

Q: Skills for Success

READING AND WRITING

3



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LATIN AMERICA **Aldana Aguirre**, Argentina; **Claudia Almeida**, Coordenación 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; **Miriam 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 Krutzler**, 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
Responsibility

READING ● using a graphic organizer
VOCABULARY ● phrasal verbs
WRITING ● stating reasons and giving examples
GRAMMAR ● gerunds and infinitives

LEARNING OUTCOME

Write a paragraph about why people help others using reasons and examples.



Q Unit QUESTION
Why do people help each other?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
Did your parents teach you to be helpful to others? Is being helpful something we learn, or is it human nature?
Are there any situations in which you don't think you should help someone? Explain.
Look at the photo. What do you think is happening?
- B** Discuss the Unit Question above with your classmates.
- Listen to *The Q Classroom*, Track 2 on CD 2, 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.

The Biology of Altruism

1 Scientific evidence suggests that humans have a biological desire to help others, including strangers. **Altruistic** behavior towards strangers is uniquely human and observed at a very young age. Dr. Felix Warneken and Dr. Michael Tomasello of Germany's Max Planck Institute for Evolutionary Anthropology have shown that children as young as 18 months want to help strangers. When their 18-month-old **subjects** saw a stranger throw a pencil on the floor, none of them picked it up. However, when the same subjects saw someone "accidentally" drop a pencil, nearly all the children picked it up in the first ten seconds. Says Dr. Warneken, "The results were astonishing because these children are so young. They still wear diapers and are **barely** able to use language, but they already show helping behavior." Because altruistic behavior appears in children so young, Dr. Warneken and other scientists **hypothesize** that the human brain is designed to be altruistic.



Brain scans like this one help scientists see the brain in action.

cry or smile when someone smiles at us. Our mirror neurons actually feel what they feel. They cry and smile along with them.

3 How, then, can mirror neurons **bring about** altruistic behavior? By helping us feel what others feel, mirror neurons naturally make us feel **compassionate**. They allow us to put ourselves in someone else's situation; without them, we would not understand or

CRITICAL THINKING

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

Q WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. How altruistic do you think you are? Give examples to support your opinion.
2. Why do you think some people are more altruistic than others?

“ 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?

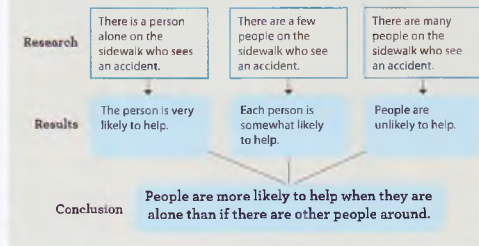
Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Have you ever *not* helped someone who needed help? Why or why not? What factors might make someone choose not to help a stranger?
2. In general, which people do you think are more helpful to strangers in need: people who live in cities or people who live in small towns? Why?
3. The author of "A Question of Numbers" writes that "some cultures might put more importance on helping strangers than others do." Do you think that a person's culture can be a factor in making him or her a more helpful person? Why or why not?

Reading Skill Using a graphic organizer

Graphic organizers represent ideas with images, such as diagrams, charts, tables, and timelines. You can use graphic organizers to help you see connections between ideas or remember the main points of a text or parts of a text. Using graphic organizers can help you review a text you have read in preparation for class or a test.

The flowchart below organizes the main points of a scientific article.



LEARNING OUTCOMES

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

WRITING

Writing Skill Using descriptive adjectives

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

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

Descriptive: I ate a **delicious, savory** meal at a **cozy French** restaurant downtown.

A. Read the paragraph. Then answer the questions with a partner.

My Mother's Yorkshire Pudding

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

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

1. What is the topic sentence? Underline it.
2. What is the concluding sentence? Underline it.
3. How does Yorkshire pudding taste? Circle the sentence that describes the taste.

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

LEARNER CENTERED

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.

Vocabulary Skill Using the dictionary



Word Forms

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

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

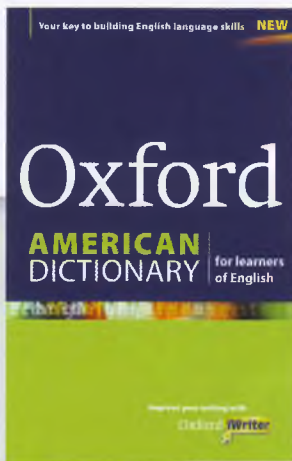
ac·com·plished /ə'kʌmpʃɪʃt/ *adj.* highly skilled at something: *an accomplished pianist*

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

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 American Dictionary for learners of English.



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

The **Oxford 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 paragraph with reasons and examples

Q In this assignment, you are going to write a paragraph with reasons and examples. As you prepare your paragraph, think about the Unit Question, "Why do people help each other?" Refer to the Self-Assessment checklist on page 110. 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 a group, brainstorm reasons other than the ones in the readings that might affect a person's decision to help others. Write your ideas in your notebook.
- B. PLAN** Follow these steps as you plan your paragraph.
 1. Look at your notes from Activity A. Circle the reasons you want to include in your paragraph. Then think of examples to support these reasons.
 2. Think about the readings in this unit. Is there any information from them that can help support your ideas?

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.

- READING** ● I can use a graphic organizer. (p. 96)
- VOCABULARY** ● I can use phrasal verbs. (p. 103)
- WRITING** ● I can state reasons and give examples. (p. 105)
- GRAMMAR** ● I can use gerunds and infinitives. (p. 107)
- LEARNING OUTCOME** ● I can write a paragraph about why people help others using reasons and examples.

“ 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

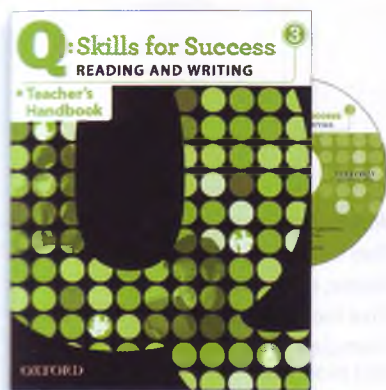
- **Easy-to-use:** a simple interface allows students to focus on enhancing their speaking and listening skills, not learning a new software program
- **Flexible:** for use anywhere there's an Internet connection
- **Access code card:** a *Q Online Practice* access code is included with this book—use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

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



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



For additional resources visit the *Q: Skills for Success* companion website at www.oup.com/elt/teacher/Oskillsforsuccess



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

| UNIT | READING | WRITING |
|---|---|---|
| <p>1 First Impressions</p> <p>Q How do you make a good first impression?</p> <p>READING 1: How to Make a Strong First Impression A Magazine Article (Interpersonal Communication)</p> <p>READING 2: Job Interviews 101 A Magazine Article (Jobs and Work)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Fill out a questionnaire to anticipate content of reading • Identify main ideas and supporting details | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Develop a paragraph: topic sentence, supporting sentences, concluding sentence • Make an outline • Write a "how to" paragraph |
| <p>2 Food and Taste</p> <p>Q What makes food taste good?</p> <p>READING 1: Knowing Your Tastes A Magazine Article (Food)</p> <p>READING 2: Finding Balance in Food An Online Magazine Article (Nutrition)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Take a quiz to anticipate content of reading • Analyze the structure of a text as a previewing strategy • Use prior knowledge to predict content | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Use descriptive adjectives • Write a descriptive paragraph |
| <p>3 Success</p> <p>Q What does it take to be successful?</p> <p>READING 1: Fast Cars, Big Money A Magazine Article (Business)</p> <p>READING 2: Practice Makes ... Pain? An Online Article (Sports and Competition)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Complete a survey to anticipate content of reading • Use an idea map to activate schema • Use headings to determine the purpose of a text • Scan to find specific information such as names, numbers, and dates • Use titles to predict content | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Formulate opinions, reasons, and examples • Write an opinion paragraph |

| VOCABULARY | GRAMMAR | CRITICAL THINKING | UNIT OUTCOME |
|---|---|--|---|
| <ul style="list-style-type: none"> - Match definitions - Define new terms - Learn selected vocabulary words from the Oxford 3000 and the Academic Word List - Use the dictionary to identify word forms | <ul style="list-style-type: none"> • Real conditionals: present and future | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Complete a T-chart to categorize information • Analyze ways to make a good first impression | <ul style="list-style-type: none"> • Develop a “how to” paragraph that details the steps involved in making a good impression. |
| <ul style="list-style-type: none"> - Match definitions - Define new terms - Learn selected vocabulary words from the Oxford 3000 and the Academic Word List - Use context to understand unfamiliar vocabulary | <ul style="list-style-type: none"> • Ordering of adjectives | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Fill in a chart to categorize information • Evaluate qualities of food | <ul style="list-style-type: none"> • Write a paragraph about your favorite dish using descriptive adjectives. |
| <ul style="list-style-type: none"> - Match definitions - Define new terms - Learn selected vocabulary words from the Oxford 3000 and the Academic Word List - Recognize and use adjective + preposition collocations to expand vocabulary | <ul style="list-style-type: none"> • Subject-verb agreement | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Fill in a chart to categorize information • Evaluate the elements of personal success | <ul style="list-style-type: none"> • State and support your personal perspectives in an “opinion” paragraph. |

| UNIT | READING | WRITING |
|--|---|---|
| <p>4 New Perspectives</p> <p>Q How has technology affected your life?</p> <p>READING 1: Having a Second Life A Computer Magazine Article (Social Networking)</p> <p>READING 2: Living Outside the Box An Online Newspaper Article (Technology)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Complete a questionnaire to anticipate content of reading • Take notes while reading to be an active reader • Use title and photos to predict content | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Analyze features of good/poor summaries • Write a summary • Write a personal response to the unit question |
| <p>5 Responsibility</p> <p>Q Why do people help each other?</p> <p>READING 1: A Question of Numbers A News Magazine Article (Psychology)</p> <p>READING 2: The Biology of Altruism A Science Journal Article (Biology)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Use pictures to activate schema and predict content • Make predictions about text • Use graphic organizers to review and aid comprehension | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • State reasons and give examples to support ideas in writing • Use <i>because</i> to state reasons • Write a paragraph with reasons and examples |
| <p>6 Advertising</p> <p>Q Does advertising help or harm us?</p> <p>READING 1: Happiness is in the Shoes You Wear A News Magazine Article (Advertising)</p> <p>READING 2: In Defense of Advertising An Article Based on a Canadian Radio Show (Business)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Use photos to activate schema and anticipate content • Make predictions about text • Distinguish fact from opinion to be a critical reader • Use prior knowledge to predict content | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Write introduction, body, and concluding paragraphs • Write a letter to the editor based on the unit question |
| <p>7 Risk</p> <p>Q Why do people take risks?</p> <p>READING 1: Fear Factor: Success and Risk in Extreme Sports An Article from <i>National Geographic News</i> (Psychology)</p> <p>READING 2: The Climb of My Life An Excerpt from a Book (Extreme Sports)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Use photos to activate schema and anticipate content • Identify and use referents in text to understand contrast • Make predictions about text • Sequence ideas to show text structure • Use prior knowledge to predict content | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Write a multi-paragraph narrative essay with the focus on the introductory paragraph |

| VOCABULARY | GRAMMAR | CRITICAL THINKING | UNIT OUTCOME |
|---|--|--|--|
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Learn and use synonyms to expand vocabulary and add variety to writing | <ul style="list-style-type: none"> • Parallel structure | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Compare and contrast information presented in a chart • Formulate an opinion | <ul style="list-style-type: none"> • Write a paragraph summarizing a reading text and an opinion paragraph in response to the text. |
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Learn and use phrasal verbs to expand vocabulary | <ul style="list-style-type: none"> • Gerunds and infinitives | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Use a graphic organizer to see connections between ideas and patterns of organization • Determine what makes people help each other | <ul style="list-style-type: none"> • Write a paragraph about why people help others using reasons and examples. |
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Learn and use suffixes to change word forms and expand vocabulary | <ul style="list-style-type: none"> • Compound sentences with <i>and, but, so, and or</i> | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Fill in a chart to categorize information • Formulate and justify an opinion | <ul style="list-style-type: none"> • Write a multiple-paragraph letter to the editor expressing your opinion about advertising. |
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Use the dictionary to find and use the correct definition of words with multiple meanings | <ul style="list-style-type: none"> • Shifts between past and present in narrative writing | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Rank and justify rankings • Analyze and describe a previous personal risk | <ul style="list-style-type: none"> • Develop a narrative essay describing a risk you have taken. |

| UNIT | READING | WRITING |
|--|---|--|
| <p>8 Cities/Urban Lives</p> <p>Q How can we make cities better places to live?</p> <p>READING 1: New Zero-Carbon City to be Built A News Website Article (Environmental Science)</p> <p>READING 2: “Out of the Box” Ideas for Greener Cities A News Magazine Article (City Planning)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Take a quiz to anticipate content of reading • Make predictions about text • Make inferences to maximize comprehension | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Write a problem/solution essay with the focus on the thesis statement |
| <p>9 Money</p> <p>Q How can a small amount of money make a big difference?</p> <p>READING 1: How a Ugandan Girl Got an Education A News Magazine Article (Charity)</p> <p>READING 2: Money Makes You Happy—If You Spend It on Others A News Website Article (Psychology)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Use photos to activate schema and anticipate content • Use a timeline to determine the sequence of events • Make predictions about text | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Write a cause/effect essay with the focus on body paragraphs |
| <p>10 Communication</p> <p>Q Do people communicate better now than in the past?</p> <p>READING 1: 2B or not 2B? A Newspaper Article (Communication Studies)</p> <p>READING 2: Social Networking Sites: Are They Changing Human Communication? A Magazine Article (Social Networking)</p> | <ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Use glosses and footnotes to aid reading comprehension • Read and recognize different text types • Complete a survey to anticipate content of reading • Order details to determine sequence in text • Identify the author’s purpose, audience, and tone • Use prior knowledge to predict content • Skim text for main idea | <ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self-assess • Write an opinion essay with the focus on counterarguments and the concluding paragraph |

| VOCABULARY | GRAMMAR | CRITICAL THINKING | UNIT OUTCOME |
|---|--|--|---|
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Recognize and use participial adjectives to expand vocabulary | <ul style="list-style-type: none"> • Passive voice | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Categorize advantages in a chart • Identify a problem and formulate solutions | <ul style="list-style-type: none"> • Write a problem/solution essay describing how your city can become a better place to live. |
| <ul style="list-style-type: none"> • Match definition • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Learn and use noun collocations to expand vocabulary | <ul style="list-style-type: none"> • Complex sentences | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Complete a graphic organizer to show cause/effect • Assess a situation and interpret cause and affect | <ul style="list-style-type: none"> • Write a cause/effect essay explaining how a small amount of money can make a big difference. |
| <ul style="list-style-type: none"> • Match definitions • Define new terms • Learn selected vocabulary words from the Oxford 3000 and the Academic Word List • Use prefixes to guess meaning of new vocabulary | <ul style="list-style-type: none"> • Sentence fragments | <ul style="list-style-type: none"> • Reflect on the unit • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Relate information from unit to self • Set and achieve goals • Apply unit tips and use <i>Q Online Practice</i> to become a strategic learner • Recognize arguments and counterarguments • State an opinion and justify it with reasons and examples | <ul style="list-style-type: none"> • Develop an essay about communication that states your personal opinion and gives a counterargument. |

UNIT 1

- READING ● identifying main ideas and supporting details
- VOCABULARY ● using the dictionary
- WRITING ● organizing and developing a paragraph
- GRAMMAR ● real conditionals: present and future

First Impressions



LEARNING OUTCOME

Develop a "how to" paragraph that details the steps involved in making a good impression.



Q



Unit QUESTION

How do you make a good first impression?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What qualities do you look for in a friend?

What is the best way to make a good first impression on a classmate? On a boss?

Look at the photo. What are the people doing? Why?

B Discuss the Unit Question above with your classmates.

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

- C** Look at the questionnaire. Choose the answer that makes each statement true for you.

Do You Make a Good First Impression?

1. **When I talk to someone I don't know, ...**
 - a. I feel uncomfortable.
 - b. I can usually find something to talk about.
 - c. I ask a lot of questions.
2. **When I go to a store or a restaurant, the server or salesperson ...**
 - a. usually serves me quickly.
 - b. often ignores me or keeps me waiting.
 - c. is often rude to me.
3. **When I am sitting, I usually ...**
 - a. sit up straight.
 - b. do not sit up straight.
 - c. take up a lot of space.
4. **When I need to get someone's attention, I ...**
 - a. speak loudly or shout.
 - b. say, "Excuse me" first.
 - c. tap the person on the arm or shoulder.
5. **My friends and family talk to me about my manners ...**
 - a. often.
 - b. sometimes.
 - c. never.
6. **I usually speak ...**
 - a. a little more formally than most people.
 - b. about the same as other people.
 - c. less formally than other people.
7. **When I meet someone for the first time, ...**
 - a. I do most of the talking.
 - b. I talk about half the time and listen half the time.
 - c. I listen and let the other person talk.
8. **When people first meet me, they often think I am ...**
 - a. very serious.
 - b. shy and a little nervous.
 - c. outgoing and friendly.
 - d. other _____.



