

Q: Skills for Success

LISTENING AND SPEAKING

2

Margaret Brooks

SERIES CONSULTANTS

Marguerite Ann Snow

Lawrence J. Zwier

VOCABULARY CONSULTANT

Cheryl Boyd Zimmerman

with
**online
practice**

OXFORD

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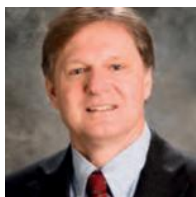


Margaret Brooks worked for many years as a teacher and administrator in a variety of English language programs in the Dominican Republic and Costa Rica. She has always had a lively interest in the development of classroom materials and innovative teaching methods.

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Cheryl Boyd Zimmerman is Associate Professor of TESOL at California State University, Fullerton. She specializes in second-language vocabulary acquisition, an area in which she is widely published. She teaches graduate courses on second-language acquisition, culture, vocabulary, and the fundamentals of TESOL, and is a frequent invited speaker on topics related to vocabulary teaching and learning. She is the author of *Word Knowledge: A Vocabulary Teacher's Handbook*, and Series Director of *Inside Reading*, both published by Oxford University Press.

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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*.

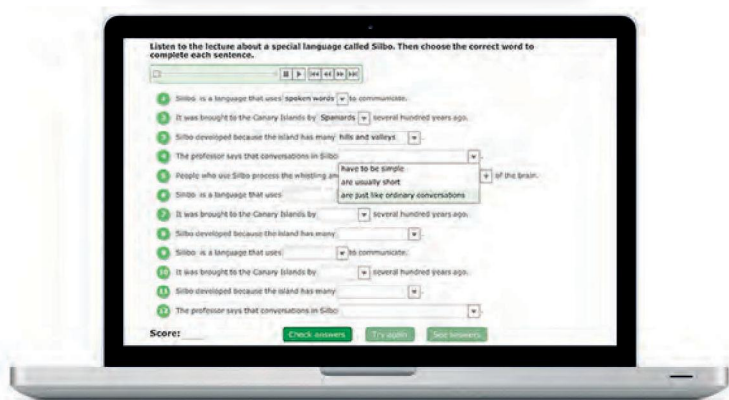
READING AND WRITING



LISTENING AND SPEAKING



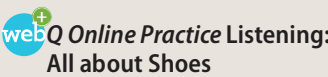
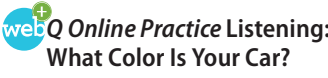
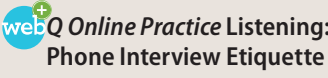
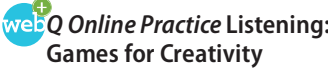
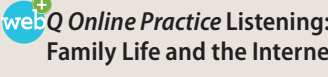
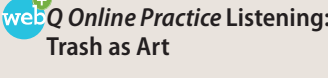
WITH Q ONLINE PRACTICE



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.

CONTENTS

Quick Guide		viii	
Scope and Sequence		xiv	
Unit 1	Q: Why do people follow fashion trends? Listening 1: Extreme Fashion Listening 2: Fashionomics	2	
Unit 2	Q: How can colors be useful? Listening 1: The Colors of Nature Listening 2: Building with Color	20	
Unit 3	Q: Why are good manners important? Listening 1: Be Polite Listening 2: Classroom Etiquette	38	
Unit 4	Q: How are games similar to real life? Listening 1: The Game of Life™ Listening 2: Business Is a Game	56	
Unit 5	Q: What does it mean to be part of a family? Listening 1: Separated at Birth Listening 2: Family History	74	
Unit 6	Q: Why pay for something you can do yourself? Listening 1: Howtoons Listening 2: Sell-it-yourself	92	
Unit 7	Q: What happens to our trash? Listening 1: Sustainable Dave Listening 2: The Great Pacific Garbage Patch	112	
Unit 8	Q: What makes a good storyteller? Listening 1: The Art of Storytelling Listening 2: The Great Banana Race	130	
Unit 9	Q: How do you use numbers in your daily life? Listening 1: Personal Numbers Listening 2: Can Numbers Lie?	148	
Unit 10	Q: How important is cleanliness? Listening 1: Water for Life Listening 2: Is It Possible to Be Too Clean?	168	
Audioscript		188	

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

learning outcomes focus students on the goal of their instruction.

UNIT 2
Color

LISTENING • understanding cause and effect

VOCABULARY • word families: nouns and verbs

GRAMMAR • there's and it's

PRONUNCIATION • schwa in unstressed syllables

SPEAKING • asking for and giving examples

LEARNING OUTCOME

In a group presentation, describe key aspects of a building that the group members have designed.



Unit QUESTION

Q How can colors be useful?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
- Why can wearing black clothes at night be dangerous? Why
- Imagine you want to paint your house. What color do you choose? Why?
- B** Discuss the Unit Question above with your classmates.
- C** Listen to The Q Classroom, Track 13 on CD 1, to hear other answers.

CRITICAL THINKING

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

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

Lawrence Lawson, Palomar College, California

LANGUAGE SKILLS

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



PREVIEW LISTENING 1

The Colors of Nature

You are going to listen to part of a nature program. A famous scientist talks about ways animals use color.

With a partner, discuss these questions.

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

CRITICAL THINKING

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



WHAT DO YOU THINK?

A. Discuss the questions in a group.

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

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

1. How can you compare the way animals use color with the way the architects use color?
2. You learned about bowerbird homes. What other kinds of animal homes do you know about? What can people learn from animal homes?

Critical Thinking

Question 2 asks you to **generalize** from specific examples. **Generalizing** is creating a general rule to explain details. In this case, you think about specific examples of animals' homes to talk about what animals' homes can teach people.

“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 listening, speaking, grammar, pronunciation, and vocabulary skills **help students achieve language proficiency.**

Listening Skill

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

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

Pollution was a poison to the frogs, **so** the frogs in the pond died.

The frogs survived **because** _____

CD 1
Track 16

A. Listen to these statements about the nature program you heard in

1. Katydidids are hard to see because of their green color.
2. Predators can't see the katydidids, so the katydidids stay safe.
- 3.
- 4.
- 5.
6. Dart frogs are dangerous because their skins contain a strong poison.

CD 1
Track 17

B. Listen to the scientist talk about Australian bowerbirds. Match each



A male bowerbird and its bower

Cause

- 1.
- 2.
- 3.
- 4.

- a. She becomes the male bird's mate.
- b. the nest easily.
- c. female bird.
- d. the red thing.

LEARNING OUTCOMES

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

Speaking Skill

Asking for and giving examples

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

Giving an example:

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

Asking for an example:

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

CD 1
Track 24

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

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

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

- 1.
2. Why I love the colors of the desert (or the mountains, the beach, etc.)
3. My favorite colors to wear

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

Vocabulary Skill Using the dictionary



Dictionaries have many different kinds of information about words. In addition to the meaning of the word, a dictionary entry includes:

- Part of speech—for example, *noun*, *verb*, *adjective*
- Word forms, such as plurals, past tense, and participle forms, and comparatives
- Pronunciation
- Grammatical information about words—for example, countability of nouns [C, U]

An entry can also include:

- Some synonyms or antonyms (opposites)
- Example phrases and sentences

A. Read the dictionary entry for the word *disease* kinds of information.

1. Circle the pronunciation information.
2. Underline the part of speech.
3. Put a check () next to the grammar information.
4. Put a star () next to the example sentences or phrases.

dis-ease /dɪˈziːz/ *noun* [C, U] (HEALTH) an illness of the body in humans, animals, or plants: *an infectious disease* • *Rats and flies spread disease.*
dis-eased *adj.*: His diseased kidney had to be removed.

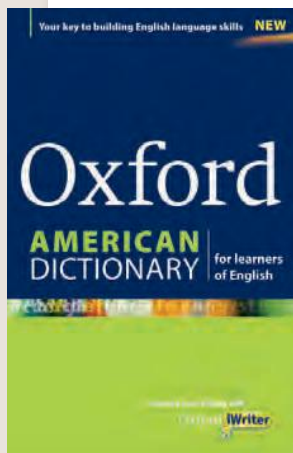
All dictionary entries are taken from the Oxford American Dictionary for learners of English.

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.

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*.

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 Present a building design

Q In this section, you are going to design a house or an apartment building. As you prepare your design, think about the Unit Question, "How can colors be useful?" and refer to the Self-Assessment checklist on page 36.

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



1



2



3



4

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.

- | | |
|----------------------|--|
| LISTENING | ● I can understand cause and effect. (p. 26) |
| VOCABULARY | ● I can use nouns and verbs. (p. 30) |
| GRAMMAR | ● I can use <i>there's</i> and <i>it's</i> . (p. 32) |
| PRONUNCIATION | ● I can use the schwa in unstressed syllables. (p. 33) |
| SPEAKING | ● I can ask for and give examples. (p. 34) |

LEARNING OUTCOME ● I can describe key aspects of a building in a group presentation.

“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 the reports they need
- **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/Qskillsforsuccess



Q Class Audio includes:

- listening texts
- pronunciation presentations and exercises
- *The Q Classroom*

“It’s an interesting, engaging series which provides plenty of materials that are easy to use in class, as well as instructionally promising.”
Donald Weasenforth, Collin College, Texas

SCOPE AND SEQUENCE | Listening and Speaking 2

UNIT	LISTENING	SPEAKING	VOCABULARY
1 Trends Q ? Why do people follow fashion trends? LISTENING 1: Extreme Fashion A Conversation Between Two Journalists (Fashion Design, Art) LISTENING 2: Fashionomics A College Business Class (Economics)	• Predict content • Listen for main ideas • Listen for details • Listen for expressions of opinion to understand a speaker's attitudes • Listen for intonation to determine a speaker's attitudes	• Take notes to prepare for a presentation or group discussion • Use repetition and signal words to draw attention to main ideas • Participate in a role-play to discuss solutions to a problem	• Assess your prior knowledge of vocabulary • Identify and use collocations of nouns with verbs
2 Color Q ? How can colors be useful? LISTENING 1: The Colors of Nature A Nature Program (Wildlife Biology) LISTENING 2: Building with Color A Panel Presentation (Architecture)	• Predict content • Listen for main ideas • Listen for details • Listen for causes and effects to understand relationships among ideas • Understand a presentation well enough to complete a summary • Listen to words to identify unstressed vowels	• Take notes to prepare for a presentation or group discussion • Use key words like <i>example</i> or <i>instance</i> to ask for and give examples • Present a physical description so others understand what a place looks like • Work with others to explain a plan	• Assess your prior knowledge of vocabulary • Identify nouns and verbs in a given word family
3 Courtesy Q ? Why are good manners important? LISTENING 1: Be Polite A Radio Program (Sociology) LISTENING 2: Classroom Etiquette A News Report (Education)	• Predict content • Listen for main ideas • Listen for details • Prepare for a listening task by asking yourself questions about the topic • Listen for exact words or phrases to improve your word recognition	• Take notes to prepare for a presentation or group discussion • Use <i>think</i>, <i>maybe</i>, and other appropriate vocabulary to give advice and make suggestions • Give a presentation to evaluate an action or situation	• Assess your prior knowledge of vocabulary • Identify and use synonyms • Use a dictionary to distinguish between words with similar meanings

GRAMMAR	PRONUNCIATION	CRITICAL THINKING	UNIT OUTCOME
• Present continuous verbs	• Interjections and intonation	• Assess your prior knowledge of content • Relate personal experiences to listening topics • Integrate information from multiple sources • Identify and reflect on personal aesthetic tastes • Place aspects of modern culture into a historical context • Anticipate arguments contrary to one's own	• Role-play a school committee discussion reaching a decision about the school's dress code.
• <i>There's</i> and <i>it's</i>	• Syllables with unstressed vowels (represented by the schwa)	• Assess your prior knowledge of content • Relate personal experiences to listening topics • Integrate information from multiple sources • Reflect on and express personal preferences • Explore connections within natural systems • Infer meaning from photographs	• In a group presentation, describe key aspects of a building that the group members have designed.
• Modal verbs <i>should</i> and <i>shouldn't</i>; questions with modals	• Words linked by final /s/ and /z/ sounds	• Assess your prior knowledge of content • Relate personal experiences to listening topics • Integrate information from multiple sources • Become aware of personal behavior in social contexts • Infer points of view held by others • Identify cultural norms and compare them with those of other eras	• Give a short presentation on bad manners.

UNIT	LISTENING	SPEAKING	VOCABULARY
4 Games Q ? How are games similar to real life? LISTENING 1: The Game of Life™ A Speech (Sociology) LISTENING 2: Business Is a Game A Discussion (Business)	• Predict content • Listen for main ideas • Listen for details • Listen for names and dates to understand time sequences and the roles of persons • Listen for exact words or phrases to improve your word recognition • Listen to directions so you can play a game properly	• Take notes to prepare for a presentation or group discussion • Give instructions to express the proper steps in a process • Participate in group planning to generate a product others can use	• Assess your prior knowledge of vocabulary • Understand suffixes -ty and -ity, which change adjectives to nouns
5 Family Ties Q ? What does it mean to be part of a family? LISTENING 1: Separated at Birth An Interview with a Sociologist (Sociology) LISTENING 2: Family History A Lecture (Genealogy)	• Predict content • Listen for main ideas • Listen for details • Listen for reasons and explanations to understand various points of view • Listen for intonation to understand questions with or	• Take notes to prepare for a presentation or group discussion • Use appropriate signals to indicate that you are expressing an opinion • Give an impromptu speech (one that you do very little preparation for)	• Assess your prior knowledge of vocabulary • Identify verb, noun, and adjective forms within word families
6 Self-Reliance Q ? Why pay for something you can do yourself? LISTENING 1: Howtoons A News Report (Business) LISTENING 2: Sell-it-yourself A Podcast (Home Economics)	• Predict content • Listen for main ideas • Listen for details • Listen for key words to find answers to detail questions • Listen for sounds in a word that indicate its spelling	• Take notes to prepare for a presentation or group discussion • Ask for and give clarification to encourage understanding in a conversation • Give a two- or three-minute presentation to your class	• Assess your prior knowledge of vocabulary • Find words in a dictionary even though you don't know how to spell them
7 Use and Reuse Q ? What happens to our trash? LISTENING 1: Sustainable Dave A Conversation (Ecology) LISTENING 2: The Great Pacific Garbage Patch A News Report (Oceanography)	• Predict content • Listen for main ideas • Listen for details • Use speaker's tone of voice in order to understand his/her attitude • Listen for word stress to understand compound nouns	• Take notes to prepare for a presentation or group discussion • Summarize a listening passage to check your understanding or tell others what you've heard • Participate in a panel discussion to debate solutions to a problem • Practice saying full and contracted forms of <i>will</i> clearly	• Assess your prior knowledge of vocabulary • Understand and use compound nouns

GRAMMAR	PRONUNCIATION	CRITICAL THINKING	UNIT OUTCOME
Imperative verbs	Syllables and word stress	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Recognize patterns and mentally organize them - Strategize in a competitive situation	In a group, develop a simple educational board game and introduce the game to another group.
Auxiliary verbs in questions	Intonation in questions with <i>or</i>	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Identify and evaluate qualities of personal relationships - Discover similarities and differences among relationships - Judge the truth and relevance of traditional wisdom	Give a two-minute impromptu speech responding to a quotation about families.
Comparatives and superlatives	Words linked by the same consonant sound	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Predict implications of social trends - Evaluate possible courses of action	Give a presentation about a handmade object that you own.
Future with <i>will</i>	Word stress in compound nouns	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Become aware of your personal lifestyle - Reflect on the desirability of personal behaviors - Appreciate possible global consequences of your actions	Participate in a panel discussion focusing on ways to reuse or recycle our trash.

UNIT	LISTENING	SPEAKING	VOCABULARY
8 Storytelling  What makes a good storyteller? LISTENING 1: The Art of Storytelling A Lecture (Theater Arts) LISTENING 2: The Great Banana Race A Story (Language Arts)	• Predict content • Listen for main ideas • Listen for details • Listen for clues in a text to make inferences • Listen for pauses to understand thought groups	• Take notes to prepare for a presentation or group discussion • Use appropriate words and phrases to express a sequence of events • Tell a short story to entertain your class	• Assess your prior knowledge of vocabulary • Understand and use fixed expressions
9 Numbers  How do you use numbers in your daily life? LISTENING 1: Personal Numbers A Radio Program (Cultural Anthropology) LISTENING 2: Can Numbers Lie? A Lecture (Statistics)	• Predict content • Listen for main ideas • Listen for details • Recognize spoken forms of numbers to understand details of time, amount, etc. • Listen for the exact words someone says to improve your word recognition	• Take notes to prepare for a presentation or group discussion • Use appropriate words and phrases to indicate that you understand what was said • Role-play a television talk show to practice saying numbers	• Assess your prior knowledge of vocabulary • The prefixes <i>mis-</i> and <i>dis-</i>
10 Global Health  How important is cleanliness? LISTENING 1: Water for Life A Group Discussion (Water Resource Management) LISTENING 2: Is It Possible to Be Too Clean? A Podcast (Public Health)	• Predict content • Listen for main ideas • Listen for details • Listen for clues to understand whether a statement expresses a fact or an opinion • Listen for the exact words someone says to improve your word recognition	• Take notes to prepare for a presentation or group discussion • Practice politeness, turn-taking, and other skills for participating in a group discussion • Plan and present a persuasive speech	• Assess your prior knowledge of vocabulary • Use a dictionary to deepen your understanding of familiar words

GRAMMAR	PRONUNCIATION	CRITICAL THINKING	UNIT OUTCOME
Simple past and narrative present	Stress and pauses indicating thought groups	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Organize events and experiences into narratives - Distinguish between literal and figurative language - Infer and deduce deeper meaning of non-literal expressions - Assess the significance of an item's characteristics	Tell a personal story using the Five Languages of Storytelling.
Modals of possibility: <i>could</i> and <i>might</i>	Content words and sentence stress	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Recall memories of past experiences - Associate verbal stimuli with memories - Analyze the likely truth of purported facts	Role-play a talk show discussion about giving a child his independence.
<i>If</i> clauses for future possibility	Function words and sentence stress	- Assess your prior knowledge of content - Relate personal experiences to listening topics - Integrate information from multiple sources - Reflect on your impact on the global environment - Practice thinking inductively - Extrapolate principles and larger truths from case studies - Decide how to resolve communication problems	Give a persuasive presentation introducing and supporting a possible solution to a problem.

- LISTENING** ● listening for main ideas
- VOCABULARY** ● collocations: nouns and verbs
- GRAMMAR** ● the present continuous
- PRONUNCIATION** ● interjections and intonation
- SPEAKING** ● drawing attention to main ideas



LEARNING OUTCOME ●

Role-play a school committee discussion reaching a decision about the school's dress code.



QUESTION

Why do people follow fashion trends?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Think about clothing you bought recently. Why did you buy it?

What fashions trends are popular now?

Look at the photo. Where are the people in the photo?
What are they are doing?

B Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, [Track 2](#) on [CD 1](#), to hear other answers.

