. Which sentences in Activity B can omit the relative pronoun? Cross out the relative pronoun if it can be omitted.**

**Q** In this assignment, you will write an analysis paragraph. As you prepare your paragraph, think about the Unit Question, “What makes someone a hero?” and refer to the Self-Assessment checklist on page 26. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to gather ideas for your essay.

1. In the chart below, list three people who you think are heroes. Describe the qualities that they possess and give an example of their accomplishments.

Person	Qualities	Accomplishments
1.		
2.		
3.		

2. Compare the people in your chart. What qualities do they share? How are their accomplishments similar or different?

- B. PLAN** Use your ideas from Activity A to make an outline for a paragraph in which you analyze what makes someone a hero. Look back at the Writing Skill on page 20 to help you.

1. Write a topic sentence with a specific controlling idea.

---

---

---

**Tip for Success**

Outlines help you put your ideas in order. Often when you write an outline for a paragraph, you include the topic sentence, notes about the important supporting details, and the concluding sentence.

2. Think about how to organize your supporting ideas so they have unity and cohesion.

A. 

---

---

B. 

---

---

C. 

---

---

D. 

---

---

3. Summarize your ideas in the concluding sentence.

E. 

---

---

---

- C. WRITE** Write your paragraph. Use your outline from Activity B and ideas from your knowledge, experience, and reading. Include relative clauses where appropriate. You may also use transition words in the box below to help connect your ideas. Look at the Self-Assessment checklist on page 26 to guide your writing.

In addition,  
First,

Also,  
Second,

For example,  
Finally,

For instance,  
Most importantly,

## REVISE AND EDIT

**A. PEER REVIEW** Read a partner's paragraph. Answer the questions and discuss your answers with your partner.

1. Does the paragraph explain what makes someone a hero?
2. What qualities of a hero does the paragraph develop?
3. Are the supporting sentences organized in a logical way? Do they all develop the topic sentence?
4. Do you agree with the writer's ideas about what makes someone a hero?

**B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraph.





**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the paragraph have a topic sentence with a clear controlling idea?
<input type="checkbox"/>	<input type="checkbox"/>	Are there enough details to support the topic sentence?
<input type="checkbox"/>	<input type="checkbox"/>	Are relative clauses used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	If transition words are included, are they used appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?




## Track Your Success

Circle the words you learned in this unit.


### Nouns

access  **AWL**  
achievement  **AWL**  
adversity  
contamination  
mentality **AWL**  
participant **AWL**  
proceeds **AWL**  
resolve **AWL**  
version  **AWL**  
vision  **AWL**


### Verbs


allocate **AWL**  
aspire (to)  
confront   
convene **AWL**  
customize  
embody  
pursue  **AWL**  
venture 

### Adjectives

acknowledged (for) **AWL**  
constrained  
inclined **AWL**  
primary  **AWL**

### Adverbs

inherently **AWL**  
ultimately  **AWL**

 Oxford 3000™ words

**AWL** Academic Word List

For more information on the Oxford 3000™ and the AWL, see page xi.

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

### READING

☐ I can preview and predict the content of a text. (p. 6)

### VOCABULARY

☐ I can understand the organization of a dictionary entry. (p. 17)

### WRITING

☐ I can write a well-structured paragraph. (p. 20)

### GRAMMAR

☐ I can use restrictive relative clauses. (p. 22)

### LEARNING OUTCOME

☐ I can analyze the qualities that make a person a hero and provide examples of the accomplishments of heroes.

# UNIT 2

## Appearances

READING  
VOCABULARY  
WRITING  
GRAMMAR

annotating and highlighting a text  
collocations with nouns  
writing a descriptive essay  
definite and indefinite articles



## LEARNING OUTCOME

Describe aspects of a product or service to make someone want to purchase or use it.



*Unit* QUESTION

# What makes you want to buy something?

## PREVIEW THE UNIT

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

What sorts of things do you like to shop for? What do you not enjoy shopping for?

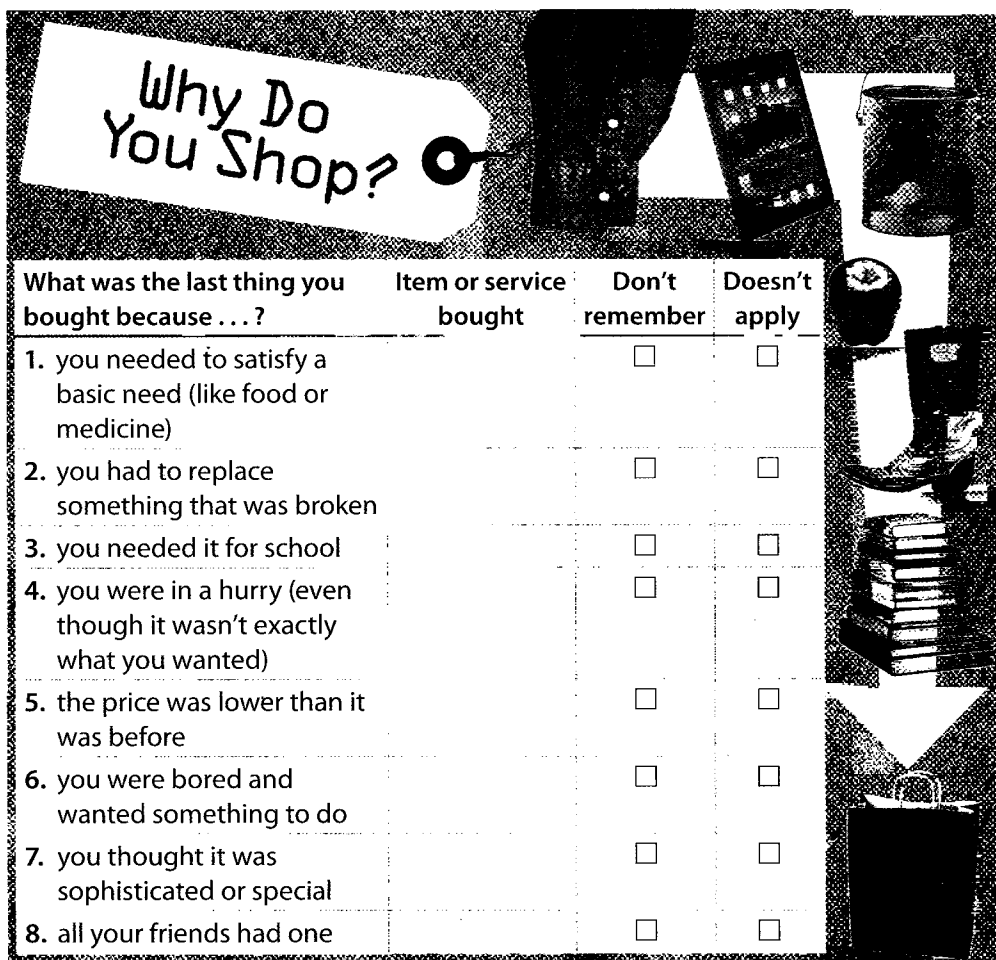
How does the way something appears influence your decision to buy it?

Look at the photo. Would you want to shop in a market like this? Why or why not?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 5 on CD 1, to hear other answers.

- C** Complete the questionnaire about your recent shopping purchases. Write down or check (✓) your answers. Then compare with a partner.



**Why Do You Shop?**

What was the last thing you bought because ... ?	Item or service bought	Don't remember	Doesn't apply
1. you needed to satisfy a basic need (like food or medicine)		<input type="checkbox"/>	<input type="checkbox"/>
2. you had to replace something that was broken		<input type="checkbox"/>	<input type="checkbox"/>
3. you needed it for school		<input type="checkbox"/>	<input type="checkbox"/>
4. you were in a hurry (even though it wasn't exactly what you wanted)		<input type="checkbox"/>	<input type="checkbox"/>
5. the price was lower than it was before		<input type="checkbox"/>	<input type="checkbox"/>
6. you were bored and wanted something to do		<input type="checkbox"/>	<input type="checkbox"/>
7. you thought it was sophisticated or special		<input type="checkbox"/>	<input type="checkbox"/>
8. all your friends had one		<input type="checkbox"/>	<input type="checkbox"/>

- D** Read the descriptions of different kinds of shoppers below and discuss these questions with a partner.

- Which descriptions sound like you and your partner?
- Are you one specific type of shopper or a combination of types?

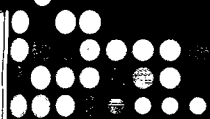
**The practical shopper:** You always go shopping with a list and only buy the things you need.

**The convenient shopper:** You only go shopping if something is easy to get or especially affordable.

**The emotional shopper:** You shop more often when you are happy or sad.

**The trendy shopper:** You typically buy stylish things or popular brand names.

**The peer-pressure shopper:** You often buy things because your friends are buying them.



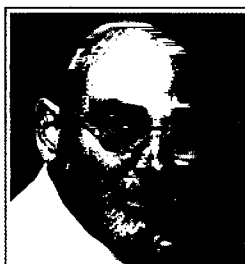
## READING 1 | So Much Dead Space

### VOCABULARY

Here are some words from Reading 1. Read the sentences. Then circle the answer that best matches the meaning of each bold word or phrase.

1. On a typical weekday, the sidewalks are filled with **pedestrians** who are window shopping or looking for a place to stop and eat.  
a. people walking                      b. people bicycling
2. His **concept** for the advertisement was poorly thought out, so the design team chose another.  
a. product                                  b. idea
3. Unlike quiet rural areas, the crowded streets in **urban** areas are always filled with interesting people.  
a. city    b. country
4. Each **individual** in the survey was a professional designer.  
a. group of people                      b. single person
5. In a crowded store, it is easy to get overwhelmed and not be able to **focus** on what you like.  
a. concentrate                              b. remember
6. Because the business **promoted** its products successfully on the Internet, they sold well.  
a. developed                                  b. advertised
7. After a year of study abroad, I had a more **sophisticated** view of the world.  
a. able to understand                      b. knowledgeable about a complicated ideas                      specific topic
8. Her art has **evolved** over the years because she has gained more confidence and developed her own style.  
a. kept the same form                      b. changed from an earlier form
9. She **alluded to** her work experience when she said, "I've been very busy the past few years."  
a. spoke indirectly about                      b. avoided speaking about

10. I had a lot to do and not much time, so I decided what my **priorities** were and I did those things first.
  - a. the most important things
  - b. the easiest things
11. The store **distinguishes** itself from its competitors by having lower prices.
  - a. differs
  - b. copies
12. Knowledge can **liberate** people and give them independence.
  - a. control
  - b. set free



Paco Underhill



CD 1  
Track 6

## PREVIEW READING 1

You are going to read an article by Paco Underhill, the CEO of a research firm that focuses on the relationships between people and stores and people and products. In this article, he discusses how store windows are used to attract customers.

Think about the stores you usually pass by or shop in. What kinds of things do you usually see in the windows? Have you ever gone into a store because of something you saw in a window?

Read the article.

## So Much Dead Space

*Creating Store Windows Alive with Promise*

- 1 I am a nerdy, American researcher. No one has ever thought of me as fashionable. What I do know about is shops and shopping. I've always been good at watching people. Because I grew up with a terrible stutter<sup>1</sup> and was not comfortable talking, I learned to *observe* as a way of understanding social rules. I've turned this coping mechanism<sup>2</sup> into a profession. What I have done for the past twenty-five years is research shopping behavior: I simply walk around malls and shopping streets and figure out what motivates people to buy things. What makes someone stop and look at a store window? What makes a woman go into a store? What makes a man buy something?
- 2 As I stroll around, I look closely at store windows, since they are an essential part of the shopping experience. In his delightful book *Made in America*, Bill Bryson writes about the history of stores and shopping in America. He describes the big store windows that were an important feature of most retail stores in the past century. When I look out my office window in New York City, I see many of those windows. They remain the same today as they were some 120 years ago.
- 3 A century ago, people took the time to stop and look into store windows. I imagine them walking along slowly, stopping at a tall window, and peering

<sup>1</sup> **stutter**: difficulty speaking because you cannot stop yourself from repeating the first sound of some words

<sup>2</sup> **coping mechanism**: a technique to deal with a difficult matter or situation

through the glass to see the latest fashions and newest products. Today, strolling, window-shopping **pedestrians** are an old-fashioned **concept**. Most people look straight ahead and walk with a quick, determined gait<sup>3</sup>. Everyone seems to be in a hurry. They walk a lot faster now than they did in the old days.

- 4 Throughout modern times, different factors have changed the way pedestrians walk in busy **urban** areas. One of the most significant of these factors is traffic lights. William H. Whyte, the American author and urbanist<sup>4</sup>, wrote about the pattern and movement of pedestrians on the sidewalk. He observed that because traffic lights are timed for the speed of cars, people pile up on street corners as they wait for the light to change. When the light changes, that “pile” of people will cross and stay crowded together as they continue down the street. Behind them, there will be a “gap” of fewer people, but then another crowd will form when the traffic light changes again. This creates a pattern of crowds and gaps on urban shopping streets.



a pattern of crowds and gaps

- 5 Now, think about how **individuals** behave when walking in these crowds of people. Some people will speed up to get out of the crowd, and then the entire group will begin to walk more quickly. This behavior affects how people view the store windows that they pass by. Even if you wanted to slow down or stop to look in a window, you couldn't. You have to keep walking quickly so that you won't be in the way of other people. That's why window displays need to instantly grab attention. But many don't. Take the drugstores in my neighborhood,

for example. The windows are filled with boxes of bleach and detergent, packages of razors and soap, and whatever else can be squeezed into the space. With the window so crowded, it is impossible to **focus** on any single product. Often, it's difficult to even see clearly what is really being **promoted**! Maybe in 1928, it was important for a store to advertise the large selection of products offered. Maybe then, shoppers had the time to really take a look at a window and examine the display. But these days, retailers are happy if pedestrians just glance at their store windows.

- 6 The way our eyes and brain handle information has become more **sophisticated**. Thanks to television, film, and computers, our ability to process images is faster. We no longer read letter by letter but rather in groups of words at a time. Movies have **evolved** so that we see the stories of years—or even lifetimes—in just a few hours. A billboard can tell a more sophisticated joke today than it could 20 years ago. A 15-second commercial can **allude to** a full story. Likewise, when it comes to window displays, shoppers today can understand information more quickly.

- 7 Store windows today must be quick reads. They must be simple enough so that the **products** can be clearly identified, and they must be creative enough to catch the busy pedestrian's eye. Just a quick look at a store window should answer many questions for savvy<sup>5</sup> shoppers: Who is the core market<sup>6</sup> of the store? Does the store fit their personal style or not? How long will a typical trip into the store take? Especially since today's retail market is so competitive, if done right, windows

<sup>3</sup> gait: a way of walking

<sup>4</sup> urbanist: a person who studies cities

<sup>5</sup> savvy: practical knowledge of something

<sup>6</sup> core market: main group of people the store sells to

can function as an important brand-identity<sup>7</sup> tool. As retailers, you must know who your customers are, and you must create windows that they will understand. For instance, Kiehl's, which sells all-natural bath and body products, uses its windows as a place for highlighting social issues, which fits with the **priorities** of its customers.

- 8 My favorite windows are in France. A man who runs his family's boutique off the main square in Strasbourg takes enormous pleasure in his windows. They tell jokes. Some are related to history. Sometimes his windows make me chuckle. The clothes are part of a larger story. His store always **distinguishes** itself from the other shops on the crowded square because his windows always make an impression.

<sup>7</sup> **brand identity**: characteristics that quickly identify and distinguish a brand to shoppers

As busy as I might be as I walk down the street, his windows make me stop. Even more, they almost always tempt me to come inside the shop and take a good look around.

*“Especially since today's retail market is so competitive, if done right, windows can function as an important brand-identity tool.”*

9 So what can stores do with their “dead space”? How can windows come alive? To modern retailers, I propose the following: Let's **liberate** our design teams. Stop filling windows with products. Tell a story. Make us laugh. Make us think. Learn from advertisers like Calvin Klein or Benetton who think outside the box

with ads that catch our attention and motivate a response. Windows can be like literature. It's OK if not everybody understands the story you're telling. What is important is that the target customer gets it, and stops to look.

## MAIN IDEAS

Circle the answer that best completes each statement.

1. The author is a researcher who \_\_\_\_.
  - a. creates window displays
  - b. compares shopping at different stores
  - c. observes how people shop
2. The main reason that the article describes urban pedestrians is to \_\_\_\_.
  - a. explain why store windows must be both simple and creative
  - b. analyze their walking patterns
  - c. contrast modern shoppers with shoppers in the past
3. The author thinks store windows should show \_\_\_\_.
  - a. the products we can buy inside
  - b. a piece of history
  - c. something that catches our attention

4. The idea of “dead space” refers to \_\_\_\_.
  - a. how the brain handles information from movies and billboards
  - b. store windows that don’t attract attention
  - c. the empty space between pedestrians on the sidewalk
5. The author’s intended audience is \_\_\_\_.
  - a. shoppers
  - b. pedestrians
  - c. store owners

## DETAILS

Answer these questions.

1. What is the difference between pedestrian behavior now and last century?  
\_\_\_\_\_
2. What happens on sidewalks when people have to stop and wait for traffic lights to change?  
\_\_\_\_\_
3. What is the problem with the drugstore windows in the author’s neighborhood?  
\_\_\_\_\_
4. What is one example the author uses to show how “our ability to process images is faster”?  
\_\_\_\_\_
5. What does the author mean when he says that store windows must be “quick reads”?  
\_\_\_\_\_
6. What does the author like about his favorite store windows? Give two examples.  
\_\_\_\_\_

## Q<sup>?</sup> WHAT DO YOU THINK?

### Tip Critical Thinking

The What Do You Think? questions require you to **discuss** your ideas. Through discussion, you can clarify your understanding of new material which will help you remember it better. Discussion also helps you clarify information for others who may not understand it.

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes.

1. Think about your favorite store or a store you go to frequently. Describe what is in the store window. Based on what you read, is the store window appealing? Explain.
2. Other than store windows, what are some ways store owners use appearance inside the store to attract customers?
3. Given that online shopping is more and more common, stores create online “windows” on their websites. How is shopping different when browsing or “window shopping” online?

### Reading Skill Annotating and highlighting



The purpose of **annotating** and **highlighting** is to identify important ideas in a text. Both these techniques will allow you to quickly find the information later, without having to reread the text.

#### Highlighting

Always decide the purpose of your highlighting before you begin. Then highlight, underline, or circle information in a text such as:

- The main idea or topic of a paragraph
- Key words, details, or examples
- Phrases that summarizes the information

Use different color highlighter pens for different types of information: for example, one color for main ideas and another for details. Or use a graphic system, such as solid lines, dotted lines, circling, etc.

#### Annotating

Annotating—writing directly on the page of a text—is a useful way to identify and mark important information. First read a whole paragraph and decide what is important. Then write brief notes in the margin. You may use abbreviations such as:

T = Thesis	S = Summary	R = Reason
MI = Main idea	EX = Example	? = Question

**A. Read this paragraph from Reading 1 and look at the highlighting and annotations. Then answer the questions below.**

S=people  
understand  
info faster now

R=TV, film,  
computers

The way our eyes and brain handle information has become more sophisticated. Thanks to television, film, and computers, our ability to process images is faster. We no longer read letter by letter but rather in groups of words at a time. Movies have evolved so that we see the stories of years—or even lifetimes—in just a few hours. A billboard can tell a more sophisticated joke today than it could 20 years ago. A 15-second commercial can allude to a full story. Likewise, when it comes to window displays, shoppers today can understand information more quickly.

1. What does the information highlighted in yellow show?

---

2. What does the information highlighted in pink show?

---

3. What purposes do the two annotations have?

---

**B. Highlight and annotate this paragraph from Reading 1 following the steps below. Then compare your notes with a partner.**

1. Highlight in one color (or circle) the main idea of the paragraph.
2. Highlight in another color (or underline) the key details.
3. Write a brief note in the margin to summarize the paragraph.
4. Write a note in the margin that identifies a specific example.

Store windows today must be quick reads. They must be simple enough so that the products can be clearly identified, and they must be creative enough to catch the busy pedestrian's eye. Just a brief look at a store window should answer many questions for savvy shoppers: Who is the core market of the store? Does the store fit their personal style or not? How long will a typical trip into the store take? Especially since today's retail market is so competitive, if done right, windows can function as an important brand-identity tool. As retailers, you must know who your customers are, and you must create windows that they will understand. For instance, Kiehl's, which sells all-natural bath and body products, uses its windows as a place for highlighting social issues, which fits with the priorities of its customers.

**Tip for Success**

After annotating the text, you may want to write your notes in your notebook to use as a reference and study tool.

## READING 2 | Now on Stage: Your Home!

### VOCABULARY

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

**feature** (v.) to point out something as important

**in theory** (idm.) used to say that a particular statement is supposed to be true but may be wrong

**investment** (n.) something that you put money or effort into, believing that it will help you later

**mentally** (adv.) connected or happening in a person's mind rather than their body

**minimize** (v.) to reduce or decrease, especially something bad

**negative** (n.) a problem, weakness, or disadvantage

**neutral** (adj.) not bright or strong

**potential** (adj.) possible

**remove** (v.) to take away or get rid of something

**residence** (n.) a place where people live, a home

**tend** (v.) to be usual or likely to happen

**visualize** (v.) to form a picture in your mind

1. Close your eyes and try to \_\_\_\_\_ this room full of furniture. Can you picture it?
2. The yellow paint on these walls is too bright. A \_\_\_\_\_ color like tan or cream would be better.
3. Can you \_\_\_\_\_ the books and papers from the table and put them in your backpack?
4. We really like the apartment. The only \_\_\_\_\_ is that it doesn't come with parking.
5. They own a home in the country, but their primary \_\_\_\_\_ is in London.
6. Most people in this city \_\_\_\_\_ to live in apartments. Only a few live in large houses.
7. One way to \_\_\_\_\_ noise in the apartment is to put rugs on the floors. Then it will be quieter.
8. I can think of two \_\_\_\_\_ ways to use this room: as an office or an extra bedroom.

9. This month's *House* magazine is going to \_\_\_\_\_ photos of famous celebrities' homes.
10. Learning a language can be \_\_\_\_\_ exhausting. Sometimes you get so tired, you can't think anymore.
11. Buying a house is a good \_\_\_\_\_. You can live in it now and sell it later.
12. \_\_\_\_\_, it should only take twenty minutes to go from my house to school, but it always takes longer because the bus is so slow.

## PREVIEW READING 2

You are going to read an article about how to "stage" a home—how to make it more attractive to people who might buy it.

Look at the photo below. Then look at the one on page 40. Discuss these questions.

1. How are the photos similar? How are they different?
2. Which version of the room do you like more? Why?



Before



After



CD 1  
Track 7

Read the article. Highlight and annotate important ideas as you read.

## Now on Stage: Your Home!

by Douglas Nan

- 1 Tina Miller is busy at work in the kitchen of her New Jersey condominium<sup>1</sup>, wrapping dishes in paper. Just outside, several large boxes stand near the front door, and in the living room, Miller's two sons are packing video games. "We've been here for almost ten years," she says looking around. "I never realized how much stuff we had."
- 2 Two months ago, Tina's husband Evan accepted a job in another state, and now the family is getting ready to move. "There's a lot of work to do, but the hardest part seems to be selling this condo," she explains. "We've had it on the market<sup>2</sup> for over a month and several people have come to see it. But so far, no offers."
- 3 **In theory**, the Miller's home should have sold quickly. It is in a modern building on a

quiet street; shops and restaurants are within walking distance. The couple has even reduced the sale price by \$10,000. Connie Tran, the real estate agent<sup>3</sup> working with the Millers, believes she knows what the problem is. "This is a nice condo. The rooms are large and there's lots of light, but the feel of the place is all wrong. The living room is full of boxes; the kitchen and bathroom are cluttered<sup>4</sup>; the paint on the walls is too dark. It doesn't make a great first impression on **potential buyers**."

- 4 To help sell their condo, Tran has suggested that the Millers hire someone to stage it. What exactly does this mean? The main goal, professional stagers would say, is to prepare a house to sell by making it as attractive as possible. For most people, this simply involves fixing things that are broken or cleaning a place thoroughly. But even though these things are important, real estate agent Elizabeth Weintraub says that staging goes "beyond

<sup>1</sup> condominium: (short form: condo): an apartment that is owned by the person who lives in it

<sup>2</sup> on the market: for sale

<sup>3</sup> real estate agent: a person who sells homes

<sup>4</sup> cluttered: messy and disorganized; filled with many things

decorating and cleaning. It's about creating [a] mood<sup>5</sup>. Staging makes your house look bigger, brighter, cleaner, warmer, and best of all, it makes home buyers want to buy it."

5 The Millers have agreed to have their home staged. So what will a professional home stager suggest doing to help sell their condo?

6 1. **Minimize the clutter.** The Miller family has lived in their home for ten years, and though they are preparing to move, many of the rooms are still full of furniture, books, electronics, and other things that people collect over time. These things can make the place look crowded and smaller than it is. Packing and moving most of the unnecessary items out of the condo will make it look much larger—which will appeal to buyers.

7 2. **Store personal items.** The Millers also have to be aware of the small stuff: photos and magazines in the living room, a child's drawings on the refrigerator, and slippers in the bathroom. Not only do these things make the condo appear more cluttered, they also make it look like *the Miller's* home—and that's a problem. A buyer doesn't want to tour the place and see someone else's stuff. Professional home stager Barb Schwartz advises sellers to "clear all unnecessary objects throughout the house." Doing this will help a potential buyer to "**mentally** 'move in' with their own things"—and to **visualize** themselves in the home.

8 3. **Organize what's left.** Once each room is down to a few essential items, a professional stager will make sure these things are positioned in an attractive way that makes the rooms

look good. Sandra Rinomato, the host of a popular TV show about selling houses, offers these suggestions:

- "**Feature** only a few pieces of furniture [in each room] and pull pieces away from walls to make rooms look bigger."
- "Bedrooms are difficult to stage because they are in daily use." To make these rooms appear spacious<sup>6</sup> and neat, Rinomato recommends using white sheets on the bed and "clearing everything off nightstands."
- "Open the drapes<sup>7</sup> or **remove** them completely. Light, bright rooms give the impression of a happy place—and everyone wants to move into a happy place."

9 4. **Repaint if necessary.** Four years ago, the Millers painted the walls in the living room a warm reddish color. They love it but a potential home buyer might not, for a couple of reasons. The color was a personal choice made by the Millers—which makes the condo still seem as if it is theirs. Dark colors can also make a room appear smaller. Repainting the walls a lighter, more **neutral** color will make the room look more spacious.

10 What if the Millers don't sell the condo before they move? Should they still have it staged if it is empty? Sveta Melchuk, of Home Staging Montreal, and many other real estate professionals say yes. Melchuk notes on her website that "most people have a hard time imagining [a] space as a potential home if it contains no furniture. The rooms will look too big or too small" and may invite buyers to "notice the

<sup>5</sup> mood: a feeling

<sup>6</sup> spacious: open, with lots of room

<sup>7</sup> drapes: thick curtains used to cover windows

**negatives**" (such as a scratch on the floor or old windows). For these reasons, many real estate agents will recommend furnishing some of the main rooms in a vacant home.

- 11 In some cases, staging a home can cost as much as \$4,000, which has many sellers wondering if it's worth it. Barb Schwartz, who has staged thousands of **residences**, believes it is. According to her, the average home can take up to 212 days to sell, while a professionally staged one usually takes just 37.

Schwartz and others in her field<sup>8</sup> also note that homes they prepare for viewing **tend** to sell for more money—often thousands of dollars more.

- 12 Ultimately, staging seems to be a good **investment**, especially if an owner is having difficulty selling a home. The Millers agree. "I hardly recognize this place anymore," laughs Tina. "It looks wonderful—like something you'd see in a magazine. And last week, we had two offers to buy. The trouble is, I like it here so much now that I don't want to move!"

<sup>8</sup> field: a profession or area of work (for example, the medical field)

## MAIN IDEAS

Circle the correct answer. Use your highlighting and annotations to help you.

1. Who is the intended audience for this article?
  - a. people selling a home
  - b. new home owners
  - c. potential home buyers
2. People hire a professional home stager primarily to help them \_\_\_\_ a home.
  - a. find and buy
  - b. organize and decorate
  - c. clean and repair
3. Look at the numbered list in paragraphs 6–9. A good subtitle for this section would be \_\_\_\_.
  - a. Four Reasons You Should Hire a Professional Home Stager
  - b. Four Tips for Successfully Staging a Home
  - c. Four Staging Mistakes Many Homeowners Make
4. Paragraph 10 describes why \_\_\_\_.
  - a. it's helpful to stage a vacant home
  - b. staged houses sometimes do not sell
  - c. empty homes are easier to sell

5. The purpose of paragraph 11 is to explain \_\_\_\_ a home.
  - a. the cost of staging
  - b. the time it takes to stage
  - c. the benefits of staging
6. The author ends the article by saying he \_\_\_\_ home staging is a good idea.
  - a. believes
  - b. doesn't think
  - c. isn't sure if

## DETAILS

The article describes different home staging techniques. Complete the chart with the correct information.

Home staging technique	Reason for doing it
1. Pack and move unnecessary items out of the home.	a. Will make a place look larger.
2. Remove personal items from the rooms.	b.
3.	c. Makes rooms look bigger
4. Use white sheets in the bedroom.	d.
5.	e. Makes rooms seem bright and happy
6. Paint walls a neutral color.	f.
7. Furnish some of the main rooms in an empty home.	g.

## Q WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. Draw a picture of one of the rooms in your home in as much detail as possible. Then look again at the tips in Reading 2. What changes would you need to make so that the room was more attractive to a potential buyer?
2. Do you think a professional stager's job is interesting? Could you do it? Why or why not?

**B. Think about both Reading 1 and Reading 2 as you discuss these questions.**

1. Reading 1 ends with "It's OK if not everybody understands the story you're telling. What is important is that the target customer gets it, and stops to look." What "story" do home sellers want to tell?
2. What lesson from staging a home could window designers use? How would that idea need to be modified to fit a store window instead of a home?

### Vocabulary Skill Collocations with nouns



**Collocations** are words that often occur together. While there are no rules to help you learn collocations, it is important to pay attention to the patterns of words in a text. These patterns are clues that show you which words collocate. There are several **common collocation patterns with nouns**.

#### Adjective + noun

- Does the store fit the shopper's **personal style** or not?
- People have a **hard time** imagining a space as a potential home if it contains no furniture.

#### Verb + noun/noun phrase

- In the past, shoppers had the time to really **take a look** at a window.
- The condo doesn't **make a great first impression** on potential buyers.

#### Preposition + noun

- Everyone seems to be **in a hurry**.
- In theory**, the Miller's home should have sold quickly.

**A. Choose the word that usually collocates with the nouns in these sentences. Look back at Reading 1 (R1) and Reading 2 (R2) to check your answers or if you need help.**



a shopping mall

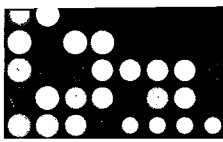
1. (**Social / Society**) **rules** tell people what behavior is acceptable. (R1, Para. 1)
2. In **the (old / past) days**, no one researched how people shop. (R1, Para. 3)
3. There have been many changes to advertising in **(current / modern) times**. (R1, Para. 4)
4. A good advertisement should **(grab / grasp) the shopper's attention**. (R1, Para. 5)
5. The mover can only carry two boxes **(at / by) a time**. (R1, Para. 6)
6. We had a feeling that we weren't hearing the **(full / total) story**. (R1, Para. 6)
7. A book in the window **(caught / held) his eye**, so he went into the store. (R1, Para. 7)
8. While some people **(have / take) pleasure** in shopping, many others hate it. (R1, Para. 8)
9. The house was not attractive, so the buyers only took **a (sudden / quick) look** at it. (R1, Para. 7)
10. The latest computer technology has just come **(at / on) the market**. (R2, Para. 2)
11. Stores try to **(create / make) a mood** using music and lighting. (R2, Para. 4)
12. **(During / Over) time**, the value of most homes will increase. (R2, Para. 6)
13. You can only take two **(personal / private) items** on a plane. (R2, Para. 7)
14. The salesperson gave advice **(in / on) a way** that was helpful and practical. (R2, Para. 8)
15. Light-color walls **(make / give) the impression** of a large living space. (R2, Para. 8)
16. She is one of the best researchers **(in / of) her field**. (R2, Para. 11)

**Tip for Success**

Some collocations are idioms. This means that when the words are combined, they take on a unique meaning. Some examples of idioms are *window shopping* and *in theory*.

**B. Choose five collocations from Activity A. Write a sentence for each in your notebook.**

*I like to have the newest computer technology on the market.*



# WRITING

## Writing Skill Writing a descriptive essay



An essay is a group of paragraphs on a particular topic. A descriptive essay describes a person, place, or thing in a way that gives the reader a clear mental picture of the subject of the essay.

### Organization

- First, write an **introduction**. This is a paragraph that should make the reader interested in what you are describing. Within the introduction paragraph, include a **thesis statement**. The thesis statement should tell why the person, place, or thing is your focus.
- Include one or more **body paragraphs**. Each contains the details of your description.
- Finish with a **conclusion**. This is a paragraph that gives your final thoughts or opinion about what you are describing.

### Descriptive language

A good descriptive essay gives a **clear mental picture** of the subject of the essay. The reader should be able to imagine that he or she is with the person described, at the place described, etc. Include strong imagery (language that helps create these mental pictures) in your body paragraphs.

#### Not descriptive

She walked into the room.

He was dressed formally.

The street was filled with people selling food.

#### Descriptive

She walked **slowly** and **nervously** into the **dark** room.

(with adjectives and adverbs)

He wore a **dark suit**, a **tie**, and **shiny shoes**.

(with details and specific language)

The street was filled with **loud men shouting out orders above the smoky smell of grilling meat**. (with sensory language related to sounds, smells, etc.)

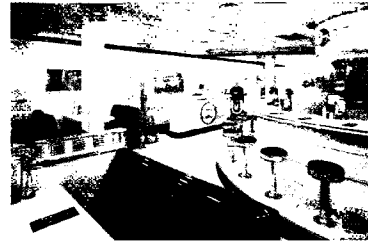
A. Read the descriptive essay. Then complete the activities below.

## A Friendly Welcome and Good Food at Ben's Diner

By Mike Samson

Wednesday, May 5 at 11:22 a.m.

One of my favorite restaurants is Ben's Diner on Fourth Street because it's perfect for a casual, delicious meal. Ben's is a family business that has been serving the local community for over sixty years. Look for their red neon sign with its flashing knife and fork. When you see it, you know you can expect good food that was cooked with fresh, local ingredients.



As soon as you step through the door at Ben's, you'll be glad you came! The restaurant is brightly lit and spotlessly clean, with gleaming tables and sparkling clean floors. You'll get a warm welcome from one of the staff who will take you to a comfortable seat. I like the soft red leather booths, or sometimes I sit at the smooth marble counter. The pleasant noise of conversation and the soothing clatter of dishes will surround you. If you're not already hungry, the rich smell of their homemade chicken soup coming from the kitchen will get you ready to eat.

Ben's menu has some old favorites and some unexpected surprises. Their perfectly grilled burger is made of 100% prime beef. Served on a soft toasted bun, it's crunchy on the outside and moist and peppery inside. Add some sharp cheddar cheese for a satisfying treat. Their Greek salad is famous for its fresh ingredients: bright green lettuce leaves, deep red tomatoes, and tangy purple olives. Or how about chicken fajitas, served beside your table in a sizzling skillet, with a spicy aroma I can't resist?

So, whether you're looking for somewhere new to get some great food or just passing through, I suggest you head over to Ben's. You'll feel right at home and enjoy some good cooking, too.

Comments (2)

Write a comment

Email to a friend

◀◀ Previous review

Next review ▶▶

1. Underline the thesis statement and the concluding sentence.
2. Find at least two sensory details for each sense.

a. sight: gleaming tables

b. sound: \_\_\_\_\_

c. taste: \_\_\_\_\_

d. smell: \_\_\_\_\_

e. touch: \_\_\_\_\_

**B. Read the sentences. Rewrite them to make them more descriptive. Add adjectives and adverbs, details and specific language, and sensory language. Be creative.**

1. The man lived in a house far from the village.

The strange man lived quietly in an old drafty house far from the busy village.

2. The room was filled with roses, daisies, and lilacs.

\_\_\_\_\_

3. The chicken and potatoes were good.

\_\_\_\_\_

4. We went on a hike through the forest.

\_\_\_\_\_

5. His aunt entered the room.

\_\_\_\_\_

6. I didn't get to watch the soccer game on TV.

\_\_\_\_\_

## Grammar Definite and indefinite articles



A noun (a person, place, thing, or idea) is often introduced by an article. Different types of nouns can use different articles. Understanding the context in which a noun occurs will help you use articles correctly.

	Singular count noun	Plural count noun	Noncount noun
<b>Indefinite article</b>	<i>a</i> + consonant sound <i>an</i> + vowel sound	no article	no article
<b>Definite article</b>	<i>the</i>	<i>the</i>	<i>the</i>

### Indefinite articles with nonspecific nouns

Use *a/an* or no article when a noun is not specifically identified or is unknown to the reader; for example, the first time you mention a noun.

We were excited to try **a new restaurant**. (This is the first reference to *a new restaurant*. The reader does not know about it yet.)

We bought **fish** for dinner. (No article is used with noncount nouns.)

You also use no article with plural count nouns or noncount nouns to refer to something in general.

**Shoppers** can get a great deal of information from window displays.  
(*Shoppers* refers to any shopper, not a specific shopper.)

### Definite articles with specific nouns

Use *the* when a noun is specifically identified. Both the reader and writer know the noun because they share information about it. For example:

- The noun was already introduced

We were excited to try a new restaurant, but **the restaurant** we chose was terrible!

(A *new restaurant* was introduced earlier in the sentence.)

- The noun relates directly to something else that you introduced

You should go to Ben's Diner. **The owners** are really friendly, and **the soup** is delicious.

(The reader and writer both know that *the owners* refer to the owners of Ben's Diner, and *the soup* is served at Ben's Diner.)

- The noun is unique so the reader will know what you are referring to

**The Internet** has changed the way people look for homes.  
(There is only one Internet. It is unique.)



**The government** should do more about false advertising.

(You can assume the reader will know which government you are referring to.)

### Tip for Success

Using *the* is not the only way to refer to a specific noun. You may also identify specific nouns with possessive adjectives (*my, your, their*, etc.), demonstrative adjectives (*this, that, these, or those*), or quantifiers (*two, many, or some*).

Complete the email. Write the correct articles: *a/an, the, or Ø* for "no article."

		
From:	Louisa Rogers	
To:	Felix Thompson	
Subject:	Big news!	

Hi Felix,

Sorry I haven't been in touch for a while, but I have Ø<sub>1</sub> big news. I got   <sub>2</sub> job that I told you about, so I'm selling my house! You know that   <sub>3</sub> housing market is very tough right now, but I'm happy because there is already   <sub>4</sub> couple who are interested in my place.   <sub>5</sub> potential buyers are coming over

in two weeks. I want to stage 6 house so that everything looks perfect. I'm wondering if you might be able to help me, so I thought I'd tell you what I'm planning.

This weekend, I'm going to clean 7 house all over and repaint all 8 doors. I also bought 9 awesome dining table to put in 10 kitchen. (I need some help picking it up!)

Then I want to paint 11 main bedroom—probably in 12 soft blue color. And when 13 weather is nice, I want to clean up 14 yard and plant 15 flowers.

Real estate agents always say that when 16 buyers are looking at 17 houses, they want to feel like they already live there, so I know this will be worth all 18 effort.

Let me know if you can help me. Oh, and one other question. Do you know where I can find 19 good hardware store?

Louisa



## Unit Assignment Write a descriptive essay

**Q** In this assignment, you will write a descriptive essay to review a product or service. As you prepare your essay, think about the Unit Question, “What makes you want to buy something?” and refer to the Self-Assessment checklist on page 52. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

### Your Writing Process

For this activity, you could also use Stage 1A, *Clustering in Q Online Practice*.

**A. BRAINSTORM** Follow these steps to gather ideas for your essay. Write your ideas in your notebook.

1. Think of some products, businesses, and services that you have strong opinions about. These could be things like restaurants, stores, or products like new technology.

2. For each product, business, or service, answer these questions.

How would you describe it? Think about descriptive language you can use.

What are the main features or qualities of the product, business, or service?

What do you like or dislike about the qualities or features?

3. Discuss your ideas with a partner. Choose one product, business, or service that you would like to review.

**Tip for Success**

There are two main types of outlines: topic outlines and sentence outlines. In a topic outline, you write your ideas as words or short phrases. In a sentence outline, you write your ideas as complete sentences. In either case, the thesis statement is a complete sentence. Choose the type of outline that you think works best for your essay.

**B. PLAN** Use ideas from Activity A to make an outline for your essay.

**I. Introduction of the product, business, or service**

A. Introductory ideas: \_\_\_\_\_

B. Thesis statement with your overall opinion: \_\_\_\_\_

**II. Body paragraph 1: First specific quality or feature**

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

Descriptive language you can use

A. \_\_\_\_\_

B. \_\_\_\_\_

**III. Body paragraph 2: Second specific quality or feature**

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

Descriptive language you can use

A. \_\_\_\_\_

B. \_\_\_\_\_

#### IV. Conclusion

A. Concluding ideas: \_\_\_\_\_

B. Final opinion: \_\_\_\_\_

- C. **WRITE** Use your outline from Activity B to write a four-paragraph essay. Use descriptive language and pay attention to the use of articles. Look at the Self-Assessment checklist below to guide your writing.

### REVISE AND EDIT

- A. **PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Does the essay start with an introduction that catches your interest and expresses a clear opinion?
2. Does the essay give you a clear mental picture of the product, business, or service described?
3. Does the concluding paragraph help to convince you of that opinion?
4. Do you have your own opinion about this product, business, or service?

- B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your paragraph.






- C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does each body paragraph have a topic and controlling idea?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay use descriptive language to create a clear mental picture of the subject?
<input type="checkbox"/>	<input type="checkbox"/>	Are correct articles used with nouns or noun phrases?
<input type="checkbox"/>	<input type="checkbox"/>	If there are collocations from the unit, are they used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?







## Track Your Success

Circle the words you learned in this unit.

### Nouns

concept  **AWL**  
 individual  **AWL**  
 investment  **AWL**  
 negative  **AWL**  
 pedestrian  
 priority  **AWL**  
 residence **AWL**



### Verbs

distinguish   
 evolve **AWL**  
 feature  **AWL**  
 focus  **AWL**  
 liberate **AWL**  
 minimize **AWL**  
 promote  **AWL**  
 remove  **AWL**  
 tend   
 visualize **AWL**


### Phrasal Verb

allude to

### Adjectives

neutral **AWL**  
 potential  **AWL**  
 sophisticated  
 urban 

### Adverb

mentally  **AWL**

### Collocations


#### Adjective + Noun


full story  
 hard time  
 modern times  
 the old days  
 personal item  
 personal style  
 quick look  
 social rules

### Verb + Noun

catch the eye  
 create a mood  
 give an impression  
 grab attention  
 make an impression  
 take a look  
 take pleasure

### Preposition + Noun

at a time  
 in a hurry   
 in a way  
 in the field  
 in theory  
 on the market  
 over time

 Oxford 3000™ words

**AWL** Academic Word List

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

### READING

I can annotate and highlight a text. (p. 36)

### VOCABULARY

I can recognize and use collocations with nouns. (p. 44)

### WRITING

I can write a descriptive essay. (p. 46)

### GRAMMAR

☐ I can use definite and indefinite articles. (pp. 48–49)

### LEARNING OUTCOME

☒ I can describe aspects of a product or service to make someone want to purchase or use it.