- D** Look at your answers. Do you think you make a good first impression? Discuss your answers with a partner.

READING 1 | How to Make a Strong First Impression

VOCABULARY

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

- f 1. The child was afraid of the **stranger**. He feels more comfortable with people he knows.
- ___ 2. Our cooking teacher likes to **demonstrate** new things before we try them ourselves. Last week, he showed us how to make potato soup.
- ___ 3. People with **confidence** usually make better public speakers because they feel very comfortable standing in front of a lot of people.
- ___ 4. The academic **standards** at that university are high. It only accepts students with very good grades.
- ___ 5. Paris is a city that has a lot of **cultural** attractions for tourists to visit, such as museums and theaters.
- ___ 6. You should **select** what you wear to a job interview very carefully. What you wear to an interview is very important.
- ___ 7. I really **appreciate** my sister. She always gives me good advice.
- ___ 8. Andrew wanted to **impress** the interviewer, so he told her about the important project he worked on.
- ___ 9. To **maintain** your health, you should eat well and exercise.
- ___ 10. When you travel to other countries, you should learn about the culture first so you don't do or say anything **offensive** to people.
- a. (*adj.*) connected with art, music, or literature
- b. (*n.*) the feeling that you are sure about your own beliefs or abilities
- c. (*v.*) to make someone admire and respect you
- d. (*n.*) a level of quality that you use to compare things
- e. (*v.*) to choose someone or something from similar people or things
- f. (*n.*) a person you do not know
- g. (*v.*) to enjoy or to understand the value of someone or something
- h. (*adj.*) unpleasant or insulting
- i. (*v.*) to show or explain how to do something
- j. (*v.*) to continue to have something; to keep something at the same level

Tip for Success

Before you read, look at the title and subtitles or headings. How is the text organized? Reading the title and subtitles can help you understand the main points.



PREVIEW READING 1

This is a magazine article. It gives advice on how to make a good first impression. Read the title and headings. What ideas do you think the article will suggest as ways to get other people to like you?

Check (✓) your prediction.

- show people you are interested in them
- try to impress other people with your stories

Read the article.

How to Make a Strong First Impression

- 1 You've heard it before: You only have one chance to make a first impression. According to research, we have about ten seconds with **strangers** before they form an opinion of us.

Body Language and Appearance

- 2 **Demonstrate** a good attitude with your body. When you first walk into a room, show **confidence**. Stand up straight and look other people in the eye. If you smile frequently, it will make other people more comfortable. They will think you are friendly.
- 3 Appearance is important. Several years ago, a professional colleague offered to meet

me for lunch. I wore a sport coat and tie. He showed up in shorts and sandals. The message I received was: "Bill, meeting you is a rather ordinary experience. I don't need to present a businesslike appearance." Not surprisingly, that was the last time I met with him. True, **standards** for appropriate clothing have changed a lot. Maybe the best advice I can share came from someone I met. She said, "I don't dress for the job I have now; I dress for the job I want to have."

Voice

- 4 The way you speak also affects the first impression you make. Listeners judge our intelligence, our level of **cultural** knowledge, even our leadership ability by the words we **select**—and by how we say them. Your listeners hear your tone of voice before they begin listening to your words. Speak clearly and loudly enough so that people can hear you. Change the pitch of your voice to avoid a dull monotone¹. Show expression in both your voice and your face. And try not to speak too quickly.

Conversation Skills

- 5 The greatest way to make a good first impression is to demonstrate that the other



¹ **monotone**: a way of speaking in which the tone and volume remain the same

person, not you, is the center of attention. When you are only interested in talking about yourself, other people don't feel that you **appreciate** them. Show that you are interested in others. Then new acquaintances will want to see you again. Recently I went to a conference. At lunch, my wife and I sat with several people we didn't know. While most of the people made good impressions, one man did not. He talked about himself the entire time. No one else got a chance to speak. Unfortunately, he probably thought we were interested in his life story. We decided to avoid him all weekend. I like this definition of a bore: "Somebody who talks about himself so much that you don't get to talk about yourself."

- 5 You'll **impress** other people when you practice good listening skills. Give interested responses: "Hmmm ... interesting!" "Tell me more, please." "What did you do next?" Your partner will welcome your help in keeping the conversation going. You also show you're a good listener when you **maintain** steady eye contact. Think about how you feel when someone you are talking to looks around the room. You think the person would rather be talking to someone else. Try to use the name of the person you've just met frequently. "Judy, I like that



suggestion." "Your vacation must have been exciting, Fred." You show that you have paid attention from the start, catching the name during the introduction. Equally important, you'll make conversations more personal by including the listener's name several times.

- 7 Finally, avoid making other people uncomfortable. Be careful with jokes. Something you think is funny may be **offensive** to others. You don't want to hurt someone's feelings. Also, don't disagree with someone you have just met. If you disagree too much in your first conversation, the other person may think you are just too different. When you know the person better, you can express another opinion.

MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false), according to the reading.

- T 1. Appearance is important in making first impressions.
2. You should speak in a soft voice.
3. People will like you better if you show interest in them.
4. You should ask questions and make comments to show you are listening.
5. It's a good idea to tell a few jokes when you meet someone for the first time.

DETAILS

Answer these questions.

1. What are some ways you can make a good impression with your body language?

2. If you wear very casual clothing to a meeting, what message do you give?

3. How does the way you speak affect a listener's impression of you?

4. Why should you maintain eye contact with people when you talk with them?

5. What is one way to show you are paying attention?

6. Why should you avoid disagreeing with people you have just met?

WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

Tip Critical Thinking

In *What Do You Think?*, you are asked to choose one question and write five to eight sentences. This means you have to **explain** your ideas. When you explain, you give a more complete answer and provide enough information so others can understand. **Explaining** ideas helps you understand and remember information better.

1. Are there any topics of conversation you should avoid when meeting someone for the first time? What are they?
2. Why do you think that people are more interested in themselves than in other people?
3. Do you agree that showing an interest in other people is the best way to make a good first impression? What other ways are there to make a good first impression?

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

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

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

1. Paragraph 4

- a. Speak clearly and loudly enough so that people can hear you.
- b. The way you speak also affects the first impression you make.
- c. And try not to speak too quickly.

2. Paragraph 5

- a. He talked about himself the entire time.
- b. When you are only interested in talking about yourself, other people don't feel that you appreciate them.
- c. The greatest way to make a good first impression is to demonstrate that the other person, not you, is the center of attention.

3. Paragraph 6

- a. You'll impress other people when you practice good listening skills.
- b. Give interested responses.
- c. You also show you're a good listener when you maintain steady eye contact.

B. Look again at Paragraphs 2, 3, and 7 in Reading 1. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.

VOCABULARY

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

- accomplishment (n.) something impressive that someone has achieved
- consider (v.) to have something as your opinion; to think about someone or something in a particular way
- exaggerate (v.) to make something seem larger, better, or worse than it really is
- expect (v.) to think or believe that someone will do something or something will happen
- professional (adj.) doing something in a way that shows skill, training, and care
- punctual (adj.) doing something or happening at the right time; not late
- research (n.) a detailed and careful study of something to find out more about it
- responsible (adj.) behaving well and in a sensible way
- slang (n.) informal words and expressions that are more common in spoken language
- weakness (n.) a fault or lack of strength, especially in a person's character

1. When you speak to customers, you should always be _____.
You should be polite and try to help them as quickly as you can.
2. Stan's greatest _____ is junk food. He eats fast food for almost every meal!
3. You were late for work again today. I _____ you to arrive on time tomorrow.
4. Mehmet is always _____. He's never late for anything.
5. Takeshi is very _____. He always pays his bills on time and never does anything he knows is dangerous.
6. Many teenagers use so much _____ when they talk to each other that their own parents can't understand them.
7. You are not allowed to use your cell phone in some restaurants now because many people _____ it rude.
8. My grandfather did a lot of interesting things during his life, but his greatest _____ was climbing Mount Everest.

9. Scott likes to _____ when he tells a story. Yesterday, he told us he caught a fish that weighed 20 pounds, but it really only weighed 5 pounds.
10. Scientists are doing _____ to find out about the possible health benefits of green tea.

PREVIEW READING 2

This is an article from a career magazine. It discusses what to do and what not to do during a job interview. Read the title and the first sentence in each paragraph.

Check (✓) all the things you think the article will say you should do at a job interview.

- a. Find out as much as you can about the job.
- b. Wear your most comfortable clothing.
- c. Don't smile; you want the interviewer to take you seriously.
- d. Let the interviewer do all the talking.
- e. Interrupt the interviewer when you have something important to say.



CD 1
Track 4

Read the article.



Job Interviews 101

You finally got that call you have been waiting for—an interview for a new job. At first, you will probably feel overjoyed¹, but as the interview gets closer, you are likely to get more and more nervous about the big day. Experts say that you only have 30 seconds to make a good first impression at a job interview. The key to a successful interview is to be prepared and stay **professional** at all times. To make sure

you do your best, remember these ten tips:

- 2 *Be prepared.* Learn as much as you can about the company before the interview. Go to the business's website and read it so you are aware of how things work there. Think of questions the interviewer might ask you and practice your answers with a friend. Know how to discuss both your strengths and your **weaknesses** because you will be asked about both!

¹ overjoyed: very happy

3 *Dress the part.* If you walk in wearing jeans and a T-shirt, you are not likely to get the position. Wear clothing that is neat, clean, and presentable. Most companies **expect** applicants to wear business clothes, such as a shirt and tie or a nice suit. Dressing well shows that you are serious about the job.



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

5 *Make eye contact.* Look your interviewer in the eye when you greet him or her and keep eye contact throughout the entire interview. Keeping eye contact shows the other person that you are both honest and confident.

6 *Be **polite**.* Sit up straight when you are being interviewed, listen carefully to what the interviewer is saying, and avoid using **slang** or bad words. If you don't understand a question, ask politely, "Could you please repeat that?" When you are polite, you appear more professional and are more likely to get the job.

7 *Don't interrupt².* Interrupting is **considered** rude. Let the interviewer finish what she or he is saying. If you have something important to say, try to remember it and wait for a moment of silence to speak up.

8 *Find shared interests.* Try to notice what the interviewer finds important. Listen for topics that you both know something about and discuss them. If you can't think of anything, nod³ yes or agree with points that the interviewer makes.

9 *Sell yourself.* Don't be afraid to talk about your **accomplishments**. Employers want to hire people who are successful and confident

in their abilities. However, be careful not to **exaggerate**. Do not lie about past job responsibilities. You don't want employers to ask your old boss about things you never did!

10 *Stay positive.* Avoid complaining about a bad boss or job you had before. Being negative can make employers worry that you are not a team player, or that you don't work well with others. And remember to smile. Smiling shows you are easygoing and enthusiastic.

11 *Ask questions.* At the end of the interview, ask specific questions about the job or company, such as "What kind of work can I expect to be doing the first year?" or "Where do you see the company five years from now?" You want to show the employer that you have done your **research** and that you care about working there.

12 Interviewing is not easy, but it is easier when you know what to do and what to expect. If you stay honest and professional, you will get yourself one step closer to the job you want. Oh, and one more thing: don't forget to breathe!

² **interrupt**: to make somebody stop speaking

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

MAIN IDEAS

Complete the T-chart with *Dos* and *Don'ts* of job interviewing, according to the article.

| Job Interview <i>Dos</i> | Job Interview <i>Don'ts</i> |
|--|-----------------------------|
| <p>Dress professionally.</p> <p>to be prepared and stay professional all times</p> | <p>Don't be negative.</p> |

DETAILS

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

1. Learn as much as you can about the company before the interview.
2. Most companies expect applicants to wear casual clothes to an interview.
3. Get to the interview 30–40 minutes early so you can start the interview early.
4. Keeping eye contact shows the interviewer that you are a good listener.
5. It's OK to lie a little bit about a past job in order to impress your interviewer.
6. Avoid complaining about a good or bad boss you had before.
7. At the end of the interview, tell the interviewer a personal story.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

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

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

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

Vocabulary Skill Using the dictionary



Word Forms

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

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

ac com plished /ə'kʌmpɪʃt/ *adj.* highly skilled at something: *an accomplished pianist*

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

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

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

| | Noun | Verb | Adjective | Adverb |
|----|----------------|-------------|---------------|--------------|
| 1. | accomplishment | accomplish | accomplished | X |
| 2. | consideration | consider | considerable | considerably |
| 3. | confidence | X | confidential | confidently |
| 4. | demonstration | demonstrate | demonstrative | X |
| 5. | impression | impress | impressive | X |
| 6. | offense | offend | offensive | offensively |
| 7. | responsibility | X | responsible | responsibly |
| 8. | selection | select | selective | selectively |

Tip for Success

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

B. Complete each sentence with a word from Activity A. Choose a word from the row in the chart indicated in parentheses.

- My biggest (1) accomplishment in life so far has been my graduation from high school.
- Appearance is an important (2) consideration if you want to make a good impression. Think carefully about how you will look to others.
- When you speak in public, you need to show (3) confidence. Even if you are nervous, you should look as if you are not.
- Keeping eye contact will (4) demonstrate to others that you are interested in what they are saying.
- The person who applied for the job had a(n) (5) impressive work history. The manager was surprised at the high-level positions she had held in her previous jobs.
- Don't tell jokes when you meet people for the first time because you might (6) offend them and make them angry or upset.

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



Developing a paragraph

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

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

A. Read the paragraph.

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

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

B. Circle the topic sentence of the paragraph in Activity A.

C. Underline the supporting sentences in the paragraph. Circle the concluding sentence. Then compare your answers with a partner.

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

Example of an outline

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

Read the paragraph. Then complete the outline on page 18.

Fixing a Negative Impression

Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation. First, you must figure out why you have made others upset or uninterested. Think about the conversation you had earlier and try to remember what you said that offended others. For example, sometimes we tell a joke that they do not think is funny. Second, be prepared for the next time you see them. Make a plan about what you want to say and what topics you should avoid. You do not want to make the same mistake twice! Finally, when

you see them again, be positive and act interested. Do not bring up the bad past experience. Instead, focus on the present. You should get them to talk a lot so that they feel more comfortable around you. Ask them questions, listen carefully to their answers, and respond with thoughtful comments that show you care about what they have to say. There is no magic formula to turn a negative impression into a positive one; however, if you stay positive and seem interested in changing their opinion about you, you are more likely to get them to like you the next time!

1. Topic sentence: Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation.
2. Subtopics and supporting details:
 - A. figure out why others are upset
 1. Think about the conversation.
 2. try to remember what you say
 - B. Be prepared.
 1. make a plan about what you want to ask
 2. what topics you should avoid / don't make the same mistake twice
 - C. be positive and interested
 1. Don't bring up the bad past experience.
 2. focus on present / ask question
3. Concluding sentence: There is no magic formula to turn a negative impression into a positive one

Grammar Real conditionals: present and future



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

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

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

if clause
result clause
 If you **disagree** too much in your first conversation, the other person **may think** you are just too different.

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

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

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

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

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

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

when clause result clause
 When you **are interested** in other people, they **will probably be** interested in you.

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

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

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

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

C. Complete each sentence with your own ideas.

1. If I don't get enough sleep, I will sleep in my classes.
2. If you don't prepare for the interview, you couldn't get the job.
3. If you don't pay attention to your friend, they may think you not respect them.
4. If you tell a joke, you could offend some.
5. If you arrive 15 minutes late to a job interview, you couldn't get the job.

Unit Assignment

Write a "how to" paragraph

Q In this assignment, you are going to organize, develop, and write a "how to" paragraph. As you prepare your paragraph, think about the Unit Question, "How do you make a good first impression?" Refer to the Self-Assessment checklist on page 22. 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 choose a topic and to brainstorm ideas about your topic.

1. Look at the topics and add your own idea. Then choose one of the topics to write about.

| How to make a good first impression on: | |
|---|--------------------|
| a classmate | a college roommate |
| a teacher | a friend's parents |
| a new neighbor | your idea: _____ |

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

2. Think about your topic and write it below. Brainstorm some things you should do or should not do to make a good first impression. Make a list of do's and don'ts in the T-chart.

My topic: _____

| Dos | Don'ts |
|---|---|
| <ul style="list-style-type: none">- be positive- smile- be polite- make eye contact- try to remember the names of your new classmates- tell few information about yourself | <ul style="list-style-type: none">- be negative- to show off- interrupt speakers- use slang, bad words |

- B. PLAN** Write an outline for your paragraph. Look back at the Writing Skill on page 17 to help you.

1. **Topic sentence:** When you come to the new class you have only few seconds to make good first impression.

2. **Subtopics and supporting details:**

A. be positive

1. not to be gloomy

2. try to be quiet

B. to show off

1. don't tell the whole story of your life

2. you shouldn't expose all your abilities

C. be polite

1. don't interrupt your speakers

2. not using slang, bad words and offensive jokes

3. **Concluding sentence:** Move to a new class it's always difficult, but if you'll follow this rules it'll be easier and you find a lot of new friends and interesting people.