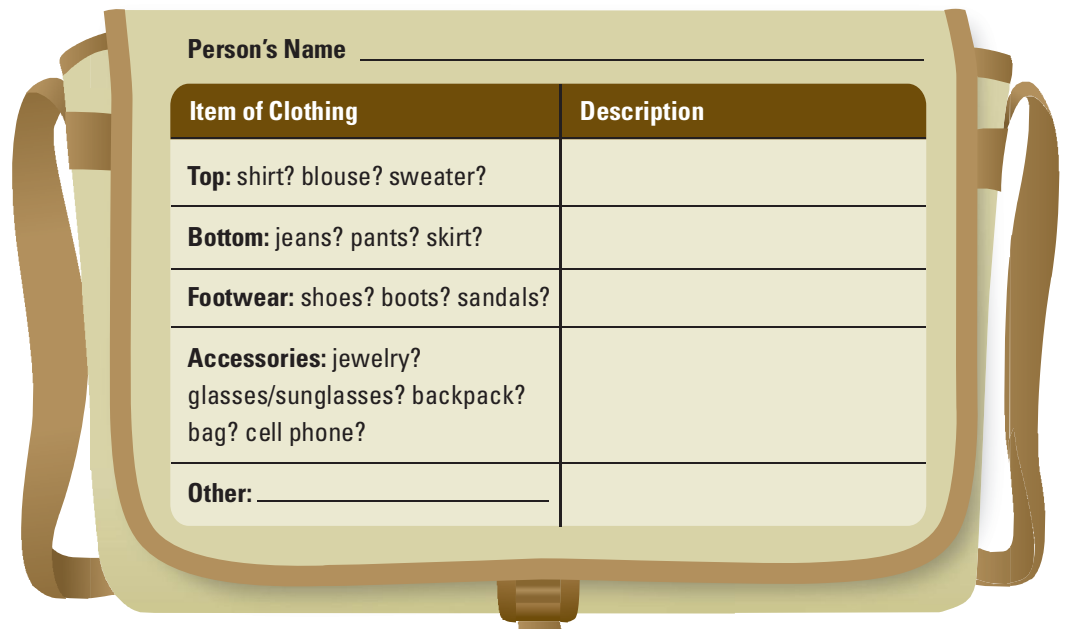


C Circle the statement (a or b) that you agree with the most. Then compare your answers with a partner.

1. a. I wear clothes because I like them, not because they're popular.
b. I like to wear the newest fashions.
2. a. I never read fashion magazines.
b. I like to read about popular fashion designers.
3. a. I have many pairs of sunglasses.
b. One pair of sunglasses is enough for me.
4. a. My favorite pair of shoes is new.
b. My favorite pair of shoes is old.
5. a. Working in fashion is an interesting career.
b. Working in fashion is not an interesting career.

D Do you notice what people wear? Do this activity to find out.

1. Think about a classmate. What is your classmate wearing and carrying? Complete the chart. Include as much information as you can.



Person's Name _____

Item of Clothing	Description
Top: shirt? blouse? sweater?	
Bottom: jeans? pants? skirt?	
Footwear: shoes? boots? sandals?	
Accessories: jewelry? glasses/sunglasses? backpack? bag? cell phone?	
Other: _____	

2. Work with a partner. Describe the classmate to your partner. Use the information in the chart. Have your partner guess who you described.
3. Listen to your partner describe someone. Who is your partner describing?



LISTENING

LISTENING 1 | Extreme Fashion



VOCABULARY

The words in **bold** are in Listening 1. Read the sentences. Then match each word with its definition below.

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

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



PREVIEW LISTENING 1

Extreme Fashion

You are going to listen to a conversation between two journalists, Vicky and John. Vicky has to write a story about a fashion show. What do you think she has to write about?



LISTEN FOR MAIN IDEAS

Listen to the conversation. Check (✓) the two statements that express main ideas of the conversation.

- ___ 1. Vicky went to a fall fashion show.
- ___ 2. People sometimes follow fashion trends because they're afraid to say they don't like them.
- ___ 3. Journalists and other people should be critical of fashions.
- ___ 4. Vicky has to write an article for tomorrow's newspaper.



LISTEN FOR DETAILS

Read the questions. Then listen again. Answer the questions.

1. What did the dress at the fashion show look like?

2. Did people laugh when they saw the dress?

3. What does Vicky think about the dress?

4. What can a celebrity do by wearing a certain fashion?

5. A journalist wrote a critical article about a designer. What did the designer do?

Tip for Success

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



WHAT DO YOU THINK?

Discuss the questions in a group.

Tip Critical Thinking

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

1. Do you agree that celebrities start fashion trends? Why or why not? Give examples.
2. What are other ways to start fashion trends?
3. There's an old saying: "Clothes make the man" (or woman). What do you think this saying means? Do you agree? Why or why not?

Listening Skill

Listening for main ideas



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



CD 1
Track 5

A. Listen to a short presentation on personal style. Check (✓) the sentence that best states the speaker's main idea.

- ___ 1. If you wear clothing from other times or places, you are out of style.
- ___ 2. People sometimes choose clothes that show who they want to be.
- ___ 3. Fashions of the 1930s and 1940s were more beautiful than today's fashions.



CD 1
Track 6

B. Listen again. Then work with a partner. Discuss the questions.

1. Which of these words from the listening did you NOT understand? Circle them.

cattle	commentator	elegant	sophisticated
caveman	costume	fantasy	vintage

2. Did you understand the main idea without knowing these words? How?
3. What examples did the speaker use? How did the examples help you understand the main idea?

LISTENING 2 | Fashionomics

VOCABULARY

Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word.

(*n.*) a good or useful effect of something

combination (*n.*) two or more things mixed or joined together

economics (*n.*) the study of money and business

individual (*n.*) one person

key (*adj.*) very important

opportunity (*n.*) a chance to do something

relationship (*n.*) a connection between two or more people

stuff (*n.*) a group of different things, often with little value

1. At that college, everyone has to take a course in economics.
Students learn how money, trade, and industry are organized.
2. Please take all your _____ off the table. I need to set the table for dinner. Those things don't belong there.
3. Each _____ has a different opinion about fashion.
4. Sandra and I have a good _____. We understand each other very well.
5. One _____ of a job with an airline company is that you can travel for free.
6. Matthew is a(n) _____ player on the team. We always lose when he doesn't play.
7. Emily had the _____ to go to a famous business school, but she said no.
8. This is a new flavor. It's like a _____ of orange and banana. I like the way they taste together!



PREVIEW LISTENING 2

Fashionomics

You are going to listen to part of a college business class. The professor is discussing something called “Fashionomics.”

What do you think “Fashionomics” is?

Circle the best choice.

- a. the economics of fashion
- b. clothes made from money
- c. a home economics class about clothes

LISTEN FOR MAIN IDEAS

Listen to the business class discussion. Circle the correct answer to each question.



Tip for Success

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

1. What is fashionomics?
 - a. a study of how fashions change
 - ☒ b. a study of fashion and the economy
 - c. a study of the history of fashion design
2. How is fashion good for the economy?
 - a. It creates jobs for people who make and sell clothes.
 - b. It makes people spend too much money on clothes.
 - c. It encourages people to wear their clothes for a long time.
3. Which of these is NOT a benefit of the fashion business?
 - a. It gives individuals an opportunity to create their own “look.”
 - b. It encourages designers to be more creative.
 - c. It encourages everyone to dress in the same way.

LISTEN FOR DETAILS

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

1. The professor says that fashion ____.
 - a. is very attractive
 - b. is always changing
 - c. is very expensive
2. A student says that he wants to buy a new jacket because ____.
 - a. his old jacket is in poor condition
 - b. he thinks his old jacket is ugly
 - c. his old jacket is “out of fashion”
3. One of the students feels that putting on old jeans and a T-shirt ____.
 - a. shows that a person is not very creative
 - b. shows that a person is not interested in fashion
 - c. creates a “look” for the person
4. At the end of the class the professor does not ____.
 - a. give the students a test on the lecture
 - b. review the important points of the discussion
 - c. give the students homework for the next day



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. What jobs and businesses depend on clothing or fashion?
2. Is choosing the clothes you wear a creative activity? Why or why not?

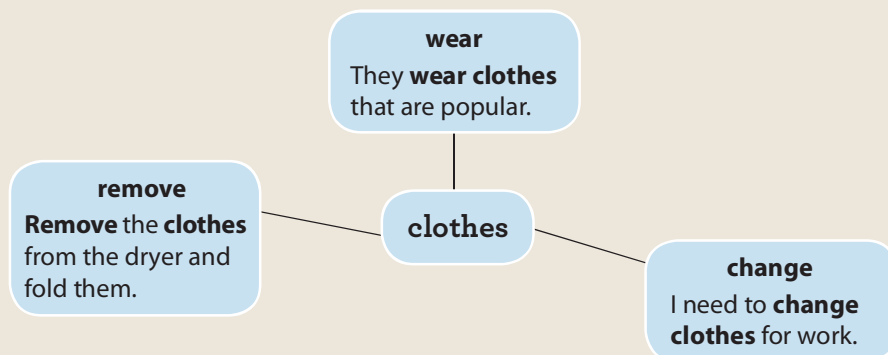
B. Think about both Listening 1 and Listening 2 as you discuss the questions.

1. Why do people follow fashion trends? What different reasons did Listening 1 and Listening 2 suggest?
2. How does a person's clothing affect your opinion of him or her?
3. Imagine a world without fashion. What do people wear? How does it affect the economy?

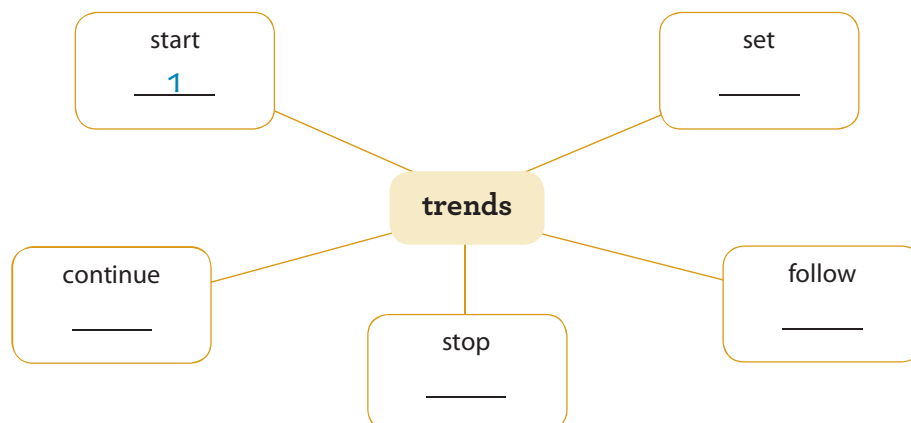

Tip for Success

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

Collocations are groups of words that are commonly used together. One type of collocation is the **noun + verb** combination. The word web shows verbs often used with the noun *clothes* and with other clothing words.


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

- Hey, your shoes look cool! I'm going to get some, too. We can start a trend.
- Franco doesn't like to follow fashion trends. He prefers to look different from everyone else.
- I wasn't trying to set a trend. I wore orange because I was riding my bike at night.
- More and more people are wearing black to work. I want to stop the trend. I'm going to start wearing blue.
- Skirts are getting longer again. I hope they continue this trend.

B. Complete the word web. Use the words you underlined in Activity A. Under each word, write the number of the sentence that collocation appears in.




SPEAKING

Grammar

The present continuous



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

Affirmative

Negative

base form of verb + *ing*

I **am eating** dinner.

subject form of *be*

base form of verb + *ing*

We **are not studying** for a test right now.

subject form of *be*

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

Affirmative

Negative

base form of verb + *ing*

She **is finishing** her homework today.

subject form of *be*

base form of verb + *ing*

They **are not watching** a movie this week.

subject form of *be*

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

1. Fashions / change / quickly this year

Fashions are changing quickly this year.

2. Jenny / attend / the Fashion Institute / this year

3. We / discuss / fashion and the economy / this week

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



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

1. _____

3. _____

5. _____

2. _____

4. _____

6. _____



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

☐ **Wow!** That dress is fantastic! I love it.

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

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

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

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

Other common interjections are *well*, *yeah*, *hmm*, and *uh*.



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

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

Which speaker sounds more uncertain?

___ Speaker 1

___ Speaker 2

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

Which speaker sounds more excited?

___ Speaker 1

___ Speaker 2

3. **Yeah**, I lost my presentation.

Which speaker sounds more disappointed?

___ Speaker 1

___ Speaker 2

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

Which speaker sounds happier?

___ Speaker 1

___ Speaker 2



When you speak, help listeners understand your main ideas.

- Repeat an important idea with different words.

☐ Clothes don't make the man. **In other words**, you can't tell who people are just by their clothes.

- Use phrases for emphasis.

☐ **The key point is** that clothes don't make the man.

- Summarize the main ideas of the presentation.

☐ **To sum up**, clothes don't make the man.

A. Read the lecture "Is Fashion an Art?" Underline an example of each main idea strategy.

Is Fashion an Art?

Think for a minute about the word "fashion." What words do you think of? Maybe you thought of colors, lines, design, or style. Or perhaps you thought of clothing like *skirt* or *jacket*. How many of you thought of art?

There is a relationship between fashion and art. A painter uses colors, lines, and a sense of design to create a painting. A fashion designer uses the same things: color, lines, and so on and creates clothing. People have different opinions about both paintings and fashions. Some think they are beautiful and interesting. Others don't like them at all.

But here's a key difference between art and fashion. People have to wear fashions. Clothes protect our bodies. They keep us warm in the winter, cool in the summer, and dry when it's raining. They also have social functions. We have different clothes

for work, for play, and for special occasions. In other words, clothes have to be useful. That's the key difference between fashion and an art form like painting.

So, to sum up, fashion is a form of art. It is creative and uses many of the same elements artists use. Many museums have exhibits of clothing as art. But clothing also has to be useful or practical.



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

1. I would like to wear clothes like the ones people wore in (year).
2. Shopping for clothes is (not) an interesting and creative hobby.
3. Buying clothes by famous designers is (not) a waste of money.

Unit Assignment Role-play a discussion

Q In this section, you are a member of a committee—a group of people who need to make a decision. The committee has to decide if high school students must wear uniforms or if students can choose their own clothes. As you prepare your committee discussion, think about the Unit Question, “Why do people follow fashion trends?” and refer to the Self-Assessment checklist on page 18.

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



CONSIDER THE IDEAS



Listen to the radio announcement. The announcement asks parents, teachers, and students to come to a meeting to discuss school uniforms. Answer the questions.

1. What is one of the main points in favor of uniforms?

2. What is one of the main points against uniforms?

3. What do many parents complain about?

PREPARE AND SPEAK

A. GATHER IDEAS Read the sentences. What do you think? Check (✓) who you think is going to agree and disagree with each statement.

Statement	Student	Parent	Principal
1. Students who wear uniforms take school more seriously.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
2. Students who wear uniforms do not worry about the latest fashions.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
3. School uniforms help students feel like a part of the school community.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
4. Students who wear uniforms are only judged on their personalities.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
5. School uniforms are expensive. Parents cannot be required to buy them.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
6. Parents don't spend much money on designer clothes for students who wear uniforms.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
7. Teenagers don't like to be told what to do. Uniforms make them dislike school.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
8. School uniforms are not comfortable.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
9. When students have to wear uniforms, they don't feel like individuals.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree
10. School uniforms take away students' freedom.	☐ agree ☐ disagree	☐ agree ☐ disagree	☐ agree ☐ disagree

- B. ORGANIZE IDEAS** Assign the roles from Activity A to the members of your group: *student, parent, or principal*. Think about your role. In your role, did you agree or disagree with each statement? Why?

Answer the question below. Give three reasons with examples to support your answer.

Do students at our school need to wear uniforms? _____

Reason 1: _____

Example 1: _____

Reason 2: _____

Example 2: _____

Reason 3: _____

Example 3: _____

- C. SPEAK** Role-play the committee discussion about the question *Do students at our school need to wear uniforms?* Refer to the Self-Assessment checklist on page 18 before you begin.

During the discussion, members:

- say their reasons and examples.
- ask at least two other members questions about their reasons.
- agree to support or not support school uniforms at the school.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used the present continuous.
☐	☐	I used vocabulary from the unit.
☐	☐	I drew attention to main ideas.
☐	☐	I used intonation to express feelings.

B. **REFLECT** Discuss these questions with a partner.



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

Track Your Success

Circle the words you learned in this unit.

Nouns

benefit  **AWL**
 cattle
 caveman
 celebrity
 combination 
 commentator **AWL**
 costume
 economics  **AWL**
 fantasy

individual  **AWL**

joke 
 journalist 
 opportunity 
 relationship 
 stuff 
 trend  **AWL**

Verbs

admire 
 criticize 

Adjectives

critical 
 elegant 
 extreme 
 key 
 ridiculous 
 risky
 sophisticated
 vintage

 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.

LISTENING	☐ I can listen for main ideas. (p. 7)
VOCABULARY	☐ I can use noun and verb collocations. (p. 11)
GRAMMAR	☐ I can use the present continuous. (p. 12)
PRONUNCIATION	☐ I can use interjections and intonation. (p. 13)
SPEAKING	☐ I can draw attention to main ideas. (p. 14)
LEARNING OUTCOME	☐ I can role-play a school committee discussion reaching a decision about the school's dress code.

UNIT 2

Color

- LISTENING ● understanding cause and effect
- VOCABULARY ● word families: nouns and verbs
- GRAMMAR ● *there's* and *it's*
- PRONUNCIATION ● schwa in unstressed syllables
- SPEAKING ● asking for and giving examples



LEARNING OUTCOME ●

In a group presentation, describe key aspects of a building that the group members have designed.



Unit QUESTION

How can colors be useful?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Why can wearing black clothes at night be dangerous? Why do traffic police sometimes wear orange?

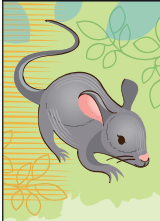
Imagine you want to paint your house. What color do you choose? Why?

Look at the photo. Why do you think the butterfly is yellow?

B Discuss the Unit Question above with your classmates.

▶ Listen to *The Q Classroom*, [Track 13](#) on [CD 1](#), to hear other answers.

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

Animals Around Us		
ANIMAL	WHERE YOU SEE IT	ANIMAL'S COLOR
 bird	☐ at home ☐ in the yard ☐ in the park ☐ other _____	_____ _____ _____
 mouse	☐ at home ☐ in the yard ☐ in the park ☐ other _____	_____ _____ _____
 cat	☐ at home ☐ in the yard ☐ in the park ☐ other _____	_____ _____ _____

D Look at the photo. The woman is wearing a special kind of clothing called *camouflage*. It has the same colors as the forest. Why is this clothing useful for her job?



An animal photographer



LISTENING

LISTENING 1 | The Colors of Nature

VOCABULARY

Here are some words from Listening 1. Read the sentences. Circle the answer that best matches the meaning of each bold word.