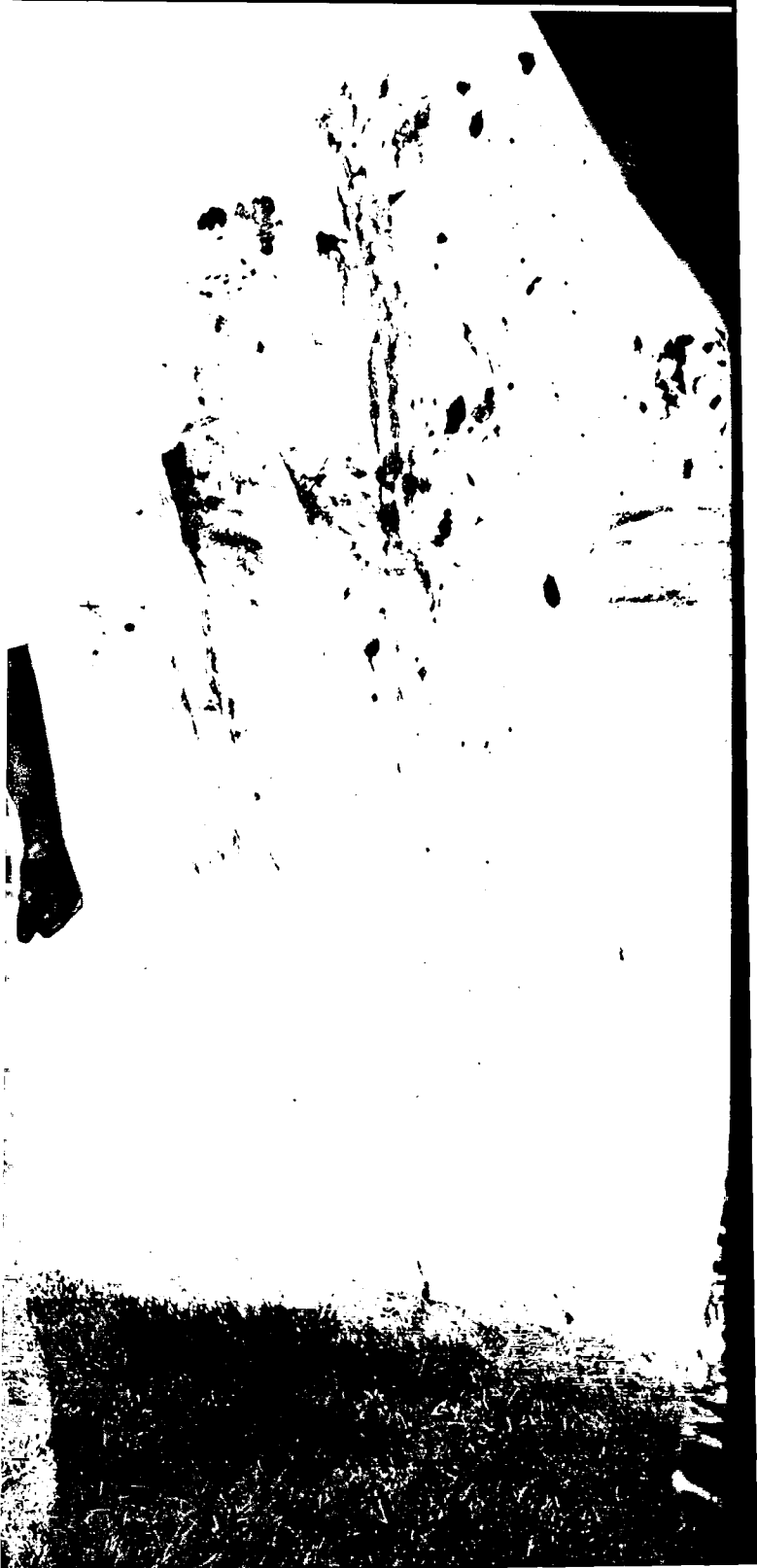
# UNIT 3

## Growing Up

READING  
VOCABULARY  
WRITING  
GRAMMAR

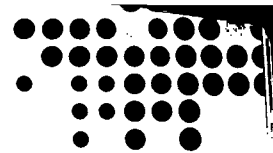


making inferences  
prefixes and suffixes  
organizing a narrative  
past perfect



## LEARNING OUTCOME ●

Relate a personal memory of someone or something that influenced you when you were younger.



*Unit* QUESTION

**What important lessons do we learn as children?**

## PREVIEW THE UNIT

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

What are some significant memories from your childhood?

What are some things that parents and their children disagree about?

Look at the photo. How do you think the child feels? How do you think the parent feels?

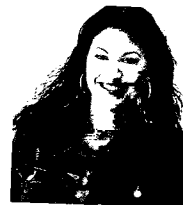
**B** Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, Track 8 on CD 1, to hear other answers.

**C** Use the survey to interview a partner. Take notes of the answers.

Hi there! Thanks for visiting my HelloSpace home page!

Fill out this fun Childhood Survey, and then share it with your friends online, or anywhere else!

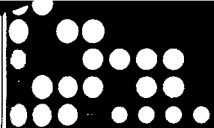


## CHILDHOOD SURVEY

	When you were a kid	Now
The basics	1. What city did you grow up in?	Where do you live now?
	2. What kind of child were you? Well-behaved? Fun-loving? Shy?	What are you like now?
Dreams and memories	3. What did you want to be when you grew up?	What do you want to be now?
	4. What is your best childhood memory?	What is your favorite recent memory?
School	5. What subject did you like the most?	What's your favorite subject now?
	6. How did you spend your summer break?	How do you like to spend vacations now?
Relationships	7. What was your first best friend's name?	Is he/she still your friend?
	8. Who were you closest to in your family?	Who do you get along with now?

**D** Look at the responses to the survey. Find three to five ways your partner has changed and discuss these questions.

1. In what way has your partner changed the most?
2. What else can your partner tell you about the changes?



## READING 1 | The Good Teen

### VOCABULARY

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

**accurately** (*adv.*) correctly

**assumption** (*n.*) a belief that something is true, even though there is no proof

**colleague** (*n.*) a person you work with

**competence** (*n.*) the ability to do something well

**consistent with** (*adj. + prep.*) in agreement with

**equipped with** (*adj. + prep.*) possessing something that is needed for a particular purpose

**extracurricular** (*adj.*) not part of the usual work or studies at a school or college

**innate** (*adj.*) something that you are born with

**nurture** (*v.*) to help someone or something develop and be successful

**period** (*n.*) a length of time

**select** (*v.*) to choose

**theoretically** (*adv.*) according to what could possibly exist, happen, or be true

1. For our research project, my \_\_\_\_\_ and I looked at the reasons that some teenagers do well in school.
2. We decided to conduct a second experiment, and we were pleased to see that the new results were \_\_\_\_\_ the previous ones.
3. \_\_\_\_\_, getting a college degree should help you get a good job.
4. I'll need more information in order to \_\_\_\_\_ answer the question.
5. His \_\_\_\_\_ activities include the school soccer team and the debate club.
6. You should carefully review the information in the guide before you \_\_\_\_\_ your classes for the term.

7. University classrooms are \_\_\_\_\_ a lot of technology to enhance students' learning opportunities.
8. The director said she was impressed with the \_\_\_\_\_ Victor showed in his role as student council president.
9. Good parents will \_\_\_\_\_ their children's dreams and help them realize their goals.
10. It's easy to make a judgment about someone based on a false \_\_\_\_\_.
11. Even musicians with \_\_\_\_\_ talent need formal training, too.
12. We often think of the years between childhood and adulthood as a difficult \_\_\_\_\_.

## PREVIEW READING 1

The word *adolescence* describes the period of growth and change from childhood to adulthood—often called *the teenage years*. You are going to read a magazine article that examines commonly held beliefs about the behavior of teenagers.

**What are some things people believe about the behavior of teens?**

**Think about:**

- their moods and emotions
- their relationships with their families
- their relationships with their friends

**Write your ideas.**

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# The Good Teen

1 Eliza Parks is a high school senior. She plays two sports, is president of the senior class, and sings in the choir. As a junior, she received her school's top prizes in English and history, and was **selected** to represent the school at a statewide speech contest. Not surprisingly, Eliza has been accepted at Yale University next year, where she has been awarded a scholarship. Even with all her **extracurricular** activities and academic commitments, Eliza makes time to be with her brother and her parents. Whenever possible, they eat dinner as a family, and often take trips together on weekends. Eliza also has a strong network of friends who her parents know well. "I talk with my parents very freely about my friends, my life, whatever," she says.



Eliza Parks with her family

2 What is the secret to Eliza's happy adolescence? We often think of adolescence as a difficult **period**: the stereotypical<sup>1</sup> teenager makes poor decisions, hangs out with the wrong friends, or takes dangerous risks. Many parents often dread these years because they think their children will stop talking to them and refuse to follow their rules. However, recent research suggests that this common **assumption** about adolescence is often not true. Many teens not only survive these years, they thrive<sup>2</sup>. Instead of rebelling<sup>3</sup>, many adopt the values of their parents. Instead of getting into trouble, they learn to work hard. Instead of forming negative relationships, they look for good role models and find supportive friends. In particular, teens **equipped with** specific skills and qualities may be better at avoiding the dangers others experience.

3 Dr. Richard Lerner, Director of the Institute for Applied Research in Youth Development at Tufts University, agrees that "most teens do not have a stormy adolescence." In order to discover how teens navigate<sup>4</sup> these years happily and successfully, Lerner and his **colleagues** have conducted a long-range study of teens and their parents. This research, the 4-H Study of Positive Youth Development, examines how young people interact with others. It pays close attention to the activities they are involved in, such as clubs, sports, and the arts. It also looks at the adults who guide and support these children. The study identifies five interconnected characteristics for

<sup>1</sup> **stereotypical**: image that people have of a type of person or thing but which is often not true

<sup>2</sup> **thrive**: to become successful, strong, and healthy

<sup>3</sup> **rebel**: to fight against or refuse to obey rules

<sup>4</sup> **navigate**: to find the right way to deal with a difficult situation

positive development in adolescents, called the *Five Cs*: **competence**, confidence, connection, character, and caring. Researchers suggest that young people who have the Five Cs will also demonstrate a sixth C—contribution to self, family, community, and society. Teens with the Five Cs are more likely to become capable adults. And, **theoretically**, young people without the Five Cs would be at higher risk for a variety of social and personal problems.

- 4 How does Eliza fare<sup>5</sup> in terms of these characteristics? She has social and academic skills which allow her to excel in school (competence). Perhaps because of her talents, she has a good feeling about herself and her abilities (confidence). She has positive bonds with family, friends, and people at school (connection), and a good sense of right and wrong (character). And finally, Eliza cares about other people (caring). Her qualities and experience reflect all Five Cs. At least in Eliza's case, having the Five Cs **accurately** predicts her success.
- 5 But could it be that kids like Eliza are happier because they have fewer problems than others? That doesn't seem to be true. The 4-H Study has found that teens from any background can thrive. It doesn't matter if they are rich or poor, from the city or the country, living in a high-crime area or a low-crime area—anyone can do well with a little help. Researchers say that even adolescents with very serious problems can be successful if they are resilient. This means that even when they get knocked down by life, they can bounce back and recover quickly from the negative experience.
- 6 So, how do teens develop the Five Cs and become more resilient? Lerner's study found that families, schools, and communities are key<sup>6</sup>. "Quality time spent with teachers, parents, mentors, or in effective out-of-school programs put [young people] on a positive path to community contributions," he says.

According to Lerner, teens need opportunities that **nurture** positive interactions with adults, develop life skills (skills that will help them deal with the challenges of everyday life), and give them the chance to show leadership.

- 7 For parents, contact is critical. Although teens are starting to pull away, parents need to stay connected. One way is to participate in out-of-school activities. For example, kids and parents could volunteer to take care of a park or build a playground. But parents don't have to work on long-term projects to have an effect. Just spending time with teens can help. For example, one of the strongest predictors<sup>7</sup> of positive youth development was that a family ate dinner together on a regular basis. It is also important for parents to give teens time and space to explore their own interests and passions.
- 8 All these recommendations are **consistent with** the advice of psychologist Laurence Steinberg of Temple University. According to Steinberg, author of *The 10 Basic Principles of Good Parenting*, parents should be involved in their children's lives and give them plenty of love. In his book, Steinberg says that good parenting encourages "elements like honesty, empathy<sup>8</sup>, self-reliance, kindness, cooperation, self-control, and cheerfulness." Sounds a lot like the Five Cs. Steinberg recognizes that for some people, good parenting is **innate**, but all parents can improve their skills through practice.
- 9 The message for parents is a good one. Your teenagers will not necessarily suffer and neither will you. Their connections to *both* friends and family will help them succeed during this period. But letting them have the one thing they really want—some independence—may actually help by giving them a sense of competence and control. During these years, parents need to find a balance between staying connected and letting go. This may be the best rule a parent can make.

<sup>5</sup> fare: to be successful or unsuccessful in a particular situation

<sup>6</sup> key: most important

<sup>7</sup> predictor: something that can show what will happen in the future

<sup>8</sup> empathy: the ability to understand another person's feelings

## MAIN IDEAS

Answer these questions.

1. What assumption about adolescence does the research examine?  
\_\_\_\_\_
2. What are the Five Cs?  
\_\_\_\_\_
3. In what ways is Eliza like other successful teens?  
\_\_\_\_\_
4. According to Dr. Lerner, what do teens need to develop the Five Cs?  
\_\_\_\_\_
5. According to Dr. Steinberg, what does good parenting encourage?  
\_\_\_\_\_

## DETAILS

Write *T* (true) or *F* (false) for each statement.

- \_\_\_ 1. Eliza Parks has a good relationship with her parents.
- \_\_\_ 2. Most people assume that teens will make poor decisions.
- \_\_\_ 3. Lawrence Steinberg conducted the 4-H Study of Positive Youth Development.
- \_\_\_ 4. The 4-H Study says that teens with the Five Cs are more likely to help in their communities.
- \_\_\_ 5. Teens who are the most successful are the ones with the fewest problems.
- \_\_\_ 6. Eating dinner as a family is important to positive youth development.
- \_\_\_ 7. Steinberg thinks that parents can become better through practice.
- \_\_\_ 8. Parents should try to control their children during adolescence.

## **Q** WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes.

1. Choose three of the activities in the box and discuss which of the Five Cs each one involves. The Five Cs are competence, confidence, connection, character, and caring. (There will be more than one C for each activity.) Explain your answers.

speaking in public	coaching younger athletes
acting in a play	finding a career
playing on a sports team	reading to young children

### **Tip** Critical Thinking

Question 3 asks you to **relate** the Five Cs to your own childhood. When you connect new information to your own experience, you deepen your understanding of it.

2. What other kinds of activities do you think help adolescents develop the traits that help them become responsible adults?
3. How can you relate the Five Cs to your childhood? Give an example from your experience in which your development was affected by one of these characteristics.

## Reading Skill Making inferences



Writers don't usually state all their ideas directly. Usually, they expect the reader to **infer** some ideas that the information suggests. **Making inferences** about a text means that you use your knowledge to make a logical conclusion about the information that is given. Look at this excerpt from Reading 1.

The 4-H Study has found that teens from any background can thrive. It doesn't matter if they are rich or poor, from the city or the country, living in a high-crime area, or a low-crime area—anyone can do well with a little help.

In order to make these claims, the study had to do the right kind of research. So you can infer:

1. The study chose to research teens from many backgrounds.
2. The study also looked at the kind of help those teens received in order to be successful.

Making inferences helps you improve your comprehension and understand a text more deeply.

- A. Read the paragraph from Reading 1. Check (✓) the statements that can be inferred from the text. Then compare your answers with a partner. Explain what information in the paragraph led to the inference.**

**Tip for Success**

Your inferences should always depend on the author's words first and your experience second. Make sure your inferences are not contradicted by statements that are made later in the text.

Eliza Parks is a high school senior. She plays two sports, is president of the senior class, and sings in the choir. As a junior, she received her school's top prizes in English and history, and was selected to represent the school at a statewide speech contest. Not surprisingly, Eliza has been accepted at Yale University next year, where she has been awarded a scholarship. Even with all her extracurricular activities and academic commitments, Eliza makes time to be with her brother and her parents. Whenever possible, they eat dinner as a family, and often take trips together on weekends. Eliza also has a strong network of friends who her parents know well. "I talk with my parents very freely about my friends, my life, whatever," she says.

- |  |  |
|--|--|
| <input type="checkbox"/> 1. Eliza likes sports.                          | <input type="checkbox"/> 6. Eliza is a very busy person.                 |
| <input type="checkbox"/> 2. Eliza is also very good at math.             | <input type="checkbox"/> 7. Eliza enjoys spending time with her parents. |
| <input type="checkbox"/> 3. Eliza speaks well in public.                 | <input type="checkbox"/> 8. Eliza's mother is a good cook.               |
| <input type="checkbox"/> 4. Eliza succeeds at everything she tries.      | <input type="checkbox"/> 9. Eliza's parents help her choose her friends. |
| <input type="checkbox"/> 5. Eliza's family does not have a lot of money. | <input type="checkbox"/> 10. Eliza is a confident person.                |

- B. Read the paragraph. Circle the answer(s) to each question. You may circle *a*, *b*, or both. Then compare your answers with a partner. Explain your answers.**



I have always had to struggle to get out of bed in the morning. When I was a young child, the problem wasn't so bad. Because I didn't want to miss anything that my older siblings were doing, I made myself get up. But as each one of them went away to the college, I had less and less enthusiasm to get up in the mornings. After they were all gone, my father used to come to my bedroom door, knock, and say, "It's 6:00. Wake up and get out of bed." I would respond, "One or the other, Dad. One or the other."

1. What can you infer about the writer?
  - a. The writer is an adult.
  - b. The writer is male.
2. What can you infer about the writer's family?
  - a. The writer had four older siblings.
  - b. The writer was the youngest child.

3. What can you infer about the writer's problem?
  - a. The writer still struggles to get out of bed.
  - b. It was easier to get out of bed as a child than as a teenager.
4. What can you infer about the writer's father?
  - a. He used to get up early.
  - b. He was annoyed because the writer wouldn't get up.
5. What can you infer from the writer's response to the father?
  - a. The writer has a good sense of humor.
  - b. The writer would get up right away.

## READING 2 | Bird by Bird

### VOCABULARY

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

**capture** (v.) to accurately express a feeling or atmosphere

**creative** (adj.) involving the use of skill or imagination to produce something new

**episode** (n.) an event, a situation, or a period of time in someone's life

**exaggerate** (v.) to make something seem larger or more important than it really is

**impassioned** (adj.) showing strong feelings about something

**motivate** (v.) to make someone want to do something

**profound** (adj.) serious; showing knowledge or thought

**rely on** (phr. v.) to need or depend on someone or something

**refuge** (n.) a place or thing that gives protection

**resentful** (adj.) feeling bitter or angry about something you think is unfair

**significance** (n.) the importance of something

**suspect** (v.) to have an idea that something is probably true

1. Studying a new language can \_\_\_\_\_ a person to travel.
2. My friends \_\_\_\_\_ their stories so much it's hard to know which parts are true.
3. My sister speaks Italian very well, so whenever we go to Italy I \_\_\_\_\_ her to translate.

4. The writer used descriptive words to \_\_\_\_\_ the mood of the place.
5. Many of the things my parents told me as a child seemed unimportant at the time, but I now realize the \_\_\_\_\_ of their words.
6. My aunt is a great storyteller. She can describe a simple \_\_\_\_\_ from the past in a really exciting way.
7. As the situation got worse, they had to find \_\_\_\_\_ from the fighting.
8. I \_\_\_\_\_ that my parents would like to see me more often, but I'm not really sure.
9. Marcos was furious about the article in the newspaper, and he wrote a(n) \_\_\_\_\_ letter in response.
10. Ben should study philosophy. He's always interested in having \_\_\_\_\_ discussions about life and politics.
11. I have a hard time coming up with new ideas. I wish I were more \_\_\_\_\_.
12. Ivan was \_\_\_\_\_ because he wasn't allowed to play in the soccer game.



Anne Lamott

## PREVIEW READING 2

You are going to read an excerpt from author Anne Lamott's memoir, *Bird by Bird: Some Instructions on Writing and Life*. In it, she looks back at her childhood and the influence that her father had on her.

Skim the excerpt. Check (✓) the correct statement.

- ☐ She decided to become a writer because of her father.
- ☐ Despite her family's wishes, she decided to become a writer.

## Bird by Bird

Anne Lamott

bird

by

bird

*Some Instructions  
on Writing and Life*

- 1 Every morning, no matter how late he had been up, my father rose at 5:30, went to his study, wrote for a couple of hours, made us all breakfast, read the paper with my mother, and then went back to work for the rest of the morning. Many years passed before I realized that he did this by choice, for a living, and that he was not unemployed or mentally ill. I wanted him to have a regular job where he put on a necktie and went off somewhere with the other fathers and sat in a little office . . .

But the idea of spending entire days in someone else's office doing someone else's work did not suit my father's soul. I think it would have killed him. He did end up dying rather early, in his midfifties, but at least he had lived on his own terms.

- 2 So I grew up around this man who sat at his desk in the study all day and wrote books and articles about the places and people he had seen and known. He read a lot of poetry. Sometimes he traveled. He could go anyplace he wanted with a sense of purpose. One of the gifts of being a writer is that it gives you an excuse to do things, to go places and explore. Another is that writing **motivates** you to look closely at life, at life as it lurches by<sup>1</sup> and tramps around<sup>2</sup>.
- 3 Writing taught my father to pay attention; my father in turn taught other people to pay attention and then to write down their thoughts and observations. His students were the prisoners at San Quentin<sup>3</sup> who took part in the creative-writing program. But he taught me, too, mostly by example. He taught the prisoners and me to put a little bit down on paper every day, and to read all the great books and plays we could get our hands on. He taught us to read poetry. He taught us to be bold and original and to let ourselves make mistakes . . . But while he helped the prisoners and me to discover that we had a lot of feelings and observations and memories

<sup>1</sup> lurches by: to make a sudden, unsteady movement forward or sideways

<sup>2</sup> tramps around: travels or wanders on foot

<sup>3</sup> San Quentin: a state prison in California

and dreams and opinions we wanted to share, we all ended up just the tiniest bit **resentful** when we found the one fly in the ointment<sup>4</sup>: that at some point we had to actually sit down and write.

- 4 I believe writing was easier for me than for the prisoners because I was still a child. But I always found it hard. I started writing when I was seven or eight. I was very shy and strange-looking, loved reading above everything else, weighed about forty pounds at the time, and was so tense that I walked around with my shoulders up to my ears, like Richard Nixon<sup>5</sup>. I saw a home movie once of a birthday party I went to in the first grade, with all these cute little boys and girls playing together like puppies, and all of a sudden I scuttled across the screen like Prufrock's crab<sup>6</sup>. I was very clearly the one who was going to grow up to . . . keep dozens and dozens of cats. Instead, I got funny. I got funny because boys, older boys I didn't even know, would ride by on their bicycles and taunt me about my weird looks . . . I think this is why I walked like Nixon: I think I was trying to plug my ears with my shoulders, but they wouldn't quite reach. So first I got funny and then I started to write, although I did not always write funny things.
- 5 I started writing a lot in high school: journals, **impassioned** antiwar pieces, parodies of the writers I loved. And I began to notice something important. The other kids always wanted me to tell them stories of what had happened, even—or especially—when they had been there. Parties that got away from us, blowups<sup>7</sup> in the classroom or on the school yard, scenes involving their parents that we had witnessed—I could make the story happen. I could make it vivid and funny, and even **exaggerate** some of it so that the event became almost mythical, and the people involved seemed larger, and there was a sense of larger **significance**, of meaning.
- 6 I'm sure my father was the person **on** whom his friends **relied** to tell their stories, in school and college. I know for sure that he was later, in the town where he was raising his children. He could take major events or small **episodes** from daily life and shade or exaggerate things in such a way as to capture their shape and substance, **capture** what life felt like in the society in which he and his friends lived and worked . . . People looked to him to put into words what was going on.

<sup>4</sup> fly in the ointment: something that spoils the enjoyment

<sup>5</sup> Richard Nixon: 37th president of the U.S. known to walk in a peculiar way with stiff shoulders

<sup>6</sup> Prufrock's crab: a shy, timid character that appears in a well-known poem by T.S. Eliot

<sup>7</sup> blowups: fights; conflicts

- 7 I **suspect** that he was a child who thought differently than his peers, who may have had serious conversations with grown-ups, who as a young person, like me, accepted being alone quite a lot. I think that this sort of person often becomes either a writer or a career criminal. Throughout my childhood I believed that what I thought about was different from what other kids thought about. It was not necessarily more **profound**, but there was a struggle going on inside me to find some sort of **creative** or spiritual or aesthetic way of seeing the world and organizing it in my head. I read more than other kids; I luxuriated in books. Books were my **refuge**. I sat in corners with my little finger hooked over my bottom lip, reading, in a trance<sup>8</sup>, lost in the places and time to which books took me. And there was a moment during my junior year in high school when I began to believe that I could do what other writers were doing. I came to believe that I might be able to put a pencil in my hand and make something special happen.
- 8 Then I wrote some terrible, terrible stories.

<sup>8</sup> in a trance: a condition in which you don't notice what is going on around you

## MAIN IDEAS

Read the sentences. Then number the main ideas of the paragraphs in the correct order (1–7).

- \_\_\_ a. Her father taught his students how write: to write a little bit every day, to read great books, and not to be afraid of making mistakes.
- \_\_\_ b. Writing gave her father a reason to explore new things and motivated him to look at life closely.
- \_\_\_ c. In high school, she discovered that her classmates really liked stories about things that had happened to them—especially if she exaggerated the stories.
- \_\_\_ d. Because she had a different way of thinking about things, she started to believe that she could be a writer.
- \_\_\_ e. Her father made the choice to work at home and be a writer.
- \_\_\_ f. Because she was nervous and shy, she learned to be funny and started writing.
- \_\_\_ g. Her father could take events from everyday life and write about them in a way that expressed the atmosphere or feeling of the time.

## DETAILS

Find these sentences in the excerpt. What can you infer from each sentence? Circle the best answer.

1. Paragraph 1: "I wanted him to have a regular job where he put on a necktie and went off somewhere with the other fathers and sat in a little office."
  - a. The author wanted her father to spend more time out of the house.
  - b. The author wanted her father to have a more "normal" job.
2. Paragraph 2: "Sometimes he traveled. He could go anyplace he wanted with a sense of purpose."
  - a. When he traveled, he was thinking about how he could write about it.
  - b. Because he worked at home, his schedule allowed him time to travel a lot.
3. Paragraph 3: "... we all ended up just the tiniest bit resentful when we found the one fly in the ointment: that at some point we had to actually sit down and write."
  - a. The author thinks that her father gave them too many writing assignments.
  - b. The author thinks that writing down your ideas is difficult.
4. Paragraph 4: "I was very clearly the one who was going to grow up to . . . keep dozens and dozens of cats."
  - a. Animals were also important to the author when she was a child.
  - b. The author had trouble relating to other children.
5. Paragraph 7: "I suspect that he was a child who thought differently than his peers, who may have had serious conversations with grown-ups, who as a young person, like me, accepted being alone quite a lot."
  - a. The author thinks that she and her father were very similar as children.
  - b. The author thinks her father should have been more outgoing as a child.



## WHAT DO YOU THINK?

**A.** Discuss the questions in a group. Then choose one question and write one paragraph in response.

1. Think about a person you admire. What qualities does that person have that are admirable?
2. Think about a person who influenced you as a child or teenager. How did that person affect who you are today?

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

1. Reading 1 suggested five characteristics that help adolescents move successfully into adulthood. They are competence, confidence, connection, character, and caring. Which of these characteristics does the author of Reading 2 display?
2. What role did the father of the author of Reading 2 have in helping her develop the characteristics you discussed in question 1?

**Vocabulary Skill Prefixes and suffixes**



A **prefix** is a group of letters that comes at the beginning of a word. When you add a prefix to a word, it usually changes the word's meaning. Study the chart of prefixes from Readings 1 and 2 and other common examples.

Prefix	Meaning	Example
anti-	against	antiwar
co-	together	cooperation
extra-	more	extracurricular
in-	not	independence
inter-	go between	interact
mid-	middle	midfifties
mis-	incorrect, badly	misunderstanding
re-	again	represent

A **suffix** is a group of letters that comes at the end of a word. When you add a suffix to a word, it usually changes the part of speech of that word. For example, adding the suffix *-tion* to the verb *inform* makes it the noun *information*. Study the chart of suffixes from Readings 1 and 2.

Suffixes that form nouns	-ence / -ance	significance, competence
	-tion	assumption, connection
Suffixes that form adjectives	-ent / -ant	consistent, important
	-ful	successful, resentful
Suffixes that form verbs	-ate	exaggerate, motivate
	-ize	realize, organize

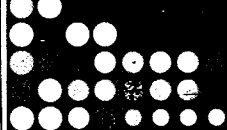
**A. Complete the word in each sentence with the correct prefix from the Vocabulary Skill box. Then check your answers in the dictionary.**

1. He \_\_\_\_pronounced the word, so she didn't understand what he had said.
2. They were both \_\_\_\_ordinary students. They excelled at school and were talented in music and art as well.
3. Many parts of the brain are \_\_\_\_connected. They work together to enable the brain's many functions.
4. His job required that he \_\_\_\_locate often, so he had lived in many places.
5. Terry knew she wasn't ready for \_\_\_\_term exams, but she hoped she'd do better on the final.
6. People assumed Lana was \_\_\_\_social because she hardly ever spoke with other children.
7. Some siblings have to learn to \_\_\_\_exist peacefully together.
8. We're going to have a(n) \_\_\_\_formal gathering tonight. Come by if you want.

**B. Read each word. Check (✓) the correct part of speech. Use information from the Vocabulary Skill box to help you. Then check your answers in the dictionary.**

	Noun	Adjective	Verb
1. recognize	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. peaceful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. demonstrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. resilient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. substance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. navigate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. cheerful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. significant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C. Choose five words from Activity B. Write example sentences in your notebook.**



## Writing Skill

## Organizing a narrative essay



A narrative essay tells a story about a personal experience, event, or memory.

### Organization

- The **introduction** sets the scene for the reader. It should give information about the people, place, and time, and should create interest in the story. The introduction may include a **thesis statement** that tells why the story is important or memorable.
- There can be one or more **body paragraphs**. These tell the main events or actions of the story. They are usually in the order in which the events happened. They may also include interesting or important details to support the ideas in the main event.
- The **conclusion** gives the outcome or result of the actions in the story. It often tells what the writer learned from the experience.

### Expressing the order of events

In a narrative essay, you use time words and time clauses to explain when the events happened in the story and the order of events.

Prepositions: **in** 1978, **on** June 5, **before/after** class, **for** five years

Time expressions: a week **ago**, **last** month, **earlier** this year, the week **before**, an hour **later**, **the next** day

Time clauses: **after** we spoke, **before** I ate dinner, **as** they were leaving, **when** we met

**A. Read the narrative essay. Then answer the questions on page 73.**

Introduction

Body  
paragraph 1

### My Mother's China Cups

When I think about my mother, one thing I remember is her collection of china cups and saucers. She had collected them throughout her life, and they were very important to her. They were displayed on shelves in our kitchen. Some of them were quite old; some she had gotten from faraway places. And each one had a special memory for her.

From a very young age, I always wanted to take down those beautiful cups and wash them. It was my chance to see them up close. My mother never really wanted to let me do it. She knew the cups were fragile and I could easily break them. But sometimes I begged until she let me take them down and clean them.

Body  
paragraph 2

My earliest memory of this was when I was five. I pulled a chair near the kitchen table and took down the small cups. I started with my favorites: the very old blue and white one that had belonged to my great-grandmother and the one from Japan with exotic buildings on it. I moved them all, one by one, to the kitchen counter. After I had put them on the counter, I moved my chair to the sink, filled the sink with soapy water, and began to wash the tiny cups.



Body  
paragraph 3

I had only washed a few when the beautiful blue and white cup slipped from my small hands and fell back into the sink. The handle broke off. My mother's special cup was ruined, and I was sure she would be angry. I cried and waited for quite a while before I could find the courage to tell her. My mother, who was probably upset, only smiled and said we would glue it back together. I happily finished washing the precious cups. When I had cleaned and dried them all, we carefully placed them back on the shelves. Then, my mother glued the handle back on the broken cup before we set it back in its place, too.

Conclusion

I washed those cups many times as a child, and almost every time, I broke one. By the time I was grown, several showed the signs of my efforts. I am an adult now and my mother is gone, but I will always remember that she cared more about encouraging me than about her valuable cups. Now, as a mother myself, I understand the patience it took to allow me to handle her precious things. I try to demonstrate that same level of caring to my own children.

1. Who are the people in the narrative?

---

2. Where does the action take place?

---

3. When does the action take place?

---

4. What did the writer learn from the experience?

---

---

**Tip for Success**

When writing a narrative, use details and descriptive language to make the story come alive for the reader. See the Writing Skill on page 46 for more information.

**B. Complete the outline of the essay. You do not have to use the writer's exact words.**

I. Introductory ideas: \_\_\_\_\_

II. Body paragraph 1: Main event in story

When I was a child, I always wanted to wash my mother's collection  
of cups and saucers.

A. Important or interesting detail: \_\_\_\_\_

B. Important or interesting detail: \_\_\_\_\_

III. Body paragraph 2: Main event in story

A. Important or interesting detail: I started with my favorites—  
the old blue and white one and the one from Japan.

B. Important or interesting detail: \_\_\_\_\_

IV. Body paragraph 3: Main event in story

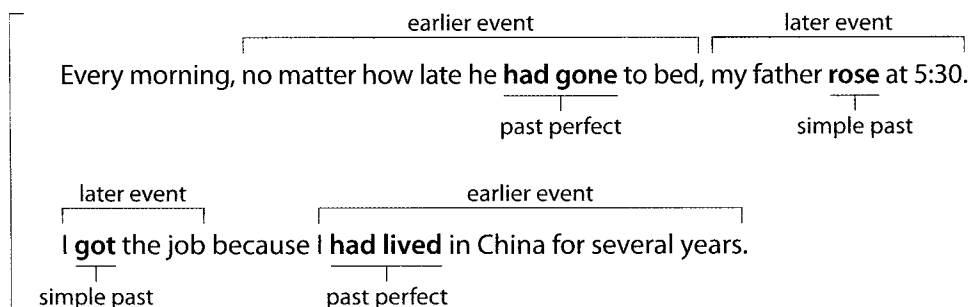
A. Important or interesting detail: \_\_\_\_\_

B. Important or interesting detail: My mother glued the handle on  
the cup before we put it back on the shelf.

V. Conclusion (What I learned): \_\_\_\_\_

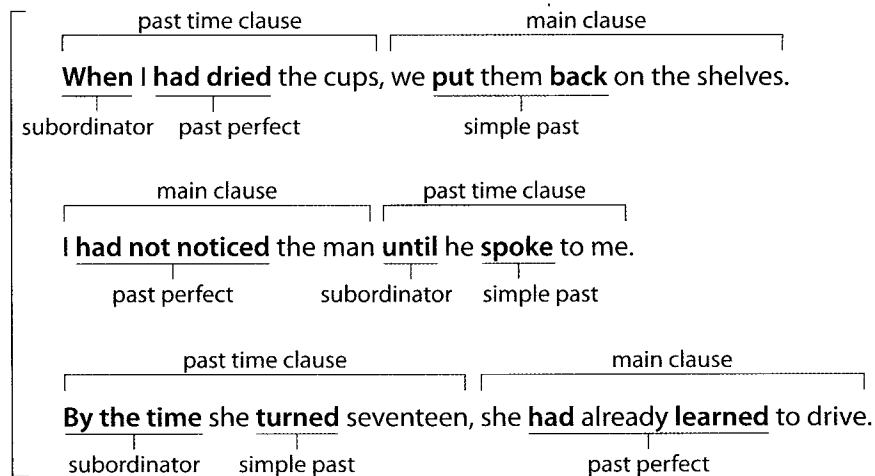
### Order of events in the past

The **past perfect** shows that one event happened before another event in the past. The past perfect expresses the earlier event. The simple past is often used to express the later event. The past perfect often gives background information about events or situations. It has the same form for all subjects: subject + *had* + (*not*) + past participle.



### The past perfect with past time clauses

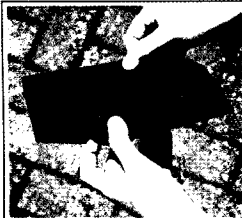
The past perfect is often used in sentences with **past time clauses**. A past time clause usually begins with a subordinator such as *when*, *until*, or *by the time*. Notice the use of a comma when the past time clause comes first.



**A. Read the sentences. Underline the past perfect verbs and circle the simple past verbs in each example. Label the verbs 1 for the earlier event and 2 for the later event.**

1. My mother <sup>2</sup>(had) a collection of very small china cups and saucers.  
She <sup>1</sup>had collected them throughout her life.
2. I had only washed a few when the beautiful blue and white cup slipped from my small hands.
3. I had forgotten to call my brother, so he was angry with me.
4. She had thought seriously about studying medicine, but in the end she decided to study business.
5. Until he got an internship at a big ad agency, he hadn't been interested in working in advertising.
6. I didn't answer the man because I hadn't heard him clearly.

**B. Combine the sentences using the time expression indicated. Change the simple past verb to the past perfect for the event that happened first. The sentences are in the order that they happened.**



I didn't have any money.

1. I offered to pay for lunch. I realized that I didn't have any money. (when)  
\_\_\_\_\_
2. I did not leave my home country. I visited Canada. (until)  
\_\_\_\_\_
3. He already finished reading the book. He went to see the movie. (when)  
\_\_\_\_\_
4. They recalled important events from their past. The students wrote stories about their memories of childhood. (after)  
\_\_\_\_\_  
\_\_\_\_\_
5. I had lunch. She arrived at the restaurant. (by the time)  
\_\_\_\_\_

**Q** In this assignment, you will write a narrative essay about a memory of someone or something that had an influence on you when you were younger. As you prepare your essay, think about the Unit Question, “What important lessons do we learn as children?” and refer to the Self-Assessment checklist on page 78. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

## PLAN AND WRITE

- A. BRAINSTORM** In your notebook, write down the names of some people or things that had an influence on you when you were younger. Then think about memories associated with those people or things. Write notes about the memories and specific details such as people, times, and places connected to the memories.

<u>People</u>	<u>Memories</u>	<u>Details</u>
My older brother	The time I fell off my bike when we were kids	I was 6. We were in Greenway Park. I cut my head. We went to see Dr. Garcia.
<u>Things</u>	<u>Memories</u>	<u>Details</u>
Greenwich Elementary School	My first day of school	I was lost on my first day. Mrs. Lu found me in the school playground. She took me back to class.

### **Tip** for Success

To help you remember all the details of your memory, ask and answer the six *wh*-questions: *Who*, *What*, *Where*, *When*, *Why*, and *How*.

- B. PLAN** Choose one of the people or things from Activity A to write about. Circle the most interesting memories and important details. Use the outline in the Writing Skill on page 74 as a model and make an outline for a four-to-five paragraph essay in your notebook.
- C. WRITE** Write your essay. Use your outline from Activity B. To clearly express the order of the events, use time words and time clauses, the past perfect, and other past verb forms. Look at the Self-Assessment checklist on page 78 to guide your writing.

## REVISE AND EDIT

**A. PEER REVIEW** Read a partner's narrative essay. Answer the questions and discuss your answers with your partner.

1. Does the introduction clearly say who or what influenced the writer? How does it create interest?
2. Are there enough details to understand the story? What details should be added so you can better follow the story?
3. What lesson did the writer learn from the person or thing?

**B. REVISE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.




**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the introduction tell why the story is important?
<input type="checkbox"/>	<input type="checkbox"/>	Are the events in the order in which they happened?
<input type="checkbox"/>	<input type="checkbox"/>	Does the conclusion tell why the memory is important today?
<input type="checkbox"/>	<input type="checkbox"/>	Are time words and time clauses used to clearly express the order of the events?
<input type="checkbox"/>	<input type="checkbox"/>	Is the past perfect used appropriately to give background for other past events?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check your essay for punctuation, spelling, and grammar?





## Track Your Success

Circle the words you learned in this unit.


### Nouns

assumption  **AWL**  
 colleague  **AWL**  
 competence  
 episode  
 refuge  
 period  **AWL**  
 significance **AWL**



### Verbs

capture   
 exaggerate   
 motivate **AWL**  
 nurture  
 select  **AWL**  
 suspect 


### Phrasal Verb

rely on  **AWL**



### Adjectives

consistent (with)  **AWL**  
 creative  **AWL**  
 equipped (with)  
 extracurricular  
 impassioned  
 innate  
 profound  
 resentful

### Adverbs


accurately  **AWL**  
 theoretically **AWL**

### Prefixes

anti-   
 co-  
 extra-  
 in-  
 inter-  
 mid-  
 mis-  
 re- 

### Suffixes

-ate  
 -ence / -ance  
 -ent / -ant  
 -ful  
 -ize  
 -tion

 Oxford 3000™ words

**AWL** Academic Word List

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


### READING VOCABULARY

I can make inferences about a text. (p. 62)  
 I can recognize and understand prefixes and suffixes. (p. 70)

### WRITING GRAMMAR

I can organize and write a narrative essay. (p. 72)  
 I can understand and use the past perfect. (p. 75)

### LEARNING OUTCOME

 I can relate a personal memory of someone or something that influenced me when I was younger.

# UNIT 4

Health

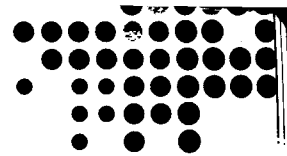
READING  
VOCABULARY  
WRITING  
GRAMMAR

understanding purpose and text organization  
synonyms  
organizing a five-paragraph essay  
real conditionals



## LEARNING OUTCOME

Identify and describe a harmful environmental issue and propose a possible solution to the problem.



*Unit* QUESTION

# How does the environment affect our health?

## PREVIEW THE UNIT

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

What changes have you seen in the environment for better or worse?

Do you think that you live in a healthy environment? For example, are the air and water clean?

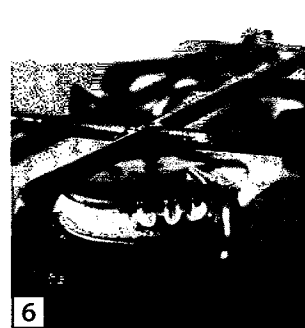
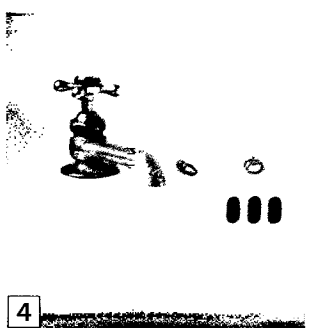
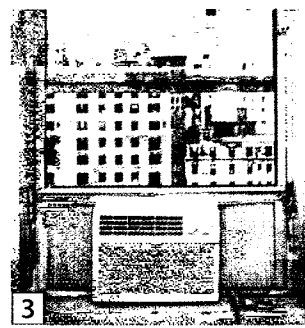
Look at the photo. What do you think it is like to live in this environment?

**B** Discuss the Unit Question above with your classmates.



Listen to *The Q Classroom*, Track 11 on CD 1, to hear other answers.

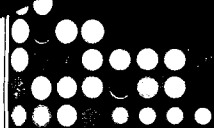
- C** Work with a partner. Look at the photos of common household objects. What are the photos showing? What problems could you have with these things that might affect your health? Make a list in your notebook.



- D** Compare your list of problems with these possible ideas. How are they the same or different?