C. WRITE Use your outline from Activity B to help you write your paragraph in your notebook. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

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

1. Does the paragraph answer the Unit Question?
2. Is there a clear topic sentence? Is there a concluding sentence? Underline them.
3. Are there enough details to support the topic sentence?
4. Do you think someone would make a good first impression if he or she followed the suggestions in the paragraph?

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"/> | Is the punctuation correct? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include vocabulary from the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words used in their correct form? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include conditionals? Are they used correctly? |

Track Your Success

Circle the words you learned in this unit.

Nouns

accomplishment
confidence 
research  **AWL**
slang
standard 
stranger 
weakness 

Verbs

appreciate  **AWL**
consider 
demonstrate  **AWL**
exaggerate 
expect 
impress 
maintain  **AWL**
select  **AWL**

Adjectives

cultural  **AWL**
offensive 
professional  **AWL**
punctual
responsible 

 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 identify main ideas and supporting details. (p. 9)

VOCABULARY ● I can use the dictionary to find word forms. (p. 14)

WRITING ● I can organize and develop a paragraph. (pp. 16–17)

GRAMMAR ● I can use real conditionals. (pp. 18–19)

LEARNING OUTCOME ● I can develop a “how to” paragraph that details the steps involved in making a good impression.

UNIT 2

Food and Taste

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



LEARNING OUTCOME

Write a paragraph about your favorite dish using descriptive adjectives.



Q



Unit QUESTION

What makes food taste good?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What kinds of foods do you eat every day?

What foods do you have on special occasions, such as holidays or birthdays?

Look at the photo. Do you think how food looks—its presentation—affects how it tastes? Explain.

B Discuss the Unit Question above with your classmates.

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

C Take the quiz to discover what tastes you prefer. Circle your answers.

WHAT TASTES DO YOU PREFER?

1. What kind of juice do you prefer?
 - a. pineapple
 - b. orange
 - c. grapefruit
2. When eating at a restaurant, do you prefer to have an appetizer or a dessert?
 - a. appetizer
 - b. dessert
 - c. both
3. For a snack, which do you prefer?
 - a. crackers and cheese
 - b. cookies
 - c. carrots
4. Do you drink coffee or tea? If so, how do you like it?
 - a. black (no milk or sugar)
 - b. with milk
 - c. with sugar
 - d. with milk and sugar
5. Which do you prefer to have for dessert?
 - a. vanilla ice cream
 - b. chocolate cake
 - c. I don't like sweets.





D Work with a partner. Discuss your answers to the questions in Activity C. Then answer the questions below.

1. Foods can have different tastes. They include sweet, sour, salty, and bitter. What did your answers tell you about the types of foods you prefer?
2. Were your answers very different from your partner's answers? If so, what is one way to explain the differences?

READING 1 | Knowing Your Tastes

VOCABULARY

Here are some words and phrases from Reading 1. Read their definitions. Then complete each sentence. Compare your answers with a partner.

balanced (*adj.*) consisting of parts that are in the correct or pleasing proportions

identify (*v.*) to recognize or be able to say who or what something is

likely (*adj.*) probable or expected *to do sth*

be made up of (*phr.*) to consist of

at risk (*phr.*) in danger *of doing sth*

recognize (*v.*) to know again someone or something that you have seen or heard before

sensitive (*adj.*) easily hurt or damaged by something

system (*n.*) a group of things or parts that work together

typically (*adv.*) usually, normally

- I did not recognize Rosa at first because she had a new short haircut. She had very long hair the last time I saw her.
- Water is made up of hydrogen and oxygen.
- The human digestive system includes the mouth and stomach. It helps to change the food we eat into energy.
- People who don't eat well are more likely to get sick than people with healthy diets.
- People who eat healthy foods and exercise typically have fewer health problems than people who don't.
- Su-jeong is very sensitive to cold, so she usually wears a scarf and a sweater, even in warm weather.
- Most health experts agree that a balanced diet should include different types of foods, such as meat, fruits, vegetables, bread, and cheese.
- People who don't sleep enough are at risk of getting sick. When you're tired, it's much easier to catch a cold or the flu.
- The police used a photograph to identify the man who stole Anita's wallet.

PREVIEW READING 1

This is a magazine article. It discusses taste and why people like and dislike certain foods. Look at the photos and subheadings. Why do you think people like and dislike certain foods?

What do you already know about this topic?



Read the article.



Knowing Your Tastes

Food Likes and Dislikes

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

How the Tongue Works

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

Nontasters, Medium Tasters, Supertasters

- 3 Although all humans have taste buds, we do not all have the same number of them.

Medium tasters **typically** have 10,000 taste buds. These “average tasters” make up about 50 percent of the world population. *Nontasters*, 25 percent of the population, have half the number of taste buds as medium tasters. The remaining 25 percent are *supertasters*. Supertasters have four to six times as many taste buds as nontasters and twice as many as medium tasters (see Figure 1). Research shows that supertasters are more **likely** to be women and from Asia, Africa, and South America.

Different Worlds for Different Tasters

- 4 Supertasters live in a very colorful world of tastes, nontasters live in a gray world, and medium tasters are somewhere between the two. Supertasters think that a lot of foods are too strong. In addition to having more taste buds, supertasters are born with a gene¹ that makes them **sensitive** to bitter foods. Consequently, they dislike broccoli, cauliflower, grapefruit, and even coffee. With more taste buds, they can more easily feel fatty foods in their mouths. As a result, they stay away from high-fat food items like french fries and sweets. They are also very sensitive

¹ **gene**: a part of a cell in a living thing that decides its characteristics

to pain on the tongue, so they avoid spicy food. Nontasters, on the other hand, experience fewer tastes in general, so they can enjoy hot foods like chili and pepper with much less pain.

Supertasters, Nontasters, and Diet

5 As a rule, humans avoid foods that taste bad and eat foods that give them pleasure. Since supertasters avoid bitter fruits and vegetables, their diets are sometimes not **balanced**, which could put them more **at risk** for certain types of cancers. However, they

also dislike fatty and sweet foods, so they tend to be thinner and at lower risk for heart disease and diabetes². In contrast, nontasters like foods high in fat because their tongues do not react negatively to them. All people should pay attention to what they eat, but nontasters and supertasters must be more aware of the foods they are consuming or avoiding and find other ways to make up the difference.

What Kind of "Taster" Are You?

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

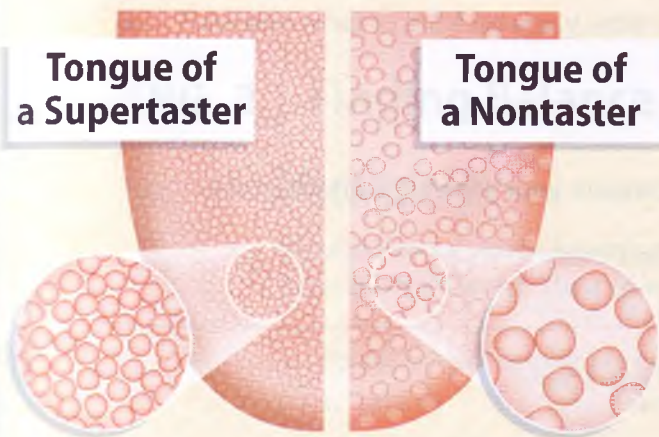


Figure 1 Supertasters have many more taste buds than nontasters.

² diabetes: a serious disease in which a person's body cannot control the level of sugar in the body

MAIN IDEAS

Circle the answer to each question.

1. What is the main idea of the article?
 - a. As a rule, humans eat foods that taste good and avoid foods that taste bad.
 - b. The kind of taster you are can affect both your food choices and your health.
 - c. Supertasters live in a colorful world of taste, but nontasters live in a gray world.
2. Which statement is true about taste buds?
 - a. They tell the brain how food tastes.
 - b. They send messages to the tongue.
 - c. The average person has 5,000 taste buds.

3. Which statement is true about the number of taste buds a person has?
 - a. How many taste buds you have has no effect on taste.
 - b. The number of taste buds you have can cause you to like or dislike certain foods.
 - c. The more taste buds you have, the more you enjoy spicy foods.
4. Which statement is true about the three different kinds of tasters?
 - a. Finding out what kind of taster you are can help you make important decisions about your diet.
 - b. Supertasters are more likely to be men from Asia, Africa, and South America.
 - c. You need a complex test to show you what kind of taster you are.

DETAILS

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

1. What four tastes can taste buds identify?

sweet, sour, salty and bitter

2. How many taste buds do nontasters have?

5000 buds

3. Who is more likely to be a supertaster, a woman from Italy or a woman from Korea?

a woman from Korea

4. What types of foods do supertasters avoid?

broccoli, cauliflower, asparagus and coffee (they are bitter)

5. Why should supertasters and nontasters pay close attention to the foods they eat?

to keep a ^{well} diet



WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

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

READING 2 | Finding Balance in Food

VOCABULARY

Here are some words from Reading 2. Cross out the word that is different from the bold word. Then compare your answers with a partner.

1. People who **consume** too many calories typically gain weight.
a. take in ~~b. waste~~ c. eat
2. The foods we eat often during childhood can **influence** the foods we prefer as adults.
a. ~~make~~ b. affect c. help determine
3. The **concept** behind organic food is that farmers should grow fruits, vegetables, and grains without harmful chemicals.
a. idea b. ~~part~~ c. belief
4. Normandy, a northern **region** of France, is home to many famous cheeses.
a. area b. place c. ~~direction~~
5. Italian **cuisine** is known for its rich, fresh sauces and its pasta dishes.
a. ~~history~~ b. cooking c. food
6. I had a very healthy dinner last night. I ate meat, vegetables, some fruit, and just a small **portion** of dessert.
a. amount b. ~~kind~~ c. quantity
7. The **practice** of eating with one's hands is considered rude in some cultures but polite in others.
a. action b. ~~advantage~~ c. custom

8. A unique **property** of water is that it takes up more space when it is ice than when it is a liquid.
- a. quality b. characteristic c. size
9. One **principle** of vegetarian diets is that eating fruits, grains, and vegetables is healthier for you than eating a meat-based diet.
- a. basic rule b. ~~decision~~ c. belief
10. Various cultures use different **methods** for preparing foods.
- a. ~~problems~~ b. ways c. processes

Reading Skill Previewing a text



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

Previewing usually includes these steps:

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

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

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

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

Step 1: Read the title and subtitles.

1. What is the title of the reading? Write it below.

finding Balance in food, food, balance and culture, France, balancing geography and portions, China: balancing Yin and Yang, Different cultures, shared desire.

2. There are four headings within the reading. Write them below:

Food, Balance, and Culture

Step 2: Look at the pictures.

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

pictures of regions of France and Yin-Yang symbol.

Step 3: Read the first and last paragraphs.

Read the first and last paragraphs quickly. Underline the topic sentence of each paragraph.

B. What is the topic of the reading?

definition of a "balanced diet" and

C. What ideas are discussed in the reading?

balanced diet, different cultures have different menus.

PREVIEW READING 2

This is an article from an online food magazine that discusses how culture can affect people's food choices. Look back at your answers to the questions in the Reading Skill activities above. What do you already know about this topic?



Read the article.

Finding Balance in Food

Food, Balance, and Culture

1 Nutritionists around the world often speak about the importance of a balanced diet. A balanced diet usually means eating more fruits, vegetables, and grains and **consuming** fewer foods high in fat, sugar, and cholesterol. When comparing the food habits of different cultures, however, the definition of a "balanced diet" might also be seen differently. A person's culture can **influence** the way he tries to find balance in the foods he consumes. Cultures might view balance differently according

to the way a dish tastes, or how a meal is prepared and served. Looking at the **concept** of a "balanced diet" through the eyes of two very different cultures makes it clear that the definition can differ greatly.

France: Balancing Geography and Portions

- 2 For the French, balance does not come only from using different kinds of ingredients; enjoying the tastes of the country's many **regions** can also make their diet feel balanced. France is divided into 22 regions.



Figure 1 France has 22 different regions.

Each region has its own local **cuisine** and food traditions, or what the French call *terroir*. The French embrace¹ all 22 regions and the cuisine produced in each. French cafés, restaurants, and food advertisements often refer to² the different regions, and to the fact that French people find pleasure in eating foods from different parts of the country in a search for balance.

- 3 One can also see balance in the way the French serve their food. A traditional French meal can have from three to seven different courses. It might include an appetizer, a main plate, a side plate, a cheese plate, a salad, and a dessert, which makes it a well-balanced dining experience. Each dish is eaten and enjoyed separately, and **portions** are small. This **practice** has even affected the menus of fast-food chains. Many French people dislike the traditional fast-food meal because it is too simple and quick, so fast-food restaurants in France have changed their menus. Some now include an appetizer, a main dish, a dessert, and a coffee to offer diners the balance they want.

¹ embrace: to accept something

² refer to: to talk about

China: Balancing Yin and Yang

- 4 Like French cuisine, traditional Chinese cooking also tries to find balance, but in a different way. In China, the concepts of *yin* and *yang* influence the way food is traditionally prepared and eaten by the Chinese. Yin and yang symbolize balance and harmony between opposing forces (Figure 2). According to traditional beliefs, some foods, like carrots, water, and tofu, have yin **properties** because they are “cool” foods, which decrease body heat. In contrast, yang foods, such as chicken, eggs, and mushrooms, are “warm” foods, which increase body heat. The **principles** of yin and yang can apply to cooking **methods** as well. Water-based cooking like boiling and steaming has yin qualities. Frying and roasting are yang methods.

- 5 The challenge in traditional Chinese cooking is to prepare and eat meals that balance yin and yang qualities.



Figure 2 The yin-yang symbol

The Chinese believe that achieving this kind of balance can result in improved health. For instance, dishes like beef with broccoli and sweet and sour chicken are considered healthy because they have a balance of foods, colors, flavors, and textures. They believe diseases result when there is too much yin or yang in the human body. To the Chinese, food acts as medicine. A person with heartburn might have too much yang because she is eating too much spicy food. As a result, a doctor might tell her to drink iced tea, a source of yin, to balance the yang force.

Different Cultures, Shared Desire

6 France and China have very different cultures, and people in each culture have their own ideas of what constitutes a balanced meal, whether it is tastes, menus, ingredients, eating habits, or nutritional benefits. What connects the two, however, is a shared

desire to find some kind of balance. A look at their food preferences also suggests that culture and food are not separate from each other. They are closely related, and their connection can be observed around the world in very different and fascinating ways.

MAIN IDEAS

Circle the answer to each question.

1. What is the main purpose of the article?
 - a. to compare how two cultures find balance in food
 - b. to explain why the French do not like fast food
 - c. to describe the concepts of *yin* and *yang*
2. What is the main idea of Paragraph 2?
 - a. Each of the 22 regions in France has its own *terroir*.
 - b. In France, balance comes from eating foods from different regions.
 - c. The French find pleasure in eating at different kinds of restaurants.
3. What is the main idea of Paragraph 3?
 - a. Many French people do not like to eat at fast-food restaurants.
 - b. The French balance their meals by serving many small courses.
 - c. Some fast-food restaurants in France offer three-course meals.
4. What is the main idea of Paragraph 4?
 - a. Yin and yang help create balance in Chinese cooking.
 - b. Yang foods are believed to increase body heat.
 - c. Carrots and water are yin foods because they are cool.
5. What is the main idea of Paragraph 5?
 - a. Preparing balanced meals is a challenge.
 - b. Too much yang can cause heartburn.
 - c. Meals that balance yin and yang can improve health.

DETAILS

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

- T 1. *Terroir* means local food and traditions.
- F 2. There are no fast-food restaurants in France.
- F 3. French meals always have seven courses. *9-11 courses*
- T 4. The French prefer to eat small portions of food.
- F 5. Eggs and mushrooms are considered *yin* foods.
- T 6. Frying and roasting are *yang* cooking methods.



WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

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

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

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



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

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

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

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

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

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

What things can make a balanced meal?

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

2. Beef with broccoli and sweet and sour chicken are two famous dishes that can be found in most Chinese restaurants.

What foods are common in Chinese restaurants?

3. French cheeses can have different textures, from soft cheeses like *Brie* to hard cheeses like *Cantal*.

In what way can French cheeses differ?

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

Why do nontasters eat sweets?

5. Cultures might view balance differently according to the way a dish tastes, or how a meal is prepared and served.

In what ways can cultures find balance in food?

6. In traditional Chinese cooking, foods are in harmony when there is an equal amount of *yin* and *yang* foods together.

What foods work together in Chinese cooking?

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

1. constitutes

___ a. eats

___ b. makes

4. taste

___ a. an idea

___ b. a liking

2. dishes

___ a. meals

___ b. tastes

5. view

___ a. think about

___ b. eliminate

3. textures

___ a. ways that things feel

___ b. ways that things smell

6. harmony

___ a. a good recipe

___ b. a good combination

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

1. _____
2. _____
3. _____
4. _____

Writing Skill Using descriptive adjectives



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

Non-descriptive: i ate a meal at a restaurant downtown.