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



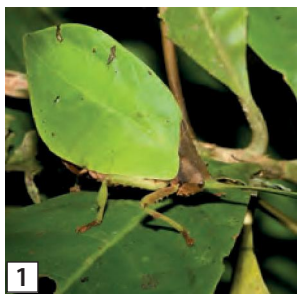
PREVIEW LISTENING 1

The Colors of Nature

You are going to listen to part of a nature program. A famous scientist talks about ways animals use color.

With a partner, discuss these questions.

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



1

A false-leaf katydid



2

A cryptic frog



3

A blue poison dart frog

LISTEN FOR MAIN IDEAS



Listen to the nature program. Match the animal with its use of color.

- | | |
|---------------------------|--|
| ___ 1. cryptic frog | a. for camouflage in green leafy areas |
| ___ 2. false-leaf katydid | b. to give a warning |
| ___ 3. poison dart frog | c. for camouflage on the forest floor |

LISTEN FOR DETAILS

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

1. The false-leaf katydid's ____ look just like leaves.
 - a. eyes
 - b. wings
2. The katydid gets its name from ____.
 - a. a girl named Katy
 - b. a sound it makes
3. The colors of the cryptic frog match the leaves and ____ **on the forest floor**.
 - a. rocks
 - b. insects
4. The best way to see a cryptic frog is to ____.
 - a. wait for the wind to blow
 - b. watch for it to move
5. The blue poison dart frog has enough poison to kill ____.
 - a. ten men
 - b. one man
6. Poison dart frogs live in the rain forests of ____.
 - a. South America
 - b. South Africa



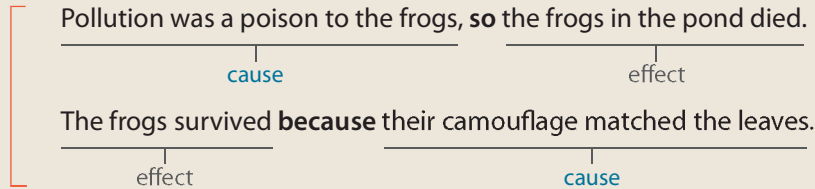
WHAT DO YOU THINK?

Discuss the questions in a group.

1. Think about the animals in Activity C on page 22. Do these animals use color for camouflage or as a warning? Explain.
2. Most large predators, like lions, are not brightly colored. Why do you think this is true?
3. What are some ways people use color as camouflage or as a sign of danger?

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

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



CD 1
Track 16

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

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

CD 1
Track 17

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



A male bowerbird and its bower

Cause	Effect
___ 1. The male bowerbird builds a bower.	a. She becomes the male bird's mate.
___ 2. The bowerbird doesn't like red.	b. Predators cannot find the nest easily.
___ 3. The female likes the bower.	c. The bower attracts a female bird.
___ 4. The female builds a nest in a tree.	d. The bowerbird removes the red thing.

LISTENING 2 | Building with Color

VOCABULARY

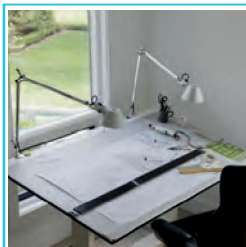
Here are some words from Listening 2. Read the paragraph. Then write each bold word next to the correct definition.

Building My Dream House

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

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

1. _____ (n.) a person who draws and designs buildings
2. _____ (phr. v.) to look like the things around
3. _____ (n.) a hard, man-made building material
4. _____ (v.) to be the same color as something else
5. _____ (n.) the top of a house
6. _____ (n.) the form of something, such as a circle or square
7. _____ (n.) a place or location
8. _____ (adj.) in a direct line, not curved
9. _____ (adj.) related to the city, not the country
10. _____ (v.) to tell someone what you think he or she should do



PREVIEW LISTENING 2

Building with Color

You are going to listen to a class presentation about how different architects use color in their work. The presentation includes photographs of the architects' work.

Look at the two pictures from the presentation. How are the colors different? Discuss with a partner.



Great Bamboo Wall House



Hundertwasser House



LISTEN FOR MAIN IDEAS

Listen to the presentation. Then complete the summary. Use the words and phrases in the box.

architects	different	materials and colors
blend in	city	straight lines
bright colors	country	to look natural

The presentation is about the work of two different architects, Kengo Kuma and Friedensreich Hundertwasser. They are similar in some ways and different in others. Both want their buildings _____ . Kuma often builds in the _____. He wants his buildings to _____ with the environment. He does this with the _____ he chooses. Hundertwasser builds most of his buildings in the _____, and he uses a lot

of _____. However, he uses natural shapes and almost no _____. He wants every home to be _____, even if it is part of an apartment building.

LISTEN FOR DETAILS



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

Tip for Success

When you hear new information, think of examples and experiences from your life. This helps you understand and remember new information.

1. In what city did Kengo Kuma build his first buildings?

2. What building material did Kuma use first?

3. What colors did Kuma use in his more recent buildings?

4. In what city did Friedensreich Hundertwasser work?



WHAT DO YOU THINK?

A. Discuss the questions in a group.

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

Critical Thinking

Question 2 asks you to **generalize** from specific examples. **Generalizing** is creating a general rule to explain details. In this case, you think about specific examples of animals' homes to talk about what animals' homes can teach people.

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

1. How can you compare the way animals use color with the way the architects use color?
2. You learned about bowerbird homes. What other kinds of animal homes do you know about? What can people learn from animal homes?



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

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

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

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

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

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

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

- V 1. We can **camouflage** this birdhouse. We can paint it the same color as the tree.
- ___ 2. An owl is a bird that flies at night. It calls, "Hoo, hoo, hoo." It **sounds** like it's asking, "Who? Who? Who?"
- ___ 3. The **poison** of that insect is very strong, but it can't kill a person.
- ___ 4. There are many different **sounds** in the forest at night.
- ___ 5. That architect **blends** natural materials and concrete.
- ___ 6. Both of these shirts are blue, but the colors don't **match**. This one is darker.
- ___ 7. The color green is actually a **blend** of blue and yellow.
- ___ 8. That liquid is dangerous. It can **poison** people and animals.

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

camouflage change fight match poison sound

Tip for Success

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

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



A blue poison dart frog



There's and it's



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

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

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

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

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

There are many different animals in the park. _____¹ *There's*
a bright red bird in a tree. _____² a male cardinal.
Nearby _____³ a similar bird, but _____⁴
brown, not red. _____⁵ a female cardinal. On a
flower, _____⁶ *a beautiful orange and black butterfly.*
_____⁷ *a monarch butterfly. Predators can see it easily. But*
they also know that _____⁸ a dangerous insect. Its wings have
a terrible taste. Its color is a warning to predators.

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

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

B:



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

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

/bə 'næ nə/

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

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

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

hun-gry mo-ney



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

1. camouflage

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

8. _____



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



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

1. contain concrete

2. mention apartment

3. answer another

4. program protection

5. material many

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

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

Speaking Skill

Asking for and giving examples



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

Giving an example:

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

Asking for an example:

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



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

1. _____

2. _____

3. _____

4. _____

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

1. The best colors for the rooms of a house
2. Why I love the colors of the desert (or the mountains, the beach, etc.)
3. My favorite colors to wear

Unit Assignment Present a building design

Q In this section, you are going to design a house or an apartment building. As you prepare your design, think about the Unit Question, “How can colors be useful?” and refer to the Self-Assessment checklist on page 36.

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



CONSIDER THE IDEAS

Look at the photos. Then discuss the questions in a group.

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

PREPARE AND SPEAK

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

1. Decide the type of building. Is it an apartment building or a house?

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

B. ORGANIZE IDEAS Discuss with your group what the building looks like from the outside. Then write an outline in your notebook, using the categories below.

- Building type
- Location
- Materials (concrete, wood, glass, metal, etc.)
- Outside colors
- Plan (how big, how many floors, how many rooms, etc.)
- Does it blend in with the environment or draw attention by being unusual?

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

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

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used <i>there's</i> and <i>it's</i> .
☐	☐	I used vocabulary from the unit.
☐	☐	I asked for and gave examples.
☐	☐	I used the schwa in unstressed syllables.

B. REFLECT Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

architect

concrete

insect

pattern

poison

predator

roof

shape

site

skin

sound

surroundings

warning

wing

Verbs

advise

change

fight

hide

match

survive

work

Adjectives

straight

urban

Phrasal Verb

blend in

Oxford 3000™ words

Academic Word List

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

LISTENING

● I can understand cause and effect. (p. 26)

VOCABULARY

● I can use nouns and verbs. (p. 30)

GRAMMAR

● I can use *there's* and *it's*. (p. 32)

PRONUNCIATION

● I can use the schwa in unstressed syllables. (p. 33)

SPEAKING

● I can ask for and give examples. (p. 34)

LEARNING OUTCOME

● I can describe key aspects of a building in a group presentation.

UNIT 3

Courtesy

- LISTENING ● predicting
- VOCABULARY ● synonyms
- GRAMMAR ● modal verbs *should* and *shouldn't*
- PRONUNCIATION ● final /s/ or /z/ sounds
- SPEAKING ● giving advice and making recommendations



LEARNING OUTCOME ●

Give a short presentation on bad manners.



QUESTION

Why are good manners important?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Do you feel that people are usually polite? Give examples.

Are you sometimes confused about what to do in social situations? Give examples.

Look at the photo. What do you think is happening? How do you think the man on the right feels?

B Discuss the Unit Question above with your classmates.

▶ Listen to *The Q Classroom*, [Track 25](#) on [CD 1](#), to hear other answers.

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

Manners Past and Present

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



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

- ____ 1. At the dinner table, serve the adults first. Then serve children.
- ____ 2. Never come to the table with dirty hands or uncombed hair.
- ____ 3. Eat slowly for good manners. Don't talk with food in your mouth.
- ____ 4. Young girls should never go anywhere without an older person.
- ____ 5. A man should take off his hat when he goes into a house.
- ____ 6. A man should always carry packages for a woman.
- ____ 7. Do not speak in a language that others in your group do not understand.
- ____ 8. A woman should start a handshake with a man.
- ____ 9. Home is the best place to learn good manners.
- ____ 10. Being polite means we want to make everyone around us comfortable.



LISTENING

LISTENING 1 | Be Polite

VOCABULARY

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

behavior (*n.*) the way you act

courtesy (*n.*) pleasant behavior that shows respect for other people

etiquette (*n.*) the rules for courtesy and polite behavior

manners (*n.*) acceptable behavior in a culture

polite (*adj.*) having good manners and showing courtesy

rude (*adj.*) not polite

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

B. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. I **admit** that I made a mistake. I was rude to Sara.
 - a. agree it is true
 - b. wish it is wrong
2. In that **society**, it's normal for people to arrive late. Being late is OK in that culture.
 - a. a group of people at a party
 - b. the people of one country or area

3. One reason for the **increase** in car accidents is that people don't pay attention to the road.
 - a. smaller number
 - b. growing number
4. There's too much **violence** in video games. It's not good to see characters fight and kill.
 - a. rude or impolite words
 - b. actions done to hurt someone
5. When a soccer player scores a goal, the people in the stadium often **scream** with excitement. The noise is incredible!
 - a. speak in very loud voices
 - b. speak very quietly

Listening Skill

Predicting



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

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

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

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



PREVIEW LISTENING 1

Be Polite

You are going to listen to a radio program called *Book Talk*. The people on the program talk about *The Civility Solution: What to Do When People Are Rude*. It is a book about the need for more polite behavior.

What do you think is the best way to respond to a rude person? Discuss your idea with a partner.

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



Part 1 The host of the program is going to introduce his guest. What information do you think he will include?



Part 2 What question did the host ask at the end of Part 1? How do you think Lynn Hancock will answer this question?



Part 3 How does the host feel about being polite when others are rude? What will Hancock say about this?

LISTEN FOR MAIN IDEAS



Read the statements. Then listen to the radio program. Write *T* (true) or *F* (false).

Tip for Success

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

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

LISTEN FOR DETAILS



Read the questions. Then listen to the radio program again. Circle the answer that best completes each statement.

1. The host of the program is ____.
 - a. Scott Webber
 - b. John Hopkins
 - c. Lynn Hancock
2. Professor Forni teaches ____ at Johns Hopkins University.
 - a. psychology
 - b. sociology
 - c. literature
3. "Road rage" is a term used to describe drivers who ____.
 - a. get angry while driving
 - b. are not good drivers
 - c. drive too slowly

4. If someone is yelling at you, you should _____.
 - a. scream at them
 - b. say nothing and walk away
 - c. stay calm and speak politely
5. If you are polite to someone who is rude, the other person will _____.
 - a. always respond politely
 - b. sometimes respond politely
 - c. never respond politely



WHAT DO YOU THINK?

Tip Critical Thinking

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

Discuss the questions in a group.

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

LISTENING 2 | Classroom Etiquette

VOCABULARY

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

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

1. I apologized to show Sue I have _____ for her feelings.
2. The parents are meeting with the _____ tonight to discuss problems at school. She can make new school rules to stop the problems.

3. Parents can have a great _____ on a child's behavior. They can teach by setting an example.
4. Teachers have to _____ many difficult problems in the classroom every day. They think of many good solutions.
5. Everyone thought that the class was very _____. It helped them get better grades and it improved their social skills.
6. I don't like it when people in a meeting just _____ their comments. They should wait their turn and speak politely.
7. Lisa and Mark want to _____ their Spanish. They go to class every day and practice often.
8. Young children can only be _____ for 20 or 30 minutes at a time. It is hard for them to sit still and focus for a long time.
9. Your son is very _____ at school. He calls me Ms. Moore, and he always says *please* and *thank you*.



PREVIEW LISTENING 2

Classroom Etiquette

You are going to listen to a news report about teaching etiquette in the classroom. Teachers think that students need to learn better manners. The question is, "Who should teach manners, the parents or the school?"

What do you think parents and teachers say about the etiquette classes? Circle *a* or *b*. Then explain your choice to a partner.

- a. They like the classes. They feel they have a positive effect on the children's behavior.
- b. The classes are a waste of time. Kids have to learn good manners at home.

LISTEN FOR MAIN IDEAS



Listen to the news report. Circle the answer that best completes each statement.

1. The main point of the news report is that _____.
 - a. parents don't know how to teach their children good manners
 - b. teachers don't have time to teach manners in the classroom
 - c. some schools teach manners in the classroom

2. According to Marjorie Lucas, the important idea about manners is that ____.
 - a. children need to respect other people
 - b. fighting and violence are bad
 - c. children need to have good table manners
3. The report makes it clear that ____.
 - a. parents are better than schools at teaching manners
 - b. the results of the classes surprised teachers
 - c. the etiquette classes helped children, teachers, and parents



LISTEN FOR DETAILS

Read the items below. Then listen to the report again. Write short notes to help you remember what you hear. Compare your notes with a partner.

1. One example of polite behavior for children around adults

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

2. The name of the company that teaches etiquette classes

3. One example of good behavior at school

4. Two positive results from the etiquette classes

5. How parents feel about the etiquette classes



WHAT DO YOU THINK?

A. Discuss the questions in a group.

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

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

1. What would Professor Forni think about companies giving etiquette classes in schools?
2. What's your opinion about today's society? Are people really ruder now than they were in the past?

Vocabulary Skill

Synonyms



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

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

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

an·ger¹ /ˈæŋɡər/ *noun* [U] the strong feeling that you have when something has happened or someone has done something that you do not like: *He could not hide his anger at the news.* ♦ *She was shaking with anger.*

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

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

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

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

B. Choose five words from Activity A. Write a sentence using each word. Then read your sentences aloud to a partner.

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



SPEAKING

Grammar

Modal verbs *should* and *shouldn't*



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

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

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

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

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

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

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

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

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

B. Work with a partner. Ask and answer Yes/No questions based on the sentences in Activity A. Explain your answers.

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

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

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

It's easy to learn to play the guitar.

The man was mad at the other drivers around him.

Tip for Success

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

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

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

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

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



Franklin D. Roosevelt, 1944



John F. Kennedy, 1963

The Etiquette of Hats

There are a lot of _____ about _____
in etiquette books. _____, men and women
always wore _____. It was bad
_____ to go out without a hat. Men took off their
_____. It _____

sign of respect for a man to take off his hat. These rules started to change in the 1960s. John F. Kennedy was the first U.S. president to appear in public without a hat. Some people think that in the sixties, the hair _____ popular rock stars, like Elvis Presley, made hats less popular.

Speaking Skill

Giving advice and making recommendations



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

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

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

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

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

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

Unit Assignment Give a presentation on manners

Q In this section, you are going to give a short presentation about manners. As you prepare your presentation, think about the Unit Question, "Why are good manners important?" and refer to the Self-Assessment checklist on page 54.

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

CONSIDER THE IDEAS

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

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

PREPARE AND SPEAK

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

Bad Manners for . . .

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

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

Topic: Bad Manners for _____

1. What Some People Do: _____

Why is this an example of bad manners?

Reasons:

a. _____

b. _____

What People Should Do: _____

Reasons:

a. _____

b. _____

2. What Some People Do: _____

Why is this an example of bad manners?

Reasons:

a. _____

b. _____

What People Should Do: _____

Reasons:

a. _____

b. _____

- C. SPEAK** Present your ideas to the class or to another group. Refer to the Self-Assessment checklist on page 54 before you begin.

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

CHECK AND REFLECT

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

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

B. **REFLECT** Discuss these questions with a partner.



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

Track Your Success

Circle the words you learned in this unit.

Nouns

actions

anger 

behavior 

courtesy

etiquette

growth 

increase 

influence 

manners

principal  **AWL**

rage

respect 

Verbs

improve 

scream 

yell

Adjectives

attentive

courteous

impolite

polite 

rude 

valuable 

Adverbs

frequently

often 

Phrasal Verbs

deal with 

shout out

Modal Verbs

should 

shouldn't

 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.

LISTENING VOCABULARY

☐ I can predict. (p. 42)

☐ I can use synonyms. (p. 47)

GRAMMAR

☐ I can use the modal verbs *should* and *shouldn't*. (p. 49)

PRONUNCIATION

☐ I can connect final /s/ or /z/ sounds. (p. 50)

SPEAKING

☐ I can give advice and make recommendations. (p. 51)

LEARNING OUTCOME

☐ I can give a short presentation on bad manners.

UNIT 4

Games

- LISTENING** ● listening for names and dates
- VOCABULARY** ● word families: suffixes
- GRAMMAR** ● imperative verbs
- PRONUNCIATION** ● word stress
- SPEAKING** ● giving instructions



LEARNING OUTCOME ●

In a group, develop a simple educational board game and introduce the game to another group.



QUESTION

How are games similar to real life?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

“Life is a game.” Do you agree with this statement? Why or why not?

How much time do you spend playing games?

Look at the photo. What is the man doing?

B Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, [Track 36](#) on [CD 1](#), to hear other answers.

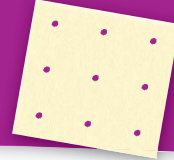
C In a group, discuss the questions.