1. If you want to avoid germs in your kitchen, don't leave dirty dishes in the sink for a long time. Also, always use hot water to wash your dishes.
2. Some cleaning products are toxic (poisonous). Choose products that are gentle on the environment.
3. Many people are allergic to mold, which can grow easily in your air conditioner. Clean it regularly.
4. Lead (a soft gray metal) from old pipes affects the water that you use for cooking and drinking. Replace old plumbing with new pipes and use a water filter in your kitchen.
5. Don't leave dirty laundry lying around for days. It doesn't smell good and can release bacteria into the air.
6. Make sure your gas stove is working properly. A gas leak can be very dangerous.

- E** What is one more thing you can do to keep your home environment clean and healthy?



## READING 1 | Can Climate Change Make Us Sicker?

### VOCABULARY

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

1. The bad weather will often **disrupt** air travel and cause flights to be canceled.
  2. The issue of climate change has been discussed in the **media** for years now.
  3. The new law will have an **implication** for all of society.
  4. Our goals will be reviewed **annually** and changed if necessary.
  5. The hurricane had no **impact** on businesses. Stores were still open.
  6. I did poorly on the final exam. As a **consequence**, I failed the class.
  7. In this **accelerated** program, you graduate in one year instead of two.
  8. When it rains steadily over time, more water will **infiltrate** the soil.
  9. Twenty people got sick in an unexpected **outbreak** of food poisoning.
  10. According to government **statistics**, air pollution increased by 2% last year.
- 
- a. \_\_\_\_\_ (n.) a possible result because of an action or decision
  - b. \_\_\_\_\_ (n.) a sudden start of something
  - c. \_\_\_\_\_ (adj.) faster
  - d. \_\_\_\_\_ (adv.) happening once a year
  - e. \_\_\_\_\_ (n.) a result of an action, often not good
  - f. \_\_\_\_\_ (n.) numerical information based on a study
  - g. \_\_\_\_\_ (v.) to slowly pass into something
  - h. \_\_\_\_\_ (n.) an effect (on something)
  - i. \_\_\_\_\_ (v.) to prevent from occurring normally
  - j. \_\_\_\_\_ (n.) TV, radio, newspapers, and magazines

## PREVIEW READING 1

You are going to read a newspaper article about climate change and human health. Read the title of the article and look at the photos.

What do you think is the answer to the question in the title? Why do you think this?

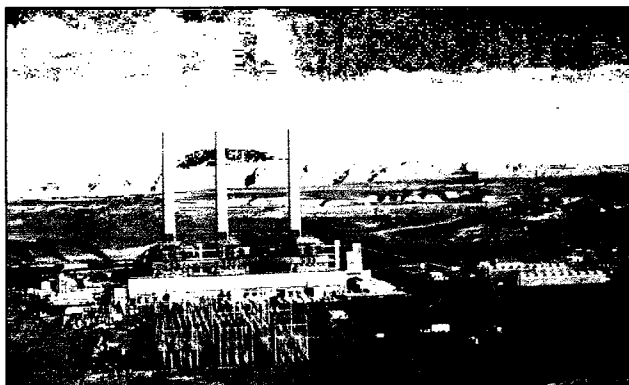


CD 1  
Track 12

Read the article.

# Can Climate Change Make Us Sicker?

- 1 Climate change is constantly on the news these days—you can't avoid it. We hear about how it will affect the geography of the planet: heavier rains will cause coasts to flood in some areas, while drought<sup>1</sup> conditions will create deserts in others. We have also been told about energy concerns: how warmer weather caused by global warming will require the use of more air conditioning, which will harm the earth's atmosphere<sup>2</sup>. These global weather changes will even affect our transportation systems: more intense storms will **disrupt** air travel and flood roads, railways, and transportation systems. The **media** love to report on the topic of planetary weather changes caused by global warming. Many TV programs and documentary



<sup>1</sup> drought: a long period with little or no rainfall

<sup>2</sup> atmosphere: the oxygen and other gases that surround the earth

films are made about it every year, and it seems that every week a new book is published about climate change and the future of our planet.

- 2 So, we know that climate change can inconvenience us and even put our lives in immediate danger, but can change in the climate actually make us sicker? Dr. Edward Malbach, Director of George Mason University's Center for Climate Change, thinks the answer is yes, and adds that this question has mostly been ignored by researchers and scientists until now. He has written that while "the transportation, economic, and environmental **implications** [of climate change] have increasingly become a priority for the United States," the health implications have been "largely neglected<sup>3</sup>."
- 3 Perhaps one reason for this neglect is the size of the problem. Because the issues are so big and complex, it can be difficult to follow the chain of cause and effect from start to finish. In other words, it's not always clear how weather can affect our physical health, especially in the long term. However, experts are slowly beginning to address the question, and international organizations are trying to raise awareness.
- 4 In a recently released report, the Global Humanitarian Forum estimates that around 300,000 people die each year due to climate change. This number is larger than ever and predictions are that it will only grow in the

<sup>3</sup> neglect: to forget; to ignore

future. One estimate says that 20 years from now, as many as half a million people **annually** could lose their lives as a direct result of problems created by climate change. To understand what these problems might look like, let's look at two situations that have a direct **impact** on people's health.

- 5 One predicted **consequence** of global warming is that sea levels will rise worldwide as polar ice caps melt at an **accelerated** rate. This salty seawater will **infiltrate** low-lying streams, rivers, and underground freshwater aquifers<sup>4</sup>—the sources of drinking water for millions of people worldwide. Because many of these people live in poor communities, they will be unable to move to areas with safer drinking water. Drinking saltier water will have a negative impact on the health of people for generations to come. One group that will be dramatically affected by the extra salt intake is pregnant women. More salt will lead to higher blood pressure in some mothers and cause complications around delivery of babies. After birth, too much salt will cause serious health issues in babies that may affect their hearts.



- 6 The change in global weather patterns is also having a direct impact on people's health right now. The painful and sometimes fatal dengue

(pronounced *den-gay*) fever, or “bone-break fever,” causes severe headaches as well as muscle and joint pain. Dengue fever is carried by a type of mosquito typically found in warmer areas. However, in the increasing temperatures caused by global warming, this mosquito is living longer and turning up in surprising places—including higher, traditionally cooler locations. As a result, these highland communities have seen their first **outbreaks** of dengue fever. Because the disease did not exist in the area before, the communities are not prepared to handle the medical emergency, which has health officials very concerned.

- 7 The health problems brought on by climate change are not going to fix themselves, and they're certainly not going to go away. While some countries are only beginning to wake up to this issue, one country has started to act. In 2008, climate experts and health professionals in Ethiopia came together to plan for the future. They looked specifically at the question: how exactly do weather and climate affect health? They also considered what kind of climate-change information health-care workers needed to be able to do their job effectively and protect the population.

- 8 That meeting has already resulted in action on one of Ethiopia's major problems: malaria. It is estimated that more than 50 million people in the country may be at risk of contracting<sup>5</sup> the disease. In response to the situation, the Ethiopian government is now using the latest technology to gather **statistics** on rainfall, temperature, and humidity. This information is then used to map out areas of potential malaria outbreaks. This allows officials to prepare for a possible increase in malaria cases well before it occurs. Ethiopia is demonstrating that when health-care and weather professionals work together in this way, time, money—and most importantly, lives—can be saved.

<sup>4</sup> aquifer: an underground area that holds water in the earth

<sup>5</sup> contract: to catch a disease

- 9 Of course, we need to deal with the causes of climate change in order to slow the climbing temperatures. But even if we manage to organize a global effort that begins to address these causes, we are already feeling the effects today—and they will only be worse tomorrow.

As the efforts in Ethiopia demonstrate, money should be invested now to find ways to address the health impacts of the new, hotter climate. Global warming may be a certainty. Human suffering, however, does not need to be.

## MAIN IDEAS

Read the statements. Number the main ideas in the correct order (1–9).  
There is one main idea for each paragraph.

- \_\_\_ a. Many scientists have ignored the connection between changing weather patterns and health.
- \_\_\_ b. Warmer temperatures are causing diseases to spread more easily.
- \_\_\_ c. There is a growing understanding that weather can affect our physical health.
- \_\_\_ d. It's important to address the causes of climate change, but we also need to spend money on solving the health problems it creates.
- \_\_\_ e. The public has been given a lot of information about global warming.
- \_\_\_ f. Rising seawater is polluting drinking water with salt.
- \_\_\_ g. One country has begun to look closely at the relationship between climate and health.
- \_\_\_ h. The connection between health problems and climate change is difficult to understand.
- \_\_\_ i. Some health-care and climate workers are working together to solve health problems caused by climate change.

## DETAILS

For each sentence, two answers are correct and one is incorrect. Cross out the incorrect answer.

1. The public has learned about \_\_\_ concerns in relationship to global warming.
  - a. energy
  - b. population
  - c. transportation

2. Dr. Malbach thinks the affect of climate change on health \_\_\_\_.
  - a. has been well researched
  - b. is real
  - c. has been ignored
3. The estimated number of people who die due to climate change problems is \_\_\_\_.
  - a. growing
  - b. more than 200,000
  - c. not yet large
4. Researchers predict that poor people living in low-lying areas will \_\_\_\_.
  - a. drink saltier water
  - b. have more health problems
  - c. move away to other areas
5. Warmer temperatures allow mosquitoes to \_\_\_\_.
  - a. live longer
  - b. enter more homes
  - c. spread to new areas
6. To fight malaria in Ethiopia, officials are \_\_\_\_.
  - a. distributing medication
  - b. targeting areas at risk for outbreaks
  - c. collecting weather data

## **Q<sup>?</sup>** WHAT DO YOU THINK?

**Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.**

1. Climate change can result in extreme weather. What are some examples of extreme weather? Is there any extreme weather where you live?
2. What are some public health problems where you live that could be worsened by climate change?
3. What are some things your country or government should do to prepare for the effects of global climate change?



## Understanding purpose

Everything that you read has a **purpose**, and often a writer will have more than one purpose. Typically a text will fit one or two of these categories: **to inform**, **to entertain**, or **to persuade**. You can usually determine the purpose by reading the introduction and concluding paragraphs.

## Understanding text organization

The **organization of ideas** in a text depends on the writer's purpose. To determine a text's overall organization, skim the rest of the text quickly for supporting ideas. Some common methods of organization are listed below.

- **Narrative (chronological):** Describes the main events in a story, usually in the order in which the events happened.
- **Description:** Describes various features of the subject using strong imagery.
- **Classification:** Puts people, things, or ideas into groups.
- **Compare and contrast:** Focuses on two subjects and examines the similarities and differences between them.
- **Problem and solution:** Describes problems and gives some suggestions for solving them.

After you determine the purpose and the organization of the text, you can make a chart or outline to help you recall the important information.

### Tip for Success

If you can identify the purpose and organization of a text, you will know what sort of questions the text is supposed to answer. (For example, a narrative should answer questions like *What happened?* and *Who was there?*) Then you will be able to read with those specific questions in mind.

### A. Look back at Reading 1 on pages 84–86. Answer these questions.

1. Reread the first two paragraphs and the last paragraph. What is the topic of the article?  
\_\_\_\_\_
2. What is the writer's purpose or purposes? Choose ideas from the Reading Skill box.  
\_\_\_\_\_
3. Skim the body of the text. How is the text organized? Choose an organization type from the Reading Skill box.  
\_\_\_\_\_

**Tip Critical Thinking**

In Activity B, you have to **chart** information. Charts are one way to clarify the relationships between ideas and to focus on main points. They are especially helpful to visual learners.

**B. Work with a partner. Look at paragraphs 4–6 in Reading 1. Complete the chart with the problems caused by the environmental issues.**

Environmental issue	Problems it causes
1. Climate change (Paragraph 4)	a. causes the death of _____ per year b. in 20 years, _____
2. Rising sea levels (Paragraph 5)	a. saltier drinking water b. _____ c. complications in the delivery of babies d. _____
3. Increasing temperatures (Paragraph 6)	a. _____ b. _____ c. communities unprepared to handle the health emergency

**C. Work with a partner. Look at paragraphs 7–10 in Reading 1. Write at least two more solutions suggested for the problems caused by climate change.**

**Solutions**

*Climate and health-care workers need to work together to plan for the future.*

## READING 2 | Tips for a Greener Planet

### VOCABULARY

Here are some words from Reading 2. Read the sentences. Then circle the answer that best matches the meaning of each bold word.

1. **Collectively**, a family of four can expect health-insurance expenses of over \$10,000 a year.  
a. as an individual                      b. as a group

2. There has been a high **incidence** of malaria outbreaks reported this year.  
a. something happening                      b. something in the news
3. There was an accident on the street corner involving two motor **vehicles**.  
a. cars or trucks                              b. machines
4. Smoking anywhere on this airplane is **prohibited** by law.  
a. allowed                                      b. not allowed
5. It is surprising that a **concentrated** group of people can live in such a small area.  
a. very few                                      b. a lot in one place
6. Having fewer children has become **the norm** in countries where both parents work.  
a. a strange situation or behavior      b. a typical situation or behavior
7. Natural **resources**—such as oil, clean water, and forests—are disappearing.  
a. supplies of materials                      b. things we need
8. Please **dispose of** the garbage before you leave.  
a. throw out                                      b. put away
9. On the hottest days of summer, the temperature can **peak** at 104° F (40° C).  
a. reach the lowest point                      b. reach the highest point
10. You can't vote here if you're not a local **resident**.  
a. a person who lives overseas              b. a person who has a home in a particular place

## PREVIEW READING 2

You are going to read an online article about what we can do to help ourselves and the earth stay healthy.

What is one thing you do to take care of yourself when you're tired or feeling sick? What is one thing you do at home, work, or school that is helpful for the planet? Write your ideas.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



# Tips for a Greener Planet And a Happier, Healthier You

1 The news about climate change and the environment is overwhelming. The level of predicted change in the earth's temperature, sea level, and air quality is so massive<sup>1</sup> that it's hard to know what to do—or if *anything* we do could even have a positive impact on the situation. It would be very easy to give up and decide the situation is hopeless.

2 Our actions may not feel very significant when we act alone. Only if *many* individuals make changes in their behavior **collectively** can the power of this change be readily seen and felt. Here, then, are some changes that we can all make to enrich our lives on a personal level and improve the health of the planet at the same time.



Bus Rapid Transit (BRT)

## YOUR CAR

### Suggestion: Try the bus

3 Transportation counts for more than 30% of the United States' carbon dioxide emissions<sup>2</sup>. It is also true that 88% of all trips in the U.S. are made by car. It makes sense, therefore, that if more Americans leave their cars at home, there will be much less pollution and better air quality. This would help all of us—especially those with respiratory<sup>3</sup> illnesses—to breathe more easily. Also, with fewer **vehicles** on the road, the **incidence** of gridlock<sup>4</sup> would decrease and overall traffic would flow more smoothly.

4 Even if people drive less, they still need to get from point A to point B. That's where the Bus Rapid Transit (BRT) comes in. The BRT is a bus system that provides faster, more efficient service than an ordinary bus line. It features longer buses that run in specially marked highway lanes where cars are **prohibited**. Unlike a subway system, which requires a **concentrated** urban population to make it profitable, a BRT works best in less densely populated suburban areas. By taking a BRT, commuters can avoid stressful traffic jams and angry drivers, which will result in lower blood pressure and a smoother, calmer ride for everyone!

<sup>1</sup> massive: very large in size

<sup>2</sup> carbon dioxide emissions: gasses released into the air that cause global warming

<sup>3</sup> respiratory: related to breathing

<sup>4</sup> gridlock: a bad traffic jam with no movement of cars possible

### Suggestion: Work closer to home

- 5 Currently, some organizations are examining how they can move employees to locations that don't require such long commutes. In a recent study of fire departments in Seattle, Washington, it was found that only 4% of the firefighters worked at the fire station that was closest to their home. Some of them commuted as many as 145 miles (230 kilometers) each way to get to work. These firefighters were more tired and less focused at work.
- 6 For companies and organizations that have multiple<sup>5</sup> locations in a single area, it makes more sense to place workers near their homes so that they travel less. This has advantages for everyone involved. With a shorter distance to commute each day, workers can sleep longer in the morning and have more time at night to spend with their families. (Being more rested and having strong family ties are two qualities of a more satisfied and more productive worker, which is good for any company.) And by sitting in gridlock less, employees will be doing their part to reduce air pollution. In short, employers, employees, and the planet will all benefit from this one small change!

## YOUR HOME

### Suggestion: Downsize

- 7 In the United States, "super-sized" homes have become **the norm**. Although the typical U.S. household has shrunk from 3.4 to 2.6 inhabitants since 1950, during the same time period the average new single-family home has increased in size from 1,000 to 2,500 square feet (90 to 230 square meters).

It's no surprise that these larger dwellings<sup>6</sup> are not good for the planet. They require more energy to heat in the winter and cool in the summer, and more materials are used to build them in the first place. Besides costing more money, both these things use more of the earth's precious **resources**.



A small, eco-friendly house

- 8 In addition to the aforementioned<sup>7</sup> savings on energy and materials, having less space in a smaller home forces you to **dispose of** things and simplify your life. Studies show that the percentage of people who describe themselves as "very happy" **peaked** in the 1950s. Even though Americans consume twice as many goods today, they don't say that they are any more contented. In fact, one study showed that nearly 86% of Americans who voluntarily reduced their consumption felt happier afterwards. Therefore, by shopping and buying less, not only will you save money and have a less cluttered home, you'll also feel better overall.

<sup>5</sup> multiple: many

<sup>6</sup> dwelling: a place to live in

<sup>7</sup> aforementioned: already mentioned

### Suggestion: Make a move to the big city

9 Unless you already live in a big urban area, you may not think of a city as a green place to live. After all, big cities have more people, more cars, and more noise. And yet, cities like New York also offer opportunities to live a greener lifestyle. Many New York City **residents** live together in high-rise apartment buildings, which are easier to heat and cool than separate, single-family homes. In addition, many don't own cars, so they walk more. And in order to match the speed of the city, they walk faster. According to a recent report from the New York City Department

of Health, one of the reasons New Yorkers are living longer than ever before is due to this frequent, fast-paced walking.

10 The high population density of a city also means that people are living in close **proximity**<sup>8</sup> to one another. When you're packed together with your neighbors, it's easier to find a community of friends who share the same interests as you. If you feel connected to others and don't feel "all alone in the big city," your health improves, too. So even if you are sometimes annoyed by your noisy neighbors, you can be happy that you are helping the planet by sharing space!

<sup>8</sup> in close proximity: near

## MAIN IDEAS

What are the health benefits of each suggested change according to the article? Match the changes with their benefits.

### Changes

1. Taking fewer trips in our cars will \_\_\_\_.
2. Traveling on a BRT system will help you \_\_\_\_ and \_\_\_\_.
3. People who commute a shorter distance to work will \_\_\_\_ and \_\_\_\_.
4. Studies suggest that if we downsize our homes, we may \_\_\_\_.
5. People who live in cities and walk a lot \_\_\_\_.
6. People who live closer together often \_\_\_\_.

### Benefits

- a. feel closer to their families
- b. be happier overall
- c. improve the air quality
- d. live longer
- e. avoid stressful situations
- f. are more rested
- g. feel more connected to others
- h. have lower blood pressure

## DETAILS

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

- \_\_\_ 1. Most Americans travel around by car.
- \_\_\_ 2. A BRT system works best in crowded, urban areas.
- \_\_\_ 3. Companies with a single location would benefit from studying the commuting times of their employees.
- \_\_\_ 4. As homes in the United States have grown in size, families have too.
- \_\_\_ 5. Big new homes use too much energy and too many materials.
- \_\_\_ 6. People are happier today than they were in the 1950s.
- \_\_\_ 7. High-rise apartment buildings are harder to heat than individual homes.
- \_\_\_ 8. Walking at a fast pace helps people who live in cities remain healthier.

## **Q** WHAT DO YOU THINK?

**A.** Discuss the questions in a group. Then choose one question and write one paragraph in response.

- 1. Which, if any, of the suggestions in Reading 2 are you likely to do? Explain your answer.
- 2. What is another tip that would benefit both our health and our environment?

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

- 1. Reading 1 suggests that climate change, as well as the problems that accompany it, is certain to happen. Is it worthwhile, then, to use the tips in Reading 2? Why or why not?
- 2. Reading 1 focuses on the health of the public, while Reading 2 focuses on the health of the individual. How can improving public health improve individual health? How can improving individual health improve public health?

**Synonyms** are words with the same or similar meanings. When you learn new synonyms, you increase your vocabulary. This allows you to use more variety in your writing and speaking.

Some synonyms are very close in meaning and can be used in similar contexts.

- They **spoke** about the weather.
- They **talked** about the weather.

However, very few words are interchangeable. Many words are similar in meaning but differ in register; that is, degree of formality.

- increase (v.): more formal**  
The survey indicated that the population had **increased** by 10%.
- go up (phr. v.): less formal**  
I know I'm sick. My temperature has **gone up** two degrees in the past hour.

Other words are similar in meaning but suggest slightly different things.

- result (n.): the effect of something, either positive or negative**  
They were pleased with the **results** of the experiment.
- consequence (n.): the effect of something, often negative**  
The decision to cut funding will have serious **consequences** for the environment.

The *Oxford Advanced American Dictionary for learners of English* includes synonyms at many dictionary entries. These can either be found after the definition or in separate Thesaurus boxes, which include several synonyms. Even if your dictionary does not include synonyms, the definitions and example sentences can help you learn how synonyms differ in meaning.

## Tip for Success

A thesaurus lists synonyms and antonyms (opposites). Use a thesaurus to help you find synonyms for words you already know in order to vary your word choices.

- A. Look at these sentences from Reading 1 and Reading 2. Find synonyms for the word in bold in the paragraphs indicated and write them below. Use your dictionary or a thesaurus to help you.**

### Reading 1 (pages 84–86)

1. Paragraph 1: . . . more **intense** storms will disrupt air travel and flood roads, railways, and transportation systems.

Find a synonym in paragraph 6. severe

2. Paragraph 2: Dr. Edward Malbach . . . thinks the answer is yes, and adds that this question has mostly been **ignored** by researchers and scientists up until now.

Find a synonym in paragraph 2. \_\_\_\_\_

3. Paragraph 3: Perhaps one **reason** for this neglect is the size of the problem.

Find a synonym in paragraph 3. \_\_\_\_\_

4. Paragraph 5: Drinking saltier water will have a negative **impact** on the health of people for generations to come.

Find a synonym in paragraph 9. \_\_\_\_\_

### Reading 2 (pages 91–93)

5. Paragraph 2: Here, then, are some changes that we can all make to **enrich** our lives on a personal level . . .

Find a synonym in paragraph 2. \_\_\_\_\_

6. Paragraph 3: . . . if more Americans leave their **cars** at home, there will be much less pollution and better air quality.

Find a synonym in paragraph 3. \_\_\_\_\_

7. Paragraph 6: . . . it makes more sense to place workers near their homes so that they **travel** less.

Find a synonym in paragraph 6. \_\_\_\_\_

8. Paragraph 6: Being more rested and having strong family ties are two qualities of a more **satisfied** and more productive worker.

Find a synonym in paragraph 8. \_\_\_\_\_

9. Paragraph 7: Besides costing more money, both these things **use** more of the earth's precious resources.

Find a synonym in paragraph 8. \_\_\_\_\_

10. Paragraph 7: Although the typical U.S. household has **shrunk** from 3.4 to 2.6 inhabitants since 1950, during the same time period the average new single-family home has increased . . .

Find a synonym in paragraph 8. \_\_\_\_\_

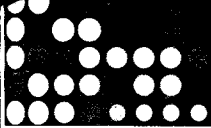


The intense sunshine felt good.

- B. Choose three pairs of synonyms from Activity A that are less familiar to you. Write sentences that illustrate their meanings in your notebook.**

*After three days of rain, the intense sunshine felt good.*

*The country has been experiencing a severe drought.*



# WRITING

## Writing Skill

### Writing a five-paragraph essay



As you progress in your studies, you will need to write longer essays. The five-paragraph essay is a good structure for a longer essay. A five-paragraph essay includes an **introduction**, three **body** paragraphs, and a **conclusion**.

The **introduction** usually includes:

- A “**hook**,” which is an interesting statement that catches the reader’s attention.
- **Background information** or general statements that give a broad picture of the subject.
- The **thesis statement**, which contains the topic and the controlling idea of the essay. It gives the main idea that the writer is trying to explain or prove in the essay. It may state the supporting ideas that will be developed in the essay.

Each **body paragraph** develops one idea that supports the thesis. Each body paragraph includes:

- A **topic sentence** that states the topic of the paragraph and the controlling idea.
- **Supporting sentences**, which all relate to the topic and give information to support and develop the controlling idea.
- A **concluding sentence**, which summarizes the ideas in the paragraph.
- There may also be a **transition sentence** or clause that helps connect the ideas between paragraphs.

For more information on writing body paragraphs, see the Writing Skill on p. 20.

The **conclusion** brings the essay to a close. It may restate the thesis statement in different words, summarize the main points, or look beyond the essay to suggest other solutions or predict what will happen in the future.

Read the five-paragraph essay. Then complete the activities on page 98.

### Think Green and Live Healthy

“Think green!” We have all heard this slogan many times, but do we understand what it means? Climate change is real, and it will affect us, our health, and the health of the planet, so maybe it’s time to do something about it. Three ways we can help both ourselves and the planet are to turn off the electronics, plant a vegetable garden, and support green projects.

Introduction

#### Tip for Success

With a longer essay, it is especially important to make sure your essay has unity; all the ideas in the body paragraphs must reinforce the thesis statement. To create coherence, the paragraphs must be organized in a logical way and connected to each other with appropriate transitions.

Body  
paragraph 1

A great way to “think green” is to turn off the electronics in our homes and spend time doing other activities instead of watching TV or surfing the Internet. The planet is helped because we are using less energy. And if we are not using our electronic devices, we will have time to exercise, connect with our friends, and develop other interests and hobbies. We can choose activities that are both enjoyable and kind to the planet. So, what is a good way to use this free time?

Body  
paragraph 2

One idea is to plant a vegetable garden, which will help both the gardener and the planet. The gardener gets exercise, time outdoors in the fresh air, the satisfaction of raising food, as well as the benefit of eating well. In addition, if you garden organically, you won’t use toxic chemicals and pesticides. This will keep our water cleaner and ensure that small animals, birds, and beneficial insects are not harmed. Gardening is one small way to go green and relieve stress, but you can also encourage environmental responsibility in bigger ways.

Body  
paragraph 3

It is also important to support green projects that help the planet. Even if we can’t afford to buy solar energy panels or an electric car, we can encourage governments and businesses to use energy from solar power or to build fewer roads and more bicycle lanes. Or we can volunteer for projects in our own communities, such as cleaning our green spaces and rivers. In this way, we can get exercise while we work to make a cleaner place to enjoy nature. Supporting and participating in green projects is healthy for us and the planet.

Conclusion

We can each be a small part of the solution to environmental problems. If we start with our everyday choices, we can “think green,” “act green,” and “support green.” Who knows? Perhaps through our actions we will make a difference to both the earth and ourselves.

1. Reread the introduction. Circle the hook. Underline the thesis statement and number the main ideas that will be developed in the body paragraphs.
2. Reread the three body paragraphs. Underline each topic sentence and circle each concluding sentence.
3. Put a check (✓) next to any transition sentences or clauses that connect the ideas between paragraphs.
4. Reread the conclusion. Check (✓) all that apply. The conclusion:
  - ☐ restates the thesis statement in different words.
  - ☐ summarizes the main points.
  - ☐ looks beyond the essay to suggest other solutions.
  - ☐ predicts what will happen in the future.
5. Do you think the conclusion is effective? Why or why not?

Real conditional sentences are used to talk about possible situations and their results. The *if*-clause states a possible event or condition. The main clause states the result of that event. Notice the use of a comma when the *if*-clause comes first.

<i>If</i> -clause	Main clause	Example
simple	simple present	If ice <b>gets</b> warm, it <b>melts</b> .
present	<i>will</i>	If ice <b>gets</b> warm, it <b>will melt</b> .
	<i>be going to</i>	If I <b>have</b> time, I <b>am going to plant</b> a garden.
	modal	If I <b>move</b> closer to my office, I <b>can walk</b> to work.

You can use other subordinators to introduce the conditional clause.

### Tip for Success

Present real conditionals describe facts, general truths, habits, and routines with a cause-and-effect relationship. Future real conditional sentences describe possible situations in the future and the likely or possible results.

Subordinator	Usage	Example
<i>when</i>	To talk about general truths and habits in the simple present	<b>When</b> ice gets warm, it melts.
<i>as long as</i>	To say that a single condition is necessary to cause the result	<b>As long as</b> we all do our part, we can reduce global warming.
<i>only if</i>	To say that a single condition is absolutely necessary	We can have a greener planet <b>only if</b> we are willing to change.
	When a sentence begins with <i>only if</i> , invert the subject and auxiliary in the main clause.	<b>Only if</b> we are willing to change <u>can we</u> have a greener planet.
<i>even if</i>	To say the condition can't affect the result or outcome	<b>Even if</b> we solve global warming, we will still face other problems.
<i>unless</i>	To state a negative condition <i>Unless</i> means <i>if...not</i> .	Drivers won't switch to buses <b>unless</b> the buses are efficient.

**A. Look back at Reading 2 on pages 91–93. Find examples of conditional sentences in these paragraphs. Circle each sentence and underline the conditional clause.**

- Find two conditional sentences with *when* and *only if* in paragraph 2.
- Find one conditional sentence with *if* in paragraph 3.
- Find one conditional sentence with *even if* in paragraph 4.
- Find one conditional sentence with *unless* in paragraph 9.
- Find three conditional sentences with *when*, *if*, and *even if* in paragraph 10.

**B. Complete these sentences with your own ideas.**

1. When the weather gets warmer, people use more air conditioning.
2. We will be able to make better decisions if \_\_\_\_\_.
3. Even if you don't notice climate change every day, \_\_\_\_\_.
4. Only if \_\_\_\_\_ can we solve global problems.
5. Unless we all make changes in our lives, we can't \_\_\_\_\_.
6. You can live a green lifestyle as long as \_\_\_\_\_.

**Unit Assignment**

**Write a five-paragraph problem and solution essay**



In this assignment, you will write a five-paragraph essay about an environmental issue that can harm people's health. As you prepare your essay, think about the Unit Question, "How does the environment affect our health?" and refer to the Self-Assessment checklist on page 102. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

**PLAN AND WRITE**

**A. BRAINSTORM** Follow these steps to gather ideas for your essay.



Traffic can cause health problems.

1. Work with a partner. Make a T-chart like the one below in your notebook. Brainstorm environmental issues and write them in your chart. For each, think of at least three health problems the issue can cause.

Environmental issue	Health problems
hotter temperatures	dehydration, more diseases from insects, bad air quality
traffic around my school	noise causes stress, danger to people crossing street, pollution from cars

2. Circle your best ideas. Decide which environmental issue you want to write about.
3. Think of a possible solution for each of the health problems caused by the environmental issue you chose.

### Tip for Success

Hooks can use techniques such as humor, descriptive language, or clever questions to get the reader's attention. You may want to write the hook after you've finished the rest of your essay. That way, you will know exactly what you want the hook to say and how to say it.

### web Your Writing Process

For this activity, you could also use Stage 1B, *Talking About Your Ideas in Q Online Practice*.

## B. PLAN Use your ideas from Activity A to make an outline for your essay.

### I. Introduction

A. Write some introductory ideas and a hook for your essay.

---

---

B. Explain the issue and state the three health problems in one sentence. This will be your thesis statement.

---

---

### II. Body paragraph 1: Describe the first health problem.

---

---

Give details about the problem and your possible solution(s).

A. \_\_\_\_\_

B. \_\_\_\_\_

### III. Body paragraph 2: Describe the second health problem.

---

---

Give details about the problem and your possible solution(s).

A. \_\_\_\_\_

B. \_\_\_\_\_

### IV. Body paragraph 3: Describe the third health problem.

---

---

Give details about the problem and your possible solution(s).

A. \_\_\_\_\_

B. \_\_\_\_\_

- V. For your conclusion, summarize your ideas or write ideas that look beyond the essay.
- 
- 

- C. **WRITE** Write your essay. Use your outline from Activity B. Look at the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

- A. **PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. What hook does the introduction use to catch your attention? Does the thesis statement clearly explain the issue and the health problems?
2. Does each body paragraph explain one health problem? Are they connected to each other with appropriate transitions?
3. What solutions does the essay propose for the problems? Do you think they are effective?
4. How does the conclusion bring the essay to a close (e.g., with a summary or prediction)? Is there a better way to conclude the essay?

- B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

- C. **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay explain an environmental issue, give three related health problems, and propose possible solutions?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include an introduction with a thesis statement, three body paragraphs, and a conclusion?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay use real conditional sentences correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Have you considered possible synonyms for words in your essay?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check your essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

consequence 🔑 **AWL**  
 impact 🔑 **AWL**  
 implication 🔑 **AWL**  
 incidence **AWL**  
 media 🔑 **AWL**  
 (the) norm **AWL**  
 outbreak  
 resident 🔑 **AWL**  
 resource 🔑 **AWL**  
 result 🔑  
 statistic **AWL**  
 vehicle 🔑 **AWL**

### Verbs

disrupt  
 increase 🔑  
 infiltrate  
 peak 🔑  
 prohibit **AWL**

### Phrasal Verbs

dispose of **AWL**  
 go up 🔑

### Adjectives

accelerated  
 concentrated **AWL**  
 intense **AWL**  
 severe 🔑

### Adverbs

annually 🔑 **AWL**  
 collectively

### Subordinators

as long as  
 if 🔑  
 even if  
 only if  
 unless 🔑  
 when 🔑

🔑 Oxford 3000™ words

**AWL** Academic Word List

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

### READING

I can understand the purpose and organization of a text. (p. 88)

### VOCABULARY

I can identify and understand synonyms. (p. 95)

### WRITING

I can organize and write a five-paragraph essay. (p. 97)

### GRAMMAR

I can use real conditionals. (p. 99)

### LEARNING OUTCOME

I can identify and describe a harmful environmental issue and propose a possible solution to the problem.

# UNIT 5

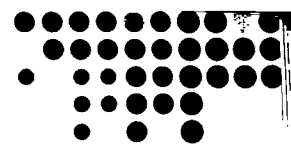
## Art Today

READING  
VOCABULARY  
WRITING  
GRAMMAR

compare and contrast organization  
using the dictionary to learn homonyms  
writing a compare and contrast essay  
subordinators and transitions to compare  
and contrast



Compare and contrast two artists, performers, or works of art that share an interesting relationship.



*Unit* **QUESTION**

# How important is art?

## PREVIEW THE UNIT

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

What kind of art do you like best: for example, painting, sculpture, music? Why?

Why do people become professional artists? What difficulties do you think artists face?

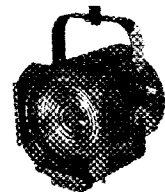
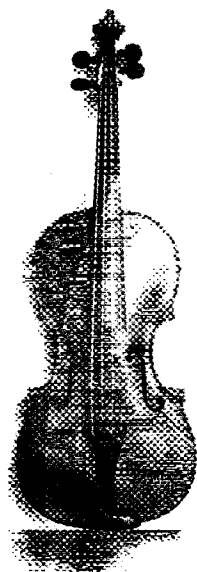
Look at the photo. What is happening? Why are the people taking pictures?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 14 on CD 1, to hear other answers.

**C** Work with a partner. Read these quotations about art and the creative process and discuss the questions.

1. What does each quotation mean?
2. Do you agree with the quotations? Check (✓) *agree* or *disagree*.



AGREE    DISAGREE

1. A writer should write with his eyes and a painter paint with his ears.

☐
☐

2. An artist is somebody who produces things that people don't need to have.

☐
☐

3. Art enables us to find ourselves and lose ourselves at the same time.

☐
☐

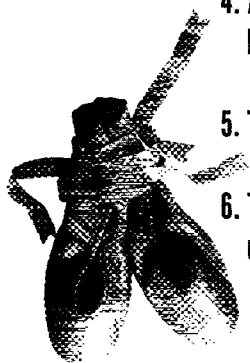
4. Art is the only way to run away without leaving home.

☐
☐

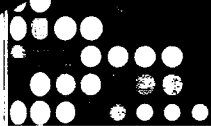
5. Trying to force creativity is never good.

☐
☐

6. The actor should be able to create the universe in the palm of his hand.

☐
☐


**D** Work in a group and discuss your answers. Explain why you checked *agree* or *disagree*.



## READING 1 | Two Styles of Songwriting

### VOCABULARY

Here are some words from Reading 1. Read the sentences. Then write each bold word or phrase next to the correct definition.

1. It takes many years of practice to perfect the **craft** of acting.
  2. I don't know this area well, but my **instinct** is that we should turn left to get to the art gallery.
  3. Meg and I work well together because our methods of working are **essentially** the same.
  4. A good teacher can **inspire** his or her students to do well.
  5. The museum director is going to talk about how to **tackle** the damage from the storm.
  6. If you don't take a vacation soon, you are going to **burn out**.
  7. The concert was so **tedious** that Sasha almost fell asleep.
  8. Modern music is often considered **inferior** to music of the past.
  9. Can I **count on** you to help me move into my studio?
  10. Lisa has always had a **talent** for music. At a young age, she could play several instruments with very little training.
  11. This guitar is more expensive, but it's a better value **in the long run** because it will last longer.
  12. William is going to **undertake** the task of organizing the art show.
- 
- a. \_\_\_\_\_ (*phr. v.*) to become extremely tired or sick by working hard for a long time
  - b. \_\_\_\_\_ (*adj.*) not good or not as good as something else
  - c. \_\_\_\_\_ (*n.*) a natural skill or ability
  - d. \_\_\_\_\_ (*n.*) a feeling that makes a person behave in a certain way without knowing why

- e. \_\_\_\_\_ (v.) to agree that you will do something
- f. \_\_\_\_\_ (v.) to give someone the desire or enthusiasm to do well
- g. \_\_\_\_\_ (adv.) basically; when you consider the most important part of something
- h. \_\_\_\_\_ (idm.) after a period of time; in the end
- i. \_\_\_\_\_ (v.) to deal boldly with something difficult
- j. \_\_\_\_\_ (adj.) boring and lasting for a long time
- k. \_\_\_\_\_ (n.) the skills needed for a particular activity
- l. \_\_\_\_\_ (phr. v.) to rely on someone or something

## PREVIEW READING 1

You are going to read an excerpt from the book *The Songwriter's Workshop*. In the excerpt, the well-known singer-songwriter Janis Ian examines two methods of songwriting and describes her own experience with them.

If someone asked you to create a song or a poem, how would you start your work? Check (✓) all the methods that you might use.

- ☐ Start writing without too much thought.
- ☐ Brainstorm ideas with a friend.
- ☐ Go for a run, take a shower, or do some other activity to get in the mood.
- ☐ Study other people's work before I begin to write.
- ☐ Wait for the perfect idea to come to me.
- ☐ Make a detailed outline.
- ☐ Get other people's opinions of my ideas.



## Craft or Inspiration? Two Styles of Songwriting

by Janis Ian



Janis Ian today

1 There are two basic “schools” of songwriting nowadays: one based on **craft** and the other based on **instinct**. Craft writers are people who **essentially** write from nine to five every day, five days a week, whereas instinctive writers work only when they are **inspired**. Craft writers sometimes say that instinctive writers are “just lucky,” while instinctive writers may call craft writers “assembly-line machines<sup>1</sup>.” Each approach has its advantages, and each has its problems.

### Craft Writers

2 The discipline of writing for a set amount of time every day can reveal unsuspected talents. Creating so much material requires a writer to **tackle** a wide variety of subjects, which forces you to find new ways to say old things. And as Don Schlitz, one of the most successful songwriters ever to hit Nashville<sup>2</sup>,

<sup>1</sup> assembly-line machines: done without thinking, like a machine

<sup>2</sup> Nashville: an important music center in Tennessee, the United States

points out, “If you write every day, and finish everything, then when a great piece of inspiration comes along, you’ll be ready for it.” In other words, staying with a difficult or boring piece of work might make you a better writer: you’ll have more rhymes to call on and more ways to solve problems.

- 3 On the other hand, over a period of years the craft writer may **burn out**; writing then becomes **tedious**—something to finish before you can go have fun. The original reasons for being a songwriter are lost. The songs themselves are written perfectly but sound about as enjoyable as reading the alphabet aloud. You begin to repeat yourself or get lazy because you can get away with it.
- 4 There are also times when writing can’t be rushed. If you have patience, you may end up with a better song in the end. But craft writers sometimes depend on creating a large number of songs to make up for what’s lacking in quality. If they’re commercially successful and able to sell these songs, they can remain on the treadmill<sup>3</sup> for years. They create their songs for everyone but themselves and flood the market<sup>4</sup> with **inferior** material. In that sense, they can drag all songwriters down<sup>5</sup> a level. And again, the fun can go out of it.

### Instinctive Writers

5 For the instinctive writer, there’s the thrill of never knowing what will happen next and just going where the music takes you. It’s magical to write that way. All writers admit that they often “don’t know where it came from.” When someone asked the nineteenth-

<sup>3</sup> on the treadmill: doing work that is boring because it involves always doing the same thing

<sup>4</sup> flood the market: to supply too much of something

<sup>5</sup> drag . . . down: to bring something to a lower level

century French poet Charles Baudelaire where he got his inspiration, he replied, “Madame, I brush my teeth every morning.” No, it’s not a serious answer, but what else could he say? Quite often, your best lines and melodies will just pop into your head, and you don’t understand how or why. Instinctive writing depends completely on that moment, so everything is a surprise. It takes the pressure off of deadlines and quantity; you **count on sheer talent** to provide the answers. . . . And more often than not, instinctive writers are also the groundbreakers<sup>6</sup>. With no rules to hold them back, they often find brand-new ways of saying things.

- 6 The problem is that instinctive writers usually don’t bother paying any attention to craft; essentially, they write blind. If they’re fortunate enough to experience critical or commercial success, it becomes very frightening. Since there’s no craft to back them up, they never know if the magic will be there when they need it. That stops them from doing anything involving a deadline (writing for films, television, or Broadway), co-writing on specific projects (like with an artist who’s recording a CD in two weeks), or even rewriting their own songs. If you don’t know how you got there in the first place, how can you improve on it?
- 7 For instance, I was 14 when I had my first hit, a song called “Society’s Child.” I’d written a total of 15 songs. Since I also sang and recorded the song, people identified me closely with the song itself. Audiences twice my age were hanging on my every word<sup>7</sup>. Critics would ask me to explain a lyric from my album, and all I could do was smile mysteriously.

<sup>6</sup> **groundbreakers**: people who introduce new ideas or new ways to do something

<sup>7</sup> **hanging on every word**: to listen carefully to someone you admire



Janis Ian at the beginning of her career

Three years after I wrote “Society’s Child,” I left the music industry, feeling like a cheat. It wasn’t until I’d written other successful songs like “Jesse,” and then “Stars,” that I felt qualified to call myself a songwriter.

- 8 Years later, discussing that period of my life with well-known acting teacher Stella Adler, I finally understood what had happened. Stella said, “Janis, you reached an age where *talent* was not enough.” She was exactly right. Your talent and instinct can take you so far, but craft will see you through **in the long run**.

### Finding a Balance

- 9 I personally believe that all art is a search for balance and an attempt to bring order out of chaos<sup>8</sup>. To that end, I try and make use of both methods—writing with craft and instinct. I might **undertake** a specific project and enjoy the challenge of meeting a deadline. Or I might let a song sit for months, even years, because some part of me says, “You don’t know how to handle this yet.”

<sup>8</sup> **chaos**: a state of complete confusion

## MAIN IDEAS

Circle the answer that best completes each statement.