Descriptive: I ate a **delicious, savory** meal at a **cozy French** restaurant downtown.

A. Read the paragraph. Then answer the questions with a partner.

My Mother’s Yorkshire Pudding

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

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

1. What is the topic sentence? Underline it.
2. What is the concluding sentence? Underline it.
3. How does Yorkshire pudding taste? Circle the sentence that describes the taste.

B. Write the adjectives the writer uses to describe Yorkshire pudding. You can look at the paragraph to help you.

delicious, traditional

Grammar Use and placement of adjectives



Adjectives are words that describe nouns (*people, places, things, and ideas*) and are always singular. When two or more adjectives are used before a noun, they usually follow the order given in the chart below.

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

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

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

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

Tip Critical Thinking

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

A. Work with a partner. Write each adjective in the correct column of the chart on page 41.

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

| Opinion/Quality | Size | Age | Shape |
|-----------------|--------|----------|--------------|
| cheap | | | |
| Color | Origin | Material | Kind/Purpose |
| | | | hiking |

B. Write a sentence about each topic. Use three adjectives from different categories in each sentence. You can use adjectives from the chart in Activity A or use your own ideas.

1. your favorite dessert

2. a member of your family

3. something you are wearing today

4. something you ate this week

5. a movie or book you like

6. a restaurant you like

Q in this assignment, you are going to write a descriptive paragraph about your favorite dish. As you prepare your paragraph, think about the Unit Question, "What makes food taste good?" Refer to the Self-Assessment checklist on page 44. 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 Think about your favorite dish. Use the questions below to help brainstorm ideas about your topic.

1. What is the name of the dish?

2. How would you describe the dish? What taste(s) and ingredients does it have?

3. Does this dish have personal or cultural importance to you? Why?

4. Who usually makes this dish for you? Is it easy or difficult to make? Why?

5. How does the dish make you feel?

B. PLAN Use your notes from Activity A to make an outline of your ideas.

1. **Topic sentence:** Write a topic sentence that names the dish and expresses your main idea:

Topic sentence: _____

2. **Subtopic and supporting details:** Decide which information from Activity A you will include in the body of your paragraph to support your main idea.

A. _____

1. _____
2. _____

B. _____

1. _____
2. _____

3. **Concluding sentence:** Write a concluding sentence that summarizes the main points of your paragraph and restates the topic sentence in different words.

Concluding sentence: _____

- C. WRITE** Use your outline from Activity B to help you organize and write your paragraph in your notebook that describes your favorite dish. Be sure to use adjectives to make your description interesting, clear, and specific. Look at the Self-Assessment checklist on page 44 to guide your writing.

REVISE AND EDIT

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

1. Is there a clear topic sentence? Underline it.
2. Do you have a clear idea of the ingredients in the dish and how it tastes?
3. Is it clear why this is the author's favorite dish?
4. How many adjectives does the author use to describe this dish? Underline them. Do you think there are enough adjectives?

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"/> | Is the punctuation correct? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include vocabulary from the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include descriptive adjectives? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are the adjectives in the correct order? |




Track Your Success

Circle the words and phrases you learned in this unit.



Nouns

concept  **AWL**
cuisine
method  **AWL**
portion **AWL**
practice 
principle  **AWL**
property 
region  **AWL**
system 

Verbs

consume **AWL**
identify  **AWL**
influence 
recognize 

Adjectives

balanced
likely 
sensitive 

Adverb

typically 

Phrases

at risk
be made up of

 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 preview a text. (p. 32)

VOCABULARY ● I can use context to understand words. (p. 37)

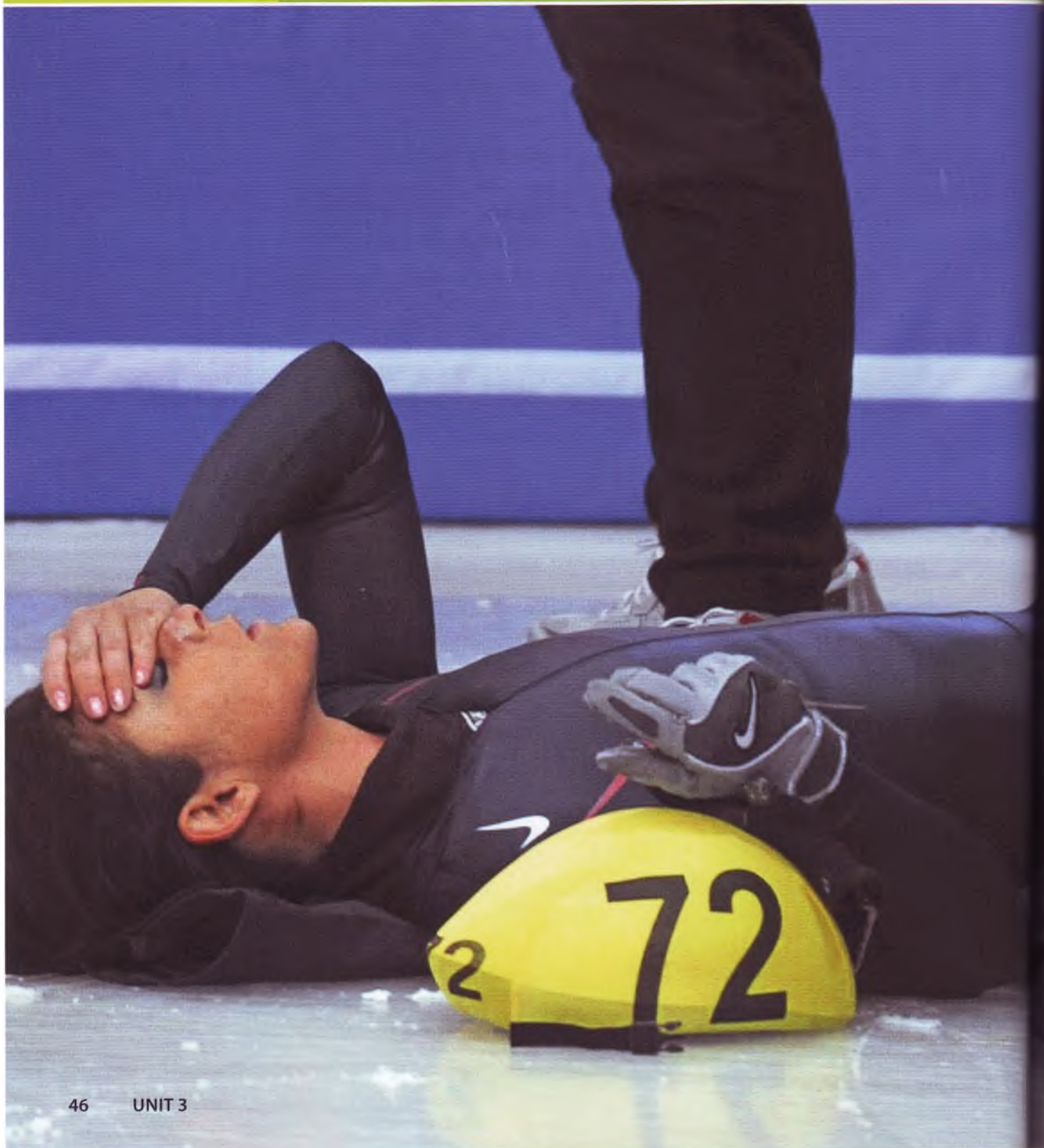
WRITING ● I can use descriptive adjectives in writing. (p. 39)

GRAMMAR ● I can use adjectives in the correct order. (p. 40)

LEARNING OUTCOME ● I can write a paragraph about my favorite dish using descriptive adjectives.

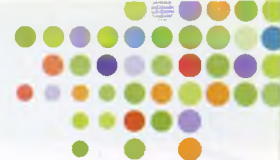
- READING ● scanning a text
- VOCABULARY ● collocations
- WRITING ● organizing an opinion paragraph
- GRAMMAR ● subject-verb agreement

Success



LEARNING OUTCOME

State and support your personal perspectives in an "opinion" paragraph.



Unit QUESTION

What does it take to be successful?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

How does someone become a successful athlete?

What are some things people give up or sacrifice in order to be successful?

Look at the photo. Where is the woman? Why is she lying down?

B Discuss the Unit Question above with your classmates.

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

C Read the statements. Check (✓) whether you agree or disagree with each statement. Discuss your answers with a partner.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Great athletes should make more than a million dollars a year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being an athlete involves sacrifice or personal costs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| It's OK for sports teams to ask companies for money to help them train. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents should push their children to play sports. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Children should not play sports that can hurt them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Tip Critical Thinking

Activity D includes an idea map, which is a kind of diagram. When you **diagram** your ideas, you are analyzing how those ideas are connected to each other. Understanding those connections can help you speak and write more clearly.

D Write the name of your favorite sport in the idea map. Think about the costs or the sacrifices someone needs to make in order to be successful at it. Write your ideas in the idea map. Then discuss your answers with your partner.





READING 1 | Fast Cars, Big Money

VOCABULARY

Here are some words from Reading 1. Read the sentences. Circle the word or phrase that can replace the bold word without changing the meaning of the sentence.

1. A company **logo** usually gives the full name of the company or the first letter of the name. (symbol / address / rule)
2. Many companies choose to **sponsor** sports teams so that they can advertise on their uniforms. (support / watch / buy)
3. A brand-new business cannot be **assured** that it will succeed right away. (worried / sure / interested)
4. Businesses need to make **profits** in order to be successful. (income / friends / decisions)
5. When companies **invest** money to make a new product, they have to consider the costs carefully. (need / lose / spend)
6. The Internet has given businesses access to a bigger **market** around the world. (number of customers / number of difficulties / number of computers)
7. Large companies generally have more **stability** than small businesses. (choice / strength / problems)
8. It is wise to invest in **dependable** companies because they tend to manage their money well. (new / reliable / different)
9. There has been a large **expansion** in the number of bilingual jobs because of the global economy. (decrease / growth / cost)
10. In order to be successful, a business needs to consider its **image**, or the way the public sees it. (attitude / appearance / growth)

PREVIEW READING 1

You are going to read an article from a business magazine about the popular sport of car racing from a business perspective.

Read the headings. What do you think is the purpose of the article? Check (✓) your answer.

- to explain the sport of Formula 1 car racing
- to encourage businesses to invest in car racing



Read the article.



Fast Cars, Big Money

Does your business need a boost?

1 Imagine 350 million people seeing your company **logo** every year. Imagine that number growing even higher every year. Imagine being part of one of the most prestigious¹ and glamorous² sports in the world and making millions of dollars at the same time. Sound attractive? Hundreds of companies have already discovered the financial benefits of **sponsoring** Formula 1 racing. When you choose to sponsor a team, you can be **assured** that your company will grow financially and globally.

Why are companies interested?

- 2 Companies have realized that investments in the sport of auto racing can bring them huge **profits**. Businesses, including banks, hotels, and telecommunication companies, **invest** tens of millions of dollars every year to sponsor race teams. Hundreds of millions of people watch car races every year. For companies, this is an enormous **market**.
- 3 Cars race around the track with company logos stuck to the doors, hood, and trunk, and people notice. Corporate sponsors can invest \$5 million in a race team and make \$30 million

or more from car advertising. The costs are cheap compared to the profits. Sponsoring a team also shows the financial **stability** of your company. Race cars can cost tens of millions of dollars, and race teams can spend up to \$300 million a year. Companies who invest in race teams are showing the world that they are powerful and **dependable**.

Why is investing now a good idea?

4 Much of Formula 1's current success comes from its **expansion** to global markets. Although most races are in Europe, today there are races in the Middle East and Asia. Companies support worldwide expansion because it gives them new



Formula 1 race car

¹ **prestigious**: respected or admired because of success

² **glamorous**: attractive or full of glamor

customers in emerging markets. They can push their brand³ globally. Many companies have already invested in Formula 1's most recent host locations, including Bahrain, Abu Dhabi, and Singapore. As a result, they have been able to expand their business to the Middle East and Asia. These areas of the world are full of business opportunities, and Formula 1 racing has brought them more growth and success. Expanding overseas also shows that your company has a global message, which is important in today's global economy.

Why should my company invest?

5 Thanks to a strong business mentality, Formula 1 racing has become a profitable sport for corporations to invest in. The global economy is always changing, but the industry has succeeded by finding new ways to make more money. Sponsoring a team will not only bring your company profits, but will also improve your company's **image** as a business that is stable and global-minded. Take advantage of this wonderful business opportunity, and enjoy being part of this glamorous, thrill-seeking⁴ sport. Vroom vroom!

³ **brand**: the name of a product that is made by a particular company

⁴ **thrill-seeking**: trying to find pleasure in excitement

MAIN IDEAS

Read the sentences. Write the correct paragraph number next to each main idea.

- 1 a. By sponsoring a Formula 1 team, a company will grow financially and globally.
- ___ b. Formula 1 sponsorship is profitable and shows that a company is powerful and reliable.
- ___ c. Sponsors can make a lot of money from car advertising.
- ___ d. Formula 1 racing is a good investment today because of its expansion to global markets.
- ___ e. Sponsorship brings companies profits and improves their image.

DETAILS

Cross out the incorrect answer.

1. Why should companies be interested in advertising with Formula 1?
 - a. Investing in Formula 1 racing makes a company look powerful.
 - b. The costs of investing are higher than the profits.
 - c. Millions of people will see a company's advertisements.
 - d. Corporate sponsorship shows a business is dependable.

2. What are some other reasons that companies should invest in Formula 1 racing?
 - a. Formula 1 racing is a fun and glamorous sport for everyone.
 - b. Companies can make a lot of money from Formula 1 racing.
 - c. Sponsorship will improve a company's global image.
 - d. Sponsoring a race team shows that a company is dependable.
3. Why is investing now a good idea?
 - a. Formula 1 racing is expanding to the Middle East and Asia.
 - b. Companies can advertise in emerging markets.
 - c. A global message is important in today's economy.
 - d. Companies can push their brand in Europe.

WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you think sponsoring Formula 1 racing is a good or bad investment? Explain.
2. Do you think that businesses that sponsor sports like car racing would be as successful without giving sponsorship money? Why or why not?

Reading Skill Scanning a text



Scanning means looking through a text quickly to find specific information, such as names, numbers, and dates. We scan items like the newspaper, a timetable, a dictionary, and the table of contents in a book. When you scan, do not read every word. Look for key words or phrases that will help you find the answer quickly. Think about how the information will appear on the page. For example, if you are looking for a date, scan only for numbers.

A. Scan Reading 1 for the missing information. Use key words in the sentences to help you find the answers. Then complete each statement.

1. Businesses that sponsor race teams include _____, _____, and _____.
2. Company logos are stuck to the _____, _____, and _____ of race cars.

3. Although most Formula 1 races are in Europe, today there are races in _____ and _____.
4. Formula 1's most recent host locations include _____, _____ and _____.

B. Scan Reading 1 again for the missing numbers. Use key words in the sentences to help you find the answers. Then complete each statement.

1. Every year, _____ million people watch Formula 1 races.
2. Businesses invest _____ of _____ of dollars every year to sponsor race teams.
3. Corporate sponsors can invest just _____ in a race team and make more than _____ from their logos on cars.
4. Race teams can spend up to _____ a year.

READING 2 | Practice Makes ... Pain?

VOCABULARY

Here are some words and phrases from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase.

1. Ice skating is a **demanding** sport that requires a lot of time, practice, and hard work.
a. difficult b. expensive c. harmful
2. Putting kids in sports at a young age is a growing **trend** in many countries today.
a. new profession b. general change c. high cost
3. We cancelled the soccer game **due to** the rain. It was too wet and dangerous to play.
a. because of b. in order to c. late for
4. The official made a **motion** with his hand to let the runners know it was time to start the race.
a. ticket b. movement c. question

5. Athletes who play sports **aggressively** get hurt more frequently than athletes who don't.
 a. forcefully b. quietly c. quickly
6. Most competitive athletes earn money for playing sports, but gymnasts are an **exception**. They do not receive a salary.
 a. new rule b. someone not included c. professional athlete
7. Competitive athletes must have **dedication** because it takes a lot of time and hard work to be successful in sports.
 a. money b. skill c. commitment
8. Sore muscles are a **sign** that you have exercised very hard.
 a. signal b. injury c. sacrifice
9. It can take months for an athlete to **recover** from a serious injury.
 a. compete b. get better c. get sick

PREVIEW READING 2

This is an online article. It is about child athletes and what they do to succeed in sports. Look at the title. What do you think the writer will say about child athletes?

Check (✓) your answer.

- It's easy for children to be successful in sports if they start early.
- The sacrifices children make for success in sports are sometimes too great.



Read the article.

Practice Makes ... Pain?