1. What games did you play as a child? Which were your favorite games?
2. What games do you play now? Do you play any board games? If so, which ones?
3. Games are fun to play. What are some other reasons to play games?

D Play this game with a partner.

Dots and Boxes

Number of players: 2

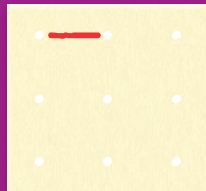


Instructions:

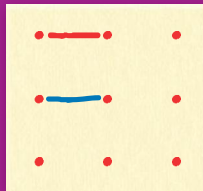
1. Draw a large square. Draw a grid of dots in the square. The grid is three rows of three dots each.
2. Decide which partner goes first.
3. Take turns drawing lines between two dots in the grid. Only draw lines side to side or up and down. The goal is to make boxes by connecting dots. Boxes can use lines made by both players.
4. When you complete a box, write the first letter of your name in it. Then take an extra turn.
5. Continue taking turns until all the dots in the grid are connected.
6. Count the number of boxes each player made. The player with the most boxes wins.

Example: In this game, the players are **Red** and **Blue**. **Red** goes first. On the sixth turn, **Blue** completes a box and writes the letter **B** in it. **Blue** will now take another turn.

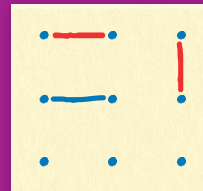
Turn 1 (Red)



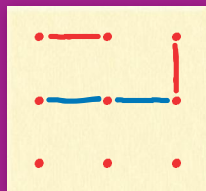
Turn 2 (Blue)



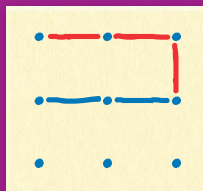
Turn 3 (Red)



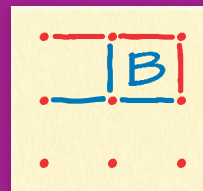
Turn 4 (Blue)



Turn 5 (Red)



Turn 6 (Blue)





LISTENING

LISTENING 1 | The Game of Life™

VOCABULARY

Here are some words from Listening 1. Read the sentences. Circle the answer that best matches the meaning of the bold word or phrase.

1. A **developer** needs special skills to make computer games. He or she has to know a lot about computer programming.
 - a. game creator
 - b. game seller
2. I don't need an **instant** answer to my question. You can tell me next week.
 - a. correct
 - b. immediate
3. The **object** of this activity is to practice speaking English in a group.
 - a. goal or purpose
 - b. place or thing
4. Firefighters and police officers show great **bravery**. They do dangerous jobs every day to help other people.
 - a. quality of not being afraid of danger
 - b. quality of having many skills
5. That is the **original** draft of my essay. I revised it many times. You need to read the final draft instead.
 - a. latest or newest
 - b. first or earliest
6. The new **version** of this game has more question cards than the old game. It also has different game pieces and a new game board.
 - a. cost of a thing
 - b. type of a thing
7. I need to **update** my computer. Many of its programs are old and slow. I can buy new ones that work better and faster.
 - a. make more current or modern
 - b. make bigger or taller
8. I think it's important for children to learn **moral values** at home. Children that learn how to behave in society are usually better people.
 - a. ideas about what is right or wrong
 - b. ideas about what is expensive or cheap



PREVIEW LISTENING 1

The Game of Life™



The Checkered Game of Life, 1860.



The Game of Life™, 2009.

You are going to listen to a board game developer give a speech.
Look at the pictures. How has The Game of Life™ changed over time?
Discuss with a partner.

LISTEN FOR MAIN IDEAS



Read the statements. Then listen to the speech. Write *T* (true) or *F* (false).

Tip for Success

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

- ___ 1. Alex Vargas's speech focuses on how games are very different from real life.
- ___ 2. The Game of Life™ has a long history.
- ___ 3. Both the old and modern versions of The Game of Life™ have been very successful.
- ___ 4. The object of the modern version of The Game of Life™ is the same as the object of the original game.
- ___ 5. The company updates the game as modern life changes.

LISTEN FOR DETAILS

Read the questions. Then listen again. Circle the correct answer.

1. When did Bradley start the Milton Bradley Company?
 - a. 1911
 - b. 1860
2. What colors were the squares on the board for The Checkered Game of Life™?
 - a. red and blue
 - b. red and black
3. How many copies did The Checkered Game of Life™ sell in the first year?
 - a. 40,000
 - b. 35,000,000
4. On what square did players begin The Checkered Game of Life™?
 - a. Infancy
 - b. Prison
5. In what year did the company create a new version of the game?
 - a. 1911
 - b. 1960
6. How do players buy things in the most recent versions of The Game of Life™?
 - a. with fake credit cards
 - b. with fake money
7. Where do players end the modern version of The Game of Life™?
 - a. at the Happy Old Age square
 - b. at the Millionaire square
8. What is the name of Alex Vargas's new game?
 - a. Environment
 - b. Millionaire



WHAT DO YOU THINK?

Discuss the questions in a group.

1. Do you agree with Milton Bradley that games should teach “moral values”? Why or why not?
2. How are other board games that you know similar to real life?
3. Many traditional board games such as The Game of Life™ and Monopoly™ are now available in online versions. Do you prefer to play these games with a real board or online? Why?

Listening Skill

Listening for names and dates



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

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



CD 1
Track 39

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



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

1. Alfred Mosher Butts invented the game of SCRABBLE™ in _____.
2. In _____, Butts and his partner started a SCRABBLE™ factory.
3. Butts’s partner was _____.
4. Between _____ and 2000, SCRABBLE™ sold more than 100 million games.
5. The first World SCRABBLE™ Championship was in _____.
6. _____ holds the official record for getting the most points in one game.
7. In _____, he scored 830 points in one game.

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

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

LISTENING 2 | Business Is a Game

VOCABULARY

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

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

Flea Markets

A business can be like a game. Imagine selling things at flea markets, for example. It's a lot of fun, and it's a great way to make extra money on the weekend. Here are a few tips for success. First, you need to _____ **figure out** _____ what to sell. What old stuff do you have that
1
you don't want anymore? What do people want to buy? If there's no
_____ **for old coffee pots, for example, don't bring any!** The
2
only _____ you need to have are a box for the money, a table,
3
and a couple of chairs. Then you have to play a little guessing game. You
need to _____ what people can pay for your items and put a
4
price on each one. Don't make the prices too high or too low.

To _____₅ if you made money, subtract your costs—what you paid for your supplies—from your sales. Is the result a positive number? If it is, you made a _____₆. Is it a negative number? Too bad! You have a _____₇ for the day. If you're lucky, you can sell everything. If you're _____₈, you don't have to take anything back home with you.



A video game controller

PREVIEW LISTENING 2

Business Is a Game

You are going to listen to two friends, Moy and Hannah, talking about an assignment for a business class. The assignment is to play a computer game that teaches some business ideas.

Do you think video games can help you learn skills, such as how to run a business? Why or why not? Discuss with a partner.

Lemonade Stand

Inventory/Purchasing

You Have:

50 Paper Cups	Buy More Cups
10 Lemons	Buy More Lemons
48 Cups of Sugar	Buy More Sugar
100 Ice Cubes	Buy More Ice

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

Lemonade Stand

Price / Quality Control

Price per Cup: Cents

Lemons per Pitcher: Lemons

Sugar per Pitcher: Cups

Ice per Cup: Cubes

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

LISTEN FOR MAIN IDEAS



Listen to the conversation. Circle the correct answer.

- What does Moy think about the Lemonade Game?
 - It's fun, but it can't help him learn about business.
 - It isn't very interesting, but it can teach him about business.
 - It's entertaining and useful for learning about business.
- Which of these things can you learn from the Lemonade Game?
 - the connection between supply and demand
 - how to make good lemonade
 - a good location for a lemonade stand

3. What happened when Hannah played the game?
 - a. She made a profit.
 - b. She lost a little money.
 - c. She made too much lemonade.
4. What is Hannah's opinion of using a game to learn business?
 - a. She thinks it is a good way to learn.
 - b. She thinks it only works for lemonade businesses.
 - c. She thinks it is not the best idea for a university class.

LISTEN FOR DETAILS



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

- ___ 1. In the game, the supplies are paper cups, lemons, sugar, and ice.
- ___ 2. There is more demand for lemonade on cloudy days.
- ___ 3. Moy recommends using four lemons and five cups of sugar in each pitcher of lemonade.
- ___ 4. The program calculates your profit and loss for each day.
- ___ 5. The decisions you make in the game are much different from the decisions in a real business.
- ___ 6. At the end, Hannah says the game is great for a university class.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

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

Critical Thinking

Question 2 asks you to think about how a saying **applies** to games and real life. **Applying** information to a different situation is one way to understand it better.

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

1. Think of a game or sport that you play frequently. What lessons does it teach you about life?
2. There is a well-known saying: "It's not important whether you win or lose; it's how you play the game." What does this saying mean? How does it apply to games and to real life? Do you agree? Why or why not?

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

Adjective	Noun
honest	honesty
moral	morality
simple	simplicity

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

A. Complete the chart with the noun forms of these words. Use the suffixes *-y* or *-(c)ity*.

Adjective	Noun
difficult	
real	
creative	
scarce	
active	

B. Read the sentences. Complete each sentence with the noun form of the adjective in parentheses. Use a dictionary to help you.

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



SPEAKING

Grammar

Imperative verbs



Use affirmative and negative **imperatives** to give instructions and directions. In imperative sentences, *you* is understood as the subject of the verb. We don't usually say or write the word *you*.

For affirmative imperatives use the base form of the verb.

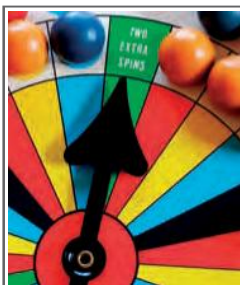
[Use five lemons and four cups of sugar.
Now **watch** the screen.

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

[**Don't charge** 25 cents.

Use the base form of the verb if you are talking to one person or more than one person.

[To one person: Next, **click** OK. To a group: Next, **click** OK.



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

Irena: _____ me set up this board game, please.
1. help (affirmative)

Max: OK. How do we set it up? Please _____ me the
2. show (affirmative)
instructions.

Irena: _____ the instructions. I can tell you how to do it. Just
3. use (negative)
_____ me.
4. watch (affirmative)

Max: Oh, I see. _____ me the question cards and I can
5. give (affirmative)
sort them.

Irena: _____ them just yet. First, we need to put all the pieces
6. sort (negative)
on the board.

Max: I have an idea. You _____ on the pieces, and I can find
7. work (affirmative)
the play money.

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

How to learn a new word
How to sell something at a flea market
How to make lemonade
How to buy something at a store
How to go online

Pronunciation

Word stress



CD 1
Track 42

Tip for Success

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

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

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

1st syllable

diff-i-cul-ty

2nd syllable

mo-ral-i-ty

4th syllable

i-mag-i-na-tion

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

mo-ral-i-ty

sim-**pli**-ci-ty

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

diff-i-cul-ty

in-fan-cy

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

CD 1
Track 42

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

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

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

1. honesty
2. bravery
3. creativity
4. environment
5. reality
6. developer
7. calculate
8. lemonade

Speaking Skill

Giving instructions



Tip for Success

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

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

The object of the game is to make a profit.

Here's how to buy supplies and make the lemonade.

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

First, estimate the demand for lemonade.

Next, buy paper cups, lemons, sugar, and ice on the supply screen.

After that, you need to figure out how many lemons to use.

Finally, click OK to start selling your lemonade.

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

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

Liana: OK. What do we do?

Mi-rae: _____₁ of the game is to knock down the white things with the ball. They're called *pins*. You roll the ball down the lane to hit them.

Liana: That sounds easy. What are the rules of the game?

Mi-rae: _____₂, choose a ball. Pick one that isn't too heavy for you.

Liana: OK. I think I'm going to use this ball. I really like the color. What do I do _____₃?

Mi-rae: _____₄, you hold the ball with your fingers in the holes. _____₅, you stand in front of the lane. Do you understand so far?

Liana: Yes. I get it so far. _____₆ what do I do? Do I roll it with both hands?

Mi-rae: No, the _____₇ is to roll it with one hand. _____₈, try to roll it down the middle of the lane.

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

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

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

____ Then, the other players hide while the seeker counts.

____ Finally, players try to return to the base. A player who is tagged, or touched, by the seeker loses.

____ Second, the seeker stands at the base, closes his or her eyes, and counts to 20.

1 First, choose one player in the group to seek, or look for, the other players.

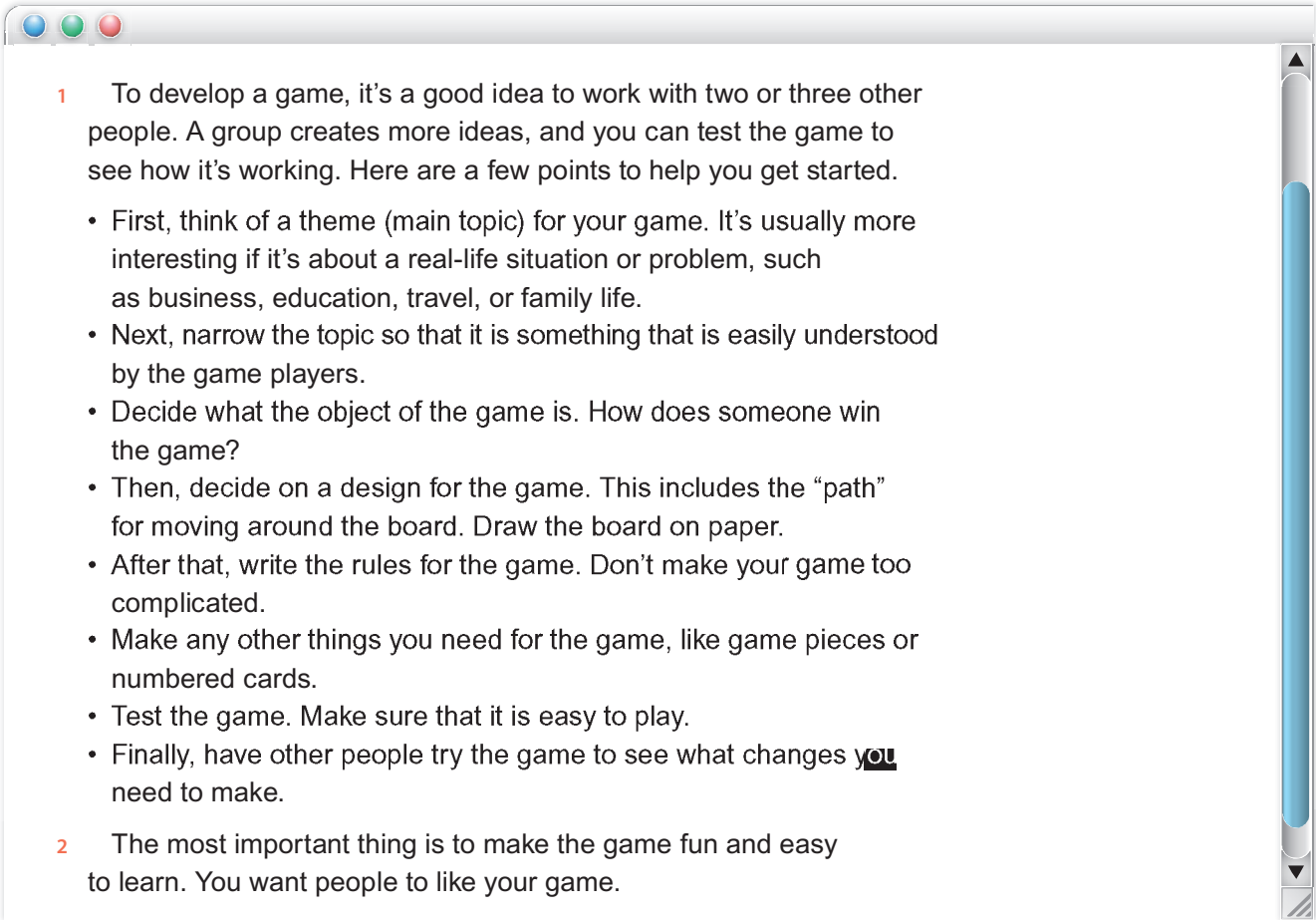
____ Next, the seeker tries to find the hidden players.

Q In this section, you are going to develop a board game that helps people in their real lives. As you prepare your game, think about the Unit Question, “How are games similar to real life?” and refer to the Self-Assessment checklist on page 72.

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

CONSIDER THE IDEAS

A. Read this article from a website about creating board games.

- 
- 1 To develop a game, it's a good idea to work with two or three other people. A group creates more ideas, and you can test the game to see how it's working. Here are a few points to help you get started.
 - First, think of a theme (main topic) for your game. It's usually more interesting if it's about a real-life situation or problem, such as business, education, travel, or family life.
 - Next, narrow the topic so that it is something that is easily understood by the game players.
 - Decide what the object of the game is. How does someone win the game?
 - Then, decide on a design for the game. This includes the “path” for moving around the board. Draw the board on paper.
 - After that, write the rules for the game. Don't make your game too complicated.
 - Make any other things you need for the game, like game pieces or numbered cards.
 - Test the game. Make sure that it is easy to play.
 - Finally, have other people try the game to see what changes **you** need to make.
 - 2 The most important thing is to make the game fun and easy to learn. You want people to like your game.

B. Work in a group. Answer the questions.

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

PREPARE AND SPEAK

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

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

Example:

Theme: A game that helps people learn English

Narrowed: 25 irregular verbs in English

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

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

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

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used imperative verbs.
☐	☐	I used vocabulary from the unit.
☐	☐	I gave instructions.
☐	☐	I used correct word stress.

B. REFLECT Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

bravery
demand
developer
loss
moral values
object
profit
supplies
version **AWL**

Verbs

calculate
estimate **AWL**
update

Adjectives

instant
original
sold out

Phrasal Verb

figure out

Phrase

sold out

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.

LISTENING

☐ I can listen for names and dates. (p. 62)

VOCABULARY

☐ I can use suffixes. (p. 66)

GRAMMAR

☐ I can use imperative verbs. (p. 67)

PRONUNCIATION

☐ I can use word stress. (p. 68)

SPEAKING

☐ I can give instructions. (p. 69)

LEARNING OUTCOME

☐ I can work in a group to develop a simple educational board game and introduce the game to another group.

UNIT 5

Family Ties

- LISTENING** ● listening for reasons and explanations
- VOCABULARY** ● word families
- GRAMMAR** ● auxiliary verbs in questions
- PRONUNCIATION** ● intonation in questions with *or*
- SPEAKING** ● expressing opinions



LEARNING OUTCOME ●

Give a two-minute impromptu speech responding to a quotation about families.



QUESTION

What does it mean to be part of a family?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What is your definition of a family?

Which members of your family influence your life? How?

Look at the photo. Who do you think the people are in the pictures?

B Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, [Track 2](#) on [CD 2](#), to hear other answers.

C Think about people in your life. Are they part of your family? Complete the survey.