1. One of the problems faced by craft writers is that they \_\_\_\_.
  - a. rarely become successful
  - b. are never able to write enough songs
  - c. may get bored with their work
2. One of the strengths of craft writers is that they \_\_\_\_.
  - a. always produce good quality songs
  - b. can write a large number of songs
  - c. set a good example for other writers
3. According to Janis Ian, instinctive writers often have a lot of \_\_\_\_.
  - a. disappointments
  - b. deadlines
  - c. surprises
4. If instinctive writers become successful, the success may \_\_\_\_.
  - a. improve their writing
  - b. create problems for them
  - c. cause them to change their method
5. Stella Adler taught Janis Ian that \_\_\_\_.
  - a. craft writing is important for long-term success
  - b. no songwriter can succeed without talent
  - c. relying on instinct rarely produces good songs

## DETAILS

Write *T* (true) or *F* (false) for each statement.

- \_\_\_ 1. Craft writers and instinctive writers always respect each other.
- \_\_\_ 2. Craft writers always write about the same topics.
- \_\_\_ 3. Don Schlitz doesn't think it's important to finish all songs.
- \_\_\_ 4. Instinctive writers do not pay much attention to rules.
- \_\_\_ 5. Instinctive writers can always depend on their skills.
- \_\_\_ 6. Janis Ian's first hit was a song called "Stars."
- \_\_\_ 7. She did not enjoy her start in the music business.
- \_\_\_ 8. She still does not like to write when she has a deadline.

## Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. What makes someone an artist? Do you think a “real” artist relies more on craft or instinct?
2. When you have to solve a creative problem, do you rely more on craft or inspiration? Why?

### Reading Skill Understanding compare and contrast organization



#### Tip for Success

For information on other common ways of organizing the ideas in a text, look back at the Reading Skill box on page 88.

Writers **compare and contrast** information in order to examine the similarities and differences between two subjects. Comparisons show the subjects' similarities, while contrasts examine their differences. There are many different ways that texts can be organized when writers compare and contrast information. You can use a simple **T-chart** to quickly identify and separate the information about the two subjects. For example, look at the first paragraph of Reading 1 and the chart below.

There are two basic “schools” of songwriting nowadays: one based on craft and the other based on instinct. Craft writers are people who essentially write from nine to five every day, five days a week, whereas instinctive writers work only when they are inspired. Craft writers sometimes say that instinctive writers are “just lucky,” while instinctive writers may call craft writers “assembly-line machines.” Each approach has its advantages, and each has its problems.

Craft writers	Instinctive writers
write songs every day, from nine to five	write only when they feel inspired
some say craft writers are machines	some say instinctive writers are just lucky

You can also divide the information further by adding categories or topic areas down the side of the chart. (Look at the chart on the top of page 113.) After you chart the information, you can easily examine the ideas for similarities and differences.

- A.** Reread paragraphs 2–6 of Reading 1 on pages 109–110. Underline the good and bad points about craft writers and instinctive writers. Then write the information in the chart below.

**Tip Critical Thinking**

In Activity A, you have to **categorize** information from Reading 1. When you categorize information, you can see more clearly how ideas are similar and different.

	Craft writers	Instinctive writers
Good points		
Bad points		

- B.** Discuss your chart with a partner and add any points that you missed. Do you see similarities and differences in the good and bad points?

## READING 2 | What Does It Take to Be a Successful Artist?

### VOCABULARY

Here are some words from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.



- Beth plays the piano with such **passion**. Her feelings always come through in the music.  
a. emotion                      b. thought                      c. ease
- A novelist must have the **persistence** to keep writing for many years and not get discouraged.  
a. great intelligence              b. natural talent              c. continuous effort
- Even an **amateur** can make professional-quality music recordings on a home computer.  
a. an expert                      b. a non-professional              c. a business owner

4. Learning to play an instrument can take a long time, so it's important to have **patience**.  
a. pure enjoyment      b. calm determination      c. deep sympathy
5. The band members **devote** 20 hours each week to practicing.  
a. spend      b. waste      c. relax
6. Of all the photos displayed, my brother's work really **stood out** because of its bright colors.  
a. was disappointing      b. was valuable      c. was noticeable
7. Van Gogh was a great artist, but he sold only one painting during his lifetime. He didn't gain **recognition** until after his death.  
a. acknowledgement      b. friendship      c. wealth
8. Beethoven **overcame** many difficulties, including the loss of his hearing, to create some of the finest music ever written.  
a. suffered      b. ignored      c. defeated
9. One gets a **profound** feeling of satisfaction from creating art.  
a. light and easy      b. fun and happy      c. deep and important
10. Artists can become so involved in their work that they **neglect** their families.  
a. become grateful for      b. don't take care of      c. don't trust
11. The love and support of your family can **sustain** you when things are difficult.  
a. keep going      b. stop going      c. start going
12. Charlotte thinks Hollywood movies are boring. **Conversely**, she criticizes European films for being too complicated.  
a. similarly      b. in general      c. in contrast

## PREVIEW READING 2

You are going to read an excerpt from the book *Making a Living in the Fine Arts* by Curtis Casewit. The author discusses a variety of artists and examines the qualities required to become successful in the art world.

What qualities do you think are required to become a successful artist?  
Add three qualities to the list.

talent



## What Does It Take to Be a Successful Artist?

1 Why do some artists make it<sup>1</sup>? Why do others fail? Is it possible that successful artists share certain character traits? They probably do. Although they may have different styles and interests, they have a lot in common, too. You can call it what you will: **passion**, drive, **persistence**. The **amateur** rarely has it. The professional artist generally does. It may emerge as fierce ambition or infinite **patience**. The true artist shows a willingness to work hard, no matter what. Time barely matters; only the creative result is important.

2 For example, when the artist Ralph Fasanella read about a millworkers<sup>2</sup> strike<sup>3</sup> that happened in Lawrence, Massachusetts in 1912, he decided he had to go there himself to see the town. After arriving, he checked into a cheap hotel, spent the evenings in the local library, visited the museums, and examined the old mill machinery to understand the details. Eventually, he began to draw quick sketches. Before long, Fasanella was **devoting** 12 to 14 hours a day to his paintings, which depicted the strike and the lives of the millworkers. Ultimately, he spent three years in the community, talking to people, drawing, and doing a series of paintings. He simply *had* to paint. Fasanella had never studied art, but his work **stood out** for its energy and detail.



Roses and Beetle by Vincent van Gogh

3 This single-minded purpose, this deep affection for art, turns up in the stories of most major artists. They can't be discouraged for any great length of time. They don't care if their art sells. They are rarely influenced by other's expectations because they follow their own instincts. Although Vincent van Gogh received no **recognition** during

<sup>1</sup> make it: to succeed

<sup>2</sup> millworkers: a group of workers who manufacture fabric

<sup>3</sup> strike: the decision to stop working because of a disagreement with a business's owners

his lifetime, he continued to paint; indeed, he was so passionate about his art that he painted at night using candles on his hat. In all, he created 1,800 paintings in ten years. Almost none of them sold.

- 4 To the true artist, the task at hand is the only thing that matters. The extremely successful artist LeRoy Neiman says he started life in poverty. "I had no contacts<sup>4</sup> at all. And I came from a broken home." Neiman never finished high school,



Handoff—Super Bowl III by LeRoy Neiman

yet he **overcame** all these problems. He kept trying and working at art constantly. As Anthony Janson, curator of the Indianapolis Art Museum, points out, "It requires very hard work to become an artist. The profession isn't for lazy people."

- 5 This **profound** involvement shows up in many ways. Angelo di Benedetto, a well-known sculptor, spent 20 uninterrupted hours working on one piece. Later, he even took it into his bedroom. "I had to see it when I woke up," he says. Similarly, C.E. Church, an artist from the 1850s whose oil paintings are on display at New York's Cooper-Hewitt Museum, specialized in pictures of the Labrador icebergs. When he was painting, Church would row himself as close as possible to the icebergs so that he could make a realistic drawing of the falling ice.
- 6 The passion of the painter is always there, regardless of the consequences. Cecile Johnson, an American watercolor painter, once set up her easel<sup>5</sup> on a Paris street but unknowingly chose an area forbidden to artists. She was soon confronted by a French police officer who made her pack up and leave. She didn't complain about this event; like all artists, she had been deeply involved in her work, and annoyances are part of the profession. Johnson also recalls painting outdoors in temperatures so cold that the water in her brushes froze; she has painted ski scenes in 20-degree-below-zero weather.
- 7 Many artists have refused to marry or, after **neglecting** their families, suffered divorces. They have gone short of food and have even been

<sup>4</sup> contacts: people who can be helpful to you in your work

<sup>5</sup> easel: a wooden support for an artist's painting

physically hurt because of their devotion to their art. Lee Milmon, a respected American artist, puts it this way: "My art is my life. And my life is my art. I can't separate the two." Milmon has done experimental work with new materials; one such experiment hurt her so badly she had to have two operations on her hand. When the nerve damage was repaired, Milmon again took chances with her lungs by spraying linen fabric with automotive paints and new kinds of varnish<sup>6</sup>.

- 8 Milmon is a friendly person who is full of confidence. To be sure, most art experts put self-confidence on top of their list of desirable characteristics. The belief in your own ability will sustain you through periods when there are no sales or when recognition doesn't come. Ivan Karp, an art dealer in New York City, sees a line of newcomers all week long and can quickly spot any anxiety. **Conversely**, Karp dislikes self-importance. One young man, for instance, declared that he would some day be better than Picasso. Artists can be sure of themselves without making such exaggerated claims. "All the top artists have a certitude<sup>7</sup> about them," explains one Manhattan critic. "You can sense this certitude at once."

<sup>6</sup> varnish: a liquid that dries into a hard, shiny surface

<sup>7</sup> certitude: assurance and self-confidence

## MAIN IDEAS

### Tip for Success

Remember: When you scan, do not read every word. Look for key words or phrases that will help you find the information quickly.

Scan the excerpt. Check (✓) the statements that the author makes. Put an X for incorrect statements. Write the paragraph number where you found information to support your answer.

Successful artists . . .	Paragraph #
<input type="checkbox"/> 1. depend on regular sales of their art.	—
<input type="checkbox"/> 2. focus only on the creative results of their work.	—
<input type="checkbox"/> 3. have to believe in themselves and their abilities.	—
<input type="checkbox"/> 4. may be amateurs or professionals.	—
<input type="checkbox"/> 5. may have difficulty with personal relationships.	—
<input type="checkbox"/> 6. need a strong sense of purpose.	—
<input type="checkbox"/> 7. typically share a similar set of characteristics.	—
<input type="checkbox"/> 8. will usually do anything for their art except risk physical danger.	—

## DETAILS

Match each artist with the correct information.

- |                             |  |
|-----------------------------|--|
| 1. Ralph Fasanella ____     | a. took health risks                     |
| 2. Vincent van Gogh ____    | b. created a lot of art, but sold little |
| 3. LeRoy Neiman ____        | c. got into trouble while working        |
| 4. Angelo di Benedetto ____ | d. put himself in physical danger        |
| 5. C.E. Church ____         | e. had a difficult childhood             |
| 6. Cecile Johnson ____      | f. spent many years researching          |
| 7. Lee Milmon ____          | g. could not leave his work overnight    |

## Q<sup>?</sup> WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. What qualities does the author of Reading 2 say are needed to become a successful artist? Which of these qualities do you have?
2. Do you agree that artists have to put their art before everything else to achieve greatness? Explain your reasons.

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

1. Which would the author of Reading 2 say is more important: craft or inspiration? Support your opinion with examples from both readings.
2. Is it possible for an “instinctive” amateur artist to produce truly great art? In which arts is this most likely? Explain your reasons.

## Finding the correct meaning

There are many words that have the same spelling and pronunciation but different meanings. These words are called **homonyms**.

**bank (n.):** *an organization that provides various financial services*

My salary is paid directly into my **bank**.

**bank (n.):** *the side of a river and the land near it*

He jumped into the river and swam to the opposite **bank**.

Some homonyms may be different parts of speech, for example, a noun with one or more meanings and a verb with other meanings.

**place (n.):** *a particular position, point, or area*

This would be a good **place** for picnic.

**place (v.):** *to put something in a particular place, especially when you do it carefully*

He carefully **placed** his hand on his son's shoulder.

Advanced dictionaries will list all the word forms and definitions for them.

When using a dictionary to find the correct meaning of a word, it is important to read the entire sentence and consider the use and context.

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

## A. Look at the dictionary entry for **craft**. Check (✓) the correct information.

1. **Craft** can be used as:

- ☐ an adjective
- ☐ an adverb
- ☐ a noun
- ☐ a verb

2. **Craft** can mean:

- ☐ a boat
- ☐ a skill
- ☐ frightening
- ☐ strange
- ☐ to make
- ☐ to give

**craft** /kræft/ noun, verb

• **noun** **1** [C, U] an activity involving a special skill at making things with your hands: *traditional crafts like basket-weaving* • *a craft fair/workshop* ➔ see also ARTS AND CRAFTS **2** [sing.] all the skills needed for a particular activity: *chefs who learned their craft in five-star hotels* • *the writer's craft* **3** [U] (formal, disapproving) skill in making people believe what you want them to believe: *He knew how to win by craft and diplomacy what he could not gain by force.* **4** [C] (pl. **crafts**) a boat or ship: *Hundreds of small craft bobbed around the liner as it steamed into the harbor.* • *a landing/pleasure craft* **5** [C] (pl. **crafts**) an aircraft or SPACECRAFT

• **verb** [usually passive] ~ sth to make something using special skills, especially with your hands **SYN** FASHION: *All the furniture is crafted from natural materials.* • *a carefully crafted speech* ➔ see also HANDCRAFTED

- B.** Read the sentences from Readings 1 and 2. Look up each bold word in your dictionary. Write the part of speech and correct definition based on the context.

**Reading 1 (pages 109–110)**

1. There are two basic “schools” of songwriting nowadays: one based on **craft** and the other based on instinct. (Para. 1)  
\_\_\_\_\_
2. Each **approach** has its advantages, and each has its problems. (Para. 1)  
\_\_\_\_\_
3. Creating so much material requires a writer to tackle a wide variety of **subjects**. (Para. 2)  
\_\_\_\_\_
4. [Writing by instinct] takes the **pressure** off of deadlines and quantity. (Para. 5)  
\_\_\_\_\_

**Reading 2 (pages 115–117)**

5. Is it possible that successful artists **share** certain character traits? (Para. 1)  
\_\_\_\_\_
6. Although they may have different styles and interests, they have a lot in **common**, too. (Para. 1)  
\_\_\_\_\_
7. This single-minded purpose, this deep affection for art, turns up in the stories of most **major** artists. (Para. 3)  
\_\_\_\_\_
8. Milmon has done experimental work with new **materials**. (Para. 7)  
\_\_\_\_\_

## Writing Skill Writing a compare and contrast essay



A compare and contrast essay describes the similarities and differences between two subjects. Comparisons show their similarities, while contrasts examine their differences.

**Introduction**

The introduction **describes the two subjects** being compared and contrasted. It has a **thesis statement** that explains the relationship between the two subjects or gives reasons why the relationship is important.

**Body paragraphs**

There are many different ways to organize the body paragraphs of a compare and contrast essay. Before you write a compare and contrast essay, it is important to decide which organization is best for your essay. Here are two ways to organize your ideas:

- In a **point by point** essay, you choose three or more key points to compare and contrast. Each body paragraph compares and contrasts one key point. This organization can be best when you want to balance your essay evenly between your two subjects.
- In a **similarities and differences** essay, the first body paragraph explains what is similar about the two subjects. The second body paragraph explains what is different about the two subjects. The third body paragraph discusses the most important similarities and differences. This organization can be best when you want to explain why one subject is better than the other subject.

**Conclusion**

The conclusion **summarizes the similarities and differences** and gives the writer's opinion about the topic. It can explain why one of the subjects is better than the other or why they are of equal value.

**A. Read the compare and contrast essay. Answer the questions on page 122.**

**Two Great Jazz Singers**

Though I enjoy listening to lots of different types of music, there are two singers who are more important to me than any other musicians. They are Norah Jones and Billie Holiday. Although Norah Jones was born 20 years after Billie Holiday died, Jones's music can be similar to Holiday's.



Norah Jones

Their life stories couldn't be more different. Billie Holiday was born in 1915 and had a very difficult life. Her childhood was tough, and she was very poor until she became a successful singer. In contrast, Norah Jones's parents are a famous musician and a dancer, and she was able to attend good schools and colleges. In spite of their different backgrounds, both Holiday and Jones became very successful and famous. Billie Holiday had many hit records, performed concerts at famous venues

like Carnegie Hall in New York, and has many songs in the Grammy Hall of Fame. Similarly, Norah Jones's first album, *Come Away with Me*, won eight Grammy Awards, and she has performed concerts in cities all over the world.

Because of their different life stories, they had very different musical training. Jones took piano lessons as a child, and studied jazz piano at the University of North Texas. In contrast, Holiday had no musical training. She learned from musicians around her and invented her own unique style of singing. Likewise, Jones had very little formal training as a singer, and learned her way of singing from listening to musicians and recordings, especially Billie Holiday's records.



Billie Holiday

In many ways, their music, performance style, and abilities are very similar. Both are mainly jazz singers although Nora Jones performs other music as well. Whereas Billie Holiday only sang jazz songs, Jones also sings country and pop songs. Both often sing quiet, emotional songs that are tragic or sad. Nonetheless, Jones also sings some faster pop songs. Finally, Jones and Holiday are both songwriters as well as singers. Jones, however, is better known as a writer than Holiday is.

I love both these singers' music. Billie Holiday's voice is very unusual and beautiful, which is why she is known as one of the best jazz singers ever. Norah Jones also has her own unique singing style, which sometimes surprises me or makes me laugh. Nevertheless, her style of singing reminds me of Billie Holiday. This makes me think that Jones deeply appreciates Holiday as well, and makes me enjoy both of their music even more.

1. What is the thesis statement? Underline it.
2. How is the essay organized? \_\_\_\_\_
3. Why do you think the author organized the essay this way?  
\_\_\_\_\_

- B.** Reread the essay on pages 121–122. Complete the chart with both the similarities and differences for each key point. Then compare with a partner.

Compare and Contrast Essay: Point by Point		
Key points	Billie Holiday	Norah Jones
1. Life	tough childhood, successful and famous	parents famous musician and dancer, successful and famous
2. Training		
3. Music		

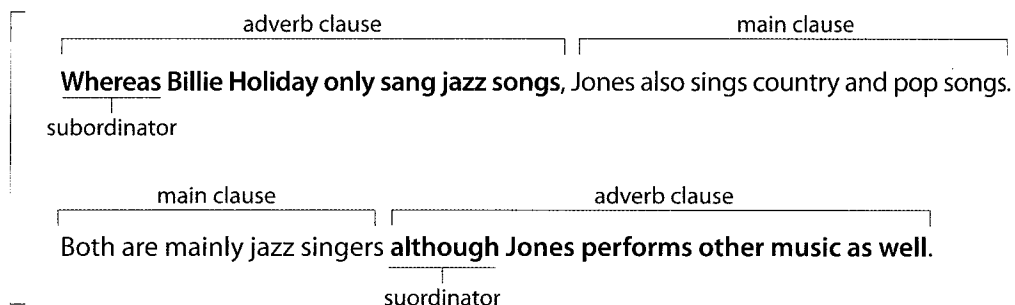
- C.** Work with a partner. Complete the chart below. Reorganize the information in the essay into a plan for a similarities and differences essay. Use the chart in Activity B to help you.

Compare and Contrast Essay: Similarities and Differences		
Similarities	Differences	
	Billie Holiday	Norah Jones
successful and famous	tough childhood	parents famous musician and dancer

You can use a number of different words and phrases to compare and contrast ideas.

## Subordinators showing contrast

You can use some adverb clauses to show an idea that contrasts with the main clause. The subordinators *although* and *though* show contrasting ideas. *Whereas* and *while* often show more direct opposition. Notice the comma when the adverb clause comes first.



## Transitions showing comparison

A transition is a word or phrase that links two sentences. Transitions usually come at the beginning of the second sentence. Use a comma after a transition. The transitions *likewise* and *similarly* show that two ideas are similar or parallel.

Billie Holiday has many songs in the Grammy Hall of Fame. **Similarly**, Norah Jones's first album won eight Grammy Awards. Holiday had no musical training and invented her own unique style of singing. **Likewise**, Jones had very little formal training as a singer.

## Transitions showing contrast

These transitions show contrast, more direct opposition, or concession. (Concession conveys the idea, "That's true, but . . .") Unlike other transitions, *however* and *though* often come at the beginning, middle, or end of the sentence. You usually use a comma or commas to separate transition words from the rest of the sentence.

Contrast	More direct opposition	Concession	
however	on the other hand	nevertheless	in spite of this
though	in contrast	nonetheless	despite this

Jones and Holiday are both songwriters as well as singers. Jones, **however**, is better known as a writer than Holiday is. Jones took piano lessons as a child. **In contrast**, Holiday had no musical training. Norah Jones also has her own unique singing style. **Nevertheless**, she sometimes reminds me of Billie Holiday.

**A. Read each sentence. Underline the word or phrase that indicates a comparison or a contrast. Then write CP (comparison) or CT (contrast).**

- \_\_\_ 1. The early James Bond movies are full of fantastic inventions, whereas the latest movies are more realistic.
- \_\_\_ 2. The critics had nothing good to say about the music star's last CD. Fans, on the other hand, loved it and bought over seven million copies.
- \_\_\_ 3. My sister loses track of time when reading adventure novels. Similarly, I often forget to eat when I'm reading a good thriller.
- \_\_\_ 4. Johann Bach was the finest composer of the 18th century. Likewise, his son Carl also became a great composer.
- \_\_\_ 5. Classical paintings rarely arouse strong feelings. Modern art, however, almost always starts a lively discussion.



an abstract painting

**B. Circle the best phrase to complete each sentence.**

1. Although Frieda and Julio both play the piano, Frieda (is a good pianist / plays better than Julio).
2. While Julio plays every day, Frieda (only plays on weekends / plays as often as Julio).
3. Frieda's work is all original while Julio (writes his own songs / plays songs by other artists).
4. Though Julio says painting is easy, he doesn't enjoy (Julia's paintings / it as much as the piano).
5. Frieda will work for months on the same painting, whereas Julio (is always working on something new / spends a long time on the same piece).
6. Though Frieda and Julio both enjoy art, (only Frieda wants to do it professionally / they both hope to become professional artists).

**C. Complete these sentences using your own ideas. Make sure you use correct punctuation.**

1. I don't like jazz music very much. Nevertheless, I enjoy Norah Jones's music.
2. Although many people enjoy art \_\_\_\_\_  
\_\_\_\_\_
3. Not many people become professional artists. Likewise \_\_\_\_\_  
\_\_\_\_\_

4. Musicians often have rigorous training. On the other hand \_\_\_\_\_  
\_\_\_\_\_
5. I like both Nora Jones and Billie Holiday. However \_\_\_\_\_  
\_\_\_\_\_
6. Whereas some craft writers may burn out \_\_\_\_\_  
\_\_\_\_\_
7. Artists need ambition to succeed. Similarly \_\_\_\_\_  
\_\_\_\_\_

## Unit Assignment Write a compare and contrast essay

**Q** In this assignment, you will write a five-paragraph essay to compare and contrast two artists, performers, or works of art. As you prepare your essay, think about the Unit Question, “How important is art?” and refer to the Self-Assessment checklist on page 128. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to help you gather ideas for your essay. Write your ideas in your notebook.

1. Work with a partner. Brainstorm ideas for the topic of your essay. You can choose two artists (such as painters, musicians, or writers) or two works of art (such as paintings, songs, books, poems, or movies). Choose pairs of subjects that you think have an interesting or important relationship to each other.
2. Choose the two subjects you would like to compare and contrast. Then decide whether your essay would be best organized as a point by point essay or a similarities and differences essay.
3. Write ideas for your compare and contrast essay in a chart. For a point by point essay, use a chart like the one in Activity B on page 123. For a similarities and differences essay, use a chart like the one in Activity C on page 123.

### **Tip** for Success

You may want to brainstorm ideas using both a point by point chart and a similarities and differences chart. In this way, you will discover which organization works best and you may get more ideas.

- B. PLAN** Use your notes from Activity A to make an outline for your essay. Remember that what you put in each body paragraph will depend on which type of essay you decide to write (a point by point essay or a similarities and differences essay).

**Tip for Success**

You may want to organize your ideas from the least important to the most important. Readers often remember the last idea they read.

**I. Introduction**

A. Introductory ideas: \_\_\_\_\_

\_\_\_\_\_

B. Thesis statement: \_\_\_\_\_

\_\_\_\_\_

**II. Body paragraph 1:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**III. Body paragraph 2:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**IV. Body paragraph 3:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**V. Conclusion**

A. Concluding ideas: \_\_\_\_\_

\_\_\_\_\_

B. Opinion on the topic: \_\_\_\_\_

\_\_\_\_\_

- C. WRITE** Write your essay. Use your outline from Activity B and your knowledge, experience, and reading. Look at the Self-Assessment checklist on page 128 to guide your writing.

## REVISE AND EDIT

**A. PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Does the essay say why it is important to compare and contrast the two subjects?
2. How is the essay organized—point by point or with similarities and differences? Could the organization be improved?
3. Is it clear how the two subjects are similar and how they are different?
4. Do you clearly understand the writer's opinion about the two subjects?
5. Do you have your own opinion about the subjects?

**B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

**C. WRITE** Complete the Self-Assessment checklist as you prepare to rewrite your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the thesis statement explain the relationship between the two subjects?
<input type="checkbox"/>	<input type="checkbox"/>	Is the essay organized using one of the compare and contrast essay types?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay contain an introduction, three body paragraphs, and a conclusion?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay use subordinators and transitions to compare and contrast?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

amateur  
craft 🔑  
instinct  
passion 🔑  
patience 🔑  
persistence **AWL**  
recognition 🔑  
talent 🔑

### Verbs

devote 🔑 **AWL**  
inspire  
neglect  
overcome 🔑  
sustain **AWL**  
tackle 🔑  
undertake **AWL**

### Adjectives

inferior  
profound  
tedious

### Adverbs

essentially 🔑

### Phrasal Verbs

burn out  
count on  
stand out

### Phrase

in the long run

### Subordinators

although 🔑  
though 🔑  
whereas 🔑 **AWL**  
while 🔑

### Transitions

conversely **AWL**  
despite this 🔑 **AWL**  
however 🔑  
in contrast 🔑 **AWL**  
in spite of this 🔑 **AWL**  
likewise **AWL**  
nevertheless 🔑 **AWL**  
nonetheless **AWL**  
on the other hand  
similarly 🔑 **AWL**  
though 🔑

🔑 Oxford 3000™ words

**AWL** Academic Word List

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

**READING** ☐ I can understand compare and contrast organization. (p. 112)

**VOCABULARY** ☐ I can use a dictionary to understand the meanings of homonyms. (p. 119)

**WRITING** ☐ I can write a compare and contrast essay. (p. 121)

**GRAMMAR** ☐ I can use subordinators and transitions to compare and contrast. (p. 124)

**LEARNING OUTCOME** ☐ I can compare and contrast two artists, performers, or works of art that share an interesting relationship.

# UNIT 6

## The Science of Food

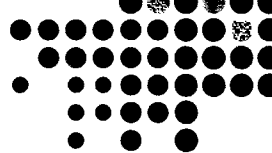
READING  
VOCABULARY  
WRITING  
GRAMMAR

recognizing bias  
cause and effect collocations  
writing a cause and effect essay  
agents with the passive voice



## LEARNING OUTCOME ●

Express your opinions about the positive or negative effects of science on the food we eat.



*Unit* QUESTION

# Should science influence what we eat?

## PREVIEW THE UNIT

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

Do you think you have a generally healthy diet? What have you eaten so far today?

Which is more important to you: eating for pleasure or eating for your health? Why?

Look at the photo. Would you eat food that is grown here? Why or why not?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 2 on CD 2, to hear other answers.

- C** Cover the magazine answers at the bottom of the page. Complete the questionnaire and compare with a partner. Then check the magazine's answers. How many did you get right? Did any information surprise you?

## Food Facts and Fiction

You often hear these eight ideas about food, but not all of them are true. How much do you really know about what you're eating? Take this quiz. Can you tell the myths from the real facts?

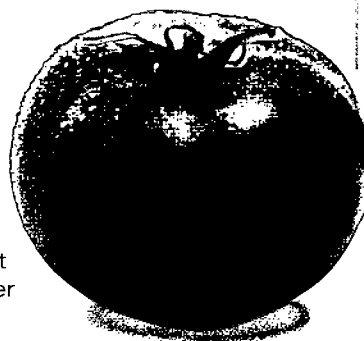


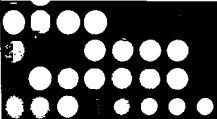
	Myth	Fact
1 You'll gain weight if you regularly have dinner after 9 p.m.	<input type="checkbox"/>	<input type="checkbox"/>
2 Adding salt to water makes it boil faster.	<input type="checkbox"/>	<input type="checkbox"/>
3 The tomato is a fruit, not a vegetable.	<input type="checkbox"/>	<input type="checkbox"/>
4 Eating carrots will help you see in the dark.	<input type="checkbox"/>	<input type="checkbox"/>
5 Frozen fruit and vegetables can be more nutritious than fresh.	<input type="checkbox"/>	<input type="checkbox"/>
6 Boiling vegetables removes all their nutrients.	<input type="checkbox"/>	<input type="checkbox"/>
7 Chocolate is bad for your teeth.	<input type="checkbox"/>	<input type="checkbox"/>
8 Eating fat-free food products will help you to lose weight.	<input type="checkbox"/>	<input type="checkbox"/>

## Answers



1. Myth. What you eat has a direct effect on your weight, but when you eat doesn't.
2. Myth. A small amount of salt adds flavor, but it won't affect how quickly the water boils. (A large amount of salt will actually make the water take longer to boil.)
3. Fact. Scientifically speaking, the tomato is a fruit similar to a blueberry or raspberry.
4. Myth. Carrots do contain beta-carotene, which the body uses to produce vitamin A. And vitamin A does help you see in poor light. But if you need to see in the dark, buy a flashlight!
5. Fact. Fruits and vegetables are often picked when they are freshest and then immediately frozen, so the nutrients are kept in the foods. Fresh (unfrozen) produce ripens quickly and loses its nutrients faster.
6. Myth. A certain quantity of vitamins may boil out of the food but most will remain. It is always good advice not to overcook any food, however.
7. Myth. Although eating chocolate should not replace good dental hygiene, there are parts of the chocolate plant that are actually good for your teeth.
8. Myth. Fat-free does not equal calorie-free. Many fat-free products contain a lot of sugar.





## READING 1 | Eating Well: Less Science, More Common Sense

### VOCABULARY

Here are some words and phrases from Reading 1. Read their definitions. Then complete each sentence.

**access** (*n.*) to be able to use or get something  
**approach** (*n.*) a way of doing something  
**benefit** (*n.*) an advantage; something helpful  
**challenge** (*v.*) to question or go against someone or something  
**eliminate** (*v.*) to remove or stop using something  
**encourage** (*v.*) to persuade someone to do something  
**expert** (*n.*) a specialist; someone who knows a lot about a topic  
**finding** (*n.*) information discovered as the result of research  
**link** (*n.*) a connection between two things  
**participate** (*v.*) to join or take part in an activity with others  
**physical** (*adj.*) connected with the body rather than the mind  
**practical** (*adj.*) logical, useful, effective

1. If you want to lose weight, you should \_\_\_\_\_ junk food from your diet.
2. Dr. Carlson is a medical \_\_\_\_\_ who specializes in women's health and nutrition.
3. One \_\_\_\_\_ of a vegetarian diet is that you'll probably live longer.
4. Is there a \_\_\_\_\_ between taking vitamins and better health?
5. Millions of people don't have \_\_\_\_\_ to clean drinking water. What can we do about this problem?
6. Do you want to \_\_\_\_\_ in our school's health study? You only have to answer a few questions.

7. One \_\_\_\_\_ from the study is that organic food is not always better for you.
8. You can \_\_\_\_\_ children to eat vegetables by eating more of them yourself.
9. Eating a large meal before bed isn't very \_\_\_\_\_. You won't be able to sleep.
10. To quit smoking, Leo tried chewing gum and exercising but neither \_\_\_\_\_ has worked.
11. My dad had a \_\_\_\_\_ exam today and the doctor says he's in great health.
12. For years, people thought eating chocolate was bad for your skin, but recent studies \_\_\_\_\_ that belief. Research now says chocolate is good for you!

## PREVIEW READING 1

### **Tip** for Success

Always pay careful attention to words in *italics* or in "quotation marks." These are often words used with special emphasis or special meaning to the writer.

You are going to read an article from a health magazine about ways that we can eat well.

Look at the title and the pictures. Write answers to these questions.

1. Does the author think science should help us choose the foods we eat?

---

---

2. What suggestions for eating well do you think the author will talk about?

---

---

# Eating Well: Less Science, More Common Sense

- 1 Food is life. We eat it to grow, stay healthy, and have the energy to do everyday activities. The food we consume makes all of these things possible, but not all food is created equal. Studies have shown, for example, that children who eat a nutritious breakfast do better in school than those with a poor diet. The well-fed child is able to pay attention longer, remember more, and **participate** more actively in class. Research has also shown that adults who have a healthy diet perform better on the job and miss fewer days of work. The **findings**, then, are clear. Because our food choices affect our health and behavior, we must do more than just eat; we must eat *well*. For many people today, though, making healthy food choices is not easy.
- 2 We are surrounded by information telling us what's good for us and what isn't, but usually this information is more confusing than helpful. In fact, different research about the same food often produces contradictory<sup>1</sup> results. Take one example: food studies done on eggs. For years, research showed a **link** between eating eggs and high cholesterol<sup>2</sup>. To prevent dangerous diseases like cancer or heart disease, people were **encouraged** to limit or completely **eliminate** eggs from their diets. However, recent studies now say that eggs are actually good for you and that most people can—and even *should*—eat one a day. It's hard to know who to believe.

- 3 Shopping for food can also be challenging. During a visit to a supermarket, we often need to make many different choices. Should you buy this cereal or that one? Regular or fat-free milk? Tofu or chicken? It's hard to know which to choose, especially when two items are very similar. Many shoppers read product labels to help them decide. Not surprisingly, people are more likely to buy items with the words "doctor recommended," "low fat," or "all natural" on them. But are these foods *really* better for you? Probably not. Indeed, many food labels are often misleading. For instance, because doctors sometimes recommend that people eat yogurt for their digestion, a yogurt maker might then use the label "doctor recommended" so that you buy their product. In reality, though, their specific yogurt isn't preferred by doctors, but shoppers may think it is because of the food label.



Product labels can be misleading.

<sup>1</sup>contradictory: differing, opposite

<sup>2</sup>cholesterol: a substance found in foods like meat, milk, and cheese that can cause health problems

- 4 So how do we make healthy choices?

Michael Pollan is a professor at the University of California, Berkeley who has written many books about eating well (including the best-seller *In Defense of Food*). In his opinion, our food needs to be defended against “needless complications” from “nutrition science and from the food industry.” According to Pollan, we need to stop reading labels and listening to the so-called<sup>3</sup> scientific “experts.” Instead, he offers some simple, yet **practical**, tips for eating well and staying healthy.

- 5 **Tip 1: “Eat food. Not too much. Mostly plants.”**

In other words, says Pollan, only eat “real food” or things your great-grandparents would recognize as food. Make fruit and vegetables your main source of food and limit your meat intake. And when you eat, says Pollan, do so in moderation. He quotes the Okinawan people of Japan who have an expression: “*Hara Hachi Bu*: eat until you are 80% full.”

- 6 **Tip 2: “Get out of the supermarket whenever possible.”** Shopping for meat or dairy products at the market is probably okay, but a supermarket is also full of items like instant noodles, diet sodas, and similar products—the ones that aren’t good for us. Instead, try to shop at a farmers’ market or a local store when you can. The food there is fresher and healthier.

- 7 **Tip 3: Pollan says that eating is not only about physical health and nutrition. “Food is also about pleasure, about community and family.”** In other words, choosing the right food to eat is only the first step. Learning how to cook and sharing a meal with others are also important parts of eating well and being healthy.

- 8 Thinking like Michael Pollan’s is **challenging** the “scientific **approach** to eating.” It is also helping people to reconnect<sup>4</sup> with food traditions. In cities around the world, for example, urban gardens—

common since ancient times—are becoming popular again. On small pieces of land, neighbors are working together to grow fruit and vegetables. What are the **benefits** of these gardens? Better nutrition for one thing; people have **access** to more fresh fruit and vegetables, especially poorer people who are less likely to spend money on these items. The food also costs less than it would in a supermarket (where it was probably driven in from farms or shipped in from another country). There are other benefits, too. Working together in the garden helps people to exercise; it also promotes community and sharing.



the Edible Schoolyard program

- 9 Urban gardens have also been used to teach children about food production and healthy eating. At the Edible Schoolyard—a program at a public school in the U.S.—children learn how to plant and harvest<sup>5</sup> fruit and vegetables. They also learn how to clean and prepare them for meals—a skill that they will be able to use all their lives. And best of all, because the children want to eat the things they have grown, they learn to develop healthy eating habits.
- 10 Ultimately, making healthy food choices and eating well do not have to be difficult. Doing simple things—changing your shopping habits, learning to cook, planting a garden, and limiting your intake of certain foods—can result in a better diet and a healthier you. *Bon appétit*!<sup>6</sup>

<sup>3</sup> so-called: used to show that the word being introduced is not accurate or true

<sup>4</sup> reconnect: to discover a relationship with something again

<sup>5</sup> harvest: to pick and collect fruit, vegetables, and other plants

<sup>6</sup> bon appétit: (a French expression used in English) said at the start of meal to mean “Enjoy the food.”

## MAIN IDEAS

Read the statements. Would the author of the magazine article agree with them? Write *Y* (yes) or *N* (no).

- \_\_\_ 1. Scientific research about diet and health usually gives us helpful information.
- \_\_\_ 2. Reading food labels has made us better informed, healthier consumers.
- \_\_\_ 3. We don't need experts to tell us what to eat.
- \_\_\_ 4. A lot of food found in a supermarket is not "real food."
- \_\_\_ 5. The purpose of eating is mainly for health and nutrition.
- \_\_\_ 6. An urban garden is an old tradition that works well in modern cities.

## DETAILS

**A. Circle the best answer.**

- 1. According to the reading, which question is difficult for many people to answer today?
  - a. Why do some people have a healthier diet than others?
  - b. How does our diet affect our health and behavior?
  - c. Which are the healthiest foods to eat?
- 2. In paragraph 2, the studies on eggs are an example of \_\_\_ from the scientific community.
  - a. confusing results
  - b. helpful advice
  - c. similar findings
- 3. Food labels that read "low fat" or "all natural" \_\_\_\_\_.
  - a. are usually on products recommended by doctors
  - b. are primarily used to sell a product
  - c. often help shoppers make healthy food choices
- 4. Which piece of advice would Michael Pollan probably agree with?
  - a. Try to eat only one meal per day; you'll feel better and be healthier.
  - b. Selecting healthy food and learning how to cook it are both important.
  - c. Never shop at a supermarket; the food there is unhealthy.

5. At the Edible Schoolyard in the U.S., what are children *not* learning to do?
  - a. Plant fruit and vegetables.
  - b. Cook and eat healthy meals.
  - c. Read and understand nutrition labels.

**B.** Paragraph 8 lists four benefits of having an urban garden. Write them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **Q<sup>?</sup>** WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes.

1. Do you pay attention to the results of scientific food studies? What advice have you taken seriously?
2. Look again at Michael Pollan's tips for eating well in paragraphs 5–7 of Reading 1. Then describe the last three meals you have eaten and explain: Do you think you eat well? If yes, which of Pollan's tips are you following? If no, what do you need to do differently?
3. Look again at the benefits of an urban garden listed in Activity B above. Think of at least one more advantage and explain how it helps people.

### **Reading Skill** Recognizing bias



**Bias** means a strong feeling for or against something. Writers may present information in ways that support their biases in order to influence a reader's opinion. It is important to **recognize a writer's bias** in order to better evaluate his or her arguments and ideas. Look at these examples from Reading 1. They show some techniques that writers use to influence readers.

1. Choosing descriptive language and vocabulary that states or implies the author's bias. (It is not necessarily supported with facts, examples, etc.)

The food we consume makes all of these things possible, but **not all food is created equal**. (Para. 1)

[Pollan] offers some **simple, yet practical**, tips for eating well and staying healthy. (Para. 4)

2. Expressing direct criticism of the opposing point of view.
  - Our food needs to be **defended against** “**needless complications**” from “nutrition science and from the food industry.” (Para. 4)
3. Using adverbs like *in fact*, *in reality*, and *indeed* to emphasize particular points.
  - In fact**, different research about the same food often produces contradictory results. (Para. 2)
4. Claiming that the reader shares the author’s bias by using pronouns like *we* and *our*.
  - Because **our** food choices affect **our** health and behavior, **we** must do more than just eat; **we** must eat well. (Para. 1)

**A. Read these sentences from Reading 1. Look at the boldface words. Write the number of the technique used from the Reading Skill box for each sentence. Some items have two answers.**

- 2, 4 a. **We are surrounded** by information **telling us what’s good for us** and what isn’t, but usually **this information is more confusing than helpful**. (Para. 2)
- \_\_\_\_\_ b. Shopping for food can also be **challenging**. (Para. 3)
- \_\_\_\_\_ c. **Indeed**, many **food labels are often misleading**. (Para. 3)
- \_\_\_\_\_ d. **In reality**, though, their specific yogurt isn’t preferred by doctors, but shoppers may think it is because of the food label. (Para. 3)
- \_\_\_\_\_ e. So how **do we make** healthy choices? (Para. 4)
- \_\_\_\_\_ f. According to Pollan, **we need to stop reading labels and listening to the so-called scientific “experts.”** (Para. 4)
- \_\_\_\_\_ g. A supermarket is also full of items like instant noodles, diet sodas, and similar products—**the ones that aren’t good for us**. (Para. 6)
- \_\_\_\_\_ h. The food [at a farmers’ market] is **fresher and healthier**. (Para. 6)

### **Tip Critical Thinking**

Activities A and B ask you to **analyze** the purpose of a writer’s word choices. This sort of analysis enables you to recognize hidden biases and make more informed decisions about the content of a text.

**Tip for Success**

Pay attention to a writer's tone and choice of words to decide if he or she is biased. Writers should have strong opinions. However, those opinions also need to be supported with facts, reasons, and examples.



cheesecake

**B. These statements each contain an example of bias. Underline language that shows bias. For each sentence, write the number of the technique used from the Reading Skill box on pages 138–139.**

- 2 a. You may have read that my colleagues do not agree with me on this topic. But let me make this clear: my colleagues have ignored the latest research data.
- \_\_\_ b. Not all fats are bad for you. In reality, some are very good for you.
- \_\_\_ c. Nutrition advice can sometimes be difficult to understand.
- \_\_\_ d. We are all concerned about our weight getting out of control, so let's do something about it.
- \_\_\_ e. Research into nutrition has been going on for decades, but in fact, much is still unknown about foods as simple as the carrot.
- \_\_\_ f. You and I both know that candy isn't good for our teeth, so why do we continue to eat it?
- \_\_\_ g. Everyone wants to eat healthily. Many food manufacturers, however, are more interested in keeping costs down than in using healthy ingredients.
- \_\_\_ h. You won't believe how delicious the cheesecake is: It's an absolute miracle.

## READING 2 | Anatomy of a Nutrition Trend

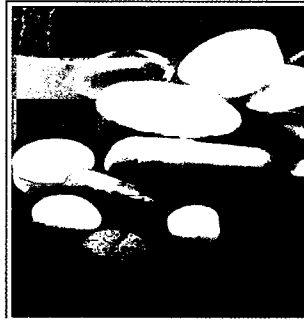
### VOCABULARY

Here are some words and phrases from Reading 2. Read the definitions. Then complete the paragraph.