1 At 10, Courtney Thompson was a top-ranked gymnast in New Hampshire. She had been doing flips since she was one and had her heart set on competing in the Olympics. She practiced four and a half hours a day, six

days a week, often repeating the same move 100 times. Her **demanding** schedule took a toll¹. It got to the point where Courtney could barely straighten her elbows unless she put ice on them. On January 12, 2005, she had to

¹ take a toll: to have a negative effect



Young gymnast

stop in the middle of a floor routine. “I jumped up and grabbed my arm. It hurt really bad.”

- 2 Doctors discovered that Courtney’s constant workouts had caused the cartilage, or connective tissue, in her elbow to separate from the bone. She had surgery on both arms and went through months of painful rehabilitation². Courtney’s experience is part of a growing **trend** in youth sports—kids and teens were starting to have the same type of injuries that only professional athletes used to have. Experts say kids are pushing their bodies to the limit, practicing sports too hard for too long. The exhausting schedules often lead to dangerous injuries that could keep young athletes from competing—permanently.

Under Strain

- 3 According to experts at *The Physician and Sportsmedicine* journal, between 30 and 50 percent of youth sports injuries are **due to** overuse. Overuse injuries are caused by repetitive **motion** that, over time, puts more stress on a body part

² **rehabilitation**: the process of returning to a normal life again after an injury

than it can handle. The tissue or bone eventually breaks, stretches, or tears.

- 4 Danny Clark ended up with an overuse injury last year. The teen baseball player from Altamonte Springs, Florida, hurt himself by throwing 80 pitches in a single *game after two months of not pitching at all*. The sudden repetitive action tore Danny’s rotator cuff. The rotator cuff is a group of four muscles and the tendons that connect them to bones in the shoulder. Afterward, he couldn’t pitch for two months and needed five months of physical therapy.

Too Much, Too Soon

- 5 Experts say injuries such as Danny’s are on the rise, in part because more and more kids are leaving casual sports for organized team competitions that require hours of practice and game time. “Kids [are] playing sports more **aggressively** at younger ages,” explains James Beaty, an orthopedist in Memphis, Tennessee.
- 6 Kevin Butcher, a 15-year-old soccer player from Fort Collins, Colorado, is no **exception**. He plays soccer three or four times a week for nine months a year. His **dedication** pays off—last year he helped lead his team to a state championship. But his success came with a price. “Last year, I sprained my ankle a few times, dislocated³ a bone in my foot, and broke both sides of my pelvis⁴,” Kevin says. The first time he broke his pelvis, Kevin didn’t realize it for about a month. He played through the pain until doctors forced him to rest. When he dislocated a bone in his foot, a physical therapist put the bone into place, bandaged his foot, and let him play the next day.

³ **dislocate**: to put a bone out of its correct position

⁴ **pelvis**: the set of wide bones at the bottom of your back that connect to your legs



Children playing soccer

Knowing Your Limits

- 7 Not every kid who plays sports ends up with serious injuries. Experts say the key to avoiding injury is paying attention to your body. Feeling sore after practice is OK, but sharp pain is a warning **sign** that shouldn't be ignored. Kevin learned that lesson while **recovering** from his second broken pelvis in less than a year. "There's definitely a glory in playing through pain, but I think there is a limit. You just have to know when to stop."

MAIN IDEAS

Look back at the reading. Then complete the statements.

- Children in youth sports have more injuries today because _____
- Many injuries are due to _____
- Organized team competitions cause more injuries because _____
- Child athletes can avoid injury by _____

DETAILS

Scan Reading 2. Complete the chart with the missing information.

| Name | Home | Sport | Injury |
|----------------------|---------------|-----------------|--|
| 1. Courtney Thompson | New Hampshire | | |
| 2. | | baseball player | |
| 3. | | | sprained ankle, dislocated bone, broken pelvis |

Q WHAT DO YOU THINK?

A. Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. Do you think competing in sports is good for young children? Explain.
2. Do you think coaches and parents have a responsibility to try to stop children from getting hurt while doing sports? Why or why not?

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

1. What are some ways that athletes pay for success?
2. How do parents of child athletes pay for success? Consider financial, physical, and psychological costs in your response.

Vocabulary Skill Collocations



Tip for Success

A collocations dictionary lists collocations alphabetically for easy reference. Use a collocations dictionary to help you identify and learn new collocations.

Collocations are words that frequently go together. One common pattern for collocations is adjective + preposition.

| Adjective | + | Preposition | Adjective | + | Preposition |
|------------|---|-------------|-----------|---|-------------|
| interested | | in | famous | | for |
| due | | to | upset | | about |

Learning collocations will help you increase your vocabulary and improve your writing.

A. Complete each sentence with the correct adjective + preposition collocation.

| | | |
|------------|---------------|-------------|
| afraid of | interested in | sure about |
| due to | involved in | upset about |
| famous for | nervous about | |

1. Parents whose children compete in sports are often afraid of injuries.
2. The player's injury was _____ overuse.
3. Carlos was not _____ the meaning of the word, so he looked it up in the dictionary.

4. Felix was very _____ losing the championship game. He really wanted to win.
5. Nadia Comăneci is _____ being one of the greatest gymnasts in history.
6. More children are _____ professional sports at a very young age today. My neighbor's daughter started playing soccer when she was four.
7. Are you _____ going to the baseball game tonight? I have an extra ticket if you'd like to go.
8. The gymnast was _____ competing for the first time in front of hundreds of people.

B. Write five sentences using adjective + preposition collocations from Activity A.

1. _____

2. _____

3. _____

4. _____

5. _____

Writing Skill

Organizing an opinion paragraph



An **opinion paragraph** is a paragraph in which you explain how you feel about a topic. For example, you might explain whether you agree or disagree with a particular idea. The goal of writing an opinion paragraph is to help the reader understand your opinion. Begin your opinion paragraph with a topic sentence that clearly expresses your opinion. Then give reasons and examples that support your opinion. End your paragraph with a concluding sentence that restates your opinion.

Topic sentence: Competing on a sports team helps children learn important life skills.

Reason 1: They learn to be responsible.

Example: When children play on a team, they have to be on time and work hard.

Reason 2: They learn to work on a team.

Example: On a team, children learn how to make decisions as a group.

Concluding sentence: Children learn many valuable skills by playing sports.

- A. Read the opinion paragraph. What is the writer's opinion of Kung fu? Underline the topic sentence. Then put a check mark (✓) next to the reasons and examples.**

Kung Fu

Kung fu is the perfect sport for young children. First of all, it does not cost much to participate. For example, a typical uniform is less than fifty dollars, and weekly lessons are not expensive compared to other sports. In addition, children learn the benefits of discipline and setting goals. The colored belts for completing a level keep kids motivated, and each child is able to succeed at his or her own pace. Finally, Kung fu teaches children how to protect themselves in the real world. Children do not learn to fight but acquire important moves and motions

that they can use to defend themselves if necessary. Kung fu not only is cheap, but also teaches many important skills and lessons. For these reasons, parents should consider Kung fu as a sport for their children.



Kung fu teaches many important skills.

B. Complete the outline with information from the paragraph in Activity A. Discuss your answers with a partner.

1. **Topic sentence:** _____

2. **Reasons and examples:**

Reason 1: First of all, it does not cost much to participate.

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

3. **Concluding sentence:** _____

Grammar

Subject-verb agreement



Subject-verb agreement is important when using the simple present.

Singular subjects with the simple present

When the subject of a sentence is singular, the verb should be singular. For negative statements, use *does not* + the base form of the verb.

She plays soccer three times a week.

He pitches 80 times a game.

It does not cost much to participate.

Plural subjects with the simple present

When the subject is plural, the verb should plural. For negative statements, use *do not* + the base form.

The colored belts motivate kids.

They practice five days a week.

They do not learn to fight.

Tip for success

To check for subject-verb agreement, it is helpful to replace a noun with the pronoun *it* or *they*.

Kung fu = "it"

The instructors = "they"

The simple present of *be*

Remember that the simple present of *be* has different forms for singular and plural subjects.

Kung fu **is** the perfect sport for children.

The instructors **are** very experienced.

Ice dancing **isn't** an easy sport.

Weekly lessons **are not** expensive.

Remember, some nouns have a singular form, but refer to a group of people. These are called **collective nouns**. Collective nouns usually take singular verbs.

The government **makes** laws.

The soccer team **practices** every day after school.

A. Read the paragraph. Correct the ten mistakes in subject-verb agreement. The first one has been done for you.

Beauty and Sacrifice

Ice dancing is a beautiful sport, but it ^{requires} require a number of sacrifices.

For young dancers, most days is composed of skating, school, and homework. Competitive dancers needs to practice for five to six hours every day. Dancers usually skate early in the morning, so they always need to go to bed early. A

dancer who do not get enough sleep will not perform well. In addition, ice dancing cost a lot of money. Dancers

must pay for lessons, ice time, and costumes, which can be thousands of dollars. This make the sport very expensive. Ice dancing are also difficult on the body. If dancers does not skate carefully, they can get hurt. Many dancers gets injuries from falling on the ice or repeating the same motions too many times.

It is not easy being a competitive ice dancer, but the sacrifices is worth it to those who love this glamorous sport.



B. Complete each sentence with simple present of the verb in parentheses. Then compare your answers with a partner.

1. Many parents think (think) that gymnastics is a good sport for young girls.
2. The race car _____ (have) a company logo on its door.
3. Dedication _____ (be) very important in sports.
4. Children _____ (need) their parents' support when they compete in sports.
5. Baseball players _____ (make) a lot of money when they become famous.
6. Overuse injuries _____ (be) more common in child athletes today.
7. It _____ (cost) millions of dollars to sponsor a Formula 1 racing team.
8. Our team _____ (practice) for two hours every Saturday.

Unit Assignment Write an opinion paragraph



In this assignment, you are going to write an opinion paragraph on one of the topics below. As you prepare your paragraph, think about the Unit Question, "What does it take to be successful?" Refer to the Self-Assessment checklist on page 64. 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*.

1. Should athletes or sports teams accept money from corporate sponsors in order to be successful? Discuss one or more specific sports in your paragraph.
2. Should child athletes be pushed hard in order to succeed? Discuss one or more specific sports in your paragraph.

PLAN AND WRITE

A. BRAINSTORM Choose one of the topics from page 62 and think about your answer or opinion about the topic. Then follow the steps below.

1. Write your opinion about the topic.

2. Brainstorm as many ideas as you can about the topic you chose in your notebook.

B. PLAN Follow these steps to plan your paragraph.

1. Read your notes from Activity A. Circle any ideas or examples that support your opinion.

2. Write an outline for your paragraph.

A. Topic sentence: Write a topic sentence that clearly expresses your opinion.

B. Reasons and examples: List reasons and examples to support your opinion.

Reason 1: _____

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

Your Writing Process

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

C. **Concluding sentence:** Write a concluding sentence that restates your opinion.

C. **WRITE** Write your paragraph in your notebook. Use your outline from Activity B. Use collocations with adjectives and prepositions. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

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

1. Is the opinion clearly expressed in the paragraph?
2. Is there a clear topic sentence? Underline it.
3. Are there reasons and examples to support the writer's opinion?
4. Is there a concluding sentence? Underline it.

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"/> | Is the punctuation correct? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include vocabulary from the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are adjective + preposition collocations used correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is the subject-verb agreement correct? |

Track Your Success

Circle the words and phrases you learned in this unit.


Nouns

dedication
exception 
expansion 
image 
logo
market 
motion 
profit 
sign 
stability 
trend 


Verbs

invest 
recover 
sponsor



Adjectives

assured 
demanding
dependable

Adverb

aggressively

Collocations

afraid of
due to 
famous for
interested in
involved in 
nervous about
sure about
upset about

 Oxford 3000™ words

 Academic Word List

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

- READING** I can scan a text. (p. 52)
- VOCABULARY** I can use collocations with adjectives + prepositions. (p. 57)
- WRITING** I can organize an opinion paragraph. (p. 59)
- GRAMMAR** I can use subject-verb agreement. (pp. 60–61)

LEARNING OUTCOME I can state and support my personal perspectives in an "opinion" paragraph.

UNIT **4**

- READING ● taking notes
- VOCABULARY ● synonyms
- WRITING ● writing a summary
- GRAMMAR ● parallel structure

New Perspectives



LEARNING OUTCOME

Write a paragraph summarizing a reading text and an opinion paragraph in response to the text.



Unit QUESTION

How has technology affected your life?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What do you like to do in your free time?

How do you use technology in your daily life?

Look at the photo. What are the different kinds of technology the man is using? What is he doing?

B Discuss the Unit Question above with your classmates.

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

C Complete the questionnaire. Then discuss your answers with a partner.

How do you spend your free time?

How many hours a week do you spend doing each of these activities?

| | | |
|--|---|--|
| <p>1. chatting online</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> | <p>3. playing sports/exercising</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> | <p>5. surfing the Internet</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> |
| <p>2. spending time with friends</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> | <p>4. reading</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> | <p>6. watching TV</p> <p><input type="checkbox"/> 0–5 hours</p> <p><input type="checkbox"/> 5–10 hours</p> <p><input type="checkbox"/> 10–15 hours</p> <p><input type="checkbox"/> 15–20 hours</p> <p><input type="checkbox"/> 20+ hours</p> |

D The chart below shows how people around the world spend their free time. It shows the average number of hours per week people from different countries spend doing each activity. Look at the chart. Then discuss the questions with a partner.

| | TV | Radio | Internet | Reading |
|----------------|------|-------|----------|---------|
| Mexico | 11.6 | 11.1 | 6.3 | 5.5 |
| Saudi Arabia | 17.7 | 3.9 | 9.3 | 6.8 |
| Spain | 15.9 | 9.9 | 11.5 | 5.8 |
| Thailand | 22.4 | 13.3 | 11.7 | 9.4 |
| United States | 19 | 10.2 | 8.8 | 5.7 |
| Global average | 16.6 | 8 | 8.9 | 6.5 |

Source: Tracy Baker, *First Glimpse* magazine, 2005

1. Compare the global averages in the chart to the amount of time you spend doing the same activities. Are they similar or different?
2. Does any information in the chart surprise you? Explain.

READING 1 | Having a Second Life

VOCABULARY

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

benefit (*n.*) an advantage or useful effect that something has
explore (*v.*) to travel around a place in order to learn about it
fantasy (*n.*) a situation that is not true, that you just imagine
interact (*v.*) to communicate or mix with someone, especially while you work, play, or spend time together
limitation (*n.*) a condition that controls or restricts what you can do
realistic (*adj.*) not real but appearing to be real
social (*adj.*) connected with meeting people and enjoying yourself
transaction (*n.*) an exchange or transfer of goods, services, or funds
virtual (*adj.*) made to appear to exist by the use of computer software; for example, on the Internet

1. Some video games take place in imaginary worlds that look nothing like the real world. In contrast, others are more _____.
2. In the past, students had to visit colleges to see what they looked like, but today many colleges let you _____ their campuses online.
3. You don't have to leave home to see new places. You can just go online and take a(n) _____ tour of almost any city.
4. Always make sure a website is safe and secure before making a(n) _____ such as paying a bill or buying something.
5. My parents worry that I spend too much time on the Internet. They want me to _____ with my friends in the real world, not online.
6. Nowadays, people can have two different _____ lives—one with friends they visit and another with friends they talk to online.

7. Many online games present a world of _____, which often includes made-up situations and strange creatures.
8. One _____ of shopping online is that I can do it at home, but the disadvantage is that I don't go out as much anymore!
9. If you don't pay for a membership to the website, you can't read all the articles. There's a(n) _____ on how much information you can access without paying.



PREVIEW READING 1

You are going to read an article from a computer magazine that describes a social website called Second Life. Second Life offers users, or "residents," a huge online community and virtual world.

Read the first sentence of each paragraph. Why do you think people use this site? Write your ideas.



Having a Second Life

- 1 As computer technology has improved, today's online environments have become more complex and **realistic**. One website that has attracted over six million Internet users is Second Life. Second Life is a three-dimensional (3-D)¹ online world where people work, shop, sell and trade items, meet others, go to concerts, and much more. Users, who are called "residents," create their own characters, or "avatars." They use their avatars to **explore** Second Life's **virtual** world.
- 2 Just like any country, Second Life has its own economy. Using a credit card, users can buy "Linden Dollars," the official currency of Second Life. With Linden Dollars, they can buy land or even an entire island where they can build and decorate their own house, start a garden, or even set up their own store. Land is treated as a valuable commodity² in Second Life. Residents can choose to rent or sell their land to other users, and they can earn real money from these **transactions**. Some users



Users can buy an entire island on Second Life.

have reported making tens of thousands of dollars from selling Second Life real estate³.