Think about the people in your life. Are they part of your family? Check (✓) the box that shows how you relate to each person.
0 = not a family member **4** = a close family member.

mother or father					
sister or brother					
husband or wife					
son or daughter					
father-in-law or mother-in-law					
cousin					
an aunt you see once a year					
a relative that lived 100 years ago					
best friend					
a friendly neighbor					
classmate or coworker					

D Compare surveys with a partner. Explain your answers.



LISTENING

LISTENING 1 | Separated at Birth

VOCABULARY

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

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

1. _____ (n.) two things that happen at the same time by chance
2. _____ (n.) the way someone looks
3. _____ (v.) to get a physical feature from your parents
4. _____ (n.) two children born to the same mother at the same time

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

5. _____ (n.) the way someone usually acts out of habit
6. _____ (v.) to raise a child who is not your own
7. _____ (adj.) related to someone by blood, like a parent and child
8. _____ (phr. v.) to get along easily with a family or group



PREVIEW LISTENING 1

Separated at Birth

You are going to listen to an interview with a sociologist—a person who studies human behavior. The sociologist discusses the experiences of children adopted into different families.

What do you think the sociologist will say about adopted children? Circle the best choice.

- a. They are often very similar to the parents who adopt them.
- b. They often feel different from the parents who adopt them.



LISTEN FOR MAIN IDEAS

Listen to the interview. Circle the correct answer.

1. What does the sociologist say about adopted children?
 - a. Adopted children sometimes feel different from the people in their families.
 - b. Families have no influence on the children they adopt.
2. What does the example of the Springer-Lewis twins show?
 - a. Twins raised in different families are very different from one another.
 - b. Twins raised in different families can be very similar to each other.
3. How can meeting biological family members help adopted people?
 - a. It can help them understand themselves.
 - b. It can show them what they like to do.
4. What does the similarity between separated twins show?
 - a. It shows that people have a tendency to be a certain way.
 - b. It shows that people usually don't like the same things.

LISTEN FOR DETAILS

Listen again. Answer the questions.

1. What did Frank like to do?

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

3. What did Frank discover about his biological brothers?

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

5. How old were the twins when they met?

6. What things did they both like to do?

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

8. What did they name their pets?



WHAT DO YOU THINK?

Discuss the questions in a group.

1. How similar or different are the people in your family? Can people be very different from each other and still be “part of the family”?
2. Which do you think has more influence on your personality: biology or people and events in your life? Why?
3. Think of the coincidences in the Springer-Lewis twins' lives. What are some coincidences among people you know?


Tip for Success

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

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

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

Question to ask yourself: Why did he feel different?

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


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

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

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


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

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

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

3. Paul says friends can become family because _____

LISTENING 2 | Family History

VOCABULARY

Here are some words from Listening 2. Read the sentences. Circle the answer that best matches the meaning of each bold word.

1. Our assignment is to **search** for information about where our grandparents were born. I'll go to the library and you check online.
 - a. look for
 - b. write down
2. Evelyn's great-great-grandfather was a **slave** in Georgia. He ran away to Canada.
 - a. a person who is free
 - b. a person who is owned by another person
3. Our school library has an electronic **database** with the titles and authors of all of the books in the library. You can look at it online.
 - a. a book of information
 - b. information organized and stored in a computer
4. Richard's career is a very important part of his **identity**. His work really shows his personality.
 - a. who or what someone is
 - b. someone's physical appearance
5. Some of Ron's **ancestors** on his mother's side of the family came from Italy in the 1880s.
 - a. relatives who lived a long time ago
 - b. aunts and uncles
6. We need **input** from everyone on the team to do the job well. Ethan, what do you think?
 - a. ideas and information
 - b. computer files
7. Alfredo was never an active **participant** in the class, so most students didn't like being in his group. He did not like to practice speaking.
 - a. someone who teaches a class
 - b. someone who takes part in something
8. The city keeps **records** of all the people who were born or died here. People file and keep track of them all.
 - a. files of information
 - b. disks with music on them



PREVIEW LISTENING 2

Family History

You are going to listen to a lecturer describe how a group of famous African Americans used DNA to learn more about their family history. The lecturer explains how the information affects their identities.

Write two questions you would like to ask about your family history.

1. _____
2. _____



LISTEN FOR MAIN IDEAS

Listen to the lecture. Check (✓) the statement that best states the main idea of the lecture.

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

LISTEN FOR DETAILS

Read the questions. Then listen to the lecture again. Circle the correct answer.

1. What is one reason that some African Americans have little information about their family history?
 - a. Their ancestors came to America as slaves.
 - b. They weren't interested in family history.
2. What new tool did Henry Louis Gates use in his study of the African Americans' families?
 - a. books and public records
 - b. DNA
3. Where did some of Henry Louis Gates's ancestors come from?
 - a. Ireland
 - b. England
4. Which person in the study said that he felt he now has a more complete picture of himself?
 - a. Henry Louis Gates
 - b. Chris Rock



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. What can you learn about your ancestors with DNA analysis?
2. Do you want to do a DNA analysis to learn about your ancestors? Why or why not?

B. Think about both Listening 1 and Listening 2 as you discuss this question.

What makes us who we are? Number these items from 1 to 5 in order of importance for you. Then discuss with the group.

1 = most important 5 = least important

___ the country I live in

___ current family life

___ DNA

___ family history / ancestors

___ other life experiences

Critical Thinking

Activity B asks you to **rank** things in order of importance.

Ranking involves making judgments based on your own values and experiences. It is an important critical thinking skill.



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

Verb	Noun	Adjective
adopt	adoption	adoptive

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

Verb	Noun	Adjective
<i>participate</i>	participant	<i>participatory</i>
coincide		
differ		
identify		
tend		

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

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



SPEAKING

Grammar

Auxiliary verbs in questions



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

Yes/No questions

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

Information questions

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

A. Write Yes/No questions with these words.

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

Do they study biology at school?

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

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

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

B. Write information questions with these words.

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

Why did Henry Louis Gates use DNA in the study?

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

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

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

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

Listening 1: Separated at Birth

1. _____

2. _____

Listening 2: Family History

1. _____

2. _____

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



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

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

Is the woman in the picture your sister or your cousin?

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

Are you more similar to your mother or your father?



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

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

B. Ask a partner the questions. Practice saying the questions with the correct intonation. Then write two more questions with *or*. Practice saying them.

1. Do you learn faster by reading a book or by listening to a teacher?
2. Do you live alone or with your family?
3. What do you use more: a telephone or a computer?
4. Do you like to watch TV at night or go out with your friends?

5. _____

6. _____


Tip for Success

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

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

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

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

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

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

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



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

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

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

1. Which of these people is more a part of your family: a cousin you never met or your best friend? Why?
2. How do you define the word *home*? Does it have to be the place where your family lives?
3. When married people talk about having children, they often say, "We're going to start a family." Can two married people be a family if they don't have children?

Q In this section, you are going to give an impromptu speech, or a speech with little preparation, about the Unit Question, “What does it mean to be part of a family?” As you prepare your speech, refer to the Self-Assessment checklist on page 90.

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

CONSIDER THE IDEAS

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

“A family is a unit composed not only of children, but of men, women, an occasional animal, and the common cold.”

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

“Family isn’t about whose blood you have. It’s about who you care about.”

– Trey Parker and Matt Stone (Creators of *South Park*, 1998)

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

– George Burns (Actor, 1896–1996)

PREPARE AND SPEAK

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

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

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

Quotation	
Meaning of the quotation	
My opinion about the quotation	

- C. SPEAK** Work with a group. Give an impromptu speech about the quotation you chose. Follow these rules for the speeches. Refer to the Self-Assessment checklist below before you begin.
1. Each person should speak for *exactly* two minutes—no more and no less.
 2. One member of the group keeps track of the time for each speaker. Give the speaker a signal, such as a raised hand, after 1 minute 30 seconds. This means there are just 30 seconds left.
 3. If the speaker stops before two minutes, someone in the group should ask a question to help him or her continue.
 4. After two minutes, the speaker must stop talking.

D. Discuss these questions with your group.

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

CHECK AND REFLECT

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

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

- B. REFLECT** Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

ancestor
appearance 
biology 
coincidence 
database
identity  
input 
participant 
record 

slave
tendency 
twin 

Verbs

adopt 
inherit
participate  
search 
tend 

Adjective

biological

Phrasal Verb

fit in

 Oxford 3000™ words

 Academic Word List

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

LISTENING VOCABULARY

GRAMMAR

PRONUNCIATION

SPEAKING

LEARNING OUTCOME

- I can listen for reasons and explanations. (p. 80)
- I can use different words from word families. (p. 84)
- I can use auxiliary verbs in questions. (p. 85)
- I can use intonation in questions with *or*. (p. 87)
- I can express opinions. (p. 88)
- I can give a two-minute impromptu speech responding to a quotation about families.

UNIT 6

Self-Reliance

- LISTENING** ● listening for specific information
- VOCABULARY** ● using the dictionary
- GRAMMAR** ● comparatives and superlatives
- PRONUNCIATION** ● links between consonant sounds
- SPEAKING** ● asking for and giving clarification



LEARNING OUTCOME ●

Give a presentation about a handmade object that you own.



Unit QUESTION

Why pay for something you can do yourself?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What's the first thing you think of when you hear the expression "Do-it-yourself" (DIY)?

Do you think that people of different ages have different opinions about DIY projects? Why or why not?

Look at the photo. What is the woman doing?

B Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, [Track 12](#) on [CD 2](#), to hear other answers.

- C** Think about the skills you have. Check (✓) the DIY projects that you have done or want to do. You can add DIY projects that are not on the checklist.

DO-IT-YOURSELF PROJECTS

☐ repair damaged clothing ☐ sew or knit clothing ☐ repair a car ☐ bake a cake ☐ repair a computer ☐ paint your house/apartment ☐ put together furniture ☐ repair broken furniture	☐ grow fruits and vegetables ☐ make a kite or other toy ☐ repair a broken appliance ☐ make jewelry ☐ other _____ _____ _____ _____
--	--

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

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

- | | |
|--|---|
| 1. _____
2. _____
3. _____
4. _____
5. _____ | 6. _____
7. _____
8. _____
9. _____
10. _____ |
|--|---|



LISTENING

LISTENING 1 | *Howtoons*

VOCABULARY

Here are some words and phrases from Listening 1. Read the definitions. Then complete the paragraphs with the correct word or phrase.

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

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



A toolkit

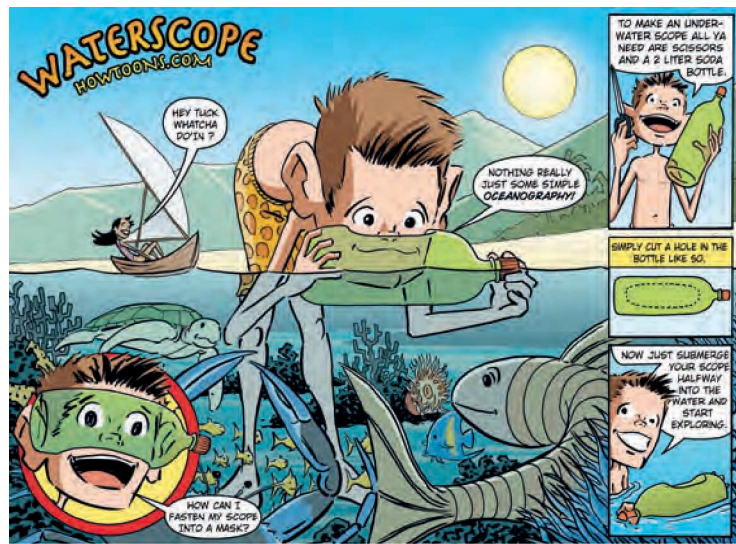
PREVIEW LISTENING 1

Howtoons

You are going to listen to a news report about an inventor. The inventor thinks children need to be more creative.

Work with a partner. Discuss these statements. Which ones do you agree with? Why?

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



LISTEN FOR MAIN IDEAS



Listen to the news report. Check (✓) the three sentences that best express main ideas of the news report.

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

LISTEN FOR DETAILS

Read the sentences. Then listen again. Complete each sentence with a word from the box.

adults closer electricity expensive inventors museums paper skills

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



WHAT DO YOU THINK?

Discuss the questions in a group.

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

Tip for Success

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

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

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

The key word: career

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

The answer: inventor



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

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

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

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



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

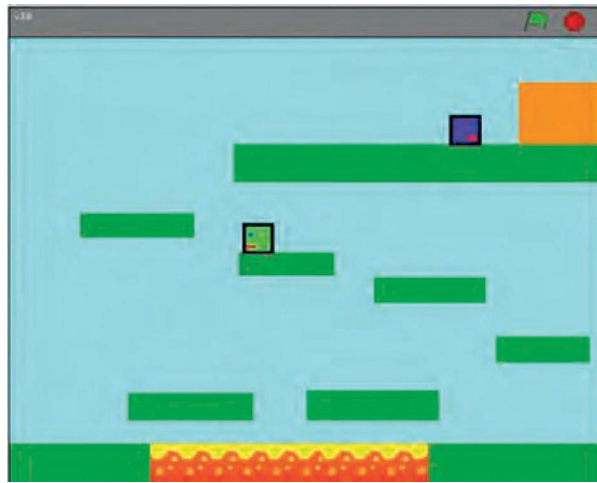
1. What **ages** is Scratch designed for?

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

3. How long does it take to create a **simple animation** in Scratch?

4. What can you make **sprites** do in Scratch?

5. How do **colleges** use Scratch?



Making an animation in Scratch

LISTENING 2 | Sell-it-yourself

VOCABULARY

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

- Tom went to the school office and asked his **advisor** to help him choose the right college.
a. counselor b. student
- Advertising can help **consumers** get information about a variety of products. It lets people know about their choices.
a. sellers b. buyers
- Jacob makes beautiful salad bowls out of wood. It's a difficult **craft**, and each bowl takes hours to make.
a. art b. machine
- Because of **donations** from many people, we have enough money to build the new school. Thanks to everyone who gave money.
a. gifts b. purchases
- One way to **market** a new product is to tell all your friends and colleagues about it. It's called *word-of-mouth*.
a. advertise b. store

6. The company is going to **publish** 20 new novels this year. That's a lot of books to sell!
a. read b. print
7. They grow all their own vegetables, they raise their own chickens, and they have a goat! They are **self-sufficient**, so they don't need to buy food.
a. independent b. helpless
8. Now some doctors practice their operating skills on computers. They perform a **virtual** operation before they operate on a real patient.
a. real b. computer-based



PREVIEW LISTENING 2

Sell-it-yourself

You are going to listen to a podcast about a business trend called “sell-it-yourself.”

Imagine you make your own jewelry (rings, necklaces, etc.). All of your friends tell you that your jewelry is beautiful and that you should sell it. How could you “sell-it-yourself”? Discuss possible answers with a partner.



Buyer and sellers at a crafts fair

LISTEN FOR MAIN IDEAS

Read the paragraphs. Then listen to the podcast. Check (✓) the paragraph that best summarizes the main idea of the conversation.

- ___ 1. In the past, when a person created a product or service, they didn't have to market or sell it themselves. Other people did this for them. This made it easier for the craftspeople. They didn't have to work as hard. Now people have to sell their own products online. This is a lot of extra work. It's also a problem for people who don't have the computer skills to sell online.
- ___ 2. It is possible for people to market and sell their own products and services. This is a good thing. It means craftspeople don't have to have other people to do it for them. Craftspeople can sell the things they make at online crafts sites. People can publish books online without going to a publisher. Musicians can give concerts online, too.
- ___ 3. It's easier for independent artists and craftspeople to market and sell their own products now. They don't have to depend on others to sell their products. Craftspeople keep more of the money they make. However, this "sell-it-yourself" idea doesn't work for people who want to publish books. They still have to have other people to help them.

LISTEN FOR DETAILS

Listen to the podcast again. Write short notes about these topics.

Tip for Success

When listening, take very short notes to help you remember what you hear. Write only single words or short phrases. Then complete your notes later.

1. Etsy.com

What it is: website for craftspeople

How many members it has: _____

How many artists participate: _____
2. Self-publishing books

Who can self-publish: _____

Where to self-publish a book: _____

Cost of self-publishing: _____
3. Second Life

What Second Life is: _____

What an avatar is: _____

Who Cylindrian Rutabaga is: _____

How much Grace Buford makes by singing on Second Life: _____



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Think of a time when you or someone you know tried to sell something. Describe the experience. What problems were there? Was it a success? Why or why not?
2. How does “sell-it-yourself” affect regular businesses? Are small craft stores going to go out of business? Are publishers still going to publish books?
3. What do you think of Second Life? Do you use Second Life? Do you want to go to an online concert and watch an avatar perform? Why or why not?

B. Think about both Listening 1 and Listening 2 as you discuss this question: Which statement do you agree with more—1 or 2? Why?

1. “I don’t agree with all these ideas about making and selling things yourself. I can’t do everything. I’m a dentist. That’s my job and I’m good at it. I prefer to pay someone else to do other things for me. That way the job is done well, and the other person earns money. This is the way business needs to be.”
2. “In the old days people were more self-sufficient. When they needed something, they made it. When they wanted to sell things, they took their own products to markets. Life was simpler. Of course, we can’t go back to the old days, but we need to get more connected to our stuff and to the people around us. We can be creative, make more things ourselves, and sell our things in local markets and online.”



Pottery at a crafts fair



to look up words. Try these ideas to help you.

- Sound out the word and write it down as you say it.
- Think about other spellings of the sounds. For example, imagine the word *character*. The sound /k/ can be *k*, *c*, *ch*, or even *qu*.
- Watch out for double letters. You won't find *occasion* under words beginning *oca*.
- If you can guess the meaning of the word, look up a synonym in the dictionary. You may find the word in the definition.
- If you have a computer, type the word as you hear it and then use the spell-check function. The computer may correct it for you.

Note: Some words have "silent letters." For example, the *k* in *knowledge* and the *l* in *folk*.



- A. Listen to the sentences. At the end of each sentence, the speaker is going to repeat one word from the sentence. Guess the spelling of each word. Then try to look up each one in your dictionary. Use one or more of the ideas from the Vocabulary Skill box.**

My guess	Correct spelling
1.	
2.	
3.	
4.	
5.	
6.	

- B. Work with a partner. Compare your answers in Activity A. Then discuss the questions.**

1. Which words were hard to find in the dictionary? Why?
2. Were there any words you did not find? If so, which ones?
3. Which ideas did you use to look for the words in Activity A? Which ideas do you think you are going to use in the future?



SPEAKING

Grammar

Comparatives and superlatives



Use **comparatives** to talk about the differences between two things. Comparatives usually use *than* to connect the two things being compared.

Some people say that websites are **better than** regular stores for selling craft items.

My old computer was **more expensive than** my new one.

Use **superlatives** to compare one thing with all the other members of the same group. Superlatives usually use *the* before the adjective.

She's **the best singer** at school.

(group = all the singers at school)

Andy is **the most successful** artist I know.