**contribute** (v.) to be one of the causes of something  
**currently** (adv.) now; at present  
**major** (adj.) very important  
**milestone** (n.) an important event in the development of something  
**modify** (v.) to change in a small way; alter  
**primarily** (adv.) mainly, mostly  
**shift** (v.) to change position or move from one thing to another  
**sink in** (phr. v.) to be fully understood  
**source** (n.) a person or thing that provides information  
**stable** (adj.) not changing

The discovery of vitamins in the early 20th century was a huge

\_\_\_\_\_ in the history of  
1  
nutritional science. People quickly  
accepted the idea that taking vitamin  
pills could \_\_\_\_\_ to  
2



a healthy lifestyle. It is now becoming clear, however, that this may not  
always be true. \_\_\_\_\_, research suggests that not all the  
3  
effects of vitamins are positive. Although they are \_\_\_\_\_  
4  
very good for you, certain vitamins can be harmful in large quantities.

Reports about the problems related to vitamins may  
\_\_\_\_\_ from one vitamin to another, depending on  
5  
the \_\_\_\_\_ of your information. It is now generally agreed,  
6  
however, that people who take large amounts of vitamins A and D should  
\_\_\_\_\_ their habits. Too much of these vitamins can  
7  
cause \_\_\_\_\_ health problems. Interestingly, the amount of  
8  
vitamin sales over the past decade has been \_\_\_\_\_ and may  
9  
actually be increasing. While the belief in the positive effects of vitamins  
happened quickly, the understanding that vitamins can be harmful still  
needs to \_\_\_\_\_.  
10

## PREVIEW READING 2

You are going to read an article from the online magazine *Food Insight* about trends in nutrition. The author discusses how trends develop and where people get their information about health and nutrition.

Check (✓) the source of information about nutrition you think is the most common.

- |  |   |
|--|---|
| <input type="checkbox"/> nutritionists | <input type="checkbox"/> magazines          |
| <input type="checkbox"/> television    | <input type="checkbox"/> friends and family |

## Anatomy<sup>1</sup> of a Nutrition Trend

- 1 Have you ever wondered how nutrition trends get started? Why did “fat-free” become all the rage<sup>2</sup> in the 1990s? Why is “low-carb” **currently** the “in”<sup>3</sup> thing? Consumers complain that health advisors “keep changing their minds.” On the other hand, consumers also change their priorities when it comes to the nutrition topics they are interested in. Are trends really that hard to understand?

### Trend Starters

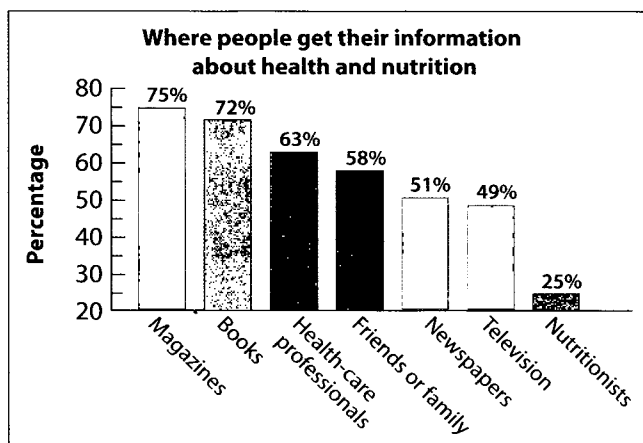
- 2 Felicia Busch, a nutrition consultant, believes that “there are really two different kinds of trends. The first kind develops from a groundswell<sup>4</sup> of interest. It can come from a new book or a study that presents a new theory. Scientific research often **contributes** to new nutrition trends. These kinds of trends are usually promoted by the media and continue until the public [loses interest]. The second kind of trend occurs when a major **milestone** happens. When there’s a food recall<sup>5</sup> or people die from a food-related disease, people stop and think. A milestone can either start a trend or support other trends that are already out there.” Trends that arise from groundswells are more common than those that arise from major milestones.

### Trend Influencers

- 3 Consumers’ desires and needs depend on their beliefs and attitudes. Here are just a few of the many factors that affect public opinion:
- beliefs about what keeps us healthy and how we get sick

- attitudes about our ability to control our health and eating habits
- reactions to hearing or reading news stories, and reading books
- talking with friends and family members about the latest nutrition trend

- 4 Consumer surveys have shown that the public depends on the media for most of their information about health and nutrition. Of course, people ask their health-care providers for information as well. According to the *Shopping for Health* survey from the Food Marketing Institute (FMI), most people rely **primarily** on magazines (75%) and books (72%). After that they turn to health-care professionals (63%), friends or family (58%), newspapers (51%), and television (49%). Twenty-five percent turn to nutritionists.



Source: *Shopping for Health* survey from the Food Marketing Institute (FMI)

<sup>1</sup> **anatomy**: the examination of what something is like or why it happens

<sup>2</sup> **all the rage**: very popular and fashionable

<sup>3</sup> **in**: popular and fashionable

<sup>4</sup> **groundswell**: a sudden increase

<sup>5</sup> **recall**: an official order to return something, often because of a problem

5 Linda Gilbert, president of HealthFocus International in Atlanta, Georgia, is a market researcher who specializes in health and nutrition trends. Gilbert believes that the media have a powerful influence on trends but that there is another crucial factor: repetition. "Hearing the same things from a number of **sources** is key. It's not just the media that affect trends. Sources like friends and families, nurses, and even coffee shop conversation remind consumers that 'I've heard that before.' When it comes to beliefs about nutrition and health, repetition is so important. You have to be exposed to ideas for a while before the message **sinks in**."

6 Felicia Busch agrees that the media influence what people hear and read about nutrition and health. "People get their information from the media. And the media often depend on a few top sources. Reporters tend to 'feed' off each other. A newspaper article can lead to a TV story or magazine article and vice versa."

7 The Food Marketing Institute (FMI) in Washington, DC, has studied consumer attitudes about nutrition and health for the last 20 years. FMI's survey data shows that the percentage of consumers reporting that they are "very concerned about the nutritional content of what they eat" was relatively **stable** from the mid-1980s through the mid-1990s. Since then, this percentage has fallen a bit.

8 Some trend watchers think the drop in concern about nutrition is partly due to public opinion about health advisors. Felicia Busch explains, "During the period from 1980 until 1995, we had to keep **modifying** our positions about fats as we learned more about the relationship between

dietary fat and health. First we had people follow no-cholesterol diets, then it was low-fat diets. After that, it became low-saturated fats, now we're talking about low-trans-fat diets. I think this changing advice has had an impact on people just giving up." In defense of nutritionists, Busch adds, "There was so much information coming out at once. No wonder the public was confused. It's hard to have people understand that science is an ongoing process."

*"There was so much information coming out at once. No wonder the public was confused."*

#### **Where Do We Go from Here?**

9 Trends in nutrition come and go. Some trends become cultural norms because everyone is doing it. Others die because different needs and interests eclipse<sup>6</sup> them. According to data from a HealthFocus International survey, consumers are now

very interested in the health benefits that certain foods may provide.

10 The media's interest in nutrition has also **shifted** more toward the subject of functional foods, meaning foods that claim to have specific health benefits. The International Food Information Council (IFIC) recently conducted a media analysis that offered some interesting results. News stories about vitamin and mineral intake, antioxidants<sup>7</sup>, and specific functional foods accounted for 12% of all media discussions about diet, nutrition, and food safety. The other topics reported on most often were biotechnology<sup>8</sup> (12%), disease prevention (9%), and food-borne illness (8%). Also, news stories about fat have shifted from a focus on low-fat foods to how certain types of fat such as omega-3 and omega-6 fatty acids can have health benefits.

<sup>6</sup> **eclipse**: make something seem unimportant by comparison

<sup>7</sup> **antioxidants**: a substance that removes dangerous molecules from the body

<sup>8</sup> **biotechnology**: the use of living cells in industrial processes

11 Certainly, nutrition is still a hot topic among consumers, even though they may be less concerned now than they were in the 1990s. Nutrition trends, like all trends, change with time. They depend on consumer needs and interests,

scientific reports, media coverage of issues, and sometimes, **major** events. For most of us, watching trends is easier than predicting them. Studying them can be a fascinating way to look at our society and culture.

## MAIN IDEAS

Answer these questions.

1. What can cause a groundswell of interest in a trend, according to Felicia Busch?

---

2. What kind of milestones can begin a trend?

---

3. What factors affect beliefs and attitudes about nutrition and health? Give two examples.

---

4. Where do people get most of their information about health and nutrition from?

---

5. What does Linda Gilbert say is the crucial factor that influences trends?

---

6. What trend are consumers currently interested in?

---

## DETAILS

Read the statement about nutrition trends. Check (✓) the correct source for each statement.

	Felicia Busch	Linda Gilbert	FMI	IFIC
1. Food-related illnesses can influence people's opinions about nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. People are less interested in nutrition now than they used to be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. To be influenced by a trend, you have to get the same information in several different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Most people get their health information from magazines first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Our ideas about nutrition can be influenced by what ordinary people say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. People were given too much information about fat all at once.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The news no longer says that all fats are bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Different media often rely on each other for stories about nutrition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Q WHAT DO YOU THINK?

**A.** Discuss the questions in a group. Then choose one question and write one paragraph in response.

1. Think about the sources of nutritional information mentioned in Reading 2. Which sources do you trust the most? Why?
2. How do you think trends in nutrition are similar or different from trends in other areas you know about, such as music or fashion?

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

1. After reading the information about nutrition trends in Reading 2, do you think the author's aim in Reading 1 to challenge "the scientific approach to eating" is likely to be successful? Why or why not?
2. How are the purposes of Reading 1 and Reading 2 different? Which do you think is more objective? Explain your reasons.

**Vocabulary Skill Cause and effect collocations**



Many different **collocations with prepositions** are used to express cause and effect. Recognizing these phrases will help you understand how these ideas are related.

Some collocations are used when the **cause is the subject** of the sentence.

*bring about, contribute to, lead to, result in, be a factor/factors in, be responsible for*  
Limiting your intake of certain foods can **result in** a better diet and a healthier you.  
cause effect

Scientific research often **contributes to** new nutrition trends.  
cause effect

Some collocations are used when the **effect is the subject** of the sentence.

*arise from, develop from, stem from, be due to, be brought about by, be caused by*  
The first kind of trend **develops from** a slow groundswell of interest.  
effect cause

The drop in concern about nutrition is **due to** public opinion about health advisors.  
effect cause

**A. In these sentences, the cause is the subject. Use a different collocation from the Vocabulary Skill box to complete each sentence. Use the correct tense.**



a traffic accident

1. Tiredness and stress are responsible for many traffic accidents.
2. Greenhouse gases \_\_\_\_\_ global warming.
3. A good diet \_\_\_\_\_ excellent health.
4. Poverty \_\_\_\_\_ much of the crime in our society.
5. Eric's carelessness \_\_\_\_\_ his injury.
6. The poor economy \_\_\_\_\_ the failure of the company last year.

**B. In these sentences, the effect is the subject. Use a different collocation from the Vocabulary Skill box to complete each sentence. Use the correct tense.**

1. Sylvie's good grades \_\_\_\_\_ *are due to* \_\_\_\_\_ her excellent memory.
2. The hotel fire \_\_\_\_\_ an electrical problem.
3. My fight with my brother \_\_\_\_\_ a misunderstanding.
4. The high price of gas \_\_\_\_\_ a petroleum shortage.
5. Harry's love of art \_\_\_\_\_ a childhood trip to the museum.
6. The success of the movie \_\_\_\_\_ the great action scenes.

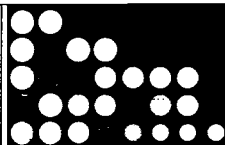
**C. Work with a partner. Write six cause and effect sentences of your own: three with the cause as subject and three with the effect as subject. Use a different collocation in each sentence.**

**Cause as subject**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Effect as subject**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# WRITING

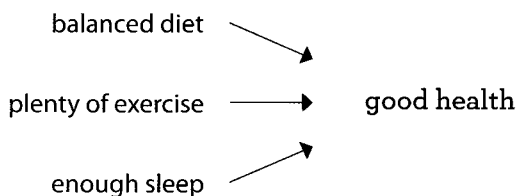
## Writing Skill

### Writing a cause and effect essay

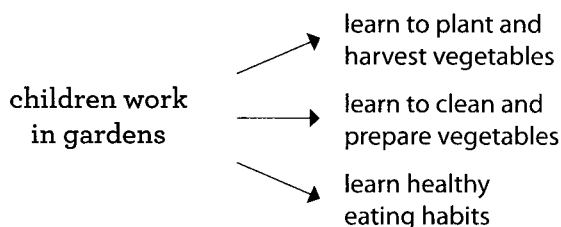


A **cause and effect essay** examines the **reasons (causes)** an event, situation, or action occurs or the **results (effects)** of an event, situation, or action. There are many ways to structure a cause and effect essay.

#### One effect with several causes



#### One cause with several effects



#### Organization

- The **introduction** describes the event, situation, or action that you are examining. It includes the **thesis statement**. The thesis states the cause(s) and effect(s) you will examine or gives your opinion.
- Each **body paragraph** examines a cause or effect that you have chosen and provides supporting information, such as facts, examples, and descriptions. A strong body paragraph contains one main point and at least two pieces of information to support it.
- The **conclusion** summarizes the cause(s) and effect(s) discussed. It may also predict what will happen in the future or give advice.

**A. Read the cause and effect essay. Then answer the questions below.**

### **Why Do Weight-Loss Diets Fail?**

The popularity of diet crazes over the last 30 years shows that many of us think we are overweight. It also suggests that we want to do something about it. Diet books with the latest scientific advice become best sellers, and yet we continue to gain weight. Who's responsible? It's easy to blame scientific experts, but in my view, the problem is often with us, the dieters. We can't lose weight because of the way we think about food.



If we cannot follow a plan every day, no diet book can help. Many dieters change from one type of diet to another, so they never allow their bodies to get into a healthy rhythm. Others start out strongly on a program and lose a few pounds. Then, when their weight stays the same for a few weeks, they become discouraged and lose their self-control. If the weight doesn't go away quickly, they give up.

But the number on the scale is not our only challenge. Modern life is so fast and stressful that many diets are ruined by "comfort eating." When we feel down, we want a slice of cheesecake or a chocolate brownie with ice cream to make us feel better. We use food as an escape. On the other hand, some of us use food as a reward. If we've done something well, we think we "deserve it."

We also need to pay attention to the food we eat. We should read food labels carefully and remember that we are often misled by them. Although a food package may say "low fat," manufacturers sometimes replace the fat with carbohydrates, sugar, and other fattening substances. In addition, they may not take out much of the fat. Low-fat ice cream can have 70% of the fat of regular ice cream, so a scoop and a half of low-fat ice cream is more fattening than one scoop of regular.

These are just a few of the reasons why our diets fail, but they all arise from our state of mind and our ability to pay attention. The next time you reach for the cookie jar, remember: control your mind and you can control your body! The most important factor in losing weight is in our heads.

1. Does the essay focus on the causes of an issue or the effects of an issue?

---

2. What kind of information is used to support the thesis statement?

---

3. Why does the author think weight-loss diets fail?

---

**B. Complete the outline of the essay on page 149. You do not have to use the writer's exact words.**

**Tip for Success**

This outline is done as a sentence outline; all the ideas are written as complete sentences. Sentence outlines are often more helpful than topic outlines when writing academic essays.

- I. Thesis statement: \_\_\_\_\_
- II. Cause 1: People don't follow the plan.
- A. Support 1: \_\_\_\_\_
- B. Support 2: \_\_\_\_\_
- III. Cause 2: \_\_\_\_\_
- A. Support 1: \_\_\_\_\_
- B. Support 2: We use food as a reward.
- IV. Cause 3: \_\_\_\_\_
- A. Support 1: Low-fat foods may contain other fattening substances.
- B. Support 2: \_\_\_\_\_
- V. Concluding advice: \_\_\_\_\_

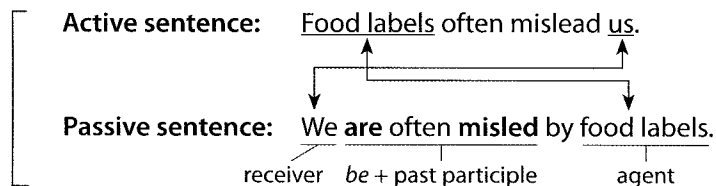
**Grammar Agents with the passive voice**



**Tip for Success**

The passive is often used without an agent in order to sound objective, for example, in journalism. You may also choose the passive without an agent in order to avoid taking responsibility for an action or to avoid blaming another person.

In an active sentence, the subject is **the agent**—the person or thing that performs the action of the verb. In a passive sentence, the subject is **the receiver**—the person or thing that is affected by the action of the verb. The passive is formed with **be + past participle**. In a passive sentence, the agent is optional. If it is included, it follows the preposition **by**.



Most passive sentences do not include the agent because it is obvious or unnecessary.

- Fruits and vegetables are usually **picked** by people when they are freshest.
- People **were encouraged** by experts to eliminate eggs from their diets.

The passive is used with *by* + an agent to:

- complete the meaning of a sentence
  - ☐ Many new trends **are promoted** by the media.
  - ☐ Many diets **are ruined** by "comfort eating."
- give new, important, or surprising information
  - ☐ The diet plan **was recommended** to me by my doctor.
  - ☐ The apples **are picked** early in July by machines.

**A. Read these passive sentences. Check (✓) the sentence if the agent is necessary. If the agent is not necessary, cross it out.**

- ☐ 1. I'm sorry sir. All the cookies have been sold ~~by a salesclerk~~.
- ☐ 2. At the charity auction, everything will be sold by a famous chef.
- ☐ 3. We don't order pizza from that place anymore: it's always delivered cold by the delivery guy.
- ☐ 4. That restaurant is strange. Their food is delivered by a little old lady on a motorcycle.
- ☐ 5. Karen got sick at the restaurant and was examined by a medical student.
- ☐ 6. My friend is going to the doctor's office and will be examined by the doctor at 10:30 a.m.
- ☐ 7. The actors were applauded by the audience for five minutes.
- ☐ 8. The concert was watched by a TV audience of millions.
- ☐ 9. Our ideas about nutrition can be influenced by ordinary people.
- ☐ 10. Because my sister can never make up her mind, she is easily influenced by people.

**Tip for Success**

Only include the agent when it is specific. You do not usually write *by someone, by people, etc.*

**B. Read these passive sentences. If the sentence could be complete without an agent, add a period. If an agent is necessary to complete the meaning, add an appropriate agent.**

- 1. That house is going to be repainted \_\_\_\_\_.
- 2. In my favorite restaurant, all the food is prepared \_\_\_\_\_.
- 3. My computer is being repaired \_\_\_\_\_.

4. The accident victim was taken to the hospital \_\_\_\_\_
5. Many famous painters are influenced \_\_\_\_\_
6. I was trying to get to sleep, but I was disturbed \_\_\_\_\_
7. Everyone was shocked when the office was broken into \_\_\_\_\_
8. After the author's death, his last novel was finished \_\_\_\_\_

## Unit Assignment Write a cause and effect essay

**Q** In this assignment, you will write a five-paragraph essay to give your opinion about the effects of science on the food we eat. As you prepare your essay, think about the Unit Question, “Should science influence what we eat?” and refer to the Self-Assessment checklist on page 154. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to gather ideas for your essay.

1. Work with a partner. Brainstorm the good effects and bad effects that science has had on food. Write them in the chart. Include ideas from the readings and your own ideas.

 **Your Writing Process**

For this activity, you could also use Stage 1A, *Freewriting in Q Online Practice*.

Effects of science on food	
Good effects	Bad effects
Food is safer.	Too many choices in supermarkets can be confusing.

2. Compare the good effects and bad effects. Decide whether you think science has had a positive or negative effect on the food we eat.

**Tip for Success**

Your essay must have unity, so only choose the effects that support your thesis statement.

- B. PLAN** Use your ideas from Activity A to make an outline for your essay. Make sure that you have enough ideas to write a strong outline. Remember that you need three effects, with at least two supporting details each, to write good body paragraphs.

I. Introduction

A. Introductory ideas: \_\_\_\_\_

\_\_\_\_\_

B. Thesis statement: \_\_\_\_\_

\_\_\_\_\_

II. Effect 1: \_\_\_\_\_

\_\_\_\_\_

A. Support 1: \_\_\_\_\_

B. Support 2: \_\_\_\_\_

III. Effect 2: \_\_\_\_\_

\_\_\_\_\_

A. Support 1: \_\_\_\_\_

B. Support 2: \_\_\_\_\_

IV. Effect 3: \_\_\_\_\_

\_\_\_\_\_

A. Support 1: \_\_\_\_\_

B. Support 2: \_\_\_\_\_

V. Conclusion

A. Concluding ideas: \_\_\_\_\_

\_\_\_\_\_

B. Advice or prediction: \_\_\_\_\_

\_\_\_\_\_

- C. WRITE** Write your essay. Use your outline from Activity B and ideas from your knowledge, experience, and reading. Use cause and effect collocations and passive verbs where appropriate. Look at the Self-Assessment checklist on page 154 to guide your writing.

## REVISE AND EDIT

**A. PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Is there a clear opinion expressed about the effect science has had on the food we eat?
2. Does the introduction contain a thesis statement that clearly states the opinion?
3. Is it clear how each of the effects supports the thesis statement? Are there any ideas that don't support it?
4. Are the effects supported by fact, examples, and descriptions?
5. Are the paragraphs connected logically using transitions?

**B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay clearly describe three effects of science on the food we eat?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay contain an introduction, three body paragraphs, and a conclusion?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay use cause and effect collocations appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	Are passive verbs used correctly? Are agents included and omitted appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

access **AWL**  
 approach **AWL**  
 benefit **AWL**  
 expert **AWL**  
 finding  
 link **AWL**  
 milestone  
 source **AWL**

### Verbs

arise (from)   
 cause   
 convince **AWL**  
 challenge **AWL**  
 contribute (to) **AWL**  
 develop (from)   
 eliminate **AWL**

encourage   
 exploit **AWL**  
 lead (to)   
 modify **AWL**  
 participate **AWL**  
 shift **AWL**

### Phrasal Verbs

bring about  
 result in  
 sink in  
 stem from

### Adjectives

major **AWL**  
 physical **AWL**  
 practical   
 stable **AWL**

### Adverbs

currently   
 primarily **AWL**

### Phrases

be brought about by  
 be caused by  
 be due to  
 be a factor/  
 factors in  
 be responsible for

Oxford 3000™ words

**AWL** Academic Word List

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

- READING** ☐ I can recognize a writer's bias. (pp. 138–139)
- VOCABULARY** ☐ I can identify and use cause and effect collocations. (p. 146)
- WRITING** ☐ I can write a cause and effect essay. (p. 148)
- GRAMMAR** ☐ I can use agents appropriately with the passive voice. (pp. 150–151)

**LEARNING OUTCOME** ☐ I can express my opinions about the positive or negative effects of science on the food we eat.

# UNIT 7

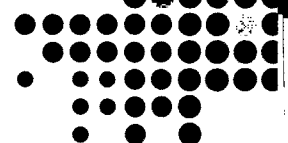
## Work and Education

- READING ● using an outline
- VOCABULARY ● word forms
- WRITING ● writing a summary
- GRAMMAR ● reported speech with the present tense



## LEARNING OUTCOME

Summarize and paraphrase the purpose, thesis statement, main ideas, and conclusions of a text.



*Unit* QUESTION

# Does school prepare you for work?

## PREVIEW THE UNIT

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

What kind of skills and abilities do students learn in school that can help them in their careers?

What or who helps students prepare for adult life the most? School? Culture? Parents?

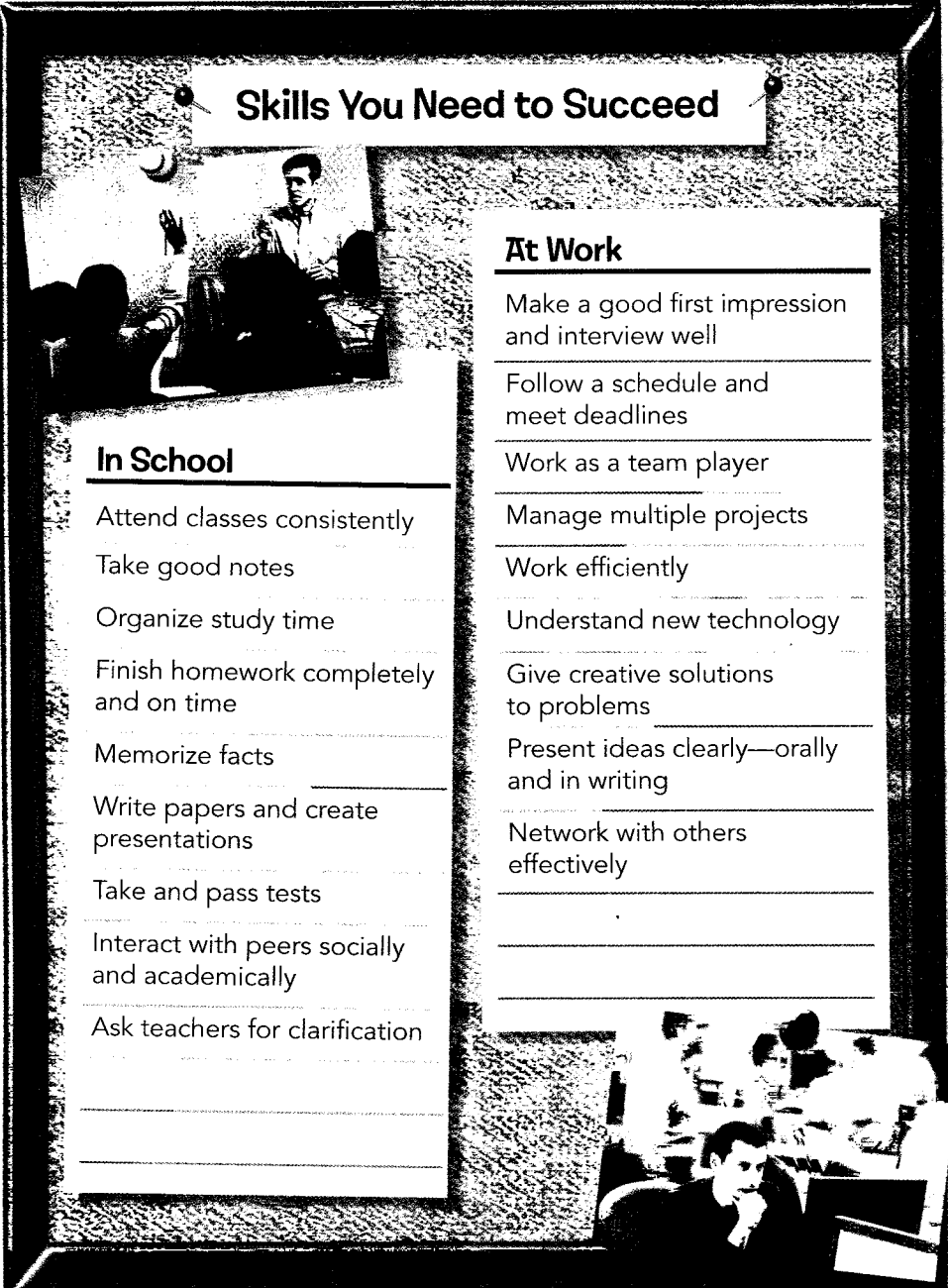
Look at the photo. Do you think this is a good way to find a job? Why or why not?

**B** Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, Track 5 on CD 2, to hear other answers.

**C** Work with a partner. Look at the skills you need to succeed in school and at work. Discuss these questions.

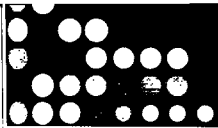
1. Would you add anything to either list? Would you take anything away? Add your ideas or cross out the ones that you do not think are necessary.
2. Which of the skills you learn in school help you succeed at work? Try to match specific skills in each list.



**Skills You Need to Succeed**

In School	At Work
Attend classes consistently	Make a good first impression and interview well
Take good notes	Follow a schedule and meet deadlines
Organize study time	Work as a team player
Finish homework completely and on time	Manage multiple projects
Memorize facts	Work efficiently
Write papers and create presentations	Understand new technology
Take and pass tests	Give creative solutions to problems
Interact with peers socially and academically	Present ideas clearly—orally and in writing
Ask teachers for clarification	Network with others effectively

**D** Join another pair. Discuss your answers to the questions in Activity C.



## READING 1 | From Student to Employee

### VOCABULARY

Here are some words from Reading 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. Making the **transition** from student to full-time employee won't be easy, but you'll do fine.  
a. effort                      b. goal                      c. change
2. After the long summer holiday, it's hard to **adjust** to working in an office again.  
a. apply                      b. leave                      c. adapt
3. His job responsibilities have always been **ambiguous**. No one is really sure what he does.  
a. certain                      b. unclear                      c. helpful
4. Most people's lives follow a typical **pattern**: they graduate from school, get a job, and eventually get their own apartment.  
a. belief                      b. order                      c. behavior
5. If you accept the job, you'll work a **fixed** number of hours: 8:00 to 5:30, Monday to Friday.  
a. flexible                      b. short                      c. certain
6. It's hard to study with **constant** interruptions every five minutes.  
a. occasional                      b. frequent                      c. brief
7. I knew getting a job would be hard, but I didn't **anticipate** that it would take six months.  
a. wish                      b. hope                      c. expect
8. Jack is starting a new job, and he is worried that he will **encounter** many problems.  
a. experience                      b. solve                      c. define
9. Please **analyze** the information in the report carefully. Then let's discuss what we should do.  
a. skim                      b. question                      c. examine

10. How do you **interpret** the ending of that story? I didn't really understand it.  
a. explain                      b. predict                      c. tell
11. Completing the project was a **collaborative** effort; we all worked on it together.  
a. shared                      b. difficult                      c. unlikely
12. His **expertise** is in international banking. He's been in the field for almost 25 years.  
a. unusual habit              b. special skill                      c. favorite hobby

## PREVIEW READING 1

For many people, getting their first full-time job after graduation from school is an important turning point: it is the beginning of one's adult life. You are going to read a magazine article that examines this transition.

Read the title and look at the picture in the article.

1. What is the author's opinion about students getting their first job after graduation?
2. Can you think of any reasons why the author has this opinion?



Read the article.

# From Student to Employee: A Difficult Transition

By Mina Alonso

1 It is a chilly January morning on the campus of San Jose State University, and the start of a new term. Twenty-two-year-old Ryan Adams is walking with some friends to their first class. Ryan is beginning his final semester as a college student; at the end of May, he will graduate with a degree in finance<sup>1</sup>. Even though graduation is a few months away, Ryan is already working on a resume and plans to start applying for jobs in April. He is both excited and a little nervous about making the **transition** from student

to full-time employee. "I'm hoping to have a job by the summer," he explains. "You know, it'll be good to finally get out into the working world. On the other hand, it'll be the first real job I've ever had and that's a little scary."

2 By the time Ryan graduates, he will have spent four years in college and a total of sixteen years of his life in school. Like many students, Ryan believes that the time and money spent on his education will pay off<sup>2</sup>: he will eventually be able to get a good job and do well in the field he has

<sup>1</sup> finance: the management and investing of money

<sup>2</sup> pay off: to bring good results

chosen. And yet, in spite of all of the years spent in school preparing to enter the workplace, many recent graduates say that they struggle with the transition from classroom to career world and have difficulty **adjusting** to life on the job.



Many recent graduates struggle in the workplace.

- 3 Writer and editor Joseph Lewis, who blogs for the website WorkAwesome.com, suggests one reason why this is the case. Lewis believes that most of our school experiences—from childhood through university—are fairly predictable, while life in the working world is far more **ambiguous**. In school, for example, the **pattern** stays more or less the same from year to year. All students have to take a **fixed** number of classes each year and in those classes they have to do certain things to succeed: study assigned material, do homework, and take and pass tests. In the workplace, however, **constant** change is the norm, and one has to adapt quickly. A project you are working on this month might suddenly change next month—or next week—and it's often hard to **anticipate** what you'll be doing six to twelve months from now. Life in the workplace can be uncertain in other ways as well. Lewis notes that in school, for example, you advance each year to the next grade "and that change carries with it a sense<sup>3</sup> of progress, a sense of . . . growth

<sup>3</sup> sense: feeling

and importance." In the workplace, however, "you have no idea when you might be promoted; it depends on the economy<sup>4</sup>, on your coworkers, on your boss or clients, or a hundred other things you can't control."

- 4 Another problem that graduates entering the workforce **encounter** is that they are unprepared to think analytically. In school, many students—including those in college—spend a lot of time memorizing facts and repeating what they "learned" on tests. But in the workplace, notes the Career Services Network at Michigan State University, employees "are often expected to think critically and make decisions about their work, not just follow a supervisor's<sup>5</sup> instructions." An employee who is facing a problem at work, for example, needs to be able to identify different solutions, select the best course of action<sup>6</sup>, and explain his choice to others. Less time needs to be spent in school on testing, says one recent report, and more on helping students to **analyze** and **interpret** information, solve problems, and communicate their ideas effectively—skills that will prepare them to succeed in today's workplace.
- 5 Finally, many recent graduates say that one of the biggest difficulties they face is adjusting to teamwork on the job. In some ways, school does prepare one for the **collaborative** nature of the workplace. Learners sit in classes every day with many other students. They must listen to others' opinions, participate at times in group discussions, and learn how to get along outside the classroom. Nevertheless, in school, a student normally works independently to complete most tasks (tests, homework, and projects) and receives a grade according to how well he or she has done. In the workplace, however, employees must regularly interact with others and are often dependent on their coworkers for their success. In other words, if an employee has

<sup>4</sup> economy: the financial system of a given country or region

<sup>5</sup> supervisor: the boss or manager

<sup>6</sup> course of action: plan

to work with others to complete a given project, that employee's success not only depends on his hard work and **expertise**, but also on how well his colleagues perform. Knowing how to participate effectively in teamwork—and deal with problems when they arise—is extremely important, and yet, it is also something many students don't get enough practice with in a school setting.

- 6 How can we better prepare young adults for the workplace? Recent graduates, looking back on their educational experience, have some advice. Many think that all students should be required to do an internship<sup>7</sup> while they are in school. Volunteering part time at a company, hospital, or government organization, for example,

can help one gain experience and learn skills needed to succeed in the real world. Other graduates believe that teachers should include more teamwork as part of class activities; such tasks would familiarize students with the demands of collaborating with colleagues in the workplace. Still others feel there should be more focus on developing writing and public speaking skills—abilities many employees must regularly use on the job. Pairing this kind of practical work experience with classroom instruction, say the graduates, will help prepare students for the realities of the workplace and make the transition from school to career world less stressful.

<sup>7</sup> **internship:** a job or training program, often done without pay, to gain practical work experience

## MAIN IDEAS

Circle the best answer.

1. Which statement best describes the problem discussed in the article?
  - a. Many recent graduates are bored by the jobs available to them.
  - b. It's difficult for many recent graduates to find good jobs.
  - c. Many graduates aren't ready for today's workplace challenges.
2. What is mainly responsible for this problem?
  - a. students' performance in school
  - b. employers' hiring practices
  - c. schools' methods of instruction
3. Look at paragraphs 3, 4, and 5. A good subtitle for this section of the article would be \_\_\_\_\_.
  - a. Three Ways Educators and Employers Can Work Together
  - b. Difficulties Graduates Experience in the Workplace
  - c. The Workplace: Yesterday, Today, and Tomorrow

4. Paragraphs 3, 4, and 5 describe how our school experiences \_\_\_\_ life in the workplace.
  - a. are different from
  - b. help us with
  - c. are similar to
5. According to the passage, which skills are essential to have in today's workplace?
  - a. being able to solve problems and contribute to a team
  - b. remembering facts quickly and working well independently
  - c. speaking a second language and being able to work long hours
6. The purpose of paragraph 6 is to \_\_\_\_ discussed in the article.
  - a. describe how graduates have overcome the problem
  - b. suggest ways of solving the problem
  - c. criticize society for contributing to the problem

## Reading Skill Using an outline



An **outline** can help you understand how a text is organized. It shows the relationship between the main ideas and the specific information that supports them. There are many ways to organize an outline. One common way is to use **Roman numerals** (I, II, III) for the main ideas and **letters** (A, B, C) for the supporting points.

When you outline a text, you briefly summarize the ideas using some words from the text and some of your own words. You do not always need to write complete sentences.

## DETAILS

**A. Look back at Reading 1 on pages 160–162 and follow these steps.**

1. Underline the thesis statement in the introduction (paragraphs 1–2).
2. In paragraph 3, underline the main idea and circle two supporting points.
3. Compare the sentences in the article and those in the outline on page 164. Notice that the sentences in the outline are shorter but still focus on the key information.

**Tip for Success**

An outline of a reading can help you study for a test. You can look over the outline to find the main ideas and supporting points instead of rereading the whole text.

**I. Introduction (paragraphs 1–2)**

Thesis statement: Many recent graduates have difficulty adjusting to life on the job.

**II. School experiences are predictable; the working world is more ambiguous. (paragraph 3)**

A. In school, the pattern stays the same; in the workplace, constant change is the norm.

B. In school, you advance each year; in the workplace, you don't know when you might be promoted.

**B. Reread paragraphs 4–6 in Reading 1 and complete the outline for sections III, IV, and V below.**

**III. Recent graduates are not prepared to think analytically.**

A. In school, \_\_\_\_\_

B. In the workplace, \_\_\_\_\_

C. Schools should spend less time on \_\_\_\_\_

D. Schools should spend more time on \_\_\_\_\_

**IV. Many recent graduates have difficulty \_\_\_\_\_**

A. \_\_\_\_\_

B. \_\_\_\_\_

**V. \_\_\_\_\_**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. There should be more focus on developing writing and public speaking skills.



## WHAT DO YOU THINK?

### Tip Critical Thinking

In the What Do You Think? questions, you give an opinion and **justify** your point of view with reasons. When you justify your opinion, you have to examine your reasoning and see if it is logical. This process allows you to improve your arguments.

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. In paragraph 6 of Reading 1, there are several suggestions to help young adults adjust to life in the workplace. In your opinion, are the solutions useful? Which one do you think would help the most? Why?
2. What other skill(s) should schools focus on to prepare students for the workplace? Think of at least one idea and explain why you think this skill is important.
3. Rate your own school experience on a scale from 1 (poor) to 5 (excellent) in terms of how it prepared (or is preparing) you for the workplace. Give at least two reasons that explain your rating.

## READING 2 | Making My First Post-College Decision

### VOCABULARY

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

**acquire** (v.) to get something by your own efforts

**approach** (v.) to move closer to something in distance or time

**contact** (v.) to communicate with someone, for example by phone or email

**enable** (v.) to make something possible

**incentive** (n.) something (money or other reward) that encourages you to do something

**income** (n.) the money a person earns from work

**institution** (n.) a large company or other organization

**particular** (adj.) specific; referring to one thing or situation

**permanent** (adj.) lasting for a long time without changing

**reluctant** (adj.) unwilling to do something because you are not sure it is right

**utilize** (v.) to use



shopping for work clothes

1. She spends almost a third of her monthly \_\_\_\_\_ on clothes for work.
2. We'll get a \$1,000 bonus if we finish the project early. That's an \_\_\_\_\_ to work harder!

3. The best way to \_\_\_\_\_ Mr. Perez is by email. He checks his messages often.
4. Getting a college degree will \_\_\_\_\_ you to get a better job.
5. Tom wants to major in business, but he doesn't know what \_\_\_\_\_ type of business he is most interested in.
6. Even though Laura is unhappy, she's \_\_\_\_\_ to quit her current job until she gets a new one.
7. Don't use that pen on the whiteboard. The ink is \_\_\_\_\_ and you won't be able to erase it.
8. Ann wants a job where she'll be able to \_\_\_\_\_ her Spanish language skills.
9. As I \_\_\_\_\_ my high school graduation, there is a part of me that isn't ready to finish school.
10. Simon works for a large financial \_\_\_\_\_ in London. The company has offices worldwide.
11. The training program helps people \_\_\_\_\_ new workplace skills and get better jobs.

## PREVIEW READING 2

Choosing a job is one of the most important decisions a student makes after graduation. You are going to read a blog entry by a graduating student who is considering his work options.

Read the title of the entry and skim the first paragraph. Write answers to these questions.

1. What two career options is the student trying to decide between?

---

2. Which one do you think he's going to choose? Why?

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# Making My First Post-College Career Decision

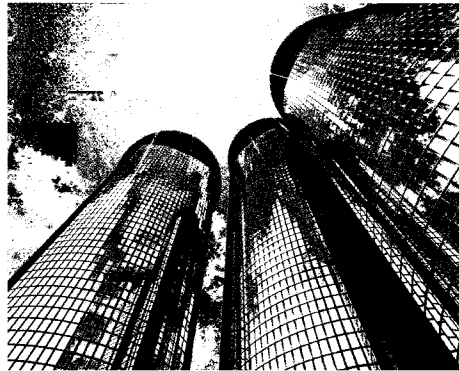
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## Going Corporate<sup>1</sup>

TUESDAY, APRIL 7

COMMENTS 16

- 1 As college graduation **approaches** and I prepare to enter the working world, I've had a hard time deciding what I should do with my life. On the one hand, I wonder: am I an entrepreneur—the sort of innovative person who could start and grow my own business? Then at other times I think: would it be better to accept a position in a large corporation and climb the ranks<sup>2</sup>? As I get ready to make the transition from student to full-time employee, I find myself thinking about these questions quite often. The good news is, I think I've finally got some answers.



## From Internship to Full-Time Job

- 2 I've always been interested in accounting and technology, and for the past year, I've been interning at a large telecommunications company. It's been a great way for me to get some work experience and to see if this **particular** field is right for me. My internship has shown me that telecommunications isn't really the kind of work that I want to do long term. Nevertheless, I've learned a lot about communicating, collaborating, and dealing with office politics<sup>3</sup> in the workplace. I know that I'll be able to use these skills in whatever job I do.
- 3 When I began my final year in college last fall, I started perusing the job postings, looking for a full-time (paying) position in accounting. At the time, I noticed job ads for all of the public accounting firms, and though I thought they were interesting, I ignored them. I assumed they were for the December graduates<sup>4</sup>. Was I ever

<sup>1</sup> going corporate: joining a large company as an employee

<sup>2</sup> climb the ranks: move upward in a company through promotions

<sup>3</sup> office politics: competition among people in the workplace

<sup>4</sup> December graduates: In the U.S., most students graduate in May or June, but some finish early and graduate in December.

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mistaken! It turns out that they were postings for regular May graduates like me! When I realized my error, I quickly put together a resume and **contacted** professors for recommendations. I eventually interviewed with several companies, and within a week I'd gotten a job. I felt relieved; I had taken care of my future. It was November, and I wouldn't even be starting until the following July.

## Learning Is Key

- 4 Though I interviewed with different companies, I decided to accept a position with a large accounting firm, primarily because I'd already interned in the corporate world<sup>5</sup> and wanted to gain more experience working for a large **institution**. Also, compared with the telecommunications company I'd been at, accounting firms' employees tend to work fewer hours for more pay.
- 5 Why did I feel the need to get a job so quickly? Maybe I was anxious about earning an income and supporting myself after graduation, but I prefer to think I accepted the position because of what I could learn. At this point in my life, I believe that working for a large accounting firm will **enable** me to meet different people and **utilize** the skills I've **acquired** in school and during my internship. I also think it will provide me with the experience I need to grow in this field. However, once the job becomes predictable—once I stop learning and being challenged—then there won't be any **incentive** for me to continue with this company. At that point, I'll have to make some decisions about what I want to do next.