- 3 When residents want to be **social** (and most of them do), they can use their avatars to **interact** with others. There are games, shopping malls, clubs, and many kinds of stores available to residents. Avatars can also attend conferences, art shows, and concerts. Real rock bands, such as the British pop group Duran Duran, have even given live concerts on Second Life. With so many opportunities for interesting things to do and see, it's easy to see why so many users spend so much time on the site.
- 4 Second Life offers users a quick and easy escape from the real world. Many residents see this as one of the main **benefits** of using the site. Spending time on Second Life allows them to escape the stresses and problems of their daily lives. If a user is having a stressful day at work, she can visit a beautiful island, go skiing, or even fly to another planet during her lunch break. If she is tired at the end of a long day, she can go to a classical music concert while dinner is cooking and never leave home. Users can even visit other planets to help them forget their "first-life" problems for a little while.
- 5 In addition to escaping the stress of their daily lives, users can also escape who they are in the real world and live out their **fantasies**. For example, residents can change their occupations, physical appearance, and even their nationalities. A doctor from the United States can be a Brazilian musician on Second Life, or a banker can choose to be an Olympic

¹ **three-dimensional (3-D)**: having or appearing to have length, width, and height

² **commodity**: something that you buy or sell

³ **real estate**: property that cannot be moved, such as land and buildings

basketball player. Basically, Second Life lets users live in a world without **limitations**. This is very exciting to many people.

- 6 Although Second Life started as a way for people to escape the real world, it has become more and more like the real world in many ways. Now on Second Life,

some countries have virtual embassies, businesses have meetings in virtual rooms, and universities have places where students can view the campus and take classes. Today, Second Life allows users to experience both fantasy and reality in the same place.

MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 1.

- ___ a. Second Life allows people to escape their real lives.
- ___ b. Second Life has become more like the real world.
- ___ c. Second Life has its own money system.
- ___ d. Second Life lets a person be someone else for a while.
- ___ e. Second Life provides entertainment and ways to meet others.

DETAILS

Answer these questions. Look back at Reading 1 to help you. Then discuss your answers with a partner.

1. How can people make real money on Second Life?

2. What kinds of realistic places can residents visit?

3. What are some things users can do to escape their daily lives?

4. How has Second Life become more like the real world?

5. How are universities using Second Life today?

Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. What positive and negative effects do you think a website like Second Life can have on people?
2. Would you consider joining a website like Second Life? Why or why not?

Reading Skill

Taking notes



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

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

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

A. Read the first paragraph of Reading 1 below. Look at the student's notes. Then discuss the questions with a partner.

Second Life →
online "other" world

As computer technology has improved, today's online environments have become more complex and realistic. One website that has attracted over six million Internet users is Second Life. Second Life is a three-dimensional (3-D) online world where people work, shop, sell and trade items, meet others, go to concerts, and much more. Users, who are called "residents," create their own characters, or "avatars." They use their avatars to explore Second Life's virtual world.

1. What types of words did the student underline?

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

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

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

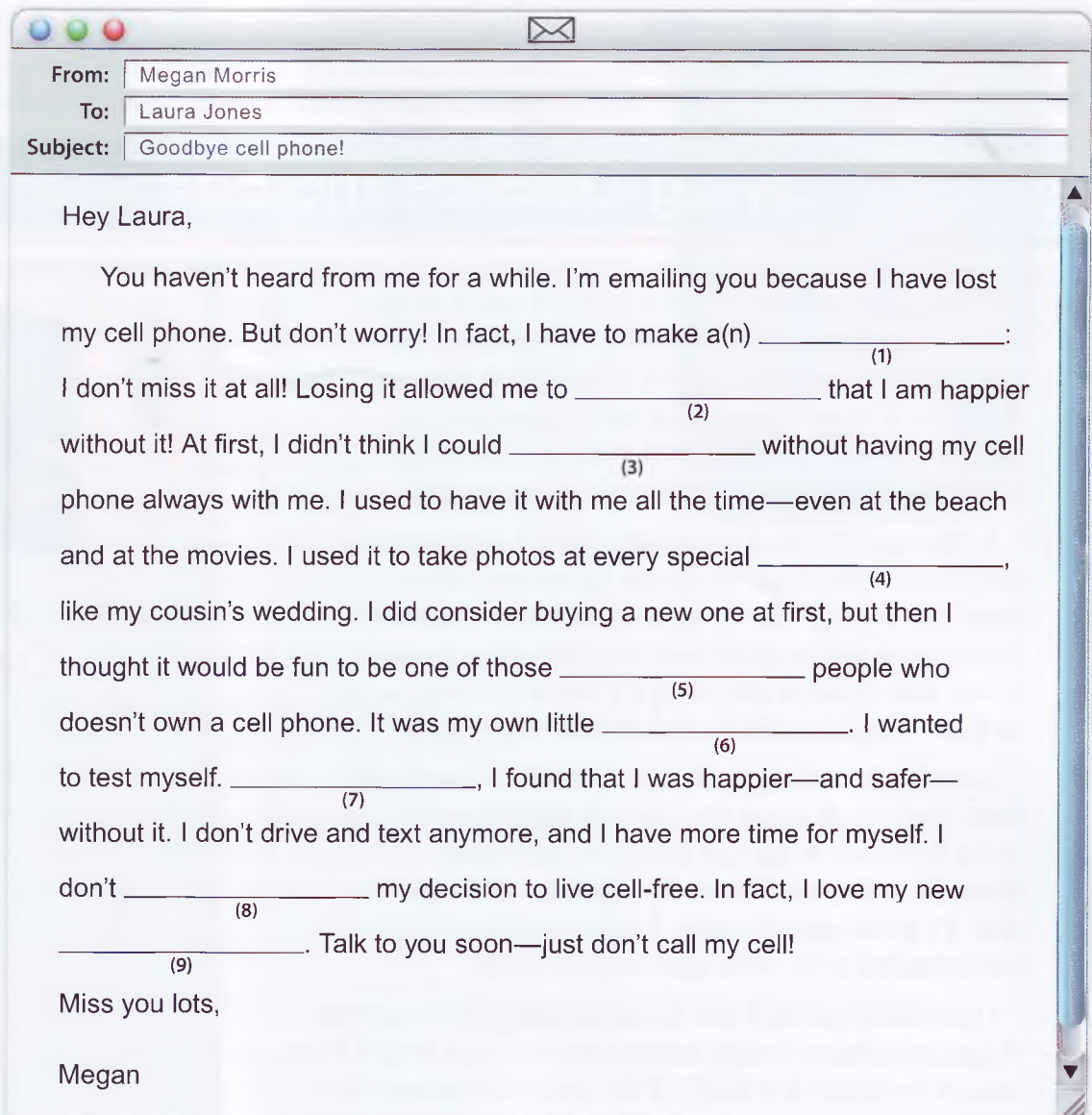
B. Reread Reading 1. Take notes using ideas from the Reading Skill box. Then compare your notes with a partner.

READING 2 | Living Outside the Box

VOCABULARY

Here are some words from Reading 2. Read their definitions. Then complete the email message. Use each word once.

- confession** (*n.*) a statement that you have done something bad, wrong, or unexpected
- discover** (*v.*) to find or learn something new or unexpected
- eventually** (*adv.*) in the end; after a long time
- experiment** (*n.*) a scientific test that is done in order to prove something or get new knowledge
- lifestyle** (*n.*) the way that you live
- occasion** (*n.*) a particular time when something happens
- rare** (*adj.*) not done, seen, or happening very often
- regret** (*v.*) to feel sorry that you did something or that you did not do something
- survive** (*v.*) to continue to exist, especially in or after a difficult situation



PREVIEW READING 2

You are going to read an article from an online newspaper. In the article, the author describes her experiences living without a television for one full winter.

Read the title and look at the photographs. Do you think the author will say that giving up watching TV was a positive or negative experience? Check (✓) your answer.

- positive
- negative

Living Outside the Box

- 1 I once unplugged the TV for a month. It was summer, the season of long walks, barbecues, and reruns. But I knew if I really wanted to prove I could avoid evening television, I'd have to **survive** a New England winter without it. In the darkest, coldest months, I would no longer be able to escape. This winter, I had my test.
- 2 A year ago I moved into my own place. It was just a few minutes away from my former roommate—and her television. Friends offered me a spare TV, but I said no. Living alone was an opportunity to choose how I wanted to live. And I thought that being TV-free would help me do all those things I wanted to do but didn't have time for.
- 3 I wondered if I would feel lonely, but decided it would be better not to try to spend time with my "friends" on TV. In the first month or so, I got away from my favorite shows by visiting real friends. **Eventually**, I didn't know what TV shows were on when. I could no longer join in conversations at my office about popular shows.
- 4 I kept telling people it was an **experiment**: "We'll see how it goes this winter," I'd say. I considered buying a small TV to keep in the closet and bring out on special **occasions**. But for all I was missing, I could feel positive changes. I found myself reading lots of books. I had thought that I was too tired to read after a long day at work, but not too tired to watch TV. Now I had more time to read and sleep. I also started doing volunteer work almost every week instead of every few months. I called friends who usually heard from me only at the holidays. Sometimes I even enjoyed that **rare** thing called quiet.
- 5 The goal wasn't to give up all entertainment. I can play DVDs on my laptop, so when a blizzard was on its way, I lined up in a video store with everybody else. Instead of channel-surfing and watching something I would later **regret**, I caught



up on some great films. I found myself resensitized¹. I was no longer watching images without noticing their speed.

- 6 Sometime during the winter, the season I thought would be the most difficult, I **discovered** I had crossed the line from experiment to **lifestyle**. Finally, I put up a painting on the only living room wall that could have a TV. A friend came over for the first time, took the tour, and then sat down on the couch with a slightly puzzled look. Looking around the room, she asked, "So, don't you have a TV?"
- 7 Whenever I explain my TV-free home, I tell people I'm not judging anyone else's TV-viewing choices (after all, I'm glad my friends don't mind me sitting in front of their screens every once in a while). The response is often a **confession**. For example, one co-worker said she can't help turning her TV on for background noise when her husband is out of town. Others express camaraderie², saying they hardly ever turn theirs on.
- 8 I don't know how long my new lifestyle will last. I might suddenly want to reconnect with pop culture and documentaries. And if I have children, I think I'd want them to learn, as I did from my parents, how to view with moderation³ and a critical⁴ eye. But if I do make space for a TV someday, I'm more confident now that I'll still find time and space for me.



¹ **resensitized**: feeling more sensitive or emotional again

² **camaraderie**: a feeling of friendship and closeness

³ **moderation**: the quality of being able to control your feelings or actions

⁴ **critical**: describing the good and bad points of a play, movie, TV show, book, work of art, and so on

MAIN IDEAS

Read the sentences. Then number them in the order that the ideas appear in Reading 2.

- ___ a. She started to notice positive changes in her life.
- ___ b. She lived without TV for a month.
- ___ c. She's confident that she can watch TV in moderation now.
- ___ d. She decided to live alone, so she could choose how to live.

DETAILS

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

- F 1. She first stopped watching TV in the ~~winter~~ ^{summer}.
- ___ 2. Her family offered her an extra TV.
- ___ 3. She did not know when her favorite shows were on.
- ___ 4. She considered putting a small TV in her closet.
- ___ 5. She started doing volunteer work every few months.
- ___ 6. She is sure that she will buy a television in the future.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Would you consider escaping from television for a month or more? Why or why not?
2. Besides television, what kind of technology would be most difficult for you to live without? Why?

B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.

1. What positive and negative effects can technology have on people's lives?
2. Is visiting friends more enjoyable than chatting online with friends? Why or why not?



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

- People's lifestyles have changed because of the Internet.
- People's habits and behaviors have changed because of the Internet.

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

- **General:** Millions of transactions occur on the Internet every day.
- **Specific:** Millions of people make purchases on the Internet every day.

Transactions is more general because it can mean buying or selling. *Purchases* is more specific because it means buying only.

Tip for Success

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

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

| | | |
|------------|-------------|-----------|
| benefits | experiments | rare |
| discovered | limitations | realistic |
| eventually | | |

1. Millions of people have **found** the online world of Second Life.
Millions of people have discovered the online world of Second Life.
2. Second Life's gaming experience is **lifelike** due to its high-tech graphics.

3. Are there any **disadvantages** to having more online friends than real friends?

4. It is **unusual** for many people not to use technology in their daily lives.

5. Researchers have created **tests** that study whether men and women use technology differently to escape from the real world.

6. Giving up television is difficult, but in **the end**, it can have many **advantages**.

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

1. a. G Second Life gives people the **opportunity** to build their dream house.
b. S Second Life gives people the **freedom** to build their dream house.
2. a. ___ People **talk** with online friends in chat rooms.
b. ___ People **interact** with online friends in chat rooms.
3. a. ___ **I am not upset about** giving up television for a month.
b. ___ **I don't regret** giving up television for a month.
4. a. ___ It is impossible to **explore** all the islands in Second Life.
b. ___ It is impossible to **travel to** all the islands in Second Life.
5. a. ___ People can make real estate **sales** to residents.
b. ___ People can make real estate **transactions** with other residents.

C. Write sentences using five pairs of synonyms from Activity A or Activity B.

1. _____

2. _____

3. _____

4. _____

5. _____



A **summary** is a shorter version of the original text. When you write a summary, you tell the reader the main ideas of the text in your own words. Here are some things to remember when you write a summary.

A good summary:

- is in your own words (using synonyms and similar language)
- gives a basic outline of what the reading is about
- presents the main ideas in the same order as they appear in the reading
- only includes supporting **details** that are necessary to understand the main points
- is usually a paragraph in length and much shorter than the original reading

A good summary does not:

- include entire sentences that are copied from the reading
- contain any personal opinions or feelings you have about the reading
- include unnecessary **details**

A. Read the two summaries of Reading 1. Then complete the activity. Check (✓) Summary A, Summary B, or both for each statement on page 82. Compare your answers with a partner. Then discuss which summary is more effective.

Summary A

One website that has attracted millions of Internet users is Second Life. It offers an escape from real life. Users are called residents, and they create their own characters, or avatars. They buy Linden Dollars, and they can make a lot of money selling land. Users can become musicians or Olympic basketball players. Today, businesses hold meetings there. The pop group Duran Duran has given live concerts on Second Life. I think Second Life is a great way to escape reality, and I would like to try it myself.

Summary B

Second Life is a three-dimensional online environment that lets people escape reality. The online world has its own economy and currency, called the Linden Dollar. Residents use Linden Dollars to buy and sell items and land. In this world, residents have many opportunities to interact with others, at malls,

clubs, and concerts, for example. Many users of Second Life escape their daily lives by exploring imaginary places and friends. Some users also choose to escape from themselves by changing their jobs, physical appearance, or nationalities. Although Second Life began as a fantasy world, today countries, businesses, and universities are also using it for real-life purposes.

1. The summary uses different words than the reading.
Summary A ____ Summary B ____
2. The summary gives a basic outline of what the reading is about.
Summary A ____ Summary B ____
3. The summary presents the main ideas in the same order as the reading.
Summary A ____ Summary B ____
4. The summary includes supporting details that are necessary to understand the main points.
Summary A ____ Summary B ____
5. The summary is a paragraph in length and much shorter than the original reading.
Summary A ____ Summary B ____
6. The summary does not copy entire sentences from the reading.
Summary A ____ Summary B ____
7. The summary does not contain any personal opinions or feelings.
Summary A ____ Summary B ____
8. The summary does not include unnecessary details.
Summary A ____ Summary B ____

B. Check (✓) the six sentences that best summarize the ideas in Reading 2. Reread the article first if you need to.

- ___ 1. She called friends, read books, and did volunteer work more often.
- ___ 2. The author decided to escape from TV as an experiment and eventually enjoyed the benefits of it.
- ___ 3. One of her co-workers said she watches TV when her husband is gone.
- ___ 4. She thought that being TV-free would help her get to know herself better.
- ___ 5. She did activities she didn't have time for when she watched TV.
- ___ 6. The author probably shouldn't stop watching television completely.

- ___ 7. She survived a cold New England winter without a TV.
- ___ 8. Now she has more free time for herself, and she is happy with her new lifestyle.
- ___ 9. Eventually, her experiment turned into her everyday lifestyle.
- ___ 10. *Some of her friends thought she was judging them.*

C. Write a summary of Reading 2 in your notebook. Use the sentences you checked in Activity B. Begin with the topic sentence. Put the ideas in the same order as they appear in the reading.

Grammar

Parallel structure



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

Parallel: Now I was well read *and* well rested.
adv. + adj. adv. + adj.

Not parallel: Now I was well read and getting more rest.

Parallel: Avatars can also attend conferences, art shows, *and* concerts.
noun noun noun

Not parallel: Avatars can also attend conferences, art shows, and there are concerts.

Parallel: Residents can rent *or* sell their land to other users.
verb verb

Not parallel: Residents can rent their land or land is sold to other users.

A. Read the sentences. Underline the parallel structures. Circle the conjunctions.

1. There are games, shopping malls, and many kinds of stores available to residents.
2. After a long day at work, they can fly to a virtual beach, meet an online friend on an imaginary planet, or build their dream house.
3. People are taking advantage of this realistic, but virtual world.
4. It was summer, the season of long walks, barbecues, and reruns.

- I had thought that I was too tired to read after a long day at work, but not too tired to watch TV.
- Instead of channel-surfing and watching something I would later regret, I caught up on some great films.