(group = all the artists I know)

These are the rules for forming comparative and superlative adjectives.

Rule	Adjective	Comparative	Superlative
Add <i>-er</i> or <i>-est</i> to one-syllable adjectives.	cheap	cheaper	cheapest
Delete final <i>-e</i> before adding <i>-er</i> or <i>-est</i> .	close	closer	closest
Some two-syllable adjectives take <i>-er/-est</i>	quiet	quieter	quietest
Change final <i>y</i> to <i>i</i> before adding <i>-er</i> or <i>-est</i> .	easy	easier	easiest
Double the final consonant when the word ends with a single vowel and a consonant. Then add <i>-er</i> or <i>-est</i> .	big	bigger	biggest
Use <i>more</i> or <i>most</i> with adjectives that have two or more syllables.	creative	more creative	most creative
Some adjectives have irregular comparative and superlative forms.	good bad	better worse	best worst

A. Complete each sentence with a comparative or a superlative. Use the adjective in parentheses.

1. I think websites are better (good) than stores for craftspeople.
2. My kids are reading *Howtoons*, and I think they are _____ (creative) than many of their friends.
3. In our class _____ (interesting) invention so far is a paper airplane that can fly for more than 15 seconds.
4. Let's plant a garden and grow our own vegetables. That can be _____ (cheap) than buying them in the supermarket.
5. The new version of this computer program is _____ (easy) to use than the old one.

B. With a partner, ask and answer questions. Use sentences with comparative adjectives.

A: Would you like to go to a live concert or listen to music in Second Life?

B: Go to a live concert. The music is more exciting.

A: Yeah, but it's cheaper to go to a concert in Second Life!

1. Which is better, buying a new car or a used car?
2. How do you like to read news, online or in newspapers?
3. Your bicycle is broken. Do you fix it yourself or take it to a repair person?

C. Work with a partner. Read each phrase in parentheses. Then write your opinion about each phrase. Use the superlative form of each phrase.

1. (important invention in history)

I think the most important invention in history was the telephone.

2. (good place to visit)

3. (interesting website you visit)

4. (difficult book you read)

5. (happy day in your life)

Pronunciation

Links between consonant sounds



 CD 2
Track 20

Sometimes one word ends and the following word begins with the same consonant sound. Hold the first sound and **link** it to the next word. Do not say the consonant twice.

Listen to these examples. Then listen again and repeat.

- | | |
|-------|--|
| [s>s] | Many artists <u>sell</u> their work online. |
| [t>t] | They make everything from art <u>to</u> jewelry. |
| [k>k] | He's flying a big black <u>kite</u> . |

Note that when a word ends in silent e, the sound of the last consonant is still linked to the next word.

- | | |
|--------|--|
| [n->n] | I'm reading an online <u>newspaper</u> . |
|--------|--|

 CD 2
Track 21

A. Listen to the sentences. Mark the link between consonants in each sentence. Then listen again and repeat.

1. Their business advisor recommended that they raise their prices.
2. The business became more successful after they started the website.
3. I think customers prefer to shop in real stores most of the time.
4. I don't think companies are going to stop publishing paper books soon.
5. The popular singer received donations from lots of listeners.
6. He spends more time in Second Life than in his real life.

B. Work with a partner. Mark the link between consonants in each sentence. Then practice saying the sentences.

1. Be careful that you don't generate too much energy.
2. The furniture maker sold dozens of tables and chairs last month.
3. You can't expect to become self-sufficient in one day.
4. There's a special area of Second Life for teenagers.
5. I don't have any money now, but I'll give a donation next week.
6. We need some help putting these photos on the website.

Speaking Skill



Ask for **clarification** when you don't understand something.

Sometimes you can ask for clarification by repeating something the speaker has said with question intonation. In Listening 2, the host is surprised by Grace Buford's name in Second Life. She repeats the name with question intonation. Then Harry explains.

Harry: In Second Life, she's Cylindrian Rutabaga.

Host: Cylindrian Rutabaga?

Harry: Yeah, that's right. In Second Life people choose crazy names for themselves.

You can also use questions like these to ask for clarification.

Could you explain . . . ?

Do you mean . . . ?

What does _____ mean?

What's a/an . . . ?

Use phrases like these to give clarification.

What I mean is

What I'm saying is

That's right.

That's not what I meant.

Let me explain.

A. Work with a partner. Read the excerpts from Listening 2. Underline the phrases the speakers use to ask for and give clarification.

1. **Harry:** Now it's a much bigger business because people are selling things online.

Host: Can you explain how that works? It seems to me that most people don't have the computer skills to create websites and sell things online.

Harry: That's not really what I meant. Here's just one example. At an online site called Etsy.com, people can sell their handmade items online, everything from art to jewelry to woodworking.

2. **Harry:** Now, here's one of the most amazing new ideas, singing in Second Life.

Host: Wait. Singing in Second Life? What does that mean?

Harry: Well, Second Life is a virtual online world—a world that's like the real world in many ways.

3. **Harry:** People join Second Life and create avatars. With the avatars, they experience life in this virtual world.

Host: OK, another new word. What's an avatar?

Harry: Yes, that is an unusual term. Let me explain. An avatar is a computer character you design yourself.

B. Work with a group. Follow the instructions.

1. Choose a topic from the box or use your own idea.

a successful repair job	something I prefer to buy new
something I invented	why I like/don't like making things myself

2. Make some notes about your topic.
3. Speak to the group for one minute about the topic. If a listener asks for clarification, explain your idea again.
4. Listen to the other members of the group. If you don't understand something, ask for clarification.

Tip for Success

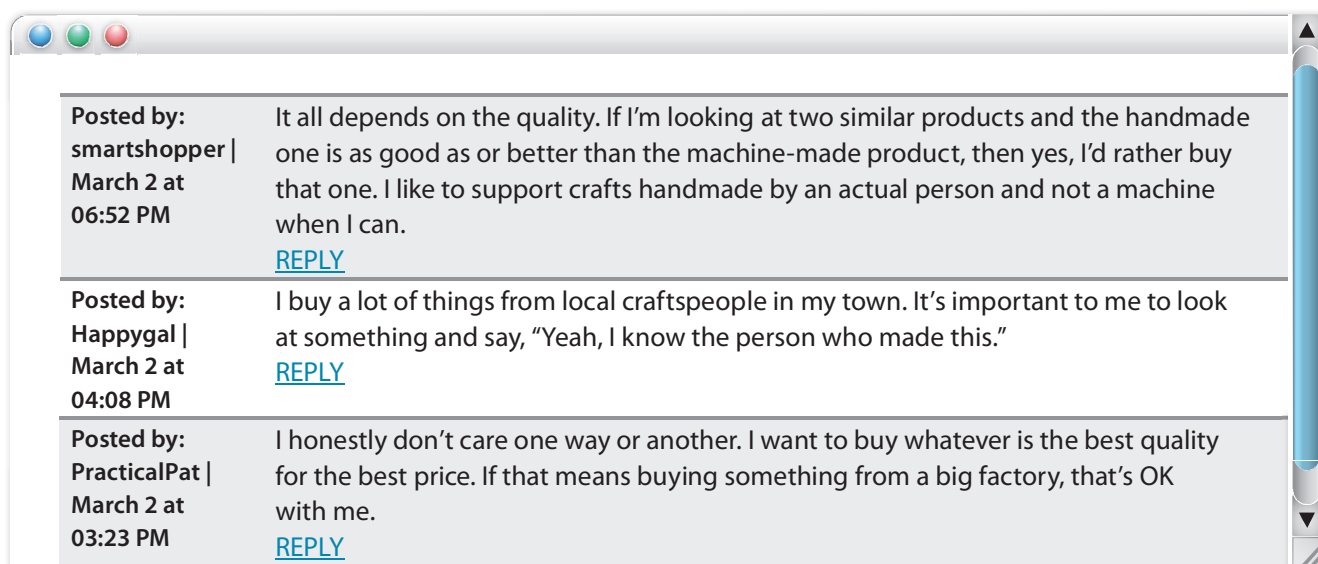
Don't be afraid to ask questions in conversations or other situations. Asking questions shows that you are interested in what the other person is saying.

Q In this section, you are going to give a short presentation to the class about this question. “What is good about doing things for yourself?” As you prepare your presentation, think about the Unit Question, “Why pay for something you can do yourself?” and refer to the Self-Assessment checklist on page 110.

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

CONSIDER THE IDEAS

Read these blog comments about the question “Is it better to buy handmade things or machine-made products?” Check (✓) the comments that you agree with. Discuss with a partner.



Posted by: smartshopper March 2 at 06:52 PM	It all depends on the quality. If I’m looking at two similar products and the handmade one is as good as or better than the machine-made product, then yes, I’d rather buy that one. I like to support crafts handmade by an actual person and not a machine when I can. REPLY
Posted by: Happygal March 2 at 04:08 PM	I buy a lot of things from local craftspeople in my town. It’s important to me to look at something and say, “Yeah, I know the person who made this.” REPLY
Posted by: PracticalPat March 2 at 03:23 PM	I honestly don’t care one way or another. I want to buy whatever is the best quality for the best price. If that means buying something from a big factory, that’s OK with me. REPLY

PREPARE AND SPEAK

Tip Critical Thinking

In Activity A, you have to answer specific questions in order to describe an object thoroughly. By **focusing** on different aspects of the object, you can describe it more completely. Focusing on different parts can help you understand it better.

A. GATHER IDEAS Work with a partner. Think about a handmade object that you made or one that another person made for you. Then tell your partner about the object. Think about these questions as you describe the object.

- What is the object?
- What does the object look like?
- When did you make or get the object?
- What is the object made of?
- How was the object made?
- Why is the object important to you?

- B. ORGANIZE IDEAS** Make notes about your object. Use your notes when you present to the class.

Questions	Notes
1. Describe your object. What is it? What does it look like? What is it made of?	
2. What do you use it for? (Or is it just something to look at?)	
3. Who made it? When? If you made it, how did you do it? Was it difficult?	
4. If you didn't make it, how and when did you get it? Did you buy it? Was it a gift?	
5. Why is the object important to you?	
6. Compare the object to a machine-made item. How is it different? Is it better? Why?	

- C. SPEAK** Give a two- to three-minute presentation about your object to the class. Use your notes to talk about the object. Then ask your classmates if they have questions. Answer their questions. Refer to the Self-Assessment checklist below before you begin.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used comparatives and superlatives.
☐	☐	I used vocabulary from the unit.
☐	☐	I asked for and gave clarification.
☐	☐	I used links between consonant sounds.

- B. REFLECT** Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

advisor
 colleague  **AWL**
 consumer  **AWL**
 decade  **AWL**
 donation
 craft 
 fair
 inventor

Verbs

market 
 produce
 publish  **AWL**
 repair 

Adjectives

complicated 
 self-sufficient
 virtual **AWL**

Phrases

Could you explain . . . ?
 Do you mean . . . ?
 get involved
 What does ____ mean?
 What's a(n) ____?
 Let me explain.
 That's not what I meant.
 That's right.
 What I mean is
 What I'm saying is

 Oxford 3000™ words

AWL Academic Word List

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

LISTENING	● I can listen for specific information. (p. 98)
VOCABULARY	● I can use the dictionary to find new words. (p. 103)
GRAMMAR	● I can use comparatives and superlatives. (p. 104)
PRONUNCIATION	● I can use links between consonant sounds. (p. 106)
SPEAKING	● I can ask for and give clarification. (p. 107)
LEARNING OUTCOME	● Give a presentation about a handmade object that you own.

UNIT 7

Use and Reuse

- LISTENING ● recognizing a speaker's attitude
- VOCABULARY ● compound nouns
- GRAMMAR ● future with *will*
- PRONUNCIATION ● word stress in compound nouns
- SPEAKING ● summarizing



LEARNING OUTCOME

Participate in a panel discussion focusing on ways to reuse or recycle our trash.



QUESTION

What happens to our trash?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
Do you think that you throw away too much trash? Explain.
What does your city or town do with trash it collects?
Look at the photo. What do you see?
- B** Discuss the Unit Question above with your classmates.
-  Listen to *The Q Classroom*, [Track 22](#) on [CD 2](#), to hear other answers.

C What did you throw away or recycle yesterday? Complete the chart with some sample items. Check (✓) the appropriate box for each item. In the last column, write *T* (throw away) or *R* (recycle).

Throw Away or Recycle?							
Item	Plastic	Glass	Metal	Paper	Food	Other	T/R
Plastic water bottle	✓						R

Tip Critical Thinking

In activity C, you have to put items into different categories (for example, throw away or recycle). **Categorizing** helps you understand how things are similar or different.

D Compare your chart with a partner. What items are in both charts? Did your partner recycle anything that you threw away? Why?



Items that you throw away end up in a landfill.



LISTENING

LISTENING 1 | Sustainable Dave

VOCABULARY

Here are some words from Listening 1. Read the definitions. Then complete each sentence with the correct word.

compost (*n.*) a mix of dead plants and old food that helps plants grow

exception (*n.*) a thing that doesn't follow a rule

landfill (*n.*) a place where large amounts of garbage are put into the ground and covered with dirt

recycling bin (*n.*) a container that holds items that can be made into other things again in a different form

smell (*v.*) to have a strong or unpleasant odor

sustainable (*adj.*) able to use natural products and energy in a way that doesn't hurt the environment

waste (*n.*) material that is not needed and is thrown away

weigh (*v.*) to measure how heavy something is

1. Ugh! Your dirty socks _____ terrible! Put them in the washing machine.
2. Let's put some _____ in the garden. If we mix it into the soil, it helps the vegetables grow better.
3. Our use of trees is not _____. We cut down too many. If we continue doing this, soon there are going to be no more forests.
4. Put all plastic, metal, and paper in the _____. The city collects them and sends the materials to recycling companies.
5. In most towns, milk cartons are recycled. In this town, milk cartons aren't recycled. They are the _____ to the rule.
6. They usually _____ your suitcase at the airport. If the suitcase is more than 50 pounds, you have to pay extra.

7. Our family creates too much _____. We need to use fewer resources and throw away fewer things.
8. The _____ in our town is almost full. I don't know what we're going to do when they run out of space.



PREVIEW LISTENING 1

Sustainable Dave

You are going to listen to a conversation between two friends, Ari and Jen. They're talking about a man called Sustainable Dave. Dave is concerned about what he throws away.

Discuss this question with a partner. What are some ways to reduce the amount of trash you throw away?

LISTEN FOR MAIN IDEAS



Listen to the conversation. Circle the answer that best completes each statement.

1. The main reason for Dave's experiment is to _____.
 - a. encourage people to use worm composters
 - b. find out how much he throws away each year
 - c. get people to obey recycling laws
2. For Dave, the main reason to use a worm composter is to _____.
 - a. grow better vegetables in his garden
 - b. start a business that sells composters online
 - c. reduce the amount of trash he produces
3. Jen believes that _____.
 - a. Dave's experiment goes too far
 - b. Dave's experiment is a good idea
 - c. recycling isn't really necessary

LISTEN FOR DETAILS

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

- ___ 1. Sustainable Dave is saving almost all of his trash for one year.
- ___ 2. Dave is not saving banana peels and tea bags.
- ___ 3. Dave's basement smells bad.
- ___ 4. Because of his experiment, Dave now produces less trash.
- ___ 5. When Dave goes out for a cup of coffee, he brings his own cup.
- ___ 6. Dave uses the worm composter for meat and milk products.
- ___ 7. At the end of the year, Dave is going to calculate how much trash he has.
- ___ 8. Dave is probably going to take all the trash to the landfill when the experiment ends.



WHAT DO YOU THINK?

Discuss the questions in a group.

1. How much trash do you think you produce every year? Is it possible to fit it in a room in your house?
2. What do you think of Dave's experiment? Is it a good idea or not? Do you want to do something like that?
3. What things do people normally recycle in your community? How are materials collected to be recycled? Do people follow the recycling laws?

Listening Skill

Recognizing a speaker's attitude



Tip for Success

Different cultures and languages express attitudes and emotions differently when speaking. It takes time and experience to listen for and understand people's feelings.

Speakers communicate **attitudes** and feelings through tone of voice as well as the words they use. The tone of voice can tell the listener if the speaker is serious or joking. It shows the speaker's feelings about the subject of a conversation—positive or negative. If you can see the speaker, his or her body language and facial expressions can tell you a lot about the speaker's attitude. If you can't see the speaker, you have to guess the speaker's attitude from the tone of his or her voice.

A. Work with a partner. Listen to parts of the conversation again. Discuss the questions. Take turns identifying the speaker's attitude or feelings.



Part 1

1. Does Ari really want Jen to put the soda can in the recycling bin?
2. Is he really going to report her to Sustainable Dave, or is he joking?



Part 2

3. How does Ari feel about Dave's experiment—just interested or enthusiastic?
4. What does Jen's tone of voice tell you about her feelings?



Part 3

5. Is Dave really going to weigh all his trash at the end of the year?
6. Does Ari really think that Dave is going to sell his trash online? Does Jen believe Ari when he says this?



B. Listen to the conversation. Work with a partner. Take turns asking and answering the questions.

1. Why does David get a bill for \$100?
2. How does David feel about this?
3. What is David's attitude about the recycling law?
4. What does Joe say about recycling?
5. Do you think Joe is angry with David because of this disagreement? Why or why not?



LISTENING 2 | The Great Pacific Garbage Patch

VOCABULARY

Here are some words and phrases from Listening 2. Read the sentences. Then write each bold word or phrase next to the correct definition.

1. Most plastic things **float** on the water, but metal things usually go to the bottom of the ocean.
 2. The ocean is very **deep**. It is a long way from the surface to the bottom.
 3. The ocean **current** can move plastic, wood, and other things for very long distances. It constantly pushes things around in the water.
 4. People often throw their **garbage** in the empty lot next door. It's starting to smell bad. We need to clean up the lot and keep people out of it.
 5. I didn't leave your bicycle outside **on purpose**. I didn't mean to do it. I'm very sorry.
 6. Don't leave the cake on the counter. If it stays there it's going to **attract** insects. I think ants can smell sweet foods because they always come for our dessert!
 7. I need to **reduce** the amount of time I watch TV. Watching TV for so long gives me a headache.
 8. You're going to like sailing on the ocean. You can see whales, dolphins—all kinds of **marine** life!
-
- a. _____ (n.) waste material
 - b. _____ (v.) to cause something or someone to go to a place
 - c. _____ (adj.) going a long way from top to bottom
 - d. _____ (phr.) not done accidentally
 - e. _____ (v.) to make something less
 - f. _____ (v.) to stay on the surface of a liquid
 - g. _____ (adj.) about the ocean
 - h. _____ (n.) the flowing movement of water



PREVIEW LISTENING 2

The Great Pacific Garbage Patch

You are going to hear a news report about something called the “Great Pacific Garbage Patch.” A *patch* is an area that is different from the area around it. Look at the pictures. How do you think garbage collects in the middle of an ocean?



LISTEN FOR MAIN IDEAS

Listen to the news report. Circle the answer that best completes each sentence.