## Creating Opportunities

- 6 Ultimately, I see myself doing one of two things in life: becoming an executive<sup>6</sup> somewhere or starting something successful on my own. Do I have lofty<sup>7</sup> goals? Sure I do. Do I know how, when, or where I will achieve them? Not at all. For this reason, I'd rather start out at a big company and see where it leads me. Eventually, I will either develop something on my own or continue to learn and do well as an employee. In any case, I know that I'll be given many new opportunities in my job with the accounting firm, and I'll do my best to take advantage of those.
- 7 With all that said, I'm only 20 years old: I have time to make decisions. At this point, I'm **reluctant** to make a **permanent** career choice, and in reality, I may never make such a choice. In the end, I might become a corporate executive somewhere *and* start my own company. Whatever happens, I'm sure I'll do fine. Anyway, it's impossible to predict the future, and so for now, I just want to see how it goes with my first job out of college.

<sup>5</sup> the corporate world: related to working for a large company

<sup>6</sup> executive: a senior manager in a company

<sup>7</sup> lofty: large and important

## MAIN IDEAS

**A.** Each of these headings refers to the main idea of a paragraph in the blog. Write the correct paragraph number next to each heading. (There is one extra heading.)

- \_\_\_ a. A chance to grow and learn
- \_\_\_ b. Get that job!
- \_\_\_ c. Future career goals
- \_\_\_ d. What I like about accounting and technology
- \_\_\_ e. What being an intern taught me
- \_\_\_ f. No rush to decide
- 1 g. Graduation nerves: What do I do next?
- \_\_\_ h. Accounting: The right choice for me

**B.** What information in each paragraph helped you choose your answers in Activity A? Tell a partner.

## DETAILS

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

- \_\_\_ 1. The blogger is interested in a career in telecommunications.
- \_\_\_ 2. He feels that his experience as an intern was useful.
- \_\_\_ 3. He plans to start working full time in December when he graduates.
- \_\_\_ 4. He believes that telecommunications firms pay higher salaries than accounting firms.
- \_\_\_ 5. When his job is no longer challenging, he'll probably quit it and look for a new one.
- \_\_\_ 6. He can imagine himself in a management position at some point in the future.
- \_\_\_ 7. Having a steady job is the writer's goal.
- \_\_\_ 8. He is optimistic about the future.

## Q WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. What do you think of the career choices the blogger in Reading 2 has made so far and his plans for the future? Respond to his entry and tell him your opinion.
2. The blogger in Reading 2 describes his career goals. What are yours? Talk about at least one; explain what your goal is and how and when you plan to achieve it.

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

1. Do you think it is important for a person to get a full-time job immediately after finishing school?
2. The blogger in Reading 2 feels no pressure to choose a permanent job. Considering the ideas presented in Reading 1, what do you think are some of the advantages and disadvantages of this attitude?

### Vocabulary Skill Word forms



Learning all **forms of a word** and how they are used helps you build your vocabulary. This skill will also give you more flexibility in your writing and speaking.

Notice how different forms of the same word are used in different contexts.

**analyze (v.)** *to examine the nature or structure of something, especially by separating it into its parts*

Please **analyze** the information in the report closely.

**analyst (n.)** *a person who examines facts in order to give an opinion about them*

Martin is a financial **analyst** for a large corporation.

**analytical (adj.)** *using a logical method in order to understand something*

The course helps students to develop **analytical** skills.

**analytically (adv.)** *doing something by using a logical method*

Many recent graduates are unprepared to think **analytically**.

Dictionaries will list all the word forms and their definitions. When you look up a word, you will usually need to read several entries to find all the word forms.

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

**Tip for Success**

When you learn the meaning and spelling changes for different word forms, also pay attention to how the pronunciation is different (e.g., *acquire/acquisition*).

**A. These words come from Reading 1 and Reading 2. Complete the chart. Use your dictionary to help you. (An X indicates that a word form doesn't exist or you don't need to know it at this time.)**

	Verb	Noun	Adjective	Adverb
1.	acquire	acquisition	X	X
2.		adjustment		X
3.	X		ambiguous	
4.	anticipate		anticipated	X
5.		collaboration		
6.	X	constant		
7.		interpretation	interpretive	X
8.	X	particulars		
9.	X	permanence		
10.	X		reluctant	



analyze

**B. Complete each pair of sentences with the correct form of the word from the chart in Activity A.**

- Learning to live on my own was a big \_\_\_\_\_, but I'm finally used to it.
  - Your office chair can go higher or lower. The seat is \_\_\_\_\_.
- Bill works in sales and is \_\_\_\_\_ on the phone with clients all day.
  - New employees need \_\_\_\_\_ instruction. Learning about a new job takes time.
- Are you only visiting New York for the month, or have you moved here \_\_\_\_\_?
  - When I started working here, I was part-time. Now I'm a \_\_\_\_\_ employee.
- Mia was \_\_\_\_\_ to ask her teacher for help, but she finally did.
  - Adam asked his boss, Mr. Williams, for a raise and Mr. Williams \_\_\_\_\_ agreed.

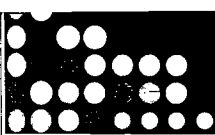


analyst

5. a. His answer to that question was \_\_\_\_\_. What exactly did he mean?
- b. The message is worded \_\_\_\_\_. I'm not sure what it means.
6. a. The staff members are going to \_\_\_\_\_ to design the new marketing plan together.
- b. There needs to be a close \_\_\_\_\_ between teachers and parents for students to do well in school.
7. a. The match between the two soccer teams was the most \_\_\_\_\_ sporting event of the year.
- b. When they posted the job, they didn't \_\_\_\_\_ that they would get over 1,000 replies.
8. a. Let's talk generally about our business trip now. We can discuss the \_\_\_\_\_ (where we'll stay, what we'll do, etc.) later.
- b. Keep your schedule open tomorrow for the boss's visit— \_\_\_\_\_ the hours between 10:00 to noon.

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

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Writing Skill Writing a summary



### Tip for Success

To prepare to write a summary, you may want to outline a text as you read. See the Reading Skill box on page 163 for instructions on outlining as a reading strategy.

A **summary** is a shorter version of the original text. When you write a summary, you tell the reader the main ideas using some words from the text and some of your own words.

### Before you write a summary

1. Read the entire text and ask yourself what the author's **purpose** is.
2. Reread the introductory paragraph(s) and find the **thesis statement**.
3. Reread the rest of the text. In each paragraph, highlight, underline, or circle the **main idea and key points**. You can also annotate the important information.

### When you write a summary

1. Begin by stating **the title** of the text, **the author's full name** (if it's given), and his or her **purpose** for writing.
2. Use the text you highlighted or annotated to explain the author's **thesis** and **main ideas**.
3. Remember to:
  - keep the summary short (about one-third to one-fourth as long as the original).
  - include only the original text's main ideas. Do not include details, examples, information that is not in the original, or your own opinion.
  - write the summary mostly in your own words, but do not change the author's ideas. (This is called paraphrasing.)

- A. Read the article about preparing for a job interview. Follow steps 1–3 in *Before you write a summary* in the Writing Skill box. Then answer the questions on page 174.**

## Preparing for Your First Job Interview

By Jim Sweeny

You've just graduated from school. Now comes the scary part: interviewing for your first job. For many recent graduates, this is an anxiety-provoking time. However, there are some simple ways to prepare for this challenging experience.

First, you should make a list of the questions you might be asked. In many job interviews, you have to answer questions about your academic experience and how it has prepared you for the job. For example, you might be asked to discuss

how your participation in student government or sports has given you experience working on a team. You will, of course, also be asked how your experience and talents fit with the company's goals.

Once you've got your questions, you should then think about possible answers and practice responding to them. Employers will expect you to talk in detail about your experience and use examples. Make sure that your answers describe particular situations you faced, the actions you took, and the results you achieved. Once you've got your responses, try practicing on your friends or family members. This will make you feel comfortable speaking in front of a person.

Finally, don't get discouraged if you aren't hired the first, second, or third time you interview. Think of every interview as practice for the most important one: the interview that will get you a job.



1. What is the author's purpose for writing the text?
  - a. He's describing his first job interview experience.
  - b. He's comparing and contrasting two interviewing styles.
  - c. He's explaining how to get ready for a job interview.
2. What is the thesis statement?  

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3. What are the two main ideas that support the thesis statement?  

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4. In the last paragraph, how does the author conclude the article?
  - a. He restates the article's main points.
  - b. He makes a final suggestion.
  - c. He makes a prediction about the future.

- B. Read these two summaries of the article on pages 173–174. Complete the checklist below for each one. Then answer the questions.**

### Summary 1

In the essay “Preparing for Your First Job Interview,” author Jim Sweeny gives advice to recent graduates who are interviewing for their first job. Specifically, he says that there are things they can do to prepare for the interview. First, Sweeny tells students that they should make a list of questions they might be asked. These questions are usually about how a person’s school experience relates to the job he or she is applying for. Then Sweeny says that students should prepare answers to the questions and practice responding to them, and he explains a way to do this. In conclusion, he tells students not to get discouraged by the interviewing process.

### Summary 2

In the essay “How to Prepare for Your First Interview,” author Sweeny gives advice to recent graduates who are interviewing for their first job. He says that looking for a first job is stressful, but there are ways to prepare for an interview. Sweeny says that students should be prepared to answer questions about their school experience and how it relates to the job they are applying for. In fact, the questions I was asked at my first interview were about my school activities. In conclusion, he tells students not to get discouraged by the interviewing process.

The summary . . .	Summary 1	Summary 2
1. states the original text’s title.	<input type="checkbox"/>	<input type="checkbox"/>
2. states the author’s full name (if given).	<input type="checkbox"/>	<input type="checkbox"/>
3. states the author’s purpose for writing.	<input type="checkbox"/>	<input type="checkbox"/>
4. identifies the thesis statement.	<input type="checkbox"/>	<input type="checkbox"/>
5. identifies all of the text’s main ideas.	<input type="checkbox"/>	<input type="checkbox"/>
6. does not include details or other information not in the text.	<input type="checkbox"/>	<input type="checkbox"/>
7. is mostly written in the student’s own words.	<input type="checkbox"/>	<input type="checkbox"/>
8. is clear and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>

- Which summary is better? \_\_\_\_\_
- Why? \_\_\_\_\_



You can use **reported speech** to report what someone says, writes, or thinks. In academic writing, it is common to report information **with the present tense** when the information involves current opinions or ongoing situations.

### Reported statements with *that* clauses

- Identify the person who made the statement using a **present tense reporting clause**.
- Put the information that you are reporting in a *that* clause. (The word *that* is often omitted.)

**Original:** Jim Sweeny: You should make a list of questions.

**Reported:** Jim Sweeny **says** (that) students should make a list of questions.\*

reporting clause

noun clause

You can also report statements with verbs like *tell*, *explain*, or verbs that express thoughts or feelings such as *feel*, *think*, and *believe*. Notice that *tell* is followed by a noun or pronoun.

Jim Sweeny **tells students** (that) they should make a list of questions.

Jim Sweeny **thinks** (that) students should make a list of questions.

### Reported questions with *wh*- clauses

You usually use a *wh*- clause to report a question. Although these clauses begin with question words (*who*, *what*, *where*, *when*, *how*), they use statement word order.

**Original:** Many students: What should you wear to an interview?

**Reported:** Many students **wonder** what they should wear to an interview.\*

reporting clause

noun clause

You can also report that someone answered a question about something. In this case, the *wh*- clause doesn't report exactly what someone said, but says what question was answered. Reporting verbs such as *explain*, *describe*, and *tell* are common.

**Original answer:** News article: You should wear a suit to an interview.\*\*

**Reported answer:** The article **explains** what you should wear to an interview.

The article **tells you** what you should wear to an interview.

\*In reported speech, pronouns and possessives often have to change to keep the original meaning.  
"You should make a list of questions." → The article says (that) **students** should make a list of questions.

\*\*Answers the question: *What should you wear to an interview?*

**Tip for Success**

A reporting clause can contain a general subject, such as *Many people say . . .* or *Some people think . . .*

**A. Check (✓) the sentences that use reported speech. Then circle the reporting clause and underline the noun clause in the sentences you checked.**

- ☐ 1. In spite of all the years spent in school preparing to enter the workplace, many recent graduates say that they have difficulty adjusting to life on the job.
- ☐ 2. Joseph Lewis notes that in school you advance each year, but at work the same isn't true.
- ☐ 3. In the workplace, employees must also regularly interact with others and are often dependent on their coworkers for their success.
- ☐ 4. Many people wonder how we can better prepare young adults for the workplace.
- ☐ 5. One recent report tells educators that less time should be spent on testing in school.
- ☐ 6. In the article, some recent graduates explain what current students can do to prepare.
- ☐ 7. Volunteering part-time at a company, hospital, or government organization can help one gain experience and learn skills needed to succeed in the real world.
- ☐ 8. Other graduates feel there should be more focus on developing writing and public speaking skills.

**B. Circle the answer that best completes each sentence.**

- 1. Michael is always studying. I wonder \_\_\_\_.  
a. what his major is      b. what is his major      c. what major he is
- 2. My brother says \_\_\_\_ to major in journalism.  
a. that he was wanting      b. that wants      c. he wants
- 3. The article \_\_\_\_ students how to dress for a job interview.  
a. tells that      b. tells      c. tells to
- 4. Take this quiz. It will tell you \_\_\_\_ for you.  
a. which best job is      b. which is best job      c. which job is best
- 5. A lot of students believe \_\_\_\_ include more teamwork activities in class.  
a. teachers they should      b. teachers that should      c. that teachers should
- 6. The website explains \_\_\_\_ apply for an internship at the company.  
a. how      b. you how      c. how you

**C. Read each sentence. Report the information using the verb in parentheses and a noun clause. Change pronouns or possessives where appropriate.**

1. Jim Sweeny to students: There are things you can do to prepare for an interview.

(tell) Jim Sweeny tells students (that) there are things they can do  
to prepare for an interview.

2. News article: Many recent graduates aren't ready for the workplace.

(say) \_\_\_\_\_  
\_\_\_\_\_

3. Many students: Learning a foreign language is challenging.

(believe) \_\_\_\_\_  
\_\_\_\_\_

4. Tara: How can I get a good job?

(wonder) \_\_\_\_\_  
\_\_\_\_\_

5. Many students: What should we do after graduation?

(want to know) \_\_\_\_\_  
\_\_\_\_\_

6. The school handbook: Students must take four years of English and three years of math to graduate.

(tell) \_\_\_\_\_  
\_\_\_\_\_

## Unit Assignment Write a summary



In this assignment, you will write a one-paragraph summary of Reading 1. As you prepare your summary, think about the Unit Question, "Does school prepare you for work?" and refer to the Self-Assessment checklist on page 180. Use your work in this unit to support your ideas.

For alternative unit assignments, see the Q: *Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps as you prepare to write your summary.

1. Reread Reading 1 on pages 160–162. Look at any notes that you highlighted or annotated. Cross out the less important details or any information that expresses your own opinion.
2. Review the outline you created on page 164. Decide if you need to add anything or change anything to make it more accurate.

### **Tip for Success**

Use the full name of the author and anyone mentioned in the text the first time you cite the person. After that, use the person's last name.

**B. PLAN** Follow these steps as you plan to write your summary.

1. Identify the title of the text and the author's full name (if given).

Title: \_\_\_\_\_

Author's full name: \_\_\_\_\_

2. Identify the author's purpose.

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3. Rewrite the thesis statement using your own words.

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4. Identify the main ideas that support the thesis statement. Rewrite them using mostly your own words.

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5. State how the author concludes the article using mostly your own words.

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**Tip for Success**

When you use reported speech in a summary, reported language is often combined to make it more concise, or language is added to clarify the meaning.

- C. WRITE** Write a summary using the ideas from Activity B. Use reported speech and the vocabulary from this unit where appropriate. Look at the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

- A. PEER REVIEW** Read a partner's summary. Answer the questions and discuss them with your partner.

1. Can you easily identify the thesis statement and main ideas from Reading 1?
2. Is the summary clear and easy to follow?
3. Are any ideas included that are not in the original text?
4. How is your partner's summary of Reading 1 different from yours?

- B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your summary.







- C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your summary. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the summary states the text's title, author's name, and author's purpose?
<input type="checkbox"/>	<input type="checkbox"/>	Does the summary clearly identify the thesis statement and all the main ideas?
<input type="checkbox"/>	<input type="checkbox"/>	Does it include only the main ideas and important information from the text?
<input type="checkbox"/>	<input type="checkbox"/>	Is it mostly written in your own words?
<input type="checkbox"/>	<input type="checkbox"/>	Is reported speech used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the summary include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check your summary for punctuation, spelling, and grammar?











## Track Your Success

Circle the words you learned in this unit.







### Nouns


expertise  **AWL**  
incentive  **AWL**  
income  **AWL**  
institution  **AWL**  
pattern   
transition  **AWL**

### Verbs

acquire  **AWL**  
adjust  **AWL**  
analyze  **AWL**  
anticipate  **AWL**  
approach  **AWL**  
contact  **AWL**  
enable  **AWL**  
encounter  **AWL**  
interpret  **AWL**  
utilize  **AWL**

### Adjectives

ambiguous  **AWL**  
collaborative  
constant  **AWL**  
fixed   
particular   
permanent   
reluctant  **AWL**

 Oxford 3000™ words

**AWL** Academic Word List

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

**READING** ☐ I can create and use an outline. (p. 163)

**VOCABULARY** ☐ I can recognize the different forms of a word. (p. 170)

**WRITING** ☐ I can write a summary. (p. 173)

**GRAMMAR** ☐ I can use reported speech with the present tense. (p. 176)

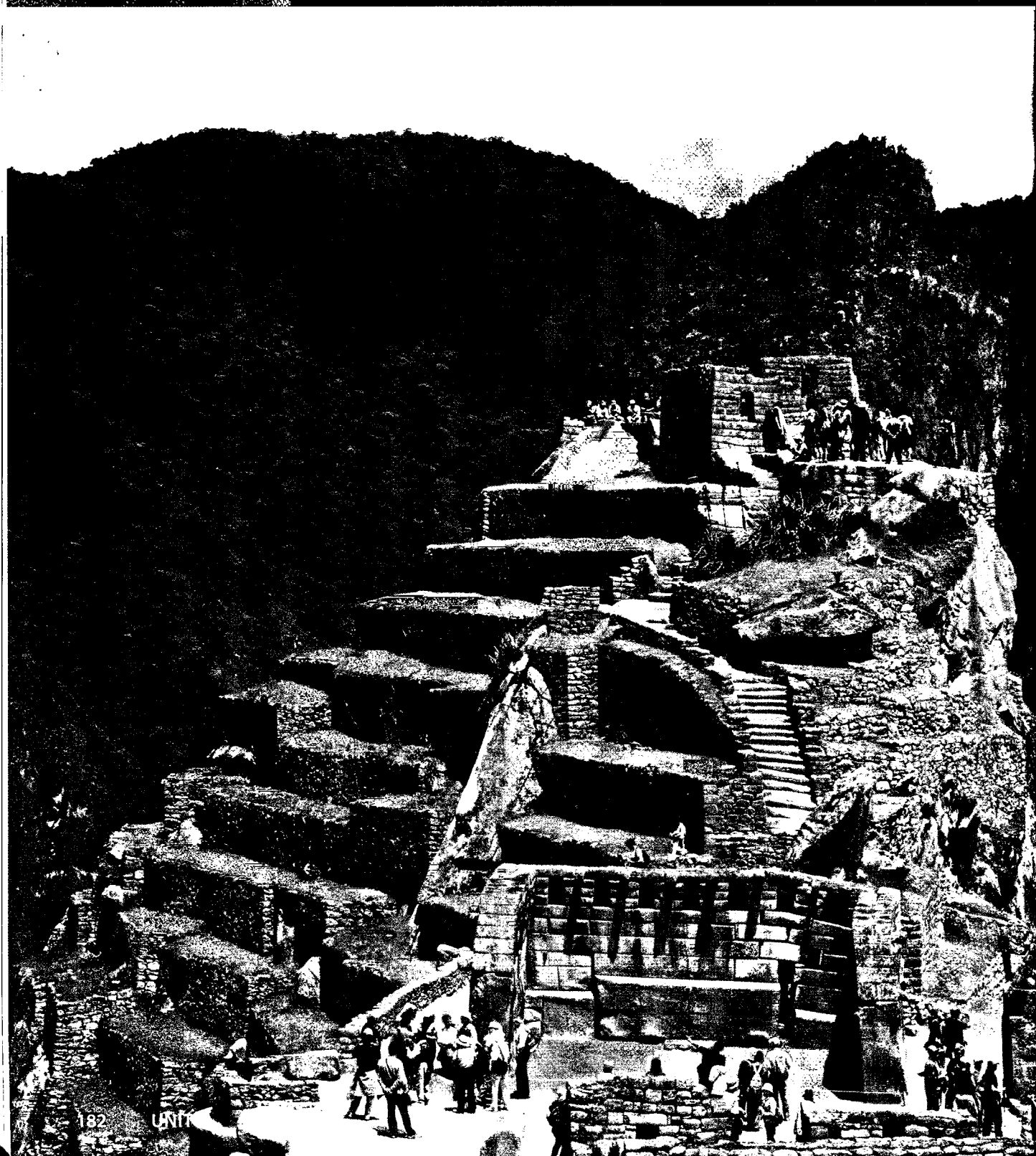
**LEARNING OUTCOME** ☐ I can summarize and paraphrase the purpose, thesis statement, main ideas, and conclusions of a text.

# UNIT 8

Discovery

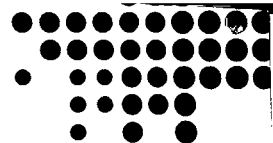
READING  
VOCABULARY  
WRITING  
GRAMMAR

understanding the purpose of quoted speech  
word roots  
writing an opinion essay  
adverb phrases of reason



## LEARNING OUTCOME ●

Defend your opinion about whether a specific discovery or type of exploration is a good or bad thing.



*Unit* QUESTION

# Is discovery always a good thing?

## PREVIEW THE UNIT

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

What discoveries have you heard about in recent years?  
Which discovery did you find the most exciting?

Do you think money should be spent on exploration, or is it better spent on other things?

Look at the photo. Do you know where this is?  
What is happening?

**B** Discuss the Unit Question above with your classmates.

🔊 Listen to *The Q Classroom*, Track 8 on CD 2, to hear other answers.

**C** Read about these four people who are exploring new places and ideas.

### ARCTIC EXPLORATION

**Will Steger** is photographer and explorer. He has traveled to both the North and South Poles to record the effects of global warming on the Arctic. He is broadcasting his future trips live via the Internet for students to observe.



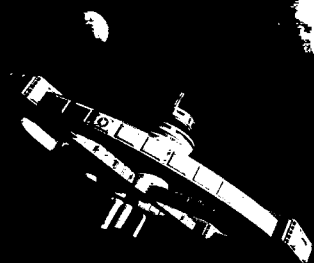
### ARCHEOLOGICAL EXPLORATION

**"Zeray" Alemseged** (pronounced AL-mess-ged) discovered the oldest known skeleton of a human: a person he named *Selam*. The skeleton is 3.3 million years old. He is continuing his study of *Selam* to learn more about human history.



### SPACE EXPLORATION

**Constance Adams** has worked on an international space station design for the first human mission to Mars, helping to create user-friendly living spaces in aerospace. Her work will also help scientists study and explore other planets.



### UNDERWATER EXPLORATION

**Robert Ballard** is best known for his discovery of the wreck of the *Titanic*. He helps to design machines for deep-sea exploration and has developed an educational program about the oceans used by millions of students.



**D** Work in a group. Imagine you are members of the Future Explorer's Foundation (FEF). Every year FEF awards \$500,000 to an explorer who has done original work. Discuss these questions and choose the winner from the article above. Your decision must be unanimous.

1. Does the explorer's work help a lot of people? If so, who does it help?
2. Does the work help us to better understand our planet?
3. Will this work help future generations? In what way?
4. How will \$500,000 help the explorer complete his or her work?

**E** Tell the class who your group selected and why.

## READING 1 | A Tribe Is Discovered



the Yeti

### VOCABULARY

Here are some words from Reading 1. Read the excerpt below. Then write each bold word next to the correct definition.

Over the last 200 years, many people claim to have seen a hairy, human-like creature known as the Yeti in the foothills of the Himalayas. Some reports mention the creature's frightening, **hostile** behavior when it felt threatened. Others describe it as a shy, gentle creature that disappeared immediately. However, no one has ever been able to **confirm** any of these sightings, so questions about the creature's existence continue. In addition, the **motives** of some people who claim to have seen the creature may be questionable since a lot of money can be made from selling a good story to a newspaper or magazine. So is the Yeti real or not?

If the Yeti does **genuinely** exist, we are faced with an interesting **dilemma**: should we try to find it or leave it in peace? This is, above all, a **moral** question. Despite the good intentions of researchers who investigate the Yeti's existence, discovering the creature could cause a **conflict** between it and humans. This conflict might even be **fatal** to the Yeti. Unfortunately, when a new animal is discovered, it is nearly **inevitable** that some people will try to profit from it in a harmful way. It is easy to **cite** examples of rare animals that are in danger because of this kind of exploitation. Governments should **adopt** laws to protect wild creatures like the Yeti and **deter** people from disturbing them for personal gain.

1. \_\_\_\_\_ (*adj.*) something that you cannot avoid or prevent
2. \_\_\_\_\_ (*v.*) to discourage someone from doing something
3. \_\_\_\_\_ (*n.*) purposes or reasons for doing something
4. \_\_\_\_\_ (*v.*) to mention something as a reason or example
5. \_\_\_\_\_ (*adj.*) involving right and wrong behavior
6. \_\_\_\_\_ (*n.*) a situation in which you have to make a very difficult choice
7. \_\_\_\_\_ (*adv.*) really; truly
8. \_\_\_\_\_ (*v.*) to start to use a particular method or show a particular attitude
9. \_\_\_\_\_ (*v.*) to show that something is definitely true or correct

10. \_\_\_\_\_ (*adj.*) causing or ending in death
11. \_\_\_\_\_ (*adj.*) very unfriendly; ready to argue or fight
12. \_\_\_\_\_ (*n.*) a situation that involves a serious or violent disagreement

## PREVIEW READING 1

You are going to read an article from *The Scotsman* newspaper about a tribe of people living in the Amazon rainforest. The article reports on the tribe's first contact with the civilized world.

How do you think the tribe reacted to the appearance of strangers in their world?



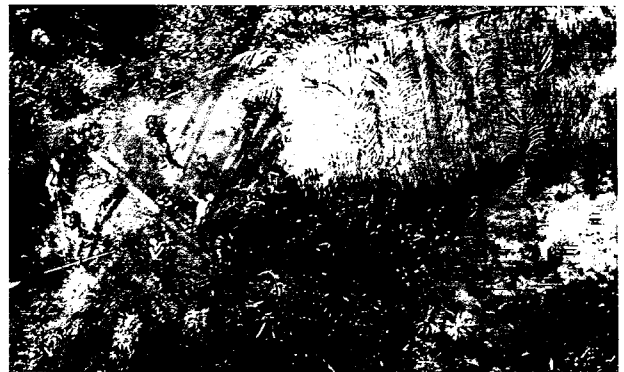
Read the article.

### A Tribe Is Discovered

- 1 It's like a scene from an Indiana Jones<sup>1</sup> movie—but this time it's for real. Photographed from a passing airplane, colorful figures can be seen in a clearing<sup>2</sup> in the Amazonian rainforest. Two men with bows and arrows stand ready to fire at the overhead threat. They are painted bright orange with paint made from an Amazonian tree. Just feet behind them, a figure painted black also stares up into the sky.
- 2 Beyond them, the entire village is coming to life. Other tribesmen emerge from traditional thatched longhouses and prepare to fight, while young children run for safety. As the small aircraft continues to circle above, images of the village are recorded and the tribe's existence is **confirmed** to the outside world.
- 3 The group lives in six huts in the Acre region of the Brazilian rainforest on the Brazil-Peru border and have had no known contact with the "civilized" world. The body language of the Acre tribe suggests that they have a way of life worth

defending. From the images on the Internet last week, all of them—adults and children alike—look fit and healthy. They have none of the material possessions of the developed world, but they appear to be content without them.

- 4 "We did the overflight to show their houses, to show they are there, to show they exist," said José Carlos dos Reis Meirelles Júnior, an uncontacted tribes<sup>3</sup> expert who works for the Brazilian government's Indian affairs department. "This is very important because there are some who doubt their existence."



tribesmen photographed from an airplane

<sup>1</sup> Indiana Jones: a fictional adventurer whose stories often take place in remote jungle locations

<sup>2</sup> clearing: an open space in a forest where there are no trees

<sup>3</sup> uncontacted tribes: groups of people who live without significant contact with modern civilization

5 However, since the pictures have been published and because more people are now aware of the village's existence, a debate has begun about new risks and dangers to the tribe. How long will it be before wealthy adventurers and tourists go in search of a unique Amazonian experience? How long will it be before illegal loggers attempt to clear them off their land to cut down valuable lumber<sup>4</sup>?

6 Their discovery poses<sup>5</sup> a **moral dilemma** for the authorities. Should the Acre tribe be left alone to continue their contented lifestyle for as long as they can? Or should contact be forced by well-intentioned scientists to prepare the uncontacted tribe for its **inevitable** first encounter with the twenty-first century?

7 Dr. Nicole Bourque, a Glasgow University anthropologist who has studied Amazonian cultures, says that views are divided even among experts. "Some will say leave them untouched. Others, probably the majority, will say more contact is inevitable. So the best thing you can hope for is 'managed contact,' where you send an appropriate person to prepare the tribe for what might happen. At least then the first outsiders they meet are decent people."

8 It is impossible to calculate how many tribes of uncontacted people survive in the world's jungles. The best guess of experts is that around 100 small groups remain, mostly in the Amazonian rainforest—an area the size of Western Europe. Other isolated<sup>6</sup> groups are also believed to exist in remote areas of heavily forested islands, such as Papua New Guinea.

9 How many of these tribes are **genuinely** unaware of the modern world is also unknown. What is certain, though, is that contact almost always ends in disaster. A decade ago, "first contact" was made with the Murunahua (pronounced *moor-uh-now-uh*) group that was living in an area in the Peruvian jungle. About

100-strong, they were surviving well until illegal loggers came in search of mahogany, a highly valued wood. David Hill, a researcher for Survival International, a global charity that campaigns for the rights of threatened indigenous peoples, has seen the consequences.

10 "They were forcibly contacted by illegal loggers, who shoot to kill. Since then, 50% of them have died. Some were shot, but most died from diseases that were introduced to them." Simple viruses such as the flu, which Westerners have natural defenses against, can prove **fatal** to tribes that have always lived in isolation.

11 Last year, Hill traveled to Peru to interview the remaining members of the tribe. One survivor, Jorge, told him: "When the loggers made contact with us, we came out of the rainforest. That was when the disease began. Half of us died. My aunt died; my nephew died. Half of my people died."

12 The group now lives in a more conventional<sup>7</sup> village and has **adopted** Western-style clothing and a money-based economy. However, other Murunahua groups still exist and still live in traditional communities deep in the forest. They do not seem to want to be found. "What has happened," says Hill, "is they have moved even deeper into the forest."

13 Hill is delighted that last week's image of the Acre tribe made global headlines. "It puts pressure on governments to stop the logging," he said. "I have no doubt that the aim of the flight was right. It was designed to discover where the uncontacted tribes are living, how many of them there are, and how they are living. . . . If you don't know where they are, then you can't protect them as well."

14 However, he firmly recommends leaving the Acre tribe on its own. "We would warn strongly against further contact," Hill said, **citing** the proven threat of disease.

<sup>4</sup>lumber: wood from trees used for construction

<sup>5</sup>poses: to create a problem that has to be dealt with

<sup>6</sup>isolated: having little contact with other people

<sup>7</sup>conventional: behaving in a way that is considered normal or acceptable by society

- 15 One practical way of protecting the tribes is to limit the activities of the loggers; the Brazilian government has already closed down 28 illegal sawmills in Acre state. Another is to **deter** curious tourists. Most people are discouraged by the difficulty of reaching an area like this. However, in places like the highlands of West Papua, travelers can already pay 8,000 dollars to be led into the jungles for “first contact experiences.”
- 16 Dr. Bourque is saddened by this. “You get the curiosity factor, and you want your picture taken with a tribesman so you can tell your friends at home or post it on your blog. People do not think about the long-term impact on these communities.”
- 17 However, she believes that contact with friendly outsiders is preferable to **conflict** with possibly **hostile** commercial interests. She thinks the time may be close when uncontacted groups have to be gently brought into the modern age.
- 18 “It would be better if first contact came from the appropriate people with the right **motives** and the right medical support, who could prepare them for the future and what might happen.”

## MAIN IDEAS

Answer these questions.

1. What was the Brazilian government's purpose in photographing the Acre tribe?  
\_\_\_\_\_
2. What is the “moral dilemma” faced by the authorities?  
\_\_\_\_\_
3. What happened after the Murunahua group was forcibly contacted?  
\_\_\_\_\_
4. What does David Hill recommend be done with the Acre tribe?  
\_\_\_\_\_
5. What should be done with uncontacted tribes, according to Dr. Nicole Bourque?  
\_\_\_\_\_

## DETAILS

Circle the best answers.

1. Why were the tribesmen prepared to fight when they saw the plane?
  - a. They are naturally hostile.
  - b. They thought they were being attacked.
  - c. They were tired of being disturbed.
2. What can be inferred about the tribe from the photographs on the Internet?
  - a. They want material possessions.
  - b. They suffer from many diseases.
  - c. They are satisfied with their existence.
3. Tourists and loggers are two examples of people who \_\_\_\_\_.
  - a. are a threat to the tribe
  - b. can help the tribe
  - c. should contact the tribe
4. What do the remaining uncontacted tribes have in common?
  - a. They live in forests.
  - b. They live on islands.
  - c. They live in the Amazon.
5. The Murunahua people's troubles began because they \_\_\_\_\_.
  - a. left the rainforest
  - b. lived near valuable trees
  - c. made the loggers angry
6. While some Murunahua live in conventional villages, other groups \_\_\_\_\_.
  - a. now wear Western clothing and use money
  - b. attacked the loggers
  - c. moved further into the forest
7. Why is David Hill delighted that the Acre tribe has been in the news?
  - a. Because it will make it easier for people to find the tribe.
  - b. It means they will be well taken care of.
  - c. It may influence the actions of the government.

## Q<sup>?</sup> WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. What do you think the authorities should do about the Acre tribe mentioned in Reading 1—contact them or leave them alone?
2. What benefits and risks would the members of the tribe face if they were brought into the modern world? If they were, what is the best way to help them make this transition?
3. What is your opinion of the type of tourism mentioned in Reading 1? Should travelers be allowed to visit tribes like the Acre for their own entertainment?

### Reading Skill Understanding the purpose of quoted speech



When reading a text, it is important to understand the purpose of a quotation. Quotations may be used to state **facts** or give **opinions**. Facts are statements that can be proved or disproved. They may, for example, describe actions or give explanations. In contrast, opinions offer personal preference or judgments. They can illustrate different sides of an argument.

**Fact:** "They were forcibly contacted by illegal loggers, who shoot to kill. Since then, 50 percent of them have died."

**Opinion:** "We would warn strongly against further contact."

#### Tip for Success

Don't assume that an article expresses the writer's opinion. Journalists may quote many other people's opinions without expressing their own.

**A. Scan Reading 1 on pages 186–188 and find the quotations from Nicole Bourque and David Hill. Label them *NB* for Nicole Bourque or *DH* for David Hill.**

**B. Bourque's and Hill's comments sum up two different sides of the moral dilemma. Which of the two experts is in favor of more contact with the tribe?**

**C. Read these quotations from Reading 1. Write *F* (fact) or *O* (opinion).**

- \_\_\_ 1. "We did the overflight to show their houses, to show they are there, to show they exist. This is very important because there are some who doubt their existence."
- \_\_\_ 2. "So the best thing you can hope for is 'managed contact,' where you send an appropriate person in to prepare the tribe for what might happen."

- \_\_\_ 3. "When the loggers made contact with us, we came out of the rainforest. That was when the disease began. Half of us died."
- \_\_\_ 4. "What has happened is they have moved even deeper into the forest."
- \_\_\_ 5. "I have no doubt that the aim of the flight was right."
- \_\_\_ 6. "It (the overflight) was designed to discover where the uncontacted tribes are living, how many of them there are, and how they are living."
- \_\_\_ 7. "You get the curiosity factor, and you want your picture taken with a tribesman, so you can tell your friends at home or post it on your blog."
- \_\_\_ 8. "It would be better if first contact came from the appropriate people with the right motives and the right medical support, who could prepare them for the future and what might happen."

## READING 2 | The Kipunji

### VOCABULARY

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

**classify** (v.) to decide which type or group someone or something belongs to  
**conservation** (n.) the protection of the natural world  
**conversion** (n.) a change from one use or purpose to another  
**critically** (adv.) seriously; extremely  
**extinction** (n.) a situation in which a plant or animal stops existing  
**habitat** (n.) a place where a particular type of animal or plant is normally found  
**multiple** (adj.) many in number; involving many different people or things  
**range** (n.) a geographic area in which a plant or animal normally lives  
**restoration** (n.) the act of returning something to its original condition  
**restricted** (adj.) controlled or limited  
**species** (n.) a scientific term for a group of plants or animals that are very similar to each other  
**specimen** (n.) a single example of something, especially an animal or a plant



1. The \_\_\_\_\_ of the building from a department store into an apartment building took several months.
2. In areas where hunting is legal, it is often \_\_\_\_\_ to a few months of the year.

3. Many scientists receive \_\_\_\_\_ job offers before accepting one.
4. Researchers have discovered a fascinating new \_\_\_\_\_ of frog that dramatically changes its appearance as it ages.
5. Ellie's cousin was \_\_\_\_\_ injured in a mountain climbing accident, but made a remarkable recovery.
6. Many animals no longer exist because they were hunted to \_\_\_\_\_.
7. The old zoo was in need of \_\_\_\_\_, but no money was available for the required improvements.
8. The \_\_\_\_\_ of many animals has been affected by the construction of new homes.
9. Sabina is very interested in \_\_\_\_\_ and is always trying to persuade her friends to look after the environment.
10. Each student collected a \_\_\_\_\_ of a plant from the wild and then analyzed it under a microscope in class.
11. The lion's natural \_\_\_\_\_ varies greatly depending on the continent. It can live in the desert, open grassland, or woodlands.
12. Despite all the information they had collected, scientists were unable to \_\_\_\_\_ the newly discovered animal.

## PREVIEW READING 2

You are going to read two articles from the *Science Daily* website about a monkey that was recently discovered in Tanzania. The discovery is unique because the monkey is a new genus—a new category of monkey altogether. It is the first new monkey genus found in almost 100 years.

The articles were written two years apart and describe what has happened to the monkey over that period. What kinds of dangers do you think a newly discovered animal might face?



CD 2  
Track 10

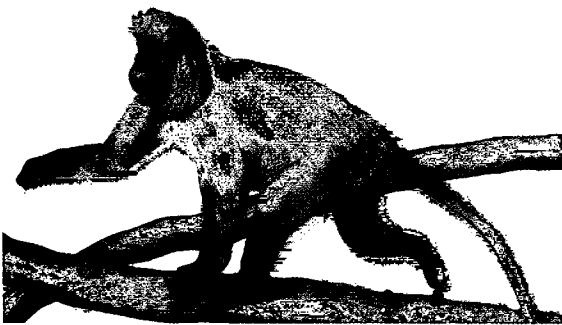
Read the articles.

# The Kipunji

## International Team of Scientists Discovers New Monkey Genus<sup>1</sup>

May 11, 2006

- 1 In January 2006, scientists from the Wildlife **Conservation** Society were in the forests of Tanzania searching for a gray, tree-dwelling monkey that had been identified in photographs as a new **species** the previous summer.
- 2 Half a world away, in a laboratory at the University of Alaska Fairbanks, Assistant Professor Link Olson and undergraduate biology major Kyndall Hildebrandt were looking at DNA<sup>2</sup> test results that pointed to an even more significant finding. The monkey wasn't just an example of a new species; it belonged to a new genus. "A new genus in any living mammal<sup>3</sup> group is notable," said Olson. "Finding a new genus in the best-studied group of living mammals is a



artist's illustration of a kipunji monkey

reminder of how much we have to learn about the planet's biodiversity<sup>4</sup>." This was the first time in 83 years that scientists had identified a new genus of African monkey. A paper detailing the discovery was to be published in the journal *Science* on June 2, 2006.

- 3 The monkey was named *Rungwecebus kipunji* (pronounced *rung-way-SEE-bus kip-OON-jee*) for its home on Mt. Rungwe in Tanzania. Scientists first described the kipunji in 2005 and noted that it differed in appearance and behavior from other known species of monkeys. They first **classified** it in a genus that includes three other species of monkeys. However, that classification was based only on field observations and photographs.
- 4 In August 2005, a farmer found a monkey matching the description of the kipunji dead in a trap and handed it over to Tim Davenport of the Wildlife Conservation Society in Tanzania and Bill Stanley of the Field Museum of Natural History in Chicago. The monkey was sent to the Field Museum, which then sent muscle samples to Olson for genetic<sup>5</sup> analysis. In the meantime, Stanley and Yale University's Eric Sargis began examining the animal's physical characteristics.

<sup>1</sup> **genus**: a classification of a group of animals including several different species

<sup>2</sup> **DNA**: the chemical in the cells of animals and plants that stores the instructions that control their development

<sup>3</sup> **mammal**: an animal which gives birth to live babies and feeds them with milk from its body

<sup>4</sup> **biodiversity**: a large number of different kinds of animals and plants

<sup>5</sup> **genetic**: connected with the parts of cells in living things that control its development (genes)

- 5 Genetic evidence showed that the kipunji is related to baboons. However, both field observations and analysis of the animal's physical characteristics revealed **multiple** differences between the kipunji and baboons, which led to the creation of the new genus *Rungwecebus*. The authors of the paper agree that having a **specimen** of the animal to study allowed them to correctly classify it.

### Newly Discovered Monkey Is Threatened with Extinction

August 2, 2008

- 7 Just three years after it was discovered, a new species of monkey is threatened with **extinction** according to the Wildlife Conservation Society (WCS), which recently published the first-ever census of the endangered animal. Known as the *kipunji*, the population of the large, forest-dwelling monkeys is just 1,117 individuals, according to the study released in July.
- 8 The population estimate was the result of more than 2,800 hours of fieldwork by WCS scientists in the Southern Highlands and Udzungwa Mountains in Tanzania where the kipunji was discovered. The team found that the monkey's **range** is **restricted** to just 6.82 square miles (17.69 square kilometers) of forest in two isolated regions.
- 9 The authors also discovered that much of the monkey's remaining **habitat** is severely degraded<sup>6</sup> by illegal logging and land **conversion**. In addition, the monkey itself is the target of poachers<sup>7</sup>. Because of these combined threats, the

Scientists who first described kipunji as a new species were unable to examine a specimen.

- 6 "A picture may paint a thousand words," Olson said, "but in the case of the kipunji, those thousand words didn't tell the whole story." Olson said the discovery is an example of what can be accomplished through international collaboration among scientists.
- 10 "We must do all we can to protect this extremely rare and little understood species while there is still time," said Dr. Tim Davenport, Tanzania Country Director for the Wildlife Conservation Society.
- 11 Along with the IUCN classification, WCS is investing in the protection and **restoration** of the kipunji's remaining habitat and conservation education of local people to help protect remaining populations.
- 12 The kipunji first made headlines in 2005 when a team of scientists led by WCS announced its discovery. Then in 2006, the monkey made news again when DNA analysis revealed that the species represented an entire new genus of monkey—the first since 1923.