Tip Critical Thinking

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

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

- Her friends were puzzled. They were supportive.
Her friends were puzzled but supportive.
- I didn't know what was on TV. I didn't care what was on TV.

- People should watch TV with moderation. People should watch with a critical eye.

- Today's online environments are more complex. They are more realistic. They are more exciting.

- Some people decide to be a fictional creature. Some people decide to be a favorite comic-book character.

- They can forget about their first life. They can live through their second life.

Unit Assignment

Write a summary and personal response

Q In this assignment, you are going to write two paragraphs. In the first paragraph, you will write a summary of Reading 2. In the second paragraph, you will write your opinion about the author's decisions and experience of living without TV. As you prepare your paragraphs, think about the Unit Question, "How has technology affected your life?" Refer to the Self-Assessment checklist on page 86. 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** Follows these steps to help you gather your ideas.

1. For your summary paragraph, write the main idea of Reading 2 below. Then write down as many details as you can remember in your notebook.

Main idea: _____

2. For your opinion paragraph, write your thoughts about the decisions the author made and her experiences in your notebook. Think about these questions as you write.

Are there decisions she made that you agree or disagree with?

Do you think her experience was positive or negative?

Did anything in the reading surprise you?

Tip for Success

Before you write a summary, use the six *Wh-* questions to help you identify the main ideas in a reading:
Who? What? When? Where? Why? How?

B. **PLAN** Follow these steps to plan your paragraphs.

1. For your summary paragraph, look at the details you wrote in Step 1 of Activity A. Circle the details that support the main idea. Cross out any smaller details that do not support the main idea. Cross out any information that expresses your opinion.

2. Write an outline for your summary paragraph.

a. **Topic sentence:** _____

b. **Important details:** Write the important details you circled in Step 1.

3. For your opinion paragraph, look at your thoughts from Step 2 of Activity A. Circle your best ideas.

4. Write an outline for your opinion paragraph.

a. **Topic sentence:** Write a topic sentence that clearly expresses your opinion about Reading 2.

b. **Reasons and examples:**

Reason 1: _____

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

- c. **Concluding sentence:** Write a concluding sentence that restates your opinion.

- c. **WRITE** Use your notes to write your paragraphs in your notebook. Write your summary paragraph first. Then write your opinion paragraph. Look at the Self-Assessment checklist below to guide your writing.

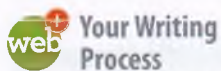
REVISE AND EDIT

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

1. Does the summary clearly state the main ideas of Reading 2?
2. Does the summary include only the important details?
3. Does the opinion paragraph include a clear topic sentence?
4. Is the opinion paragraph supported with examples and reasons?
5. Does the opinion paragraph include a concluding sentence?

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

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







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"/> | Is the punctuation correct? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do the paragraphs include vocabulary from the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are parallel structures used correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is there a variety of synonyms used? |







Track Your Success

Circle the words you learned in this unit.

Nouns

benefit  
confession
experiment 
fantasy
lifestyle
limitation
occasion 
transaction

Verbs

discover 
explore 
interact 
regret 
survive  


Adjectives

rare 
realistic 
social 
virtual 

Adverb

eventually  

 Oxford 3000™ words

 Academic Word List

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

READING I can take notes. (p. 73)

VOCABULARY I can recognize and use synonyms. (p. 79)

WRITING I can write a summary. (p. 81)

GRAMMAR I can use parallel structure. (p. 83)

LEARNING OUTCOME I can write a paragraph summarizing a reading text and an opinion paragraph in response to the text.

UNIT 5

- READING ● using a graphic organizer
- VOCABULARY ● phrasal verbs
- WRITING ● stating reasons and giving examples
- GRAMMAR ● gerunds and infinitives

Responsibility



LEARNING OUTCOME

Write a paragraph about why people help others using reasons and examples.



Q

Unit QUESTION

Why do people help each other?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Did your parents teach you to be helpful to others? Is being helpful something we learn, or is it human nature?

Are there any situations in which you don't think you should help someone? Explain.

Look at the photo. What do you think is happening?

B Discuss the Unit Question above with your classmates.

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

C Discuss these questions in a group.

1. What are some situations in which you need help?
2. What are some situations in which other people need help?
3. Read the list of situations. Would you help? Why or why not?
 A homeless person is asking for money.
 A tourist is looking at a map on a street corner.
 A child falls down.

D Look at the pictures. Discuss these questions in a group.

1. What is happening in each picture? Where are these situations taking place?
2. Why do people help strangers in these situations?
3. Have you helped others in a similar way? Explain.



READING 1 | A Question of Numbers

VOCABULARY

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

according to (*phr.*) as stated by someone
apply to (*phr. v.*) to concern or involve someone or something
complex (*adj.*) made up of several connected parts and often difficult to understand
end up (*phr. v.*) to find yourself in a place or situation that you did not intend or expect
factor (*n.*) something that affects a decision or situation
prove (*v.*) to use facts and evidence to show that something is true
responsibility (*n.*) a job or duty that you must do
theory (*n.*) an idea or set of ideas that tries to explain something
witness (*n.*) a person who sees something happen and who can tell other people about it later

1. _____ social psychologists, cultures have different ideas about what is good and bad behavior.
2. The police wanted to talk to the _____ who saw the thief steal the woman's purse.
3. Human behavior is _____. It is not easy to explain.
4. Scientists use a(n) _____ to explain why something happens. Then they test the idea to see whether or not it is true.
5. In some cultures, people feel it is their _____ to help their neighbors as much as they can.
6. Scientists must do experiments in order to _____ that their ideas are correct.
7. An experiment can have unexpected results. Scientists can _____ discovering something completely new or unexpected from an experiment.

8. Scientists who study people's behavior look at many different _____ that can affect behavior, such as gender and culture.
9. Some biologists study the way our biology affects our behavior; in contrast, social psychologists examine the way our actions _____ society.



PREVIEW READING 1

You are going to read an article from a news magazine that presents research on the *bystander effect*. The bystander effect describes how a group of ordinary people, suddenly in an emergency situation, react when help is needed.

When do you think a person is more likely to help other people?
Check (✓) your answer.

- when he or she is alone
- when there are many people around

A Question of Numbers

1 You're walking down a busy city sidewalk, and you see someone in front of you fall down. What would you do? Now imagine that same situation, but you are the only other person on the sidewalk. What would you do then? **According to** social psychologists, you are more likely to help when there is no one else around. In contrast, if there are many **witnesses**, or bystanders, you might not offer help. It is even possible that no one would help the person at all. Psychologists believe this is a natural yet **complex** human reaction, which they call the *bystander effect*.

2 The bystander effect was first discovered in 1964 as a result of a very unfortunate event that happened outside Catherine Genovese's home in New York City. At three o'clock in the morning, someone attacked and murdered Genovese in front of her apartment building. The noise of the killing woke up 38 of Genovese's neighbors. All of them looked out of their windows to see what was happening. However, not one of those 38 witnesses did anything to help. No one reported the murder to the police. The whole nation was shocked by the news the next day, and psychologists had no answers to explain why these people didn't help.

3 Newspapers called the 38 witnesses selfish and uncaring, but social psychologists John Darley and Bibb Latane had a different

theory. They believed that a large number of witnesses actually *decreased* the chances that any individual would help. If only one person witnesses a murder, he or she will feel fully responsible for calling the police. If there are two witnesses, each person might feel only half responsible. Now imagine there are many witnesses, as in the Genovese case. Darley and Latane pointed out that each person felt only a small amount of **responsibility**, so each did nothing. The reason they didn't help was not that they were uncaring or selfish people. There were just too many of them.

4 Darley and Latane knew they had to **prove** their theory scientifically, so they set up an experiment with college students to test it. They divided the students into three groups. They took each student to a small building. They put him or her in a room with a TV screen that showed another person in a different room in the building; then they left. Students in the first group thought that they were alone in the building. Students in the second group thought that there was one other person in the building. Students in the third group thought that there were four other people in the building. As part of the experiment, the person on the TV screen pretended¹ to become ill and called out for help. In the first group, where students believed

¹ **pretend**: to behave as if something is true or real, when it is not



The bystander effect is common on busy city streets.

they were the only people in the building, 85 percent went to get help for the person. In the second group, only 62 percent tried to help. In the third group, only 31 percent tried to help. The results supported Darley and Latane's theory. They figured out that having more witnesses did not mean that help was more likely. In fact, the opposite was true.

5 Social psychologists believe the bystander effect can **apply to** a number of everyday situations. For example, on a busy sidewalk, you might not give money to a homeless man (or help someone who falls down). On a crowded subway, you may not give up your seat to an elderly person. On the highway, you might choose not to stop and help someone change a flat tire. In these situations, you—and the other bystanders—feel less responsible because so many people are around to help, so no one **ends up** helping at all.

6 The bystander effect is one of the many **factors** that influence a person's decision to help out a stranger in need. Some people might naturally feel more desire to help. Some cultures might put more importance on helping strangers than others do. Some cities and towns could be designed to be more friendly than others. However, psychologists know that humans are naturally influenced by the presence of others around them even if they are not aware of it.

MAIN IDEAS

Read the statements. Write *T* (true) or *F* (false) according to the reading.

- ___ 1. The bystander effect is a natural human reaction that occurs in situations in which help is needed.
- ___ 2. Social psychologists studied the bystander effect before the murder of Catherine Genovese.
- ___ 3. Darley and Latane's experiment showed that having more witnesses meant that help was less likely.
- ___ 4. Darley and Latane studied the bystander effect by watching how people behave in everyday situations.
- ___ 5. The bystander effect is one of the factors that influence people's decision to help others.

DETAILS

Circle the answer that best completes each statement.

1. Catherine Genovese's murder occurred ____.
 - a. outside New York City
 - b. in her apartment
 - c. in front of her apartment building
2. When only one person witnesses a crime, he or she will feel ____ for calling the police.
 - a. not responsible
 - b. partly responsible
 - c. fully responsible
3. Darley and Latane's experiment divided college students into ____ different groups.
 - a. two
 - b. three
 - c. four
4. In Darley and Latane's experiment, ____ of the students who thought they were alone went to get help for the victim.
 - a. 85 percent
 - b. 62 percent
 - c. 31 percent
5. Helping strangers may be more important in some ____.
 - a. cities
 - b. cultures
 - c. psychologists

Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

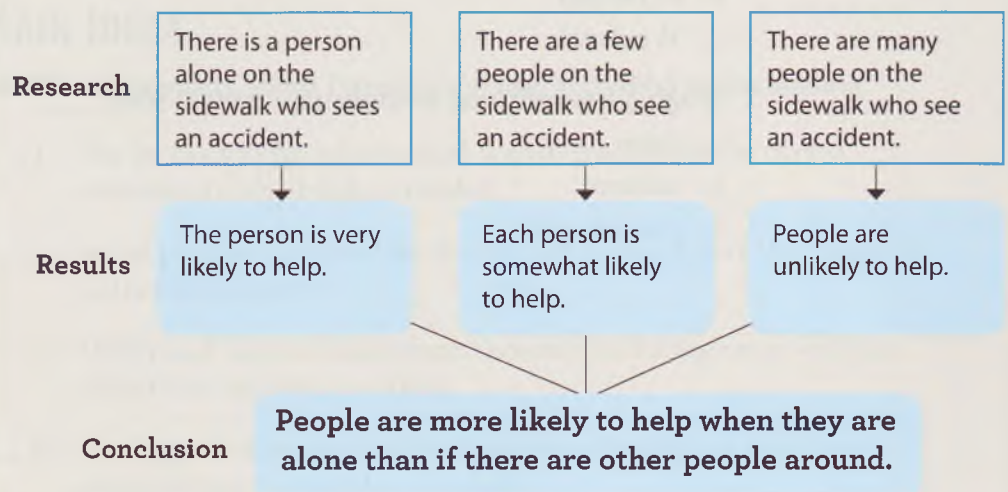
1. Have you ever *not* helped someone who needed help? Why or why not? What factors might make someone choose not to help a stranger?
2. In general, which people do you think are more helpful to strangers in need: people who live in cities or people who live in small towns? Why?
3. The author of “A Question of Numbers” writes that “some cultures might put more importance on helping strangers than others do.” Do you think that a person’s culture can be a factor in making him or her a more helpful person? Why or why not?

Reading Skill Using a graphic organizer



Graphic organizers represent ideas with images, such as diagrams, charts, tables, and timelines. You can use graphic organizers to help you see connections between ideas or remember the main points of a text or parts of a text. Using graphic organizers can help you review a text you have read in preparation for class or a test.

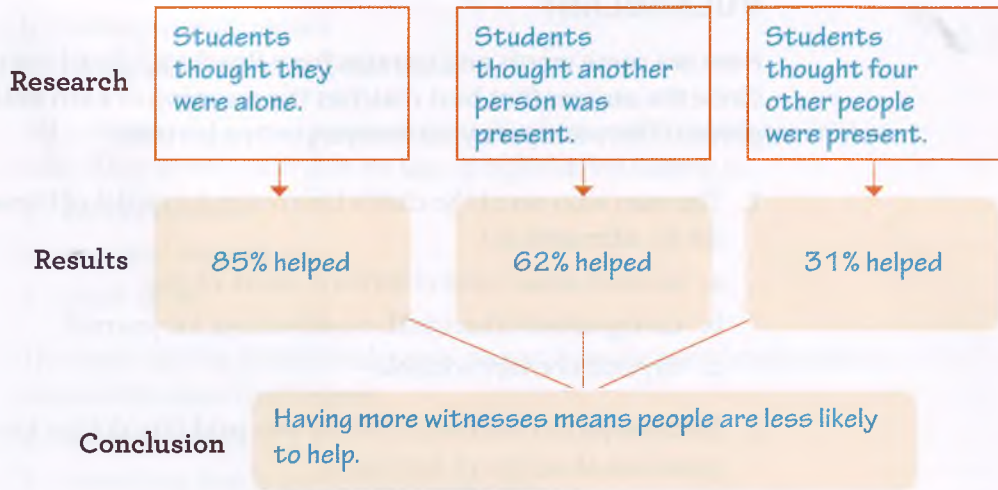
The flowchart below organizes the main points of a scientific article.



Tip Critical Thinking

Activity A uses a graphic organizer to illustrate the ideas of a reading. When you illustrate, you make a picture of information or ideas. This is a good way to understand material and to review for a test.

A. With a partner, look at a student's graphic organizer for Paragraph 4 of Reading 1. Then discuss the questions.



Tip for Success

Looking for patterns of organization in a text will help you understand what the writer wants to say about the topic.

1. How does the flowchart organize information from the reading?
2. Look at the labels on the left. Are these words from the reading or from the student who made the graphic organizer?
3. Does the graphic organizer make the information easier to understand?

B. Work with a partner. Use the flowchart from Activity A. Complete the summary of Paragraph 4 of Reading 1.

Darley and Latane researched the bystander effect using _____ (1) groups of students in different situations. When students thought they were _____ (2), 85 percent tried to help someone in need. When they thought one other student was present, _____ (3) tried to help. Finally, only 31 percent helped when students thought _____ (4) other bystanders were present. Based on these results, Darley and Latane concluded that _____ (5).

READING 2 | The Biology of Altruism

VOCABULARY

Here are some words and phrases from Reading 2. Read the sentences. Circle the answer that best matches the meaning of each bold word or phrase. Then compare your answers with a partner.

1. The man who saved the child's life received a medal of honor from the city for his **altruistic** act.
 - a. worried about what others will think of you
 - b. caring about others with no advantage for yourself
 - c. shy and not very sociable
2. Each **subject** in the medical study was paid fifty dollars for answering questions about his or her health.
 - a. a person who works in hospitals
 - b. a person who is part of an experiment
 - c. a person who doesn't have enough money
3. The researcher could **barely** hear anything because there was so much noise coming from outside.
 - a. hardly; almost not
 - b. completely
 - c. often
4. Some scientists **hypothesize** that natural instincts and how we are raised have an equal effect on how helpful we are. Others believe one has more influence than the other.
 - a. state that something is definitely true
 - b. suggest a possible explanation
 - c. disagree strongly with someone
5. Designing an experiment well can **lead to** useful results. In contrast, a poorly designed experiment can result in unreliable information.
 - a. control
 - b. end
 - c. cause
6. Watching people on a crowded sidewalk can **bring about** a better understanding of how the bystander effect works in real life.
 - a. cause
 - b. destroy something
 - c. improve the look of something

7. Health-care workers are usually **compassionate** people—they want to help others in need.
 - a. caring about other people's feelings
 - b. having enough money
 - c. taking more than your fair share
8. All scientists **rely on** experiments to test whether their ideas are true or false. They never guess that an idea is right before testing it.
 - a. use occasionally
 - b. need and depend on
 - c. think about
9. The results of the **initial** study were correct because every study after it showed the same conclusions.
 - a. last in a series
 - b. something that is at the beginning; first
 - c. of little importance

PREVIEW READING 2

You are going to read an article from a science journal that presents research on how the brain can influence a person's decision to help strangers.