1. The world's largest collection of garbage is in ____.
 - a. China
 - b. the United States
 - c. the Pacific Ocean
2. The garbage collects in the garbage patch because ____.
 - a. boats dump it there
 - b. ocean currents move it there
 - c. it floats up from the ocean bottom
3. The plastic garbage harms the environment because it ____.
 - a. kills fish and birds
 - b. floats down rivers
 - c. blows in the wind
4. The only way to reduce the amount of plastic in the ocean is to ____.
 - a. put more plastic on boats
 - b. keep plastic on the beaches
 - c. control the waste on land



LISTEN FOR DETAILS

Read the questions. Then listen again. Circle the correct answer.

1. The Northern Pacific Gyre is the name of ____.
 - a. a collection of garbage
 - b. an area in the ocean
2. ____ move in a large circle in the Northern Pacific Gyre.
 - a. Ocean currents
 - b. Boats

3. ____ percent of the material in the garbage patch is plastic.
 - a. Eighty
 - b. Ninety
4. In 1997, Charles Moore estimated that the amount of plastic was ____ tons.
 - a. 3 million
 - b. 10 million
5. In 2005, Moore said the garbage patch was about the size of ____.
 - a. Africa
 - b. Hawaii
6. DDT is an example of ____.
 - a. a kind of seabird
 - b. a poison found in ocean water
7. Almost all the plastic produced in the last ____ years is still in the environment.
 - a. 60
 - b. 100
8. Scientists believe that people ____ to clean up the plastic in the garbage patch.
 - a. will be able
 - b. will not be able



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. How did you feel as you listened to “The Great Pacific Garbage Patch”?
2. Look at the area around where you are sitting. What items do you see that contain plastic? Make a short list.
3. What’s the biggest garbage problem that you see in your community?

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

1. Sustainable Dave put garbage in his basement. Charles Moore found garbage in the ocean. Where is the best place to put our garbage? Explain.
2. Do governments need to make more laws that force people to recycle? Why or why not?



A noun can pair with another noun or an adjective to form a **compound noun**.

Some compound nouns are written as one word, like *seabird*.

Others are written as two words, like *tea bag*.

In a compound noun, the first word tells us something about the second word.

For example, a *seabird* is a bird that lives near the sea. A *tea bag* is a little bag with tea in it.

Tip for Success

Check your dictionary to learn if a compound noun is written as one word or two words.

Read the sentences. Then complete each compound noun with the correct word from the box. Use your dictionary to see if each compound noun is written as one word or two words.

waste	land	line
sites	news	worms

1. We need to control the _____ *waste* _____ water that goes into the oceans. An important step is to keep trash out of rivers and lakes.
2. Chile has a very long shore _____ *on the Pacific Ocean*. It has a lot of beaches.
3. Earth _____ *in a composter help make compost*. They eat the plants and food to break them down.
4. You can go online to learn more about the Great Pacific Garbage Patch. There are many web _____ on the Internet that have pictures and information.
5. The city built this park on an old _____ *fill*. We're having a picnic where they used to put garbage!
6. I have piles of old _____ papers sitting in my garage. I need to recycle them to keep them out of the garbage.



SPEAKING

Grammar

Future with *will*



Use *will* to talk about things in the future. Use **subject + will + base form of the verb**.

Affirmative

- [Dave **will write** a report for his website.
- [Luis **will repair** my car.

Affirmative Contraction

- [He'll write a report for his website.
- [I'll call Isabel.

Note that affirmative contractions are usually not used with proper nouns.

Negative

- [Dave **will not sell** the garbage online.
- [He **will not use** plastic bags.

Negative Contraction

- [Dave **won't sell** the garbage online.
- [He **won't use** plastic bags.

Yes/No Question

Use **will + subject + base form of the verb**.

- [Will he write a report?

Short Answer

Use **yes/no + subject + will/will not**.

- [Yes, he will.
- [No, he will not. or No, he won't.

Note that you do not use contractions with affirmative short answers.

Information Question

Use **question word + will + subject**.

- [When will Dave write a report for his website?
- [What will you study?

A. Write sentences or questions using *will*. Then read your sentences to a partner.

1. Latifa / recycle / the cans for us (affirmative)

Latifa will recycle the cans for us.

2. Elaine / take us / to the landfill (Yes/No question)

3. Rudolfo / return / until next week (negative)

4. When / Asan / get a recycling bin (information question)

5. Our city / recycle / this kind of plastic (negative contraction)

B. Work with a partner. Take turns asking and answering the questions with short answers. Use your own ideas.

A: Will you try to use less plastic?

B: Yes, I will. I'll start buying milk in glass bottles.

OR *No, I won't. I use very little plastic now.*

1. Will you buy a worm composter?
2. Will you take your own bags when you go to the supermarket?
3. Will you plant a garden?
4. Will you recycle all your old newspapers and magazines?
5. Will you take your own cup when you go out to buy coffee?
6. Will you help clean the parks or beaches in your community?

CD 2
Track 31

Compound nouns are pronounced as if they were one word. The **stress** is usually on the first word or syllable.

<u>w</u> astewater	<u>t</u> ea bag
<u>s</u> eafood	<u>d</u> og food
<u>b</u> edroom	<u>l</u> iving room

CD 2
Track 32

A. Listen to the pronunciation of these compound nouns. Underline the stressed syllable.

- | | | |
|------------|---------------|--------------|
| 1. seabird | 3. coffee cup | 5. landfill |
| 2. website | 4. shoreline | 6. newspaper |

B. Work with a partner. Take turns reading the sentences aloud. Focus on the pronunciation of the compound nouns.

1. They're building a new treatment plant for the city's wastewater.
2. They went to study the marine life along the Costa Rican shoreline.
3. I'd like a cup of tea. Do you have any tea bags?
4. I can't believe it, but this park used to be the city's landfill!
5. A lot of seabirds make their nests on those islands.



A seabird on its nest



To **summarize** means to present the main ideas of something you hear or read, but in a much shorter form, called a *summary*. A good summary . . .

- is short and clear.
- focuses only on the main ideas, not the details.
- gives the speaker's ideas, not your opinions.

When speaking, you can summarize to . . .

- check your understanding of the main points in a conversation.
- tell someone briefly about something you heard or read.

A. Read the summaries of Listening 1 and Listening 2. Check (✓) the best summary for each one. Discuss with a partner why it is the best summary.

1. Sustainable Dave

- ___ a. The conversation was about a man with a website. He is called Sustainable Dave. I think he is kind of crazy. He was saving all his trash in his basement. It had something to do with the environment.
- ___ b. The conversation was about a man called Sustainable Dave. He was saving all his trash for one year. He wanted to find out how much trash he really threw away. He did it because he's concerned about the effect of trash on the environment.
- ___ c. Sustainable Dave had a worm composter in his basement. He used it to recycle paper and food. The worms would eat it and produce compost. Then he used the compost in his garden.

2. The Great Pacific Garbage Patch

- ___ a. This news report is about a huge area in the Pacific Ocean that is filled with mostly plastic garbage. The garbage collects there because the ocean currents bring it to that area. It's a serious problem for the environment because it affects all kinds of marine life.
- ___ b. This news report really shocked me. I had no idea that our use of plastic was creating such a big problem. There's a huge area of the Pacific Ocean full of plastic floating on the water. In my view, people need to use less plastic in their daily lives.
- ___ c. In 1997, a sailor named Charles Moore discovered a large area of floating garbage in the Pacific Ocean near Hawaii. He estimated there were about 3 million tons of garbage. It was 100 feet deep.

B. Work with a partner. Follow the instructions.

1. Listen to the conversation. Student A: Summarize the main idea of the conversation. Student B: Tell your partner if you agree with the summary and why.
2. Listen to the news report. Student B: Summarize the main idea of the report. Student A: Tell your partner if you agree with the summary and why.

Unit Assignment Have a panel discussion

Q In this section, you are going to have a panel discussion about the Unit Question, “What happens to our trash?” As you prepare your discussion, refer to the Self-Assessment checklist on page 128.

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

CONSIDER THE IDEAS

A. Listen to a radio talk-show caller. Then discuss the questions in a group.

1. Why doesn’t the caller think that recycling is the answer to the garbage problem?
2. What solution does she suggest?
3. Why does she think her idea is fair?
4. Do you agree that it’s a good idea? Why or why not?



PREPARE AND SPEAK

- A. GATHER IDEAS** Work with a group. Brainstorm ways to reduce the amount of garbage we produce every day. Think about the ideas in this unit and any other ideas you may have. Assign one student to make a list of your group’s ideas.

- B. ORGANIZE IDEAS** Organize your ideas so that each person talks about a topic, as in the example below. Each person should prepare to speak for one to two minutes about his or her topic.

Ways to Reduce Waste			
Topic 1: Plastic	Topic 2: Paper	Topic 3: Glass and metal	Topic 4: Food
<i>Don't use plastic water bottles</i>	<i>Use recycled paper</i>	<i>Use old bottles and jars to store other things</i>	<i>Use vegetable waste to make compost</i>

- C. SPEAK** Present your panel discussion to the class.

1. Assign one person in the group the role of moderator. The moderator introduces each speaker and his or her topic.
2. The other members of the group present a topic. Each presentation should be no more than two minutes.
3. The moderator will keep track of the time.
4. The moderator will summarize the presentation, giving the main ideas of each speaker. Then the moderator will invite the audience to ask questions.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used the future with <i>will</i> .
☐	☐	I used vocabulary from the unit.
☐	☐	I summarized what I heard.
☐	☐	I stressed words in compound nouns.

- B. REFLECT** Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

compost
current 
exception 
garbage 
landfill
recycling bin
waste 

Verbs

attract 
float 
reduce 
smell 
weigh 

Adjectives

deep 
marine
sustainable 

Phrase

on purpose 

 Oxford 3000™ words

 Academic Word List

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

LISTENING VOCABULARY GRAMMAR PRONUNCIATION SPEAKING

- I can recognize a speaker's attitude. (p. 117)
- I can use compound nouns. (p. 122)
- I can use the future tense with *will*. (p. 123)
- I can use word stress in compound nouns. (p. 125)
- I can summarize. (p. 126)

LEARNING OUTCOME

- I can participate in a panel discussion focusing on ways to reuse or recycle our trash.

UNIT 8

Storytelling

- LISTENING ● making inferences
- VOCABULARY ● fixed expressions
- GRAMMAR ● simple past and narrative present
- PRONUNCIATION ● thought groups and pauses for effect
- SPEAKING ● using sequence words and phrases



LEARNING OUTCOME ●

Tell a personal story using the Five Languages of Storytelling.



Unit QUESTION

What makes a good storyteller?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

When do you tell or listen to stories?

What kinds of stories do you like and dislike? Why?

Look at the photo. Where is the woman? What do you think she is doing?

B Discuss the Unit Question above with your classmates.

🔊 Listen to *The Q Classroom*, [Track 2](#) on [CD 3](#), to hear other answers.

- C** Work with a partner. Choose one of the photos below. Make up a one-minute story about the photo. Then discuss these questions.



1. Who is the person in the photo?
2. What's happening in the photo?
3. What do you think happened just before this photo was taken?
4. What do you think is going to happen next?

- D** Work with a different partner. Tell your partner your story from Activity C. Then listen to your partner's story. Ask three questions about your partner's story.

- E** Discuss these questions with a group.

1. How easy or difficult was it to tell the story? Why?
2. What kinds of questions did listeners ask about the stories?
3. Are you going to change the story when you tell it again?
4. What advice can you give someone about telling a story?



LISTENING

LISTENING 1 | The Art of Storytelling

VOCABULARY

Here are some words from Listening 1. Read the definitions. Then match each bold word with the correct definition.

- ___ 1. My vacation has all the important **ingredients**: good weather, great friends, and fabulous food. They work together to make my trip special.
- ___ 2. To make this cake, you have to do everything in the right **sequence**. Write down these five steps. First, you . . .
- ___ 3. Don't keep us in **suspense**. We really want to know. Tell us what happens next.
- ___ 4. I think our family is pretty **ordinary**—just a mom, a dad, two kids, and a cat. We're not unusual.
- ___ 5. We traveled for 18 hours. When we finally reached our **destination**, we went to the hotel and slept.
- ___ 6. I think you should **reflect on** your decision for a day or two. Then if you still want to move to Paris, make plans to do it.
- ___ 7. The boys are very **curious** about the big, old empty house on Elm Street. What's in it? Who lived there? They have many questions.
- ___ 8. My new colleague bothers me every day. He **constantly** sings while he works. Can I ask him to stop?

- a. (*adv.*) all the time
- b. (*adj.*) wanting to know or learn about something
- c. (*n.*) the place where someone or something is going
- d. (*n.*) necessary parts
- e. (*adj.*) normal, not special
- f. (*phr. v.*) to think about something carefully
- g. (*n.*) the order in which things happen
- h. (*n.*) a feeling of excitement or worry when you don't know what's going to happen



PREVIEW LISTENING 1

The Art of Storytelling

You are going to listen to the first part of a lecture in a drama class. The lecture is about how to tell a good story.

What makes a good story? Check (✓) the idea you think describes a good story.

- ___ a. A good story is one that tells about an exciting or unusual event.
- ___ b. A good story can be based on ordinary events—things that happen every day.



LISTEN FOR MAIN IDEAS

Listen to the lecture. Check (✓) the three sentences that best express main ideas in the lecture.

- ___ 1. The first ingredient for a good story is an interesting anecdote.
- ___ 2. *Anecdote* is another word for *story*.
- ___ 3. You can hear Ira Glass's stories on the radio.
- ___ 4. A good story invites the listener to ask questions.
- ___ 5. A good story gives the listener something to think about.

LISTEN FOR DETAILS

Read the questions. Then listen again. Circle the correct answer.

1. Who is Ira Glass?
 - a. a lecturer
 - b. a student in the class
 - c. a famous storyteller
2. What does Ira Glass mean when he compares a story to a train with a destination?
 - a. Listeners know something is going to happen.
 - b. The story is moving too quickly.
 - c. Stories about trains are exciting.
3. What's one thing that does NOT happen in the story the lecturer tells?
 - a. The man gets out of bed.
 - b. He walks downstairs.
 - c. He walks to his car.
4. What's the "bait" in the example story?
 - a. the man in the house
 - b. the use of the word *slowly*
 - c. what the man sees when he looks around
5. What do good storytellers do?
 - a. raise questions and let the listener answer them
 - b. raise questions and then answer them
 - c. make sure the listeners don't have any questions
6. What does the lecturer ask the students to do near the end of the lecture?
 - a. to reflect on the story
 - b. to write their own stories
 - c. to create suspense in the story

Tip for Success

The Internet can be a good source for listening practice. There are many videos, TV shows, and podcasts to watch and listen to.



WHAT DO YOU THINK?

Discuss the questions in a group.

Critical Thinking

Question 3 asks you to **invent** an ending for the story. You have to put the information from the story together with your own ideas to invent an ending.

1. Do you think that you are a good storyteller? Why or why not?
2. How is telling a story different from writing a story or reading a story?
3. Think about the example story—the man in the quiet house. Why do you think the house is so quiet? What do you think is going to happen? Try to continue the story.



To infer or **make an inference** means to guess something based on the information or ideas you hear or read. An inference is an idea that is NOT stated in the text.

There's a man leaving his house. He comes slowly downstairs and goes to the closet. Slowly he gets his hat and coat from the closet, puts them on, and walks toward the front door. He looks back once toward the kitchen, but it's dark. There's no sound. So he opens the door and walks ever so slowly toward his car.

Direct statements: These are stated in the story. You don't have to infer them.

1. He comes slowly downstairs.
2. Slowly he gets his hat and coat from the closet.

Inferences: These are things we can infer from the story. The author does not actually tell us.

1. In the beginning, the man is upstairs. (The story states that he comes downstairs.)
2. It is cold outside. (The man "gets his hat and coat from the closet.")



A. Listen to the news story "Bear Eats Oatmeal." Then write / (inference) or D (direct statement).



- ___ 1. The speaker thinks that the listeners might not know "The Story of the Three Bears."
- ___ 2. The story takes place in Vancouver, Canada.
- ___ 3. The bear came in through an open door.
- ___ 4. The woman knew that even a young bear can be dangerous.
- ___ 5. The woman called the police.
- ___ 6. The police didn't want to hurt the bear.
- ___ 7. The bear ate all the oatmeal.
- ___ 8. The bear lived near the woman's home.

B. Listen to the conversations. Circle the best inference based on each conversation.

1. What happened to the woman?
a. Nothing happened to her. b. She was in a car accident.
2. Who is Jack?
a. the woman's colleague b. the woman's son
3. Where is the man going?
a. New Haven b. Boston
4. What room are the man and the woman in?
a. the kitchen b. the living room
5. What is the man's job?
a. truck driver b. doctor

LISTENING 2 | The Great Banana Race

VOCABULARY

A. Here are some words from Listening 2. Read the sentences. Circle the answer that best matches the meaning of the bold word or phrase.

1. It was a **chilly** afternoon in March. I stood shivering on the corner waiting for the bus and I thought, *why didn't I wear my jacket?*
a. warm
b. cool
2. Toward the end of a race, he slows almost to a walk. The other runners **zoom** by him. They are much faster than he is.
a. quickly go past
b. slowly go past
3. Dora is going to call me on the phone. She doesn't want to talk about anything special. She just wants to **chat** for a few minutes.
a. discuss problems
b. talk informally
4. I was about to eat my sandwich when a bird **snatched** it right out of my hand! It happened so fast I couldn't stop it.
a. quickly took
b. tried to pull

5. The people in the stadium **wave** their flags in the air and cheer as their team runs onto the field.
 - a. watch the flags moving in the air
 - b. move the flags back and forth
6. I don't want to buy the whole **bunch** of bananas. I only want one.
 - a. a group of things that grow close together
 - b. things that grow separately
7. They sent me an email to **remind** me of the meeting tomorrow at 2 p.m. I'm glad they did. I forgot about it!
 - a. inform me about
 - b. help me remember
8. Well, that's a **relief**! I thought we'd never finish this project. I feel much better now that it's over.
 - a. good feeling when something unpleasant stops
 - b. a lot of very hard work
9. Since you've been exercising regularly, your arms and legs look very **muscular**. You look like you can lift a lot of weight.
 - a. strong and well-formed
 - b. small and weak



PREVIEW LISTENING 2

The Great Banana Race

You are going to listen to a story about something that happened during the New York City Marathon. (A marathon is a race where runners run 26 miles 385 yards, or about 40 kilometers.)

Work with a partner. Discuss this question. What kinds of experiences make good stories?





LISTEN FOR MAIN IDEAS

Read the statements. Then listen to the story. Write *T* (true) or *F* (false).

- ___ 1. Kate and Deidra wanted to buy a bunch of bananas to eat at the marathon.
- ___ 2. Kate and Deidra gave the extra bananas to other runners.
- ___ 3. Renee came back because she was Kate's student at school.
- ___ 4. Kate calls it the Great Banana Race because the runners liked the bananas.