<sup>6</sup> degraded: damaged or reduced in quality

<sup>7</sup> poacher: a person who catches or kills animals illegally

## MAIN IDEAS

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

- \_\_\_ 1. The kipunji was first identified through observations and photographs.
- \_\_\_ 2. The first classification of the kipunji was incorrect.
- \_\_\_ 3. Having a specimen allowed scientists to classify the kipunji correctly.
- \_\_\_ 4. The kipunji live in one isolated area of forest.
- \_\_\_ 5. The kipunji are no longer classified as critically endangered.
- \_\_\_ 6. The WCS is working to expand the kipunji habitat.

## DETAILS

Complete the sentences.

- 1. Professor Olson's work showed that the monkey belonged to a new \_\_\_\_\_.
- 2. The kipunji was named for \_\_\_\_\_.
- 3. The monkey specimen was found by \_\_\_\_\_.
- 4. The kipunji is related to \_\_\_\_\_.
- 5. WCS stands for \_\_\_\_\_.
- 6. The kipunji population is \_\_\_\_\_ individuals according to the WCS study.
- 7. Threats to the kipunji include \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- 8. The previous discovery of a new genus of monkey took place in \_\_\_\_\_.

## Q<sup>?</sup> WHAT DO YOU THINK?

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. Do you think being discovered is good or bad for the kipunji? Explain your reasons.
2. What other animals do you know of that are in danger of extinction? What do you think should be done about their situations?

### Tip Critical Thinking

Question 2 in Activity B asks you to support your ideas with information from the texts and from your own knowledge. When you put information from different sources together, you are **synthesizing**. Synthesizing is a necessary skill for creative thinking.

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

1. Consider this statement: "All the major discoveries on Earth have already been made—new discoveries just fill in the details." How true do you think the statement is?
2. Are we right to keep investigating the few wild places left on earth in the name of discovery? Explain your ideas with support from Reading 1 and Reading 2 and any knowledge you have of similar situations.

## Vocabulary Skill Word roots



Many words, particularly in academic English, come from **Latin roots**. A root is the part of a word that contains the basic meaning. Roots can be combined with **prefixes** and **suffixes** to form words and word families. The Latin root **-dict-**, for example means *say* or *speak*. It is used to form words such as:

**contradict** (v.) *to say that something that someone else has said is wrong*  
I'm tired of Roger. He keeps **contradicting** everything I say.

**diction** (n.) *the way that someone says words*

That singer needs to improve her **diction**. I can't understand a word on her new CD.

**predict** (v.) *to say something will happen in the future*  
It is difficult to **predict** the weather.

Knowing the basic meaning of common roots, prefixes, and suffixes will help you understand the meaning of many unfamiliar words.

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

**A. Work with a partner. Study this chart of word roots and the examples from Readings 1 and 2. Add two other examples from the list below. Then circle the correct basic meaning. Use your dictionary if necessary.**

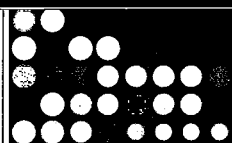
antibiotics	genus	portable	unconscious
biography	inscribe	reverse	versatile
conscious	inspect	speculate	video
generate	manuscript	transport	vision

Word root	Examples	Other examples	Basic meaning
1. -bio-	biology, biodiversity	antibiotics, biography	life/ death
2. -gen-	genetics, indigenous		kill / produce
3. -port-	support, report		carry / drop
4. -sci-	science, scientist		forget / know
5. -scrib-, -script-	describe, description		hear / write
6. -spec-, -spect-	specimen, species		look / say
7. -vers-	conversion		run / turn
8. -vid-, -vis-	evidence, visit		listen / see

**B. Choose five words from Activity A that are less familiar to you. Write sentences that illustrate their meanings.**



1. Because he was quite sick, he had to take antibiotics.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



# WRITING

## Writing Skill

## Writing an opinion essay



The purpose of writing an **opinion essay** is to give a personal response to a topic. The essay expresses how you feel about an issue. It may try to convince your readers that your view of a topic is the correct one, or one that they should take seriously.

An effective opinion essay should follow these guidelines.

- In your **introduction**, express your opinion clearly in a thesis statement.
- In your **body paragraphs**, provide specific reasons for your opinion—one main reason in each body paragraph. Support your reasons with facts, examples, and logical arguments.
- In your **conclusion**, summarize your opinion.

**A. Read the opinion essay. Underline the thesis statement and circle the three main reasons for the author's opinion.**

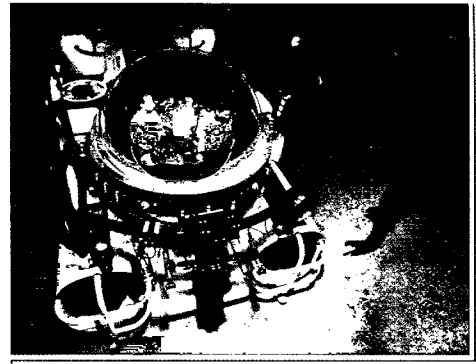
### Is Deep-Sea Exploration Worth the Money?

In difficult economic times, the amount of money spent on exploration and discovery is always reduced. This has happened several times over the last 50 years with both space and deep-sea exploration. People are generally more enthusiastic about space, but I feel the oceans hold the solutions to some of the biggest problems of the twenty-first century. We must continue to invest in exploration of the deep sea so that we can take advantage of its benefits.

The deep seas contain resources that could bring improvements in the field of medicine. Antibiotics are becoming less effective in the treatment of illnesses, and scientists think that the plant life in the deep oceans may provide a solution. They hope to develop new medicines that will make it possible to fight disease for years to come. Some substances produced from deep-sea plants are already being used in improved medical testing procedures. Recognizing the importance of this research, the 2008 Nobel Committee awarded the Nobel Prize for Chemistry to scientists in this area.

At a time when existing forms of fuel are limited, the deep ocean could provide new sources of fuel. For more than 50 years, oil companies have been drilling in areas like the North Sea. Realizing that these offshore resources will not last forever, oil companies are now considering other sources, including the huge amounts of oil beneath the ocean bed. However, extracting it safely will require major advancements in technology. Another possible deep-sea fuel source is methane. Having discovered that methane exists on the ocean floor in the form of ice crystals, scientists believe this could be a fuel source for the future.

Finally, using the deep sea for the disposal of nuclear waste is a controversial issue that needs to be explored further. Some organizations have proposed dropping nuclear waste into the deepest parts of the ocean and sealing it into the ocean floor. Many scientists claim that this process would involve less danger to the environment than current storage methods. While I find this idea disturbing, I accept that most people do not want to live near nuclear waste, so I think the proposal needs to be investigated.



deep-sea exploration

These are just three of the many ways in which learning about the deep ocean may change our lives for the better. In my view, such advances in our knowledge justify the expense of carrying out deep-sea research. The demand for land is only continuing to grow. The time has come when the 70% of our planet covered by water is just too big to ignore.

**Tip for Success**

Remember: When you summarize, you combine or shorten language using some words from the text and some of your own words.

**B. Complete the outline of the essay by briefly summarizing the information you have read.**

- I. Thesis statement: \_\_\_\_\_
- II. Reason 1: The deep seas could bring improvements in medicine.
  - A. Support 1: \_\_\_\_\_
  - B. Support 2: Scientists who research this area won a Nobel Prize.
- III. Reason 2: \_\_\_\_\_
  - A. Support 1: \_\_\_\_\_
  - B. Support 2: \_\_\_\_\_
- IV. Reason 3: \_\_\_\_\_
  - A. Support 1: \_\_\_\_\_
  - B. Support 2: Ocean disposal could be safer than current methods.
- V. Concluding ideas: \_\_\_\_\_

Adverb clauses of reason give information about why an action occurs. They usually begin with a subordinator such as *because* or *since*. When the subjects of both clauses are the same, an adverb clause can often be reduced (shortened) to an **adverb phrase**.

To reduce an adverb clause with a simple verb, omit the subject and change the verb to the present participle (verb + *-ing*).

**Adverb clause:** Since they realize that offshore resources will not last forever, oil companies are now considering other sources.  
**Because they recognized the importance of this research**, the Nobel Committee awarded the Nobel Prize for Chemistry to researchers in this area.

**Adverb phrase:** Realizing that offshore resources will not last forever, oil companies are now considering other sources.  
Recognizing the importance of this research, the Nobel Committee awarded the Nobel Prize for Chemistry to researchers in this area.

To reduce an adverb clause with a perfect verb, use *having* + the past participle of the verb.

**Adverb clause:** Because they had discovered that methane exists on the ocean floor, scientists believe this could be a fuel source for the future.

**Adverb phrase:** Having discovered that methane exists on the ocean floor, scientists believe this could be a fuel source for the future.

Adverb phrases of reason almost always come before the main clause.

### Tip for Success

Using adverb phrases can help you express complex ideas in fewer words. It helps to vary your writing by using both adverb clauses and adverb phrases.

### A. Reduce each adverb clause in bold to an adverb phrase.

1. **Because they heard the kipunji was rare**, poachers began to visit its habitat.

Hearing that the kipunji was rare, poachers began to visit its habitat.

2. **Since they had done so much research**, scientists were able to produce a very accurate estimate of the kipunji population.

3. **Because he understands the danger of disease**, David Hill warns against further contact with the new tribe.

4. **Because they realized that people doubted the tribe's existence**, the Brazilian government organized a flight to photograph them.
- 

5. **Since she has accepted that more contact with the tribespeople is inevitable**, Nicole Bourque thinks scientists should be the first people to visit them.
- 

**B. Write the full adverb clause form of each adverb phrase. Look at the main clause to help you choose the correct verb form: present, past, or perfect.**

1. Understanding the threat to the tribespeople, the government is limiting access to the area where they live.

Because they understand the threat to the tribespeople,

---

2. Recognizing the importance of the discovery, newspapers published the story immediately.
- 

3. Having heard about the discovery of a new tribe, the journalist flew to the area.
- 

4. Hoping that they can save the kipunji, the Wildlife Conservation Society (WCS) is investing in the restoration of its habitat.
- 

5. Having found that the kipunji's DNA was unique, scientists decided to create a new classification for the animal.
- 

## Unit Assignment Write an opinion essay

**Q** In this assignment, you will write a five-paragraph essay to give your opinion about a specific discovery or type of exploration. As you prepare your essay, think about the Unit Question, "Is discovery always a good thing?" and refer to the Self-Assessment checklist on page 204. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher's Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to gather ideas for your essay.

1. Think of specific discoveries that you read about in this unit, other discoveries that interest you, or different types of exploration in general (such as space exploration or archeological exploration).
2. Work with a partner. Choose three discoveries or types of exploration and write them in the chart. Brainstorm the positive and negative aspects of each and add your ideas.

Discoveries or types of exploration	Positive aspects	Negative aspects
1.		
2.		
3.		

3. Compare the positive and negative aspects of each discovery or type of exploration. Choose one and decide whether you think it is a good thing or a bad thing.

### **Tip for Success**

In an opinion essay, avoid generalizations and other unsupported statements. They weaken your position because they are often easy to challenge.

**B. PLAN** Follow these steps to make an outline for your essay.

1. Write a thesis statement that clearly expresses your opinion about whether you think the discovery or type of exploration is a good thing or a bad thing.
2. Choose your best ideas from Activity A to complete your outline. Include three specific reasons and two or three pieces of supporting information for each reason.
3. Outline concluding ideas and summarize your opinion.

I. Introduction

A. Introductory ideas: \_\_\_\_\_

\_\_\_\_\_

B. Thesis statement: \_\_\_\_\_

\_\_\_\_\_

II. Reason 1: \_\_\_\_\_

\_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

III. Reason 2: \_\_\_\_\_

\_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

IV. Reason 3: \_\_\_\_\_

\_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

V. Conclusion

A. Concluding ideas: \_\_\_\_\_

\_\_\_\_\_

B. Summary of opinion: \_\_\_\_\_

\_\_\_\_\_

- C. **WRITE** Write your essay. Use your outline from Activity B and ideas from your knowledge, experience, and reading. Look at the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

- A. **PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Is there a clear opinion expressed in the essay?
2. Does the introduction contain a thesis statement that clearly states the opinion?
3. Are there three body paragraphs that each describes a reason for the opinion?
4. Are the reasons supported by facts, examples, and logical arguments?
5. Does the conclusion summarize the opinions and refer back to the thesis statement?

- B. **REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

- C. **EDIT** Complete the Self-Assessment checklist as you prepare the final draft of your essay. Be prepared to hand in your work or discuss it in class.

### Your Writing Process

For this activity, you could also use Stage 2C, *Personal Editing Checklist* in *Q Online Practice*.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay clearly express how you feel about the topic?
<input type="checkbox"/>	<input type="checkbox"/>	Are the reasons supported with facts, examples, and logical arguments?
<input type="checkbox"/>	<input type="checkbox"/>	If adverb phrases of reason are included, are they used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

conflict 🔑 **AWL**  
 conservation  
 conversion **AWL**  
 dilemma  
 extinction  
 habitat  
 motive **AWL**  
 range 🔑 **AWL**  
 restoration **AWL**  
 species 🔑  
 specimen

### Verbs

adopt 🔑  
 cite **AWL**  
 classify  
 confirm 🔑 **AWL**  
 deter

### Adjectives

fatal  
 hostile  
 inevitable 🔑 **AWL**  
 moral 🔑  
 multiple  
 restricted 🔑 **AWL**

### Adverbs

critically  
 genuinely 🔑

### Roots

-bio-  
 -dict-  
 -gen-  
 -port-  
 -sci-  
 -scrib-  
 -script-  
 -spec-  
 -spect-  
 -vers-  
 -vid-  
 -vis-

🔑 Oxford 3000™ words

**AWL** Academic Word List

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

### READING

I can understand the purpose of quoted speech. (p. 190)

### VOCABULARY

I can recognize word roots and their meanings. (p. 196)

### WRITING

☐ I can write an opinion essay. (p. 198)

### GRAMMAR

I can recognize and use adverb phrases. (p. 200)

### LEARNING OUTCOME

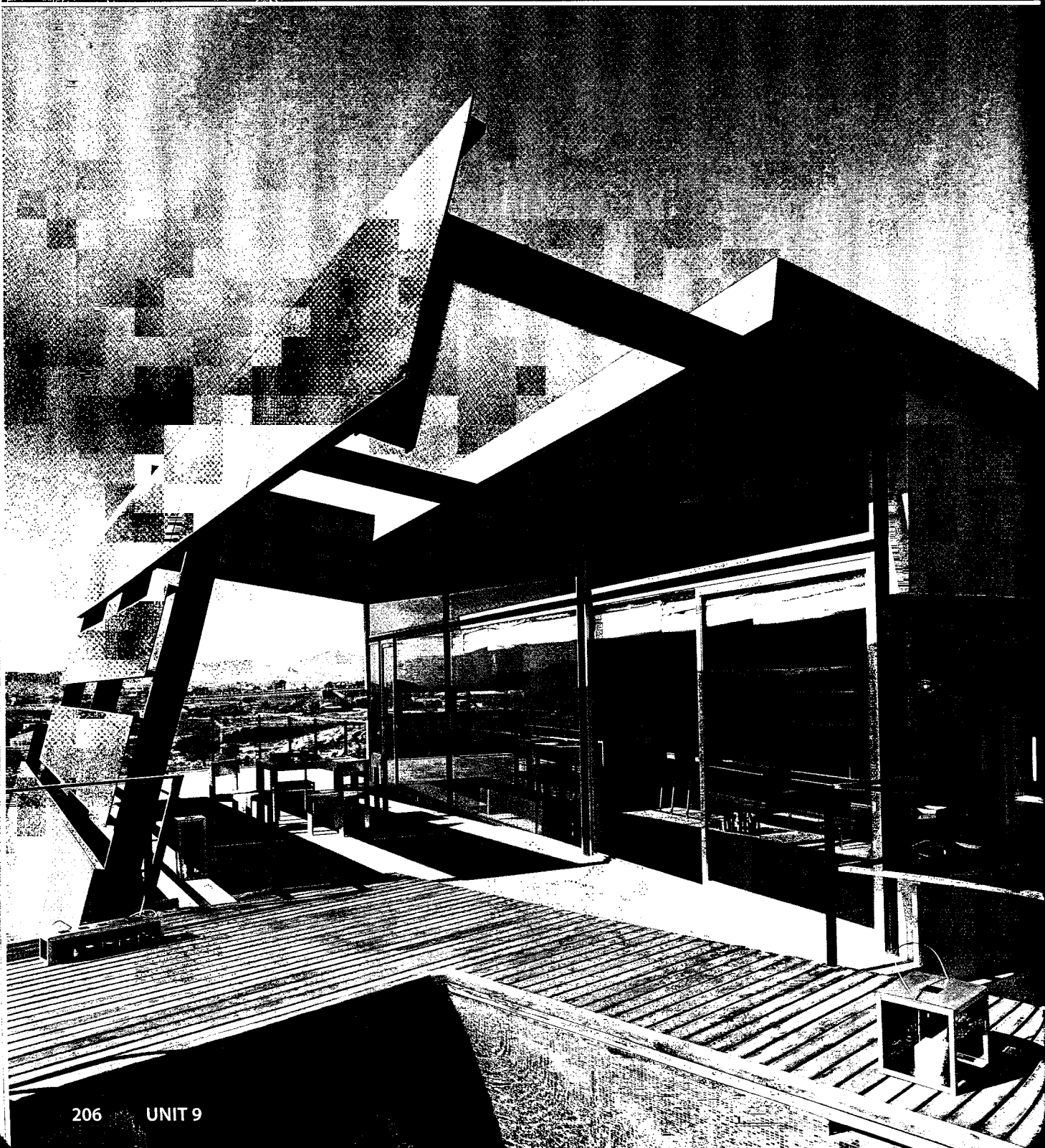
☐ I can defend my opinion about whether a specific discovery or type of exploration is a good or bad thing.

# UNIT 9

## Humans and Nature

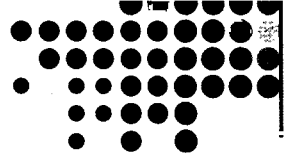
READING  
VOCABULARY  
WRITING  
GRAMMAR

taking episodic notes  
metaphors  
varying sentence patterns  
parallel structure and ellipsis



## LEARNING OUTCOME

Relate a story about how people connect with nature in a positive or negative way.



*Unit* QUESTION

# Have humans lost their connection to nature?

## PREVIEW THE UNIT

- A** Discuss these questions with your classmates.

Do you think it is easier to live in the country or the city?

If you were lost in the wilderness, would you be able to take care of yourself? What would you do?

Look at the photo. Does the design of the house suggest a close or distant relationship to nature? Why?

- B** Discuss the Unit Question above with your classmates.

- » Listen to *The Q Classroom*, Track 11 on CD 2, to hear other answers.

- C** Read this magazine survey. Choose the answers that best describe you. Then compare with a partner.

**1** What fruits and vegetables are in your refrigerator and where do they come from?

- a. I'm not sure.
- b. There are some \_\_\_\_\_, but I don't know where they are from.
- c. There are some \_\_\_\_\_ that are grown in \_\_\_\_\_.

**2** Where do you most enjoy spending time?

- a. Anywhere around a city.
- b. In a park.
- c. On a beach or in the mountains.

**3** How many plants do you have in your home?

- a. 0
- b. 1-2
- c. More than 2.

**4** How often do you take trips to the countryside?

- a. Almost never.
- b. More than once a year.
- c. Several times a year or more.

**5** How often do you check the weather forecast?

- a. Never.
- b. I check the weather if I'm traveling.
- c. I check the weather forecast every day.

**6** When was the last time you watched a nature show? What was it about?

- a. I don't watch nature shows.
- b. I watched a show about \_\_\_\_\_, but I don't remember when.
- c. I watched a show about \_\_\_\_\_.

It was on TV \_\_\_\_\_.

**7** Have you ever gone on an overnight camping trip?

- a. No.
- b. Yes, once or twice.
- c. Yes, several times.

**How connected are you to nature?**

- D** Calculate your scores and read the results. Do you agree with the results?

**SCORING:** Give yourself...

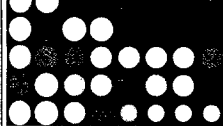
1 point for every a answer. 2 points for every b answer. 3 points for every c answer.

**RESULTS:** If you scored...

**18 points or more:** You may live in the city, but you still have a deep connection to nature.

**9-17 points:** You haven't completely forgotten your connection to the natural world, but you could take more time to stop and smell the flowers.

**8 points or less:** You are a true city person who could probably use a break in the country.



## READING 1 | Survival School

### VOCABULARY

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

**accessible** (*adj.*) that can be reached or used

**appeal** (*v.*) to attract or interest someone

**apprehensive** (*adj.*) worried or afraid

**brutality** (*n.*) extreme unpleasantness or violence

**devour** (*v.*) to eat all of something quickly because you are very hungry

**indicate** (*v.*) to be a sign of something; to show something is likely

**intrigued** (*adj.*) very interested or curious

**laborious** (*adj.*) taking a lot of time and effort

**ravenous** (*adj.*) extremely hungry

**reliant** (*adj.*) needing someone or something in order to survive

**shelter** (*n.*) a structure built to give protection

**stranded** (*adj.*) left in a place that you have no way to leave

1. Camping doesn't \_\_\_\_\_ to Hana. She doesn't like the idea of spending a night without electricity or hot water.
2. These marks on the tree \_\_\_\_\_ that there are bears in the area.
3. Since the expedition's tent had been destroyed by a violent storm, they built a \_\_\_\_\_ from the branches of a tree.
4. Jerry hadn't eaten for eight hours and felt absolutely \_\_\_\_\_.
5. The national park is \_\_\_\_\_ on donations from individuals and charity groups. They have no other source of money.
6. My son is very \_\_\_\_\_ by the new TV show about nature survival. He wants to go on a wilderness trip to use some of the techniques he's seen.

7. The scientists must be thoroughly prepared to endure the \_\_\_\_\_ of the weather conditions in Antarctica.
8. Hundreds of passengers were \_\_\_\_\_ at the Chicago airport when their flights were canceled due to heavy snow.
9. Because the beach is at the foot of a cliff, it is \_\_\_\_\_ only by boat.
10. After hiking up the mountain for three hours, Joe and Chloe couldn't wait to \_\_\_\_\_ their sandwiches.
11. It is possible to start a fire without matches, but it can be a very \_\_\_\_\_ process.
12. Amy has a fear of tight spaces and was \_\_\_\_\_ about exploring the cave with her friends.

## PREVIEW READING 1

You are going to read an article from *The New York Times* newspaper about a "survival school"—a course that teaches how to survive in the natural world without modern conveniences.

Why would someone decide to take a survival course? What reasons can you think of?



CD 2  
Track 12

Read the article.

---

## Survival School

1 On a brisk morning in October, Lee Posner, a powerfully built New York salesman, arrived at a remote spot in the northern Arizona mountains. He removed his glasses, unclipped his cell phone, and placed them in the glove box of his car. Then, with a deep sigh, he stepped into the cougar-infested<sup>1</sup> wilderness with nothing more than a sharp knife. His face was **apprehensive**

as he marched into the trees. "My survival will come down to this," he said, patting the knife at his waist. "The blade will decide."

2 Mr. Posner was one of three people taking a two-day course led by Tony Nester of Ancient Pathways, an Arizona outdoor survival school that teaches survival using only primitive technology. Participants are allowed to take only a knife, the clothes they arrive in, and a tiny survival kit containing some cord, a fire sparker, and a water bottle. A tent, sleeping bag,

<sup>1</sup> cougar-infested: filled with mountain lions

GPS<sup>2</sup>, camping mattress, and, more important, food are all forbidden. The main idea is to learn how to survive if a day hike goes wrong.

3 Shaded under a worn, greasy hat, Mr. Nester hiked a few steps behind the group. A calm, soft-spoken man, he has made it his life's work to understand how to survive in the wild with nothing. From the age of 17, he has wandered the country spending years with mountain men, Indians, and outdoor survivalists to learn his craft.

4 He teaches a growing band of people **intrigued** with primitive technology. "The number of people interested in this has exploded," Mr. Nester said. "A lot of people want to be less **reliant** nowadays. People want to know how to survive when the shelves at the grocery store are not filled with food and the government is not around to supply water." A significant number of his students are women.

5 Learning to survive in the wild **appeals** to people on a number of different levels. "Modern hiking inventions are great," Mr. Posner said, "but hi-tech rainwear is not going to find me water if I am **stranded**. I was a huge fan of Tarzan<sup>3</sup> growing up, and I have always been fascinated with the idea of living in the wild with only a knife."

6 Elliot Spaulding, 23, an undergraduate at Northern Arizona University, agreed: "I'm more interested in how my ancestors used to live—I want to sleep in a **shelter** that I have made myself, in front of a fire that I have lit myself [using only] sticks." The kind of course Mr. Spaulding and Mr. Posner were taking (this reporter was the third student) does have very real dangers. Students have had serious accidents, and even died, while taking part in survival courses.

7 After an hour of hiking up and down mountains and canyons at 7,000 feet, Mr. Nester



students participating in a wilderness survival course

led the group to a clearing in the dense pine woods. "Shelter is one of the first things you need to take care of, whether you are roasting in the desert or freezing in sub-zero degrees," he said, instructing his students on how to make a primitive shelter called a *wickiup*. We then littered the floor inside with pine needles. "You have to have something between you and the ground," Mr. Nester said. "Otherwise the ground will suck the 98.6 degrees of temperature right out of your body."

8 The next essential activity was to hunt for water and food, so we hiked deep into a tree-lined canyon, where the rocks at the bottom held brown rainwater. The area was used as a waterhole by local animals, and Mr. Nester pointed out footprints: "That type of print would **indicate** a cougar," he said. Mr. Posner filled his water bottle with a wary<sup>4</sup> eye on the canyon's rocky sides. Wild onions stuck out of the wet ground around the waterhole, and Mr. Nester instructed the group to dig out the tiny onions using our knives. It took a good hour of hard work to collect even a cupful.

9 We found a few wild cranberries and spent another hour collecting acorns<sup>5</sup>, but soon

<sup>2</sup> GPS: a global positioning system; a device that shows the position of a person or thing in the world

<sup>3</sup> Tarzan: a fictional character, a child raised in Africa by a family of apes to become a hero, and an expert in the ways of the jungle

<sup>4</sup> wary: apprehensive

<sup>5</sup> acorn: a small nut, the fruit of the oak tree

hunger, a drop in temperature, and darkness descended on the group. By counting how many fists there were between the sun and the horizon, Mr. Nester could tell how many hours of daylight were left. "We have an hour to get back to camp to light a fire," he said.

10 Back at camp, we used our knives to make fire-making tools from wood, and a blanket of darkness descended just as the fire we eventually started roared to life. "Natural fire that I made myself," Mr. Spaulding said, grinning at his achievement.

11 The group, **ravenous** with hunger, began the **laborious** process of shelling acorns, which were dropped into a rusty can we had found. Then we made an acorn-and-wild-onion soup and **devoured** it eagerly, but we were all still hungry. Despite working for much of the day to collect onions and acorns, we still couldn't fill our bellies.

12 We knew the night ahead was going to be long. The temperature dropped to 36 degrees (2.2 degrees Celsius). The darkness enclosed us, and the icy cold stabbed into our clothing. We lay on our beds of prickly pine needles, putting

more into our clothes for extra insulation<sup>6</sup>. We fed the fire to stay warm. We either roasted in the shelter or froze when we fell asleep and the fire died.

13 A gray dawn woke us early. Despite lack of sleep and the ravenous hunger from so little food for 24 hours, there was a sense of pride that we had survived the night. "There are students and advanced students," Mr. Nester said, "but no masters when it comes to outdoor survival."

14 Our trip was only a taste, but it demonstrated the **brutality** of life without easily **accessible** food, heat, light, and all the other features of modern living that we take for granted. "It's about a positive mental attitude and knowledge of the jungle," Mr. Posner said, "just like Tarzan had." He tucked his knife securely into the waistband of his pants and hiked back to civilization. "Right," he said, safely back at his car, "where's a McDonald's? I want a quarter-pounder<sup>7</sup> with cheese."

from "Adventurer; Setting Out into the Wilderness With Only a Knife,"

by Jonathan Green, from *The New York Times*, October 6, 2006.

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<sup>6</sup> **insulation**: something used for protection from the cold

<sup>7</sup> **quarter-pounder**: a four-ounce (113g) hamburger

## MAIN IDEAS

Answer these questions.

1. What is the main idea behind the course?

---

2. What kinds of people are interested in the course?

---

3. What was the first thing the group needed to do?

---

4. What were the next important activities?

---

5. How did the group stay warm?

---

6. How did the participants feel after the course?

---

## DETAILS

**A. Who does each statement describe? Check (✓) the correct name.**

	Lee Posner	Elliot Spaulding	Tony Nester
1. He is interested in how people lived in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. He mentions a story he liked as a child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. He seems skilled and knowledgeable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He has says people don't want to be dependent on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. He seems somewhat nervous about the experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. He is excited about making a fire using only sticks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- \_\_\_ 1. Students in the course are allowed a knife and water bottle.
- \_\_\_ 2. Students have always been safe while taking part in the course.
- \_\_\_ 3. The shelter that the students made is called a *wickiup*.
- \_\_\_ 4. For food, they found wild onions, cranberries, and pine needles.
- \_\_\_ 5. They were able to make a fire before it got dark.

## Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. Would you be interested taking a survival course? Do you think it offers real benefits? Why or why not?
2. In Reading 1, Tony Nester says that more people want to be self-reliant. Do you like to feel independent, or are you happy to depend on other people or technology if you need to? Explain your reasons.

### Reading Skill Taking episodic notes



When you **take notes**, you identify the most important ideas in a text. There are many ways to organize your notes, but **episodic notes** are common with narrative stories. (An *episode* is a part or scene of a story.) To take episodic notes:

- **identify** a scene or moment in the story
- **explain** what is happening
- say why it is **important**

These notes may take the form of pictures as well as words. Draw the important details quickly. Do not worry about being “artistic.”

#### Tip for Success

No matter what kind of notes you take, you can “condense” them later. This means making notes of your notes. This allows you to reorganize the information and increase your understanding.

- A. Read the student’s episodic notes on two paragraphs from Reading 1. Look back at the reading. Write the paragraph number that each note describes.**

1. Paragraph \_\_\_\_

This scene happens at the beginning of the story. Lee Posner arrives to take the survival course. He leaves his phone behind and goes into the wilderness with just a knife. He is worried. It is important because it shows that he is taking a risk.



2. Paragraph \_\_\_\_

This scene takes place late at night. The group is having trouble sleeping because they are either too cold or too hot. It shows that it is very difficult to sleep in the wild.

- B.** Look back at Reading 1 on pages 210–212 and take episodic notes on paragraphs 7–11 in your notebook. (In some cases, it may be easier to combine two paragraphs.) Then compare your notes with a partner.

## READING 2 | Man Against Nature

### VOCABULARY

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

1. War is often the result when one nation attempts to take over its neighbor's **territory**.
2. The citizens could not escape the town because the enemy had taken it by **siege**.
3. Peace in the region ended when the government voted to **invade** the neighboring country.
4. Kyle wanted to start a business, so he decided to **seek** advice from a lawyer.
5. This website explains what to do if you find a **pest** in your home, such as a rat or a mouse.
6. Jonathan was a real **nuisance** while I was trying to work. He kept playing the radio loudly and making noisy phone calls.
7. Sometimes I get frightened by noises at night, though they usually **turn out to be** harmless.
8. Parents and school officials are in a public **battle** with the local government over the proposed cuts in education funding.
9. The emergency operator tried to get the **hysterical** caller to calm down and explain the situation.
10. Trish moved to a small town because she couldn't **handle** the crowds in the city.
11. Performing regular **maintenance** on your car, like changing the oil and checking the brakes, will save you a lot of money on future repairs.
12. If you don't pay your electric bill, the company may **resort to** turning off your power.

- a. \_\_\_\_\_ (v.) to deal with a situation
- b. \_\_\_\_\_ (n.) the act of keeping something in good condition by examining it regularly
- c. \_\_\_\_\_ (v.) to look for or try to get something
- d. \_\_\_\_\_ (phr. v.) to do something bad, often because there is no other solution
- e. \_\_\_\_\_ (n.) the situation in which an army surrounds a town in order to capture it
- f. \_\_\_\_\_ (n.) an argument or a fight between people or groups
- g. \_\_\_\_\_ (n.) an area of land that one person or group considers their own
- h. \_\_\_\_\_ (n.) an insect or animal that destroys plants, food, or property
- i. \_\_\_\_\_ (phr.) to be discovered or proven to be
- j. \_\_\_\_\_ (n.) a thing, person, or situation that is annoying or causes problems
- k. \_\_\_\_\_ (adj.) in a state of extreme emotion or excitement, often crying or laughing
- l. \_\_\_\_\_ (v.) to enter an area using military force in order to take control of it

## PREVIEW READING 2

As the suburbs take over natural areas, animals are sometimes forced to live very near humans. You are going to read an article from *The New York Times* newspaper that describes the difficult relationship between one state's local animals and the human residents.

What sorts of problems do you think people encounter with native wildlife? Write your ideas.

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# Man Against Nature

In New Jersey, man and nature are at war.

- 1 This is not a new situation. Consider this: humans took the **territory** through urbanization<sup>1</sup>, but nature has sent in its troops<sup>2</sup> in the form of skunks, squirrels, and bears to win it back by **siege**. Deer have occupied private lawns, golf courses, and playing fields. Bears have begun to search through trash cans in the western part of the state, while coyotes and geese have taken hold of the central and southern regions. And squirrels are **invading** the newcomers—otherwise known as humans—everywhere. With the cold weather setting in, more animals are beginning to **seek** shelter in their new natural habitats—houses.



A black bear searches for food.

- 2 “We don’t have ordinary wildlife anymore in this state,” said Jack Neary, a local **pest** control expert. “What we’ve got is *urban* wildlife, forest

animals that have been born and bred for more than one generation in an urban environment. Look around you; with urbanization, there’s nowhere for wildlife to go anymore. There used to be specific seasons when people called about specific animal **nuisances**. Now it’s a year-round problem, and boy, do people get crazy when an animal invades their home.”

- 3 All year round, Mr. Neary’s Animal Control Service receives an average of 100 calls a day from residents with animals invading their home or yard. Mr. Neary told of one woman who called, screaming that she had a “giant snake” in her backyard. “The way she was carrying on<sup>3</sup> you’d think an anaconda had escaped from the zoo,” he laughed. “It **turned out to be** a harmless black garden snake.”
- 4 One animal that is sticking to a seasonal pattern is the deer. “September through end of November the deer go mad,” Mr. Neary said. “It’s very common for them to just leap through people’s plate glass windows. I’m getting calls from towns saying the deer are running down Main Street.”
- 5 In Oakhurst, John Tennant, a plumber, has taken to daily **battles** with geese that have taken over his neighborhood. Carrying a trash can lid as a combination shield<sup>4</sup>, war drum and rain hat, he runs at the invaders, beating a pipe on the lid and shouting. “My neighbor has it easy, all he has to do is clap his hands and the geese leave,” Mr. Tennant said. “I have to go out there and beat the lid till they take off. The geese really drive people here crazy.”
- 6 In Medford Lakes, a community mostly made up of log homes<sup>5</sup>, bats are the problem because they tend to enter through the gaps that develop

<sup>1</sup> urbanization: the spread of towns and cities

<sup>2</sup> troops: soldiers

<sup>3</sup> carry on: to complain loudly

<sup>4</sup> shield: a large object used to protect the body when fighting

<sup>5</sup> log home: a home built from thick pieces of wood cut from trees

between the logs. "We get bat calls and the people are always screaming," said Diane Forster of the Medford Police Department. "We send an officer out to the scene and he usually closes up the room and turns on a light to stun the animal. Then he either opens a window and hopes they go out or tries to get them into a pot with a lid."

- 7 In northern New Jersey, a company called Metro Animal and Pest Control receives an average of 30 calls a day in each county, mainly for bats and squirrels. "I think they all get **hysterical**," said Al Cervone, a partner at Metro Animal and Pest Control. "People just don't know how to **handle** these kinds of situations and they panic. A squirrel in the roof, a bat in the living room and you've got panic like you wouldn't believe. Now's the big time for field mice and squirrels getting in from the cold, and the phones are ringing."

- 8 What are ordinary residents to do when they come face to face with an invader? "In most cases the problem is a **maintenance** problem," said Mr. Neary. He recommends checking foundations and roofs, and blocking up all holes and gaps where animals can get in. As a professional, he **resorts to** pyrotechnics (fireworks) or trained dogs to scare geese and deer from golf courses, playing fields, and large lawns.

- 9 "The name of Mother Nature's game<sup>6</sup> is 'adapt or die,'" Mr. Neary said. "It's a constant battle. You put a fake owl out to scare pigeons and next thing you see is pigeons sitting on the owl. I've seen deer continue to feed right next to a noise-machine that was meant to frighten them away."

- 10 "Think about it," he said. "They're adapting; we're not. Tell me who's winning."

<sup>6</sup> the name of the game: the most important aspect of an activity

## MAIN IDEAS

Circle the answer to each question.

1. How did the conflict between humans and animals start?
  - a. Animals invaded homes and yards.
  - b. Animals changed their behavior.
  - c. Humans moved into animals' habitats.
2. What is "urban wildlife?"
  - a. Animals that enjoy living around people and in cities.
  - b. Animals that were born in city environments.
  - c. People who behave like wild animals.
3. What does Jack Neary say about the problem?
  - a. It continues all year long.
  - b. Some times of year are particularly bad.
  - c. Certain animals are worse than others.

4. How does Al Cervone say people typically react when faced with an animal invader?
  - a. They shout and make noise.
  - b. They call the police.
  - c. They panic and become hysterical.
5. How can people protect themselves against invasion, according to Jack Neary?
  - a. By using fireworks.
  - b. By moving somewhere else.
  - c. By taking care of their property.

## DETAILS

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

- \_\_\_ 1. Houses are now a normal home for many wild animals.
- \_\_\_ 2. The woman who called about the snake was in real danger.
- \_\_\_ 3. Deer cause more problems late in the year.
- \_\_\_ 4. John Tennant just has to clap his hands to scare away geese in his yard.
- \_\_\_ 5. The police use special equipment to deal with bats in Medford Lakes.
- \_\_\_ 6. The bat problem in Medford Lakes is due to the type of houses built there.
- \_\_\_ 7. Mr. Neary says that animal behavior is constantly changing.

## **Q** WHAT DO YOU THINK?

**A.** Discuss the questions in a group. Then choose one question and write one paragraph in response.

1. Is it accurate to describe the situation described in Reading 2 as a *war*? Why do you think the writer decided to make this comparison?
2. What is your attitude toward animals? Should we feel a responsibility to preserve wildlife and native habitats? Or are animals, as the reading implies, simply pests and nuisances? Explain your reasons.

**Tip Critical Thinking**

In question 2, you have to **decide** if mankind's relationship with nature is healthy or unhealthy. When you make a decision, it should be based on the careful examination of the information you know.

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

1. Do you feel comfortable with animals and the natural world, or do you feel threatened by them? Give your reasons.
2. Do you think mankind's relationship with nature is healthy or unhealthy? Explain the reasons for your opinion.

**Vocabulary Skill Metaphors**

The **literal** use of a word or phrase means its primary or basic meaning. For example, the phrase *to be at war* literally means a situation where two countries fight against each other with armies and weapons.

England and France **were at war** for most of the 14th century.

A **metaphor** uses the same word or phrase in a new context. For example, in Reading 2 the author begins by describing the conflict between animals and humans as a struggle between two armies.

In New Jersey, man and nature **are at war**.

Later in the article, another speaker uses the same technique.

"The name of Mother Nature's game is 'adapt or die.' It's a constant **battle**."

By comparing the situation to a war, they show that the two things have similar qualities and make the description more powerful.

When a text about one topic contains words and phrases that appear to belong to a different topic, you may be looking at a metaphor. Recognizing this type of comparison will help you better understand the writer's goal.

**A. Read the excerpt from Reading 2. Underline four words or phrases that show a comparison with war.**

This is not a new situation. Consider this: humans took the territory through urbanization, but nature has sent in its troops in the form of skunks, squirrels, and bears to win it back by siege. Deer have occupied private lawns, golf courses, and playing fields. Bears have begun to search through trash cans in the western part of the state, while coyotes and geese have taken hold of the central and southern regions. And squirrels are invading the newcomers—otherwise known as humans—everywhere.



- B.** Read the situations in the box. Which ones could be described using the vocabulary of war? Why? Discuss your answers with a partner. Then choose one or two situations and write four sentences using metaphors for war from Activity A.

a tennis match	shopping in a crowded store
gardening	looking for a job
parking a car	taking a vacation

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

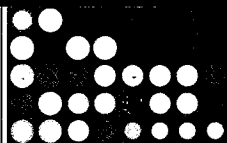
**Tip for Success**

In a dictionary, the metaphorical meaning of a word will sometimes be marked *idiom* because the words are not being used in their literal meanings.

- C.** These sentences from Reading 1 contain metaphors. Work with a partner to identify and underline the metaphors. Use your dictionary to help you if necessary. Then try to explain the meanings.

1. He teaches a growing band of people intrigued with primitive technology.
2. His face was apprehensive as he marched into the trees.
3. We then littered the floor inside the shelter with pine needles.
4. The cold ground will suck the 98.6 degrees of temperature right out of your body.
5. The icy cold stabbed into our clothing.
6. A blanket of darkness descended just as the fire we eventually started roared to life.
7. We either roasted in the shelter or froze when we fell asleep and the fire died.
8. Our trip was only a taste, but it demonstrated the brutality of life without easily accessible food.

A band of people is a group of people. The word band is usually used to talk about an organized group with a leader—like a band of robbers.



# WRITING

## Writing Skill Varying sentence patterns



**Varying sentence patterns** in your writing will help the reader maintain interest and focus on the information you think is important. Here are some common ways to add variety to your writing.

### Shorter and longer sentences

- Shorter sentences emphasize or stress one important point.
- Longer sentences (such as sentences with conjunctions or subordinators) combine closely related ideas.

**Shorter + longer:** There was a sudden noise. Then a rabbit jumped out of the bushes **and** hopped up the path.

**Longer:** **Even though** it was only a rabbit, my heart started beating faster.

### Active and passive sentences

- Active sentences focus on the person or thing that performs the action of the verb.
- Passive sentences focus on the person or thing that is affected by the action of the verb.

**Passive + active:** The area **was used** as a waterhole by local animals. Mr. Nestor **pointed out** some footprints.

### Quoted and reported speech

- Use quoted speech when it is important to state what someone said in his or her own words.
- Use reported speech to paraphrase or summarize what someone said in your words.

**Reported + quoted:** Lee told me that I should go on a survival course. "It might toughen you up," he said.

For information on conjunctions and adverb clauses, see pp. 124, 200, and 224. For information on the passive, see p. 150. For information on reported speech, see p. 176.

**A. Work with a partner. Rewrite these paragraphs in your notebook. Vary the sentence patterns using the method in parentheses. (There are many ways to rewrite each paragraph.) Examples are given for the first few sentences of each paragraph.**

1. (**shorter and longer sentences**) Last weekend was the longest weekend of my life. I attended a short survival course. It is something that I will never forget. I woke up early on Saturday. It was still dark. I wanted to go back to sleep. I left my house reluctantly. I drove to the school at the edge of the desert. I arrived at 8 a.m. The desert was already hot. I felt nervous. I didn't want to show it. The other students arrived. The instructor came out to greet us.