Read the first and last paragraphs. Why do you think people want to help strangers? Check (✓) your answer(s).

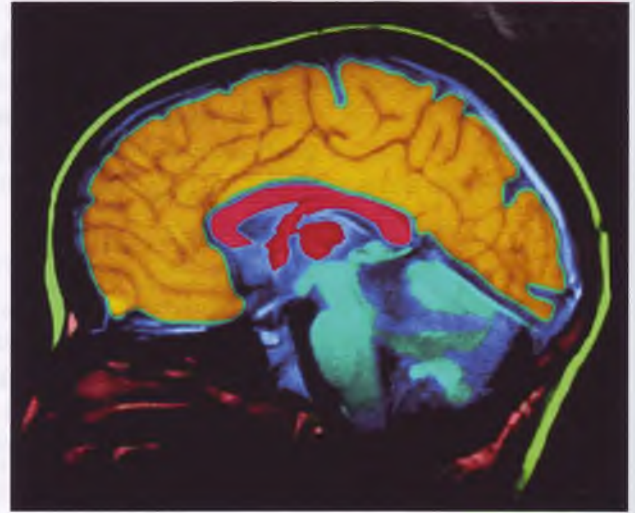
- It makes them feel good.
- It helps people survive.
- They feel they have to.
- They want something in return.
- It makes them feel important.
- It is polite.

The Biology of Altruism

1 Scientific evidence suggests that humans have a biological desire to help others, including strangers. **Altruistic** behavior towards strangers is uniquely human and observed at a very young age. Dr. Felix Warneken and Dr. Michael Tomasello of Germany's Max Planck Institute for Evolutionary Anthropology have shown that children as young as 18 months want to help strangers. When their 18-month-old **subjects** saw a stranger throw a pencil on the floor, none of them picked it up. However, when the same subjects saw someone "accidentally" drop a pencil, nearly all the children picked it up in the first ten seconds. Says Dr. Warneken, "The results were astonishing because these children are so young. They still wear diapers and are **barely** able to use language, but they already show helping behavior." Because altruistic behavior appears in children so young, Dr. Warneken and other scientists **hypothesize** that the human brain is designed to be altruistic.

Mirror Neurons

2 By using brain scans¹, neuroscientists are making new discoveries about the biology of the human brain. The recent discovery of mirror neurons in humans **leads to** scientists' belief that the brain can influence altruistic behavior. Mirror neurons are ordinary brain cells located throughout the brain. They "light up" when a person is performing an action or observing someone else doing a similar action. Mirror neurons make us cry when we see someone else



Brain scans like this one help scientists see the brain in action.

cry or smile when someone smiles at us. Our mirror neurons actually feel what they feel. They cry and smile along with them.

3 How, then, can mirror neurons **bring about** altruistic behavior? By helping us feel what others feel, mirror neurons naturally make us feel **compassionate**. They allow us to put ourselves in someone else's situation; without them, we would not understand or care about other people's emotions. Would we help hurricane victims²? Give money to the poor? Save lives? Probably not, says Marco Iacoboni, a leading neuroscientist: "We are good because our biology drives us³ to be good." In other words, mirror neurons seem to prepare us to be altruistic.

Neuroeconomics

4 Neuroeconomist Bill Harbaugh and his team at the University of Oregon study the biology of altruism. They look specifically at

¹ brain scan: an image of the brain taken by a special machine

² victim: a person harmed or killed as a result of a crime or accident

³ drive: to motivate, or cause someone to act in a particular way

neuroeconomics, or the connection between the brain and economic decisions. In one of their experiments, the researchers tried seeing if people's donations to charity⁴ were affected by neurons. Nineteen women were given \$100 to play a charity game on the computer. They could choose to donate or not to a charity, each decision leading to other situations where they could gain or lose money. At the end of the game, the subjects were able to keep all the money that was left in their accounts.

- 5 As the subjects played the game, the scientists scanned their brains. They looked at the brain's "pleasure center," which controls how good people feel. When most subjects donated money to a charity, their pleasure centers lit up on the brain scan. Some even lit up when the subjects were taxed on their donation. Both results suggest that the brain's pleasure center is rewarded for altruistic acts. In addition, the more people donated, the more their pleasure centers lit up. For some, the pleasure center lit up more when the computer gave the charity extra money than when they received extra money to keep for themselves. The scientists point out that this was "the first neural evidence for ... pure altruism," meaning that altruism may indeed have a biological connection.

Unanswered Questions

- 6 Why would our brains be biologically prepared to help others? What benefit does it have for each of us and for human beings as a whole? One popular scientific theory suggests that being natural helpers improves our chances of survival. Humans are social creatures, dependent on family, friends, governments, and strangers. Babies need food to survive, but they also need someone there to feed them. Larger social groups also **rely on** our help, such as when we pay taxes or donate money to charities. Without a "helping brain," humans would have a much harder time trying to survive.
- 7 The study of the biology of altruism still has a long way to go, however. Many questions have grown out of these **initial** studies. For instance, if humans are born with a "helping" brain, why do we also have the ability to hurt others? Why are some of us more altruistic than others? How much control does the brain have on altruistic behavior? How much influence does society have? As technology advances, scientists hope to find answers to these questions and increase our understanding of ourselves.

⁴ **charity**: an organization set up to help people in need

MAIN IDEAS

Circle the answer to each question.

1. What is the main idea of the reading?
 - a. Research suggests that the brain influences our desire to help others.
 - b. Humans survive because they are natural helpers.
 - c. Children as young as 18 months have the desire to help strangers.
2. Which of the following is not true about mirror neurons?
 - a. They light up when a person is doing something.
 - b. They make us feel compassionate towards others.
 - c. They are different from ordinary brain cells.
3. What is neuroeconomics?
 - a. the study of how the brain makes decisions about money
 - b. the study of how the brain controls donations to charities
 - c. the study of how the brain's pleasure center works
4. What did Dr. Harbaugh's study reveal about neuroeconomics?
 - a. Some people get pleasure from being taxed on donations.
 - b. The brain's pleasure center is not rewarded for altruistic acts.
 - c. Donating money does not light up the brain's pleasure center.
5. Why might people be born with a "helping brain"?
 - a. Human babies need parents to feed them.
 - b. It improves people's chances of survival.
 - c. People have to live and work with others.

DETAILS

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

- ___ 1. When 18-month-old subjects saw a stranger throw a pencil on the floor, they picked it up immediately.
- ___ 2. Very young children show altruistic behavior.
- ___ 3. Scientists believe that the brain can influence human behavior.
- ___ 4. Scientists have known about mirror neurons for hundreds of years.
- ___ 5. Without mirror neurons, we would not understand or care about other people's emotions.

— 6. In Bill Harbaugh's experiments, women were given \$1,000 to play a charity game.

— 7. The subjects' memory centers lit up when they donated money.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. How altruistic do you think you are? Give examples to support your opinion.
2. Why do you think some people are more altruistic than others?

B. Think about both Reading 1 and Reading 2 as you discuss the questions. Then choose one question and write five to eight sentences in response.

1. What do you think has more influence on our decision to help other people: the presence of others or human nature?
2. Can a person's own life experiences make him or her a more helpful person? Explain, using examples from your own observations and experiences.

Vocabulary Skill Phrasal verbs



A **phrasal verb** is a combination of a verb and a particle. Particles are usually prepositions, such as *up*, *on*, *in*, *down*, and *over*. When they are used in a phrasal verb, however, they can change the meaning of the verb.

Compare these pairs of sentences.

The scientist was finished with his research, so he **ended** the experiments. He tried to help the old man find the address, but he **ended up** taking him home.

Bob and Al like to **watch** ice hockey on the weekends.

Watch out for that rock! It looks as if it's going to fall!

The phrasal verb *end up* has a different meaning from the verb *end*.

| | | |
|--------|---|---|
| end | → | to finish |
| end up | → | to be in a situation after a series of events |

The phrasal verb *watch out* has a different meaning from the verb *watch*.

| | | |
|-----------|---|---|
| watch | → | to look carefully or with interest at something |
| watch out | → | to be careful about something |

A. These phrasal verbs appear in the readings in this unit. Match each phrasal verb with its definition. Look back at the readings or use your dictionary to help you.

- ___ 1. set up (Reading 1, Paragraph 4)
- ___ 2. call out (Reading 1, Paragraph 4)
- ___ 3. figure out (Reading 1, Paragraph 4)
- ___ 4. help out (Reading 1, Paragraph 6)
- ___ 5. point out (Reading 2, Paragraph 5)
- ___ 6. grow out of (Reading 2, Paragraph 7)

- a. to tell or show something that people didn't know or think about
- b. to develop from
- c. to find an answer to something or to understand
- d. to prepare something
- e. to assist somebody
- f. to say something loudly or shout in order to attract attention

B. Complete this short article with phrasal verbs from Activity A.

Darley and Latane _____⁽¹⁾ experiments with college students to _____⁽²⁾ why no bystanders reacted to the murder of Catherine Genovese. Their study helped _____⁽³⁾ new information that they didn't expect. They discovered that the presence of more people at a scene makes people feel less responsible. The study also showed that people in groups don't react to a problem if nobody else acts or looks concerned. They assume that nothing is wrong, even if they hear someone _____⁽⁴⁾ for help. There have been other experiments since Darley and Latane's findings. Probably even more studies will _____⁽⁵⁾ their research because psychologists are very interested in knowing more about what other factors affect people's decisions to _____⁽⁶⁾ those in need.



WRITING

Writing Skill

Stating reasons and giving examples



Writers state **reasons** to explain why something happens. Reasons can explain why people act or do things in a certain way or why things happen. Writers support their reasons with **examples**. Examples can be specific situations or personal observations that writers give to make their reasons clearer.

Topic sentence: Some people don't know their neighbors very well.

Reason 1: They don't see each other often enough.

Example: They work so much that they are rarely at home during the day.

Example: They prefer not to spend much time outside.

Reason 2: They make wrong assumptions about their neighbors.

Example: They think their neighbors are unfriendly when in fact they are really just shy.

Example: They assume their neighbors are not interested in being friends.

There are certain phrases that signal examples, such as:

- For example,
- For instance,

Stating reasons with *because*

Because is often used to show reasons why something happens or is true. When *because* is at the beginning of a sentence, a comma is put before the second subject-verb combination.

Because they don't feel safe themselves, they don't think they can help someone else.

Diagram labels: **reason** (above "Because they don't feel safe themselves"), **second subject-verb combination** (above "they don't think they can help someone else").

When *because* is in the middle of a sentence, no comma is used.

People may not help because they don't feel safe.

Diagram label: **reason** (above "because they don't feel safe").

Tip for Success

Why questions appear on many tests. The test is asking you to state reasons. These are some words that signal why questions: Explain why ... Give reasons for ... Discuss the causes of ...

A. Read the paragraphs. Put a check mark (✓) next to the reasons and underline examples. Then write them in the outline that follows.

Why We Don't Help

There are a number of reasons why someone might not help a stranger in need. First of all, we might be too busy to help. For example, people might not stop to help a stranded driver on the side of the road because they are in a hurry to get to work. Another reason people may not help is because they don't feel safe. For instance, when people hear a stranger scream in the middle of the night, they might be too scared to help out. Since they don't feel safe themselves, they don't think

they can help someone else. Finally, we might not help others because we assume they can help themselves. For example, if someone on the sidewalk seems to be lost, people think that he or she can find the necessary information without help.

Overall, the decision not to help is very complex. Time, safety, and thinking people can help themselves are just three of many reasons a person chooses not to help others.

1. Topic sentence:

There are a number of reasons why someone might not help a stranger in need.

2. Reasons and examples:

Reason 1: too busy to help

Example: don't stop for stranded driver; in hurry to get to work

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

3. Concluding sentence: _____

B. Read the sentences. Underline the reasons. Add commas if needed.

1. Because the witnesses didn't feel responsible, they did nothing to help.
2. Because our brains have mirror neurons we can feel what others feel.
3. The scientists performed an experiment because they wanted to prove their theory.

4. Altruistic behavior is complex because many factors are involved.
5. People might help others because it improves their chances of survival.
6. Because the street was so busy no one noticed the man.

Grammar

Gerunds and infinitives



A **gerund** is the base form of a **verb + ing**. Gerunds function as nouns in a sentence. A gerund can be one word (*running, eating, living*) or part of a phrase (*running outdoors, eating healthily, living in a big city*).

Gerunds as subjects

A gerund or **gerund phrase** can be the subject of a sentence. A gerund subject always takes a singular verb.

- ☐ **Helping** is easier when we feel safe.
- ☐ **Being altruistic** means helping others without expecting anything in return.

Gerunds after verbs

Gerunds follow certain verbs. Here are some of the verbs that gerunds follow:

- ☐ avoid discuss enjoy go quit
- ☐ consider dislike finish practice suggest

An **infinitive** is **to + the base form** of a verb. Infinitives can also function as nouns in sentences.

- ☐ They wanted **to donate** money.

Infinitives after verbs

Infinitives follow certain verbs. Here are some of the verbs infinitives follow:

- ☐ agree decide hope plan wait
- ☐ appear forget learn seem want

A. Complete each sentence with a gerund phrase. Use the words in parentheses.

1. Studying social psychology (study/social psychology) is very interesting.
2. _____ (understand/human behavior) is not always easy.
3. _____ (help/other people) is part of human nature.
4. _____ (donate/money) is an example of altruistic behavior.

5. _____ (use/brain scans) has helped scientists better understand human behavior.
6. _____ (live/in a big city) can be stressful sometimes.

B. Complete each sentence with a verb + a gerund.

1. I wanted to be healthier, but I really dislike exercising (dislike/exercise).
2. If you have heart problems, you should _____ (quit/eat) salty foods.
3. Monica and Rodrigo _____ (consider/move) to Chicago, but they decided to stay in Miami.
4. We should _____ (avoid/buy) a big car. Gasoline is too expensive.
5. In our next class, we are going to _____ (discuss/write) paragraphs.
6. After Margo _____ (finish/eat) dinner, she read the newspaper.

C. Complete each sentence with a gerund or an infinitive.

1. I hope to go (go) to Australia someday.
2. Yuri wants _____ (visit) his friend in Seoul next fall.
3. You should practice _____ (speak) Spanish every day if you want to become fluent.
4. My neighbor agreed _____ (help) me move into my new apartment.
5. Do you enjoy _____ (play) soccer?
6. Vanessa goes _____ (swim) every morning with her daughter.

Q In this assignment, you are going to write a paragraph with reasons and examples. As you prepare your paragraph, think about the Unit Question, “Why do people help each other?” Refer to the Self-Assessment checklist on page 110. 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 a group, brainstorm reasons other than the ones in the readings that might affect a person’s decision to help others. Write your ideas in your notebook.

B. PLAN Follow these steps as you plan your paragraph.

1. Look at your notes from Activity A. Circle the reasons you want to include in your paragraph. Then think of examples to support these reasons.
2. Think about the readings in this unit. Is there any information from them that can help support your ideas?
3. Write an outline for your paragraph.

a. **Topic sentence:** _____

b. **Reasons and examples:**

Reason 1: _____

Example: _____

Reason 2: _____

Example: _____

Reason 3: _____

Example: _____

c. **Concluding sentence:** _____

- C. WRITE** Write your paragraph in your notebook. Use your outline from Activity B. Use *because* when you state some of your reasons. Look at the Self-Assessment checklist below to guide your writing.

REVISE AND EDIT

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

1. Does the paragraph have a clear topic sentence? Underline it.
2. Do the reasons support the topic sentence?
3. Are examples given to support the reasons?

- 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"/> | Is the punctuation correct? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all words spelled correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include vocabulary from the unit? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph include a topic sentence with reasons that support it? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph contain examples to support reasons? |
| <input type="checkbox"/> | <input type="checkbox"/> | Is <i>because</i> used correctly to state reasons? Are commas used if necessary? |
| <input type="checkbox"/> | <input type="checkbox"/> | Does the paragraph use phrasal verbs from the unit? Are they used correctly? |
| <input type="checkbox"/> | <input type="checkbox"/> | Do gerunds end in <i>-ing</i> ? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are all gerund subjects followed by a singular verb? |







Track Your Success

Circle the words you learned in this unit.

Nouns

factor  
responsibility 
subject 
theory  
witness 

Verbs

apply (to) 
hypothesize 
lead (to) 
prove 
rely (on)  

Adjectives

altruistic
compassionate
complex  
initial  

Adverb

barely 

Phrasal Verbs


bring about
call out

end up
figure out
grow out of
help out
point out
set up
watch out

Phrase

according to 

 Oxford 3000™ words

 Academic Word List

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

READING ● I can use a graphic organizer. (p. 96)

VOCABULARY ● I can use phrasal verbs. (p. 103)

WRITING ● I can state reasons and give examples. (p. 105)

GRAMMAR ● I can use gerunds and infinitives. (p. 107)

LEARNING OUTCOME ● I can write a paragraph about why people help others using reasons and examples.