LISTEN FOR DETAILS

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

- 1. Deidra's colleague ___ was in the marathon.
 - a. Renee
 - b. Kate
 - c. Sandra
- 2. Kate and Deidra are on the ___ corner of Central Park.
 - a. northeast
 - b. southeast
 - c. northwest
- 3. Kate calls out ___ to get runners to take a snack.
 - a. "Nice to see you!"
 - b. "Banana! Banana! Free banana!"
 - c. "Congratulations!"
- 4. Kate first met Renee in _____.
 - a. Ecuador
 - b. Nebraska
 - c. New York City



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Is “The Great Banana Race” a better title for this story than “The New York City Marathon”? Why or why not?
2. Talk about a time when you met someone you know in a totally unexpected place. Where were you? What happened?
3. How do you think coincidences like this happen? Why?

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

1. You learned about some of the “ingredients” of a good story in Listening 1. What “ingredients” do you find in Listening 2?
2. Which is more important: to have a good story or to be a good storyteller? Why?

Vocabulary Skill

Fixed expressions



A **fixed expression** is a group of words that are commonly used together. The expression doesn't change except for changes to a verb form or pronoun. The best way to learn a fixed expression is to memorize the group of words as one unit.

A muscular runner takes Deidra's last banana and stops to **catch his breath**.

Here the runner is having difficulty breathing because he is running fast. He's “out of breath.” So, he stops to relax until it is easier to breathe. This is the meaning of the expression **catch [one's] breath**.



A runner catches his breath.

A. Read the phrases and their definitions. Then complete the sentences with the correct form of a phrase.

be supposed to (*phr. v.*) refers to something that you are expected to do
be out of (*phr. v.*) not have something, as in a store
catch someone's eye (*phr.*) attract or get someone's attention
get out of here (*phr.*) leave a place immediately
raise a question (*phr.*) cause someone to ask a question, usually because there is a need for clarification
skip ahead (*phr.*) move quickly forward to another part of a story

1. You see something, and then you stop to take another look at it. It
_____ *catches* _____ *your* _____ *eye* _____.
2. You read or hear some information and you want to know more.
The information _____
_____.
3. You're watching a DVD that you've seen before. There's a boring part in
the middle. You decide to _____ to the
exciting part.
4. You go to the store to buy milk. The store owner says, "Sorry, we
_____ milk right
now. We're expecting a delivery this afternoon."
5. You worked hard all day at the office. You really want to go home. Five
o'clock comes and you say to a co-worker, "Let's _____"
_____."
6. You're studying and you forget about the time. You look at the
clock. It's 9:30. Your biology class started at 9:00. You say, "Uh-oh, I
_____ be in
biology class right now."

B. Now choose five of the fixed phrases from Activity A. Write your own sentences in your notebook. When you finish, compare sentences with a partner.



SPEAKING

Grammar

Simple past and narrative present



Speakers usually use the **simple past** to tell stories about events in the past. However, people also tell stories using the simple present. This use of the present is sometimes called the **narrative present**. The narrative present can make a story seem more real and create suspense for the listener.

Simple past: She **heard** a noise. Someone **was** right behind her.

Simple present: She **hears** a noise. Someone **is** right behind her.

Work with partner. One partner completes the story below with the narrative present of the verb in parentheses. The other partner completes it with the simple past. Compare stories with your partner.

An Error in Translation

This is a true story about how a translation error created a problem for the town of Swansea, Wales¹. The people who _____¹ (live) on a residential street _____² (complain) about the noise from trucks. The town council _____³ (decide) to put up a sign on the street saying, “No Trucks. Residential Area.” In Wales it’s a law that all public signs have to be in Welsh and English. A town official, who _____⁴ (not speak) Welsh, _____⁵ (email) a translation company and _____⁶ (ask) for a translation of the sign into Welsh. He soon _____⁷ (receive) a reply in Welsh.

The sign _____⁸ (go) up in both languages. Unfortunately, Welsh speakers soon _____⁹ (see) that there _____¹⁰ (be) a mistake on the sign. The Welsh part of the sign _____¹¹ (say) “I am not in the office at the moment.” What the official received was an out-of-office message, not a translation of the sign!

¹ Wales: A country in Great Britain. In Wales, about 500,000 people speak Welsh, a Celtic language.





are groups of words that belong together. You can sometimes find thought groups by looking at the punctuation of a sentence, but not always. Look at how the thought groups are marked for this sentence. Each group of words has a logical thought.

[A town official, / who didn't speak Welsh, / emailed a translation company / and asked for a translation of the sign / into Welsh.

Good speakers often **pause** briefly at the end of a thought group to breathe and give listeners time to think about what they said. These pauses help make the information easier to understand.



- A. Listen to this story. Mark the places where the speaker pauses with a slash mark (/). Work with a partner. Practice reading the story with pauses.**

When he came home that night, / the house was very quiet. Downstairs, everything was in its usual place. Upstairs, he entered the bedroom and he saw that the closet was still empty—the suitcases were gone. He looked around, but he saw no note. He thought, *Did Ellen come home today?* With a sigh, he went down to the kitchen and made dinner.

- B. Write your own short story (100 words or less). Read it to a partner. As you read, consider thought groups and pauses.**



A **sequence word** or phrase tells the order things happen in. Use sequence words and phrases like *first*, *then*, *next*, *before*, *after*, *in the end*, or *finally* to order events clearly. You don't have to use a sequence word or phrase in every sentence. Use a sequence word only when you need to make the order clear.

First, turn on the oven. Set it to 400°.

Next, get all the ingredients for the cake.

Then, mix the ingredients in a bowl.

After mixing, pour the cake batter in a pan.

Finally, put the pan in the oven. Bake for 45 minutes.

A. Read the lines from a story below. Underline the sequence words. Then number the lines to put the story in the correct order.

___ After that, I started looking in lots of places in my apartment.

___ One day I was late for work. I did not see my keys anywhere!

___ I reached into my pocket to get my bus pass. I felt my keys!

___ First, I looked on my desk. I usually put them on the desk.

___ After I left my apartment, I ran to the bus stop.

1 I am always going to remember the day I lost my car keys.

___ Next, I checked my backpack. They weren't there either.

___ In the end, I ran to my car and drove to work. I had the keys in my pocket the whole time!

___ Soon, I gave up looking. I had to take the bus to work instead.

___ Finally, the bus came. I was very late.

B. Work with a partner. Take turns reading the story. If you have a different order, discuss and decide which order is best.



In this section, you are going to tell a personal story. As you prepare your story, think about the Unit Question, “What makes a good storyteller?” and refer to the Self-Assessment checklist on page 146.

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

CONSIDER THE IDEAS

A. Read the ideas and advice of well-known storyteller Donald Davis.

Telling a story to an audience is different from writing a story for others to read. Donald Davis has a lot of good advice for telling stories.

“Each of our lives is filled with stories—stories about . . . the time our car broke down, how we met our spouse, the crazy things we did in high school. Our conversations and gossip sizzle with true-life stories.”

—Donald Davis

Davis uses information in the chart below to help people learn how to tell a good story. It’s called the Five Languages of Storytelling.

Words	The storyteller’s words combine with attitude, sound, and gestures to move the story from the storyteller’s mind to the listeners’ minds.
Sound	The storyteller’s tone of voice can give more meaning to the words. There are also non-word sounds that can make a story more real—the bark of a dog or a baby’s cry.
Gestures	The storyteller’s gestures often say more than words. Gestures are a natural part of human language.
Attitude	The storyteller uses facial expressions and body language to show attitudes and emotion.
Listening	The storyteller needs to listen to the audience. Are they bored? Get their interest. Are they confused? Explain more.

B. Work in a group. Answer the questions.

1. Where can we get ideas for stories?
2. What are the Five Languages of Storytelling?

PREPARE AND SPEAK

A. GATHER IDEAS Brainstorm ideas for a short story (talk for two to three minutes) based on something that happened to you. Follow these steps.

1. Think about Ira Glass's and Donald Davis's advice about telling a good story.
2. Start by thinking of different people and places you know and events that happened to them. Write ideas for at least two stories in your notebook.
3. Choose one idea from the chart and make more notes about the story. Don't write the complete story down. Just write notes about the main events and ideas in the story.

B. ORGANIZE IDEAS Work with a partner. Practice telling your stories to each other. Give each other feedback based on the "ingredients" below. Then tell the stories again.

1. The choice of tense: narrative present or simple past
2. The sequence of events
3. The use of pauses in telling the story
4. Eye contact—looking at the listener
5. The use of gestures and tone of voice to express feelings

C. SPEAK Tell your story to the whole class. Look at your audience as you tell your story. Try not to read directly from your note cards. Use gestures, body language, and pauses to make your story better. Refer to the Self-Assessment checklist below before you begin.

Tip for Success

Make eye contact with different people as you speak. They will feel more involved in the story.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used the simple past and narrative present.
☐	☐	I used vocabulary from the unit.
☐	☐	I used sequence words and phrases.
☐	☐	I used thought groups and paused for effect.

B. REFLECT Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

bunch
destination
ingredient
relief
sequence **AWL**
suspense

Verbs

chat
remind
snatch
wave

Adjectives

chilly
curious
muscular
ordinary

Adverb

constantly **AWL**

Phrasal Verbs

be out of
be supposed to
reflect on
zoom by

Phrases

catch someone's eye
get out of here
raise a question
skip ahead

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.

LISTENING	☐ I can make inferences. (p. 136)
VOCABULARY	☐ I can use fixed expressions. (p. 140)
GRAMMAR	☐ I can use the simple past and narrative present. (p. 142)
PRONUNCIATION	☐ I can use thought groups and pauses for effect. (p. 143)
SPEAKING	☐ I can use sequence words and phrases. (p. 144)
LEARNING OUTCOME	☐ I can tell a personal story using the Five Languages of Storytelling.

UNIT 9

Numbers

- LISTENING** ● understanding spoken numbers
- VOCABULARY** ● prefixes: *mis-* and *dis-*
- GRAMMAR** ● modals of possibility: *could* and *might*
- PRONUNCIATION** ● sentence stress: content words
- SPEAKING** ● expressing understanding



LEARNING OUTCOME ●

Role-play a talk show discussion about giving a child his independence.



Unit QUESTION

How do you use numbers in your daily life?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

How do you feel about math? Is it easy or difficult for you?

Would you like to learn more about math? Why or why not?

Look at the photo. What do you see?

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, [Track 11](#) on [CD 3](#), to hear other answers.

- C** Look at the photos. What do these numbers represent? How often do you see numbers around you?



- D** What kinds of numbers do you see every day? Check each one you see or use.



☐ Formulas

☐ Gallons of Gas

☐ Weights
(pounds, ounces, etc.)

☐ Receipts

☐ Speeds

☐ Phone Numbers

☐ Distances
(miles, feet, etc.)

☐ Prices (or Change Due)

☐ Bank Statements

☐ Other: _____



LISTENING

LISTENING 1 | Personal Numbers

VOCABULARY

A. Here are some words from Listening 1. Read the definitions. Then write the letter of each definition in front of the correct sentence.

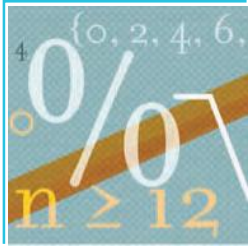
- ___ 1. Do you think we should **force** children to exercise if they don't want to?
- ___ 2. When the kids kicked the soccer ball into a tree, they used a long **stick** to knock the ball down.
- ___ 3. At 1:00 a.m., Mrs. Bennet called the police to make a **complaint** about the neighbor's noisy party.
- ___ 4. When do you think a person's **childhood** ends—before becoming a teenager or later?
- ___ 5. Sometimes a little thing, like eating ice cream on a hot day, becomes a wonderful **memory**. It's something we never forget.
- ___ 6. I like to watch my son play at the park. I always **smile** when he is having fun.

- a. (n.) time when a person is a child
- b. (n.) statement that you are not happy or satisfied with something
- c. (v.) to make someone do something he or she doesn't want to do
- d. (n.) something you remember, something that stays in your mind
- e. (v.) to have an expression on your face that shows happiness
- f. (n.) a thin piece of wood from a tree

B. Here are some phrasal verbs from Listening 1. Cross out the word or phrase that means something different than the bold words.

- 1. The Huitron family had to **move out of** their house until the repairs were done. They rented an apartment for a few months.
 - a. leave a house
 - b. find a home
 - c. live somewhere else
- 2. If you want to **find out** what the weather is like today, watch the news. They show weather information every 10 minutes.
 - a. forget
 - b. learn about
 - c. discover

3. I was happy to **grow up** in a big family. My older brothers helped care for me when I was young. I helped care for my little sister when I was old enough.
 - a. be raised
 - b. become an adult
 - c. be far from
4. I think we should **bring back** electric streetcars. Those old streetcars used less fuel than buses or cars today. They would save so much energy!
 - a. leave behind
 - b. return to
 - c. use again



PREVIEW LISTENING 1

Personal Numbers

You are going to hear a group of people on a radio program talking about numbers that have special meaning for them.

What kinds of numbers do you think they will talk about? Write three ideas.

1. _____
2. _____
3. _____

LISTEN FOR MAIN IDEAS



Listen to the radio program. Circle the answer that best completes each statement.

1. A common complaint about numbers is _____.
 - a. people can't remember them
 - b. people often feel like they are just numbers
 - c. they remind people about many things
2. Some numbers are important to people because they _____.
 - a. tell personal information
 - b. identify runners
 - c. involve a personal memory
3. Some of the special memories that numbers bring back are from _____.
 - a. childhood
 - b. blood sugar
 - c. bank statements

4. For people with diabetes, numbers are ____.
- important for health
 - happy reminders
 - related to weight

LISTEN FOR DETAILS



Listen again. Match each number with the correct phrase.

Tip for Success

Stay focused when you listen. It's easy to start thinking about other things while listening. If you don't stay focused, you will not hear what people are saying.

- | | |
|----------------|--|
| ___ 1. 4 | a. time in a five-kilometer race |
| ___ 2. 9 | b. an old-fashioned phone number |
| ___ 3. 12:34 | c. runner's number for race |
| ___ 4. 1—1—5 | d. house number of childhood home |
| ___ 5. 90 | e. a balloon on a stick |
| ___ 6. 4—2—1—4 | f. a good number for someone with diabetes |
| ___ 7. 35:33 | g. time on a digital clock |



WHAT DO YOU THINK?

Work with a group.

- Write three numbers that are important to you on a piece of paper. Write your name on the paper. (Do NOT use numbers that you shouldn't share, such as your bank account PIN or your social security number.)
- Pass your paper to the person on your right. With your group, discuss why the numbers on the paper are significant.
- What kinds of numbers did the people in the group talk about? Why were they important to each person?



- [one thousand three hundred = thirteen hundred = 1,300
two thousand five hundred = twenty-five hundred = 2,500

In numbers larger than 100, the word *and* is often added. *And* does not change the meaning.

- [one hundred and thirty-five = one hundred thirty-five = 135
four hundred and twelve = four hundred twelve = 412

The word *point* is used for a decimal point.

- [one hundred point two = 100.2
ninety-eight point six = 98.6



A. Listen to the speech. Work with a partner. Write the number for each item you hear. Then practice saying the numbers.

1. Pi: _____
2. A prime number: _____
3. Height of Mt. Everest: _____ meters
4. Distance to the moon: _____ kilometers
5. Population of the United States: _____
6. Population of the world: _____

B. Work with a partner. Read the sentences for your partner to write the numbers. Then listen and write your partner's numbers.

1. The oldest person I know is _____ years old.
2. The longest trip I ever took was about _____ kilometers (miles).
3. There are _____ pounds in one kilogram.
4. There are _____ centimeters in one inch.
5. If I had \$_____, I'd buy _____.

LISTENING 2 | Can Numbers Lie?

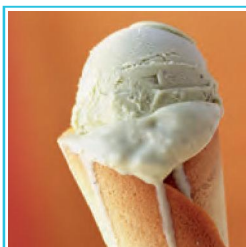
VOCABULARY

Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word.

conclusion (*n.*) an opinion or belief you have after thinking about something
drown (*v.*) to die in water because you can't breathe
fool (*v.*) to trick someone, make them believe something that isn't true
fuel (*n.*) material that produces heat or power when burned
logical (*adj.*) following the rules of logic, reasonable
misleading (*adj.*) giving a wrong idea about something
obese (*adj.*) extremely fat
obvious (*adj.*) easily seen or understood, clear
statistics (*n.*) numbers that show facts or give information about something
strictly (*adv.*) following the rules exactly, with no exceptions

1. Don't try to _____ me. I know this painting isn't worth \$5,000. You obviously made a copy of the original painting.
2. I thought about what you said. I came to the _____ that you are right. It is better to wait until summer for our vacation.
3. Swimming in that lake is very dangerous. One or two people _____ there every year.
4. The picture of the sofa in the catalog was _____. It looked much bigger in the catalog than it really is.
5. If you can't find your backpack, look near your desk. That is the _____ place for it to be. You usually leave it there.
6. The new city buses use hydrogen as a _____ instead of gasoline. They make less pollution and can go very far on one tank of hydrogen.
7. I saw some _____ about crime in our community. The numbers show that it's higher than last year.

8. Jennifer's face is red, and she certainly isn't smiling! It's _____ that she's angry. It's easy to see that!
9. You have to follow the rules _____ in Mr. Killdare's class. He assigns extra homework if you don't follow every rule.
10. That cat is more than overweight. He's _____. His owner needs to put him on a diet.



PREVIEW LISTENING 2

Can Numbers Lie?

You are going to hear a professor talk about how people use statistics.

With a partner, discuss the question, "What are ways to support your ideas with numbers?"

LISTEN FOR MAIN IDEAS



Read the statements. Then listen to the lecture. Write *T* (true) or *F* (false).

- ____ 1. "Can Numbers Lie?" explains how people can misuse numbers.
- ____ 2. The speaker tells listeners to accept an opinion if someone gives a lot of statistics.
- ____ 3. Two sets of numbers never behave the same way.
- ____ 4. The speaker recommends people stop and think about statistics they hear.

LISTEN FOR DETAILS



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

1. The best driving speed to use less fuel is ____.
- under 55 miles per hour
 - between 55 and 60 miles per hour
 - over 65 miles per hour
2. The example about driving speed and fuel use ____.
- is a logical use of statistics
 - is an incorrect use of statistics
 - has no relation to statistics

3. The professor says that ____.
 - a. eating ice cream causes people to drown
 - b. people shouldn't be allowed to sell ice cream at the beach
 - c. there's no connection between eating ice cream and drowning
4. The newspaper article about TV says that ____.
 - a. watching TV causes children to be obese
 - b. obese children don't watch TV
 - c. children need to get more exercise



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Think of a time when you used statistics for some reason. What were the statistics? How and why did you use them?
2. Imagine someone tells you that people who eat chocolate are smarter than people who don't eat chocolate. What do you do or say?

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

1. Do you sometimes feel that you are "just a statistic" or "just a number"? Why or why not?
2. When do you use numbers or statistics to make personal decisions