*Last weekend was the longest weekend of my life. I attended a short survival course, and it is something that I will never forget. . .*

2. (**quoted and reported speech**) The instructor said, "OK, please listen to me carefully." He said, "This course is tough but worthwhile." He explained, "First, you will learn survival techniques in the classroom. You will study things like finding food, building a shelter, and building a fire. Then, after that, we will break for lunch. You can choose between a regular lunch and a vegetarian lunch. Then you will head out to the desert." He said, "I hope you are all ready for this." The person next to me whispered, "I'm not sure that I am."

*The instructor asked us to listen to him carefully. He said, "This course is tough but worthwhile." . .*

3. (**active and passive sentences**) The instructor held the class in a clean, modern classroom. I had lots of fun. The instructor showed us a number of different ways of surviving in the desert, and the techniques fascinated us all. I asked many questions, and the class had some good discussions. Finally, the instructor gave us a test using a computer program. The programmer had designed it to see if someone could hike in the desert safely. We all passed the test. Then someone led us out of the building and into the desert. They allowed us to take only a bottle of water and a compass.

*The class was held in a clean, modern classroom. . .*

**B. Work with a partner. Rewrite these paragraphs in your notebook and vary the sentence patterns. You do not have to change all the sentences.**

**Tip for Success**

You do not have to use all the techniques in everything you write. Just be sure to vary the patterns that you use.

We hiked through the desert for miles. The sun scorched us. The wind blinded us. The instructor told us, "Do your best! Keep walking! Push yourselves to the limit." We wanted to impress him. It motivated us to keep going.

We searched for food in the desert. We found an edible plant that people call a *barrel cactus*. We also caught a lizard that people can boil and eat. No one wanted to eat it.

Eventually, the instructor said, “We’re going to split into two teams.” He asked, “Who wants to be a team leader?” I was exhausted. For some reason I answered, “I do!” My team built a shelter. The other team built a fire. The other team placed the fire near the shelter to keep us warm during the night.

The hard work exhausted us all. We slept deeply. The light of dawn woke us the next morning. It was the first time that I had slept in the desert, and I felt tired, sore, hungry, and very proud.

## Grammar Parallel structure and ellipsis



You can connect several words or phrases with coordinating conjunctions such as *and*, *but*, and *or*. The words or phrases must have **parallel structure**; that is, they must all have the same grammatical function.

### Parallel structure

Soon hunger, a chilling drop in temperature, and darkness descended on the group.

three nouns/noun phrases

She enjoys hiking but not playing golf.

two gerunds

Some inexperienced climbers become overconfident or overambitious.

two adjectives

He removed his glasses, unclipped his cell phone, and placed them in his car.

three simple past verb phrases

### Ellipsis

When you connect certain phrases or sentences with conjunctions, you can often omit repeated words. This is called **ellipsis**.

1. When you connect infinitive verbs, you do not usually repeat the infinitive *to*.

□ It’s a good place to live if you **like to hike or (to) climb mountains**.

2. When you connect sentences with the same subject, you do not need to repeat the subject.

□ **He lives on a farm and (he) enjoys being around animals**.

3. When you connect sentences with the same subject and auxiliary verb, you do not need to repeat the subject or auxiliary verb.

□ If a wild animal approaches, **we must hide and (we must) be quiet**.



**A. Read the sentences. Correct the errors in parallel structure.**

1. Pedro is good at <sup>reading</sup> maps and following trails.
2. Jake likes to cycle and to climb mountains.
3. If someone needs help, you should be brave but not be foolish.
4. In a survival situation, it's essential to build a shelter, keep warm, and finding water.
5. The instructor didn't take part in the search for food but he watched from a distance.
6. The students listened carefully, watched the instructor, and have learned how to make a fire.
7. Chang wasn't happy on the survival course; he was always complaining or got lost.
8. In most cities, you can visit museums or you go shopping in stores.

**B. Complete these sentences with your own ideas. Use parallel structure.**

1. Before it gets dark, Andy needs to build a shelter and make a fire.
2. The instructor spent a lot of time explaining the dangers and \_\_\_\_\_  
\_\_\_\_\_.
3. Most people have never had to search for food or \_\_\_\_\_  
\_\_\_\_\_.
4. My brother and I bought a tent, rented a car, and \_\_\_\_\_  
\_\_\_\_\_.
5. I could survive in a forest but not \_\_\_\_\_.
6. We can visit the zoo, see a movie, or \_\_\_\_\_.
7. After the survival class, she wanted to go home and \_\_\_\_\_  
\_\_\_\_\_.

## Unit Assignment Write a narrative essay

**Q** In this assignment, you will write a narrative essay that tells readers something about humans and their connection to nature. As you prepare your essay, think about the Unit Question, “Have humans lost their connection to nature?” and refer to the Self-Assessment checklist on page 228. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

### PLAN AND WRITE

**A. BRAINSTORM** Follow these steps to gather ideas for your essay.

1. Work with a partner. Make a T-chart like the one below in your notebook. Think of stories that show how humans connect with nature in positive or negative ways. These could be stories about something that really happened or stories that you make up.

Something that really happened	Story that I will make up
My vacation in the mountains	A man on a survival course gets lost in the wilderness.  A woman comes home and finds bats in her home.

#### **Tip for Success**

If you cannot say why an episode is important to your story, you may not want to include it in your essay.

2. Circle your best ideas. Decide which one you want to write about.
  3. Think of three or more episodes that will happen in your narrative. For each episode, write notes about what happened and why it is important to your narrative.
  4. Decide what your essay will tell the reader about humans and their connection to nature.
- B. PLAN** Use your ideas from Activity A to make an outline for your essay. For more information about narrative essays, you can look back at the Writing Skill box on p. 72.

#### I. Introduction

- A. Write some introductory ideas that set the scene for the essay.

---

---

B. Write a thesis statement that explains what the essay will tell the reader about humans and their connection to nature.

---

---

II. Describe what happens in your first episode. Explain why it is important.

---

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---

---

III. Describe what happens in your second episode. Explain why it is important.

---

---

---

---

IV. Describe what happens in your third episode. Explain why it is important.

---

---

---

---

V. Conclusion

A. Concluding ideas: \_\_\_\_\_

---

B. Summarize the main idea: \_\_\_\_\_

---

C. **WRITE** Write your essay. Use your outline from Activity B. Vary the sentence patterns to keep your writing interesting, and use parallel structure to group your ideas where appropriate. Look at the Self-Assessment checklist on page 228 to guide your writing.

**Tip for Success**

Focus on varying sentence patterns when you revise your work. Soon, using a variety of sentence types will become a natural part of your writing.

## REVISE AND EDIT

**A. PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Does the essay clearly tell the reader something about humans and their connection to nature?
2. Does the essay include an introduction, three or more body paragraphs that describe the events of the story, and a conclusion?
3. Are the episodes in the order in which they happened?
4. Is it clear why each episode is important?

**B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

**C. EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay tell a story that tells the reader something about humans and their connection to nature?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay use varied sentence patterns appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	Are parallel structure and ellipsis used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

battle 🔑  
brutality  
maintenance **AWL**  
nuisance  
pest  
shelter 🔑  
siege  
territory 🔑

### Verbs

appeal 🔑  
devour  
handle 🔑  
indicate 🔑 **AWL**  
invade  
seek 🔑 **AWL**

### Phrasal verb

resort to

### Adjectives

accessible **AWL**  
apprehensive  
hysterical  
intrigued  
laborious  
ravenous  
reliant **AWL**  
stranded

### Phrase

turn out to be

🔑 Oxford 3000™ words

**AWL** Academic Word List

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

**READING** ☐ I can take episodic notes. (p. 214)

**VOCABULARY** ☐ I can understand metaphors. (p. 220)

**WRITING** ☐ I can write with varying sentence patterns. (p. 222)

**GRAMMAR** ☐ I can use parallel structure and ellipsis. (p. 224)

**LEARNING OUTCOME** ☐ I can relate a story about how people connect with nature in a positive or negative way.

# UNIT 10

## Child's Play

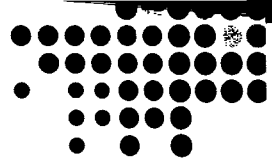
READING  
VOCABULARY  
WRITING  
GRAMMAR

identifying counterarguments and refutations  
collocations with prepositions  
writing a persuasive essay  
adverb clauses of concession



## LEARNING OUTCOME

Make arguments to persuade readers that video games are helpful or harmful to children.



*Unit* QUESTION

# Why is it important to play?

## PREVIEW THE UNIT

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

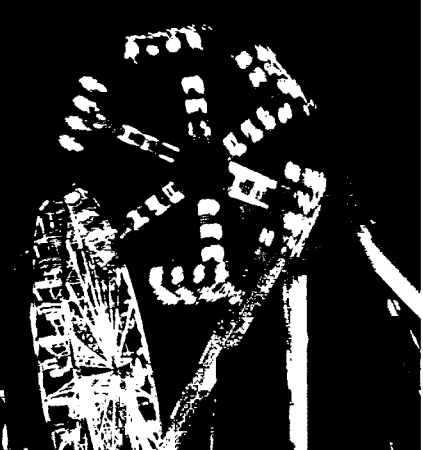
What were your favorite games as a child? Give examples and explain why you liked them.

Do you think adults need time to play? What is “play time” for an adult?

Look at the photo. Does this look enjoyable to you? Why or why not?

**B** Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, Track 14 on CD 2, to hear other answers.



- C** Many different kinds of people have spoken about work and play. Read the quotations below and discuss the following questions with a partner.

1. What does each quotation mean?
2. Do you agree with the quotation? Why or why not?



## WORDS OF WISDOM

### Work and Play

1

"Choose a job you love, and you will never have to work a day in your life."

★ Unknown author

2

"We don't stop playing because we grow old; we grow old because we stop playing."

★ George Bernard Shaw, playwright, 1856-1950

3

"Work is man's most natural form of relaxation."

★ Dagobert D. Runes, philosopher and author, 1902-1982

4

"You can discover more about a person in an hour of play than in a year of conversation."

★ Plato, philosopher, 428 BC-347 BC

5

"In every real man a child is hidden that wants to play."

★ Friedrich Nietzsche, philosopher, 1844-1900

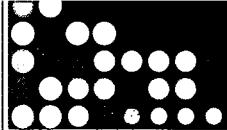
6

"Play is the work of children. It's very serious stuff."

★ Bob Keeshan, TV actor and producer, 1927-2004



- D** Choose your favorite quotation in Part C. Share it with your partner. Explain your choice.



## READING 1 | The Promise of Play

### VOCABULARY

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

1. Teachers of young children **incorporate** a lot of play activities into their lessons.
2. After his skiing accident, Miguel needed months of **therapy** before he could walk again.
3. Many women feel **conflicted** about the decision to stop working after they have children. They want to spend time at home, but they also love their jobs.
4. The company's old business models aren't effective anymore. They need new, creative employees to develop **innovative** strategies.
5. Last night's news was particularly **grim**. It was filled with stories of disasters and crime.
6. I want a job that is unpredictable, challenging, and fun. I don't want to sit in an office all day doing **mundane** tasks.
7. There aren't **rigid** guidelines about how long a baby should nap. Parents need to be flexible with their children.
8. Adults **strive** to be successful in their careers and daily lives. Play activities are a welcome relief from that effort.
9. Many people think that video games are harmful to children, but some studies show that they can be **beneficial** in developing certain mental skills.
10. The government announced a new program to build playgrounds and parks. However, **skeptics** say the program is likely to fail.
11. I try to be responsible and work hard, but occasionally I **give in to** my desire to be irresponsible.
12. The World Cup was a major **catalyst** for my current enthusiasm for soccer.
  - a. \_\_\_\_\_ (*n.*) a person or thing that causes a change
  - b. \_\_\_\_\_ (*adj.*) having a helpful or useful effect

- c. \_\_\_\_\_ (adj.) unpleasant and depressing
- d. \_\_\_\_\_ (phr. v.) to stop fighting against something
- e. \_\_\_\_\_ (v.) to include something as a part of something else
- f. \_\_\_\_\_ (v.) to try very hard to achieve something
- g. \_\_\_\_\_ (adj.) dull; not interesting or exciting
- h. \_\_\_\_\_ (n.) a treatment for a physical or mental problem
- i. \_\_\_\_\_ (adj.) confused about what to do because you have strong opposing feelings
- j. \_\_\_\_\_ (n.) people who doubt that something is true
- k. \_\_\_\_\_ (adj.) using new ideas or ways of doing something
- l. \_\_\_\_\_ (adj.) following an exact process



Stuart Brown, MD

## PREVIEW READING 1

You are going to read an excerpt from a book by Stuart Brown, MD, a leading expert in the field of child psychology. The excerpt discusses what makes play essential in our lives, not only for children but for adults as well.

How do you think play can be beneficial in these areas?

health      relationships      education      work and business



CD 2  
Track 15

Read the text.

## The Promise of Play

<sup>1</sup> I have spent a career studying play, communicating the science of play to the public, and working with Fortune 500 companies<sup>1</sup> on how to **incorporate** it into business. I have used play **therapies** to help people who are clinically depressed. I frequently talk with groups of parents who inevitably are concerned and **conflicted**

about what constitutes<sup>2</sup> healthy play for their kids. I have gathered and analyzed thousands of case studies that I call play histories. I have found that remembering what play is all about and making it part of our daily lives are probably the most important factors in being a fulfilled<sup>3</sup> human being. The ability to play is not only critical to being happy, it also helps us to maintain social relationships and become creative, **innovative** people.

<sup>1</sup> **Fortune 500**: the top 500 US companies, according to *Fortune* magazine

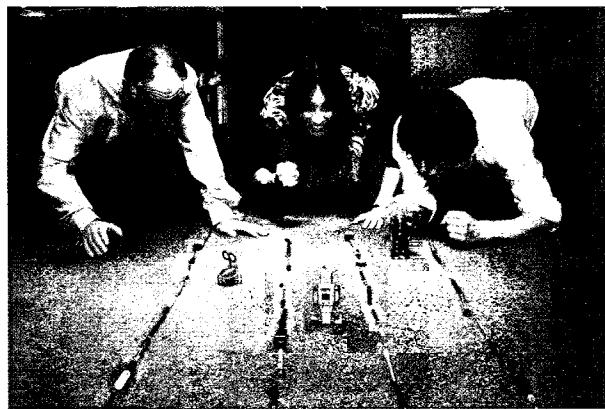
<sup>2</sup> **constitutes**: to be equal to; to be considered to be

<sup>3</sup> **fulfilled**: being happy or satisfied

2 If that seems to be a big claim, consider what the world would be like without play. It's not just an absence of games or sports. Life without play is a life without books, without movies, art, music, jokes, dramatic stories. Imagine a world with no daydreaming, no comedy, no irony<sup>4</sup>. Such a world would be a pretty **grim** place to live. In a broad sense, play is what lifts people out of the **mundane** world. I sometimes compare play to oxygen—it's all around us, yet goes mostly unnoticed or unappreciated until it is missing.

3 But what happens to play in our lives? Nearly every one of us starts out playing quite naturally. As children, we don't need instruction in how to play. We just find what we enjoy and do it. Whatever "rules" there are to play, we learn from our playmates. And from our play we learn how the world works and how friends interact. By playing, we learn about the mystery and excitement that the world can hold in a tree house, an old tire swing, or a box of crayons.

4 At some point as we get older, however, we are made to feel guilty about playing. We are told that it is unproductive, a waste of time, even sinful<sup>5</sup>. The play that remains is, like league sports, mostly very organized, **rigid**, and competitive. We **strive** to always be productive, and if an activity doesn't teach



playing in the office

us a skill, make us money, or get us on the boss's good side, then we feel we should not be doing it. Sometimes the sheer demands of daily living seem to rob us of the ability to play.

5 The **skeptics** among the audiences that I talk to say, "Well, of course you will be happy if you play all the time. But for those of us who aren't rich, or retired, or both, there's simply no time for play." Or they might say that if they truly **gave in to** the joy of free play, they would never get anything done.

6 This is not the case. We don't need to play all the time to be fulfilled. The truth is that in most cases play is a **catalyst**. The **beneficial** effects of getting just a little true play can spread through our lives, actually making us more productive and happier in everything we do.

<sup>4</sup> **irony**: the amusing or strange aspect of a situation that is different from what you expect

<sup>5</sup> **sinful**: wrong or evil

## MAIN IDEAS

Check (✓) the statements that the author would agree with.

- ☐ 1. Play is not only necessary, but it can be useful in many areas.
- ☐ 2. The value of play is not recognized by many people.
- ☐ 3. The ability to play is something that we have to learn.
- ☐ 4. As children, play helps us understand the world we live in.
- ☐ 5. Unproductive play is a waste of time.
- ☐ 6. People who aren't rich don't have the time to play.
- ☐ 7. Even a small amount of play can benefit adults.

## DETAILS

Answer these questions.

1. What types of people, groups, or organizations has the author worked with?  
\_\_\_\_\_
2. What benefits can play add to our lives? Give three examples.  
\_\_\_\_\_
3. What would be missing from life if there were no play? Give three examples.  
\_\_\_\_\_
4. What do children learn from play? Give two examples.  
\_\_\_\_\_
5. Why don't people play enough when they get older? Give two reasons.  
\_\_\_\_\_

## **Q** WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write freely for five to ten minutes in response.

1. Is play a catalyst in your life? What activities do you think of as “play,” and how do they improve your life?
2. Do you agree with the author of Reading 1 that play “is what lifts people out of the mundane world”? Explain the reasons for your opinion and give examples to support it.

When you are reading a text, it is important to distinguish the author's opinion from any counterarguments. A **counterargument** is an idea that opposes the author's point of view. It is often introduced by a clause that identifies the source or a clause with a general subject, such as *Many experts say . . .* or *Some people think . . .*

**Counterargument:** The skeptics among the audiences that I talk to say, "Well, of course you will be happy if you play all the time . . ." Or they might say that if they truly gave in to the joy of free play, they would never get anything done.

A counterargument is generally followed by a **refutation** from the author. A refutation tries to show that the counterargument is weak or incorrect. The refutation is often introduced by an expression that shows disagreement, such as *On the contrary . . .* or *But in fact . . .*

**Refutation:** This is not the case. We don't need to play all the time to be fulfilled. The truth is that in most cases play is a catalyst.

## Tip for Success

If you can clearly identify arguments, counterarguments, and refutations, you can better evaluate the author's ideas.

**Match the counterarguments with the correct refutations. Then underline the clauses and expressions that introduce them.**

### Counterarguments

1. Some people say that there is no time for play, f
2. Some people argue that the office is the wrong place for play. \_\_\_\_
3. There are those who question whether play is a suitable activity for adults. \_\_\_\_
4. Some think that the best games for children have very clear rules. \_\_\_\_
5. Many claim that children can't learn effectively without adult supervision. \_\_\_\_
6. Some experts believe that children have too much free time, \_\_\_\_

### Refutations

- a. That is not the case. Children actually learn more by creating their own rules.
- b. but, in fact, they need this time for creative play and rest.

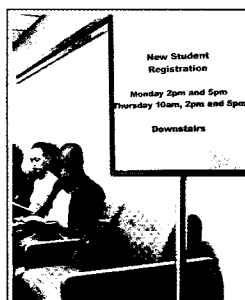
- c. The truth is, however, that employees work more creatively when they are relaxed.
- d. In reality, children are very effective at organizing themselves.
- e. On the contrary, studies have shown that play can make adults more productive.
- f. but the fact is that even a small amount of play is helpful.

## READING 2 | Child's Play

### VOCABULARY

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

**complex** (*adj.*) made of many different parts or concepts; difficult to understand  
**conduct** (*v.*) to organize or do a particular activity  
**consequently** (*adv.*) as a result; therefore  
**evident** (*adj.*) clear or obvious; easily understood  
**impulsively** (*adv.*) suddenly, without thinking carefully about what might happen  
**inhibit** (*v.*) to stop something from happening or make it happen more slowly  
**predetermined** (*adj.*) decided in advance  
**regulate** (*v.*) to control  
**structured** (*adj.*) highly arranged or organized  
**subtle** (*adj.*) not very noticeable; not obvious  
**vital** (*adj.*) necessary or essential



student registration

1. Students must register for classes at their \_\_\_\_\_ times.  
Please check the website to find out the time that has been assigned to you.
2. It is important to rest well and relax before an exam. Too much stress can \_\_\_\_\_ your ability to perform well.
3. It was \_\_\_\_\_ from the bruise on the boy's face that he had been hurt.
4. Many Internet services offer tools for parents to \_\_\_\_\_ what their children can see.

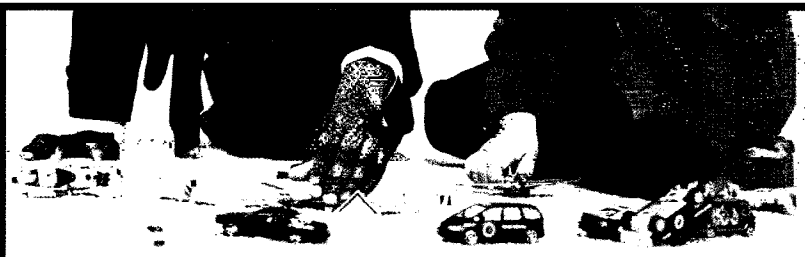
5. The boy got angry and \_\_\_\_\_ threw the toy across the room. Now he's sorry he did it.
6. The child wasn't listening, so I tried a more \_\_\_\_\_ approach. I asked her to play with me.
7. Nowadays, teachers spend more time teaching basic skills, and, \_\_\_\_\_, young children have less time to play.
8. Psychology researchers \_\_\_\_\_ experiments to test their ideas about human behavior.
9. Soccer and tennis are \_\_\_\_\_ activities; they have very clear rules for players.
10. The ability to play is \_\_\_\_\_ for human beings. It helps us be happy and innovative.
11. You may think children's games are simple, but they are actually quite \_\_\_\_\_ and have many rules.

## PREVIEW READING 2

You are going to read an article that looks at a type of children's play called *pretend play*. (An example of pretend play is when children imagine they are people in a store.) The article discusses what children learn from pretend play and questions whether children today have enough opportunities to engage in it.

Check (✓) the sentences that you think describe pretend play.

- ☐ The children decide what will happen.
- ☐ It's directed by an adult.
- ☐ It's a quick activity.
- ☐ It's a long activity.
- ☐ It helps children learn to concentrate.
- ☐ It requires imagination.



## Child's Play: It's Not Just for Fun

- 1 Joshua, Alicia, and Scott, five-year-old students in a kindergarten<sup>1</sup> in New York, have decided to “play store.” At first one might wonder if this is a good use of their time in school. What value is there in pretending to be in a store? As the game progresses, however, it becomes obvious that playing store is, in fact, a very **complex** activity. In order to play store, Joshua, Alicia, and Scott have to decide on their roles—who will be the storekeeper, who will be the customer, and what role the third child will have. As they play, they must invent and act out scenes and respond to a changing narrative. When problems come up, the children must solve them in order to keep the game going. Through all this, their teacher occasionally steps in to assist them, but he never directs them or takes over their role-playing. While watching the game unfold<sup>2</sup>, it becomes clear why many researchers say that pretend play is a critical part of a child's development.
- 2 In its most basic form, pretend play happens when a young child imagines that one thing is something else, say a stick is a sword or a banana is a telephone. More complex pretend play, sometimes called *complex imaginative play* or *dramatic play*, involves specific roles and longer make-believe scenes. This is the type of play that Joshua, Alicia, and Scott were engaged in. Clearly, children are building both language skills and social skills while they are involved in complex pretend play: they

learn to make compromises and take turns (e.g., “This time you can be the customer and next time I’ll be the customer.”), they learn to listen carefully to others and cooperate, and they practice problem solving. But children participating in complex pretend play are also developing skills on a much more **subtle** level.

- 3 In the field of early education, neuroscientist Adele Diamond and psychologist Deborah Leong have been instrumental<sup>3</sup> in promoting the importance of pretend play. According to these two scientists, when children engage in pretend play, they are developing the ability to self-regulate. Children who can self-regulate are able to control their emotions and their behavior, and they can resist acting **impulsively**. These children have learned to focus their attention and concentrate on one thing. They can avoid being distracted, and they can make thoughtful choices and decisions. These skills will be **vital** for their academic success in later years.
- 4 To demonstrate how pretend play nurtures self-regulation, researchers asked a group of four-year-old children to stand still for as long as possible. Most of the children couldn’t stand still for more than a minute. However, when the same children were pretending they were guards at a factory, they were able to stand still for more than four minutes. By pretend playing, these children increased the amount of time they could control their behavior.

<sup>1</sup> kindergarten: a school or class for children between the ages of four and six

<sup>2</sup> unfold: develop

<sup>3</sup> instrumental: very important

- 5 Pretend play may help young children learn to self-regulate for one interesting reason. During pretend play, children talk aloud to themselves in a special way. Rather than describing what they have done, they tell themselves what they are going to do and how they are going to do it. In other words, they are actively planning and controlling their actions and behavior. This self-regulating talk, sometimes called *private speech*, helps children direct their thinking. Private speech is very common in the pretend play of children. As play becomes more **structured** and less imaginative, however, children use less private speech.
- 6 Unfortunately, much of the play that young children engage in today is not imaginative play and, **consequently**, it does not allow them to practice self-regulation. When children are playing organized sports, for example, they are being regulated by adults rather than by themselves. They have no chance to practice controlling their own behavior and impulses. Toys, television, and video games also **inhibit** imaginative play because they have **predetermined** scripts; they tell children what to do and how to do it. There is also much less time available for pretend play in kindergarten classes in the United States today. In one recent survey, 254 kindergarten teachers in New York and Los Angeles stated that children in their classes spent less than 30 minutes a day engaging in any kind of play.
- 7 According to Deborah Leong, “Kids aren’t developing the self-regulation skills that they used to.” This is **evident** when one compares children’s behavior in the past to behavior today. In an experiment **conducted** in 1940, researchers asked children ages three, five, and seven to stand still. The three-year-old children weren’t able to stand still at all. The five-year-old children were able to stand still for about three minutes, and the seven-year-old children were able to stand still for as long as the researchers wanted. When this same experiment was repeated recently, neither the three-year-old children nor the five-year-old children were able to stand still at all. The seven-year-old children were barely able to stand still for three minutes. For many educators, the inability of children today to control their behavior is a serious concern.
- 8 If pretend play truly helps children build social and language skills and learn to self-regulate, then clearly this type of play should be an important part of a child’s early education. Educators and parents who think that playing during school hours is a waste of time need to look more carefully at the research. They need to understand that without opportunities for pretend play, children will not develop important behavioral and thinking skills. Play, they would see, isn’t just all for fun.

## MAIN IDEAS

### A. Check (✓) the main idea of the article.

- ☐ 1. Without the ability to self-regulate, children cannot control their emotions or behavior.
- ☐ 2. Young children need opportunities to pretend play because it helps them build language and social skills and learn to self-regulate.
- ☐ 3. All types of play are important for the development of social, language, and thinking skills in young children.

**B. Complete the chart with the main idea of each paragraph.**

Para.	Topic	Main Idea
1	introduction	<i>Pretend play is an important activity for a child's development.</i>
2	the benefits of pretend play	
3	pretend play and the ability to self-regulate	
4	children's ability to control their behavior	
5	why private speech helps children learn to self-regulate	<i>Private speech helps children learn to self-regulate because they talk about what they are going to do and how.</i>
6	ways children play today	
7	behavior of children today versus in the past	
8	conclusion	

## DETAILS

**Write a detail or example from the reading to support each statement.**

1. Children learn important social and language skills when they engage in pretend play.

---

2. Children who can self-regulate can control their behavior.

---

3. Children are learning to self-regulate when they engage in pretend play.

---

4. Many types of play don't allow children to practice controlling their own behavior.

---

5. Children today can't control their behavior as well as children in the past.

---

## **Q** WHAT DO YOU THINK?

### **Tip** Critical Thinking

Question 2 in Activity A asks you to imagine, or **hypothesize**, what the author might say. Hypothesizing is what scientists do when they take all the information they know and try to come up with new ideas or explanations.

**A. Discuss the questions in a group. Then choose one question and write one paragraph in response.**

1. What effects might the inability to self-regulate have on children later in life? Give specific examples to support your answer.
2. Some educators believe that children have enough time to play at home, so they don't need to spend time in school playing. How might the author of the article respond to this belief?

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

1. In Reading 1, Stuart Brown stresses the value of play throughout our lives. Do you think the type of play mentioned in Reading 2 is also important to adults? Why or why not?
2. In schools in many countries, children are spending more and more time studying and less time playing. Is this healthy or unhealthy in your opinion? Why?

## **Vocabulary Skill** Collocations with prepositions



There are several common **collocation patterns with prepositions** that are important to recognize and learn. Look at these sentences based on Readings 1 and 2.

### **Verb + preposition**

- ☐ By playing, we **learn about** the mystery and excitement that the world can hold.

### **Verb + object + preposition**

- ☐ The demands of daily living seem to **rob us of** the ability to play.

### **Adjective + preposition**

- ☐ At some point as we get older, we are made to feel **guilty about** playing.  
Children are building both language skills and social skills while they are **involved in** complex pretend play.

### **Noun + preposition**

- ☐ The beneficial **effects of** getting just a little true play can spread through our lives.

Many verbs, adjectives, and nouns are followed by only one preposition.

Others can be followed by various prepositions with different uses or meanings.

**Tip for Success**

When you write down a new word while reading, check after the word to see if there is a preposition you should also write down. The dictionary will often list common collocations.

**A. Read the excerpts from Readings 1 and 2 and the sentences that follow. Complete the collocations with the correct prepositions.****Excerpt from Reading 1**

I have spent a career studying play, communicating the science of play to the public, and working with Fortune 500 companies on how to incorporate it into business. I have used play therapies to help people who are clinically depressed. I frequently talk with groups of parents who inevitably are concerned about what represents healthy play for their kids.

1. Deborah lost three games, but she didn't seem very **concerned** \_\_\_\_\_ it.
2. Keeping their children amused **represents** a challenge \_\_\_\_\_ some parents.
3. Many teachers try to **incorporate** play activities \_\_\_\_\_ their schedules.
4. My brother is **working** \_\_\_\_\_ a local businessman \_\_\_\_\_ new designs for children's playground equipment.

**Excerpt from Reading 2**

... when children engage in pretend play, they are developing the ability to self-regulate. Children who can self-regulate are able to control their emotions and their behavior, and they can resist acting impulsively. These children have learned to focus their attention and concentrate on one thing. They can avoid being distracted, and they can make thoughtful choices and decisions. These skills will be vital for their academic success in later years.

5. John thinks the local playgroup has improved his son's **ability** \_\_\_\_\_ compromise.
6. Fun time is **vital** \_\_\_\_\_ parent-child relationships.
7. Vera has been having trouble **concentrating** \_\_\_\_\_ her homework.
8. Children need the opportunity to **engage** \_\_\_\_\_ fun activities with adults.

**B. Write five sentences using collocations from Activity A.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

In a **persuasive essay**, the writer presents an issue, takes a position on the issue, and develops an argument to convince the reader that this position is correct. Persuasive essays often require research: you must collect evidence that relates to the topic, such as facts, statistics, and quotations from expert sources.

Consider this question: *Is play essential to a child's healthy development?* As the writer, you can argue that *play is essential* or that *play is not essential*. Either way, your position should be expressed clearly in a thesis statement in your **introduction**.

Then you must persuade the reader that this position is right. Your **body paragraphs** should:

- clearly present the main arguments that support your thesis statement.
- include facts, evidence, and examples that support each main argument.
- present one or more counterarguments to show that you have considered opposing opinions.
- acknowledge counterargument(s) where appropriate and respond to them with refutations.

Finally, your **conclusion** should summarize all the arguments you have stated. It may also give a warning, a prediction, or a suggestion about what should happen next.

See the Reading Skill on page 237 for information on counterarguments and refutations.

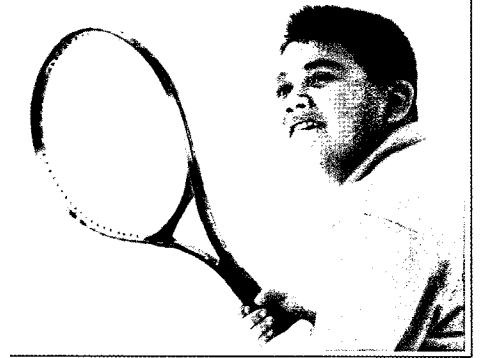
**A. Read the essay. Circle the thesis statement. Underline the main ideas in paragraphs 2, 3, and 4.**

### Are Competitive Games Harmful to Children?

- 1 There is a cry of rage, and a tennis racket crashes to the ground. Jake, age 7, has just lost another match and is now in tears beside the court. His sister Sally, just one year older, looks at her mother and rolls her eyes: it is hard to enjoy winning when this keeps happening. It is not an unusual situation, and it is one reason why many people argue that competition is bad for children. However, the truth is that competitive games are a valuable preparation for adult life.
- 2 Games with winners and losers give children the chance to experience life's ups and downs. Take Jake, for example: even though he is unhappy now, he will probably be smiling and laughing with his sister in a few

minutes, just like the last time this happened. Gradually, he will learn that the world does not end when you lose a game. Eventually, he may even be able to lose with a smile on his face. This is an important lesson. Not everything in life goes the way you would like, and it is important to know how to handle disappointment when it occurs.

- 3 Children who participate in competitive games develop qualities that will allow them to succeed in the complex world of adult life. For example, one of the missions of the Youth Olympic Games is to inspire young people to adopt the Olympic values, which include striving, determination, and optimism. Competition creates the desire to do better. Children



have to learn to succeed in a competitive atmosphere in order to take advantage of opportunities in the future. Although it is possible to win by chance occasionally, people who win and keep winning work very hard to achieve their success.

- 4 On the negative side, there are those who will say that competition actually encourages some bad values, which does happen. It is common to see sports competitions in which the desire to win has replaced the desire to have fun. You may even see very young children playing violently—like the superstars they see on TV. While the bad behavior of young athletes is troubling, the problem is not the competition itself. In reality, the blame lies with the professional players who are bad role models for these children. In fact, a recent study of young athletes by the School of Physical Health Education at the University of Wyoming showed an improvement in mood after exercise; athletes were less depressed or tense.
- 5 Of course, there are parents who argue that children of Jake's age are too young to handle the pain of losing. But whether we like it or not, adult life is very competitive, and keeping children away from competition does them more harm than good. If children do not learn how to compete, they will be defeated by people who can. It is an unfortunate fact of life: whether ten or a hundred people want the same job, there can be only one winner. Wouldn't you want your child to be that person?

In an argument, you can use certain adverb clauses to acknowledge an idea and show that it is less important than the idea in the main clause. This is called **concession**. Concession clauses convey the idea, "That's true, but . . ." Some subordinators that show concession are:

although even though though while despite the fact that

**Although it is possible to win by chance occasionally**, people who win and keep winning work very hard to achieve their success.

(Argument = If you want to win often, hard work is important.)

**While the bad behavior of young athletes is troubling**, the problem is not the competition itself.

(Argument = Competition does not cause bad behavior in players.)

Consider these two ideas about recess in school schedules.

Recess is important for children. Recess reduces class time.

Depending on your point of view, one idea is your argument, and the other is the counterargument that you want to refute.

concession clause                      main clause  
Even though it is important for children, recess reduces class time.  
(Argument = Recess **should** be shorter.)

concession clause                      main clause  
Even though it reduces class time, recess is important for children.  
(Argument = Recess **should not** be shorter.)

### Tip for Success

A concession clause often comes before a main clause. When this happens, a pronoun may come before the noun it refers to.

**A. Use the subordinators in parentheses to combine the sentences. First write a sentence that supports idea *a*. Then write a sentence that supports idea *b*. When combining sentences, replace the subject in one of the clauses with a pronoun.**

1. a. Children need lots of active play.

b. It is vital that children rest.

(although) Although it is vital that they rest, children need lots of active play.

(while) \_\_\_\_\_

2. a. Competitive play is helpful for children.  
b. Competitive play encourages bad behavior.  
(even though) \_\_\_\_\_  
\_\_\_\_\_

(despite the fact that) \_\_\_\_\_  
\_\_\_\_\_

3. a. Losing a game is a horrible experience.  
b. Losing a game can be a good lesson for children.  
(while) \_\_\_\_\_  
\_\_\_\_\_

(though) \_\_\_\_\_  
\_\_\_\_\_

**B. Complete the sentences with your own ideas. Then discuss your sentences with a partner. Identify the argument and counterargument in each sentence.**



1. Even though sports are difficult for some children, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Although \_\_\_\_\_  
\_\_\_\_\_,  
businesses should encourage more fun activities in the office.
3. Despite the fact that \_\_\_\_\_  
\_\_\_\_\_,  
art programs should not be eliminated from schools.
4. Though people say they are too busy to relax, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Q** In this assignment, you will write a five-paragraph persuasive essay to answer the question, “Do video games help or harm young children?” As you prepare your essay, think about the Unit Question, “Why is it important to play?” and refer to the Self-Assessment checklist on page 252. Use information from Readings 1 and 2 and your work in this unit to support your ideas.

For alternative unit assignments, see the *Q: Skills for Success Teacher’s Handbook*.

## PLAN AND WRITE

**A. BRAINSTORM** Work in groups. Discuss these questions and complete the T-chart with your ideas.

1. Why do children like to play video games?
2. Where do they play them? At home? Somewhere else?
3. Do children play video games alone or with others? Who?
4. How often and how long do they spend playing video games?
5. What are some different kinds of videos games? Are some better for children than others?
6. What skills can they learn from playing video games?

Arguments to let children play video games	Arguments not to let children play video games

**B. PLAN** Follow these steps to organize your ideas for your persuasive essay.

1. Compare the arguments in Activity A and decide if video games are good or bad for children. Then complete the chart below. Choose three arguments to support your opinion. Think of possible counterarguments. Then respond to them with refutations.

Arguments for or against	Counterarguments	Refutations

**Tip for Success**

You may wish to research quotations to provide facts and opinions that support your ideas. It is important to give the sources for any ideas that you use in your own writing, whether you paraphrase or quote the original words.

2. Use your ideas to make an outline for your essay.

**I. Introduction**

A. Introductory ideas: \_\_\_\_\_

\_\_\_\_\_

B. Thesis statement: \_\_\_\_\_

\_\_\_\_\_

**II. Main argument 1:** \_\_\_\_\_

\_\_\_\_\_

A. Support 1: \_\_\_\_\_

B. Support 2: \_\_\_\_\_

C. Support 3: \_\_\_\_\_

**III. Main argument 2:** \_\_\_\_\_

\_\_\_\_\_

A. Support 1: \_\_\_\_\_

B. Support 2: \_\_\_\_\_

C. Support 3: \_\_\_\_\_

**IV. Counterarguments and refutations**

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

## V. Conclusion

A. Concluding ideas (warning or prediction): \_\_\_\_\_

\_\_\_\_\_

B. Summarize your arguments: \_\_\_\_\_

\_\_\_\_\_

- C. WRITE** Write your essay. Use your outline from Activity B and ideas from your knowledge, experience, and reading. Look at the Self-Assessment checklist below to guide your writing.

## REVISE AND EDIT

- A. PEER REVIEW** Read a partner's essay. Answer the questions and discuss them with your partner.

1. Does the thesis statement clearly give the opinion?
2. Are the main points supported by facts, evidence, and examples?
3. Are there one or more counterarguments with refutations and/or concessions?
4. Are the refutations persuasive?
5. Does the conclusion summarize the arguments?

- B. REWRITE** Review the answers to the questions in Activity A. You may want to revise and rewrite your essay.

- C. EDIT** Complete the Self-Assessment checklist as you prepare the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay build a convincing argument using facts, evidence, and examples?
<input type="checkbox"/>	<input type="checkbox"/>	Are counterarguments and refutations introduced clearly?
<input type="checkbox"/>	<input type="checkbox"/>	Are adverb clauses of concession used appropriately?
<input type="checkbox"/>	<input type="checkbox"/>	Are collocations with prepositions used correctly?
<input type="checkbox"/>	<input type="checkbox"/>	Does the essay include vocabulary from the unit?
<input type="checkbox"/>	<input type="checkbox"/>	Did you check the essay for punctuation, spelling, and grammar?

## Track Your Success

Circle the words you learned in this unit.

### Nouns

ability (to) 🔑  
catalyst  
effect (of) 🔑  
essence  
skeptic  
therapy

### Verbs

concentrate (on) 🔑 **AWL**  
conduct 🔑 **AWL**  
incorporate (. . . into) **AWL**  
inhibit **AWL**  
learn (about) 🔑  
regulate **AWL**  
represent (. . . for) 🔑  
strive  
work (with) 🔑

### Phrasal Verbs

engage in 🔑  
give in to  
rob . . . of

### Adjectives

beneficial **AWL**  
complex 🔑 **AWL**  
concerned (about) 🔑  
conflicted  
evident **AWL**  
grim  
guilty (about) 🔑  
innovative **AWL**  
involved (in) 🔑 **AWL**  
mundane  
predetermined  
rigid **AWL**

structured  
subtle  
vital (for) 🔑

### Adverbs

consequently **AWL**  
impulsively

### Subordinators

although 🔑  
despite the fact that 🔑  
**AWL**  
even though  
though 🔑  
while 🔑

🔑 Oxford 3000™ words

**AWL** Academic Word List

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

- READING** ☐ I can identify counterarguments and refutations. (p. 237)
- VOCABULARY** ☐ I can use collocations with prepositions correctly. (p. 243)
- WRITING** ☐ I can write a persuasive essay. (p. 245)
- GRAMMAR** ☐ I can use adverb clauses of concession. (p. 248)

**LEARNING OUTCOME** ☐ I can make arguments to persuade readers that video games are helpful or harmful to children.

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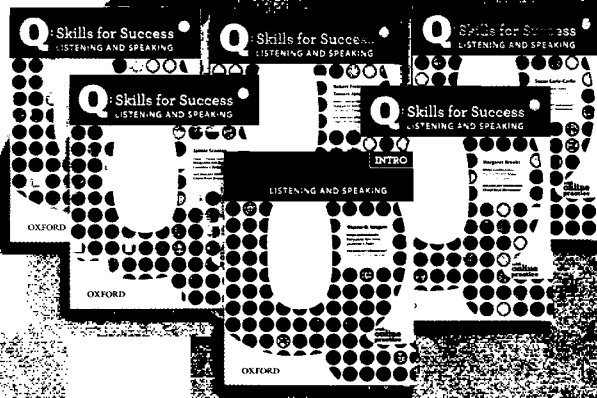
Additional resources at [www.oup.com/elt/teacher/Qskillsforsuccess](http://www.oup.com/elt/teacher/Qskillsforsuccess)

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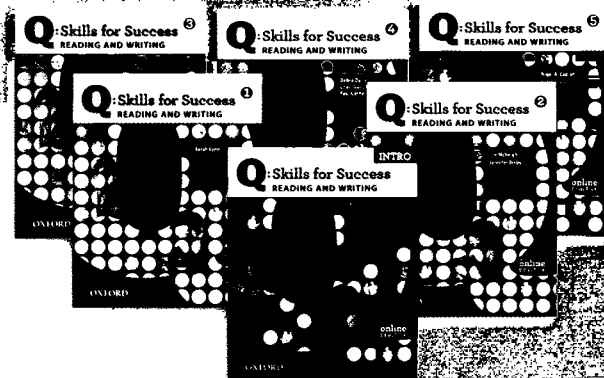


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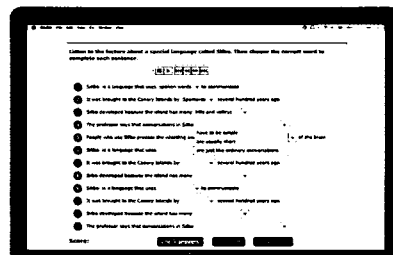
## LISTENING AND SPEAKING



## READING AND WRITING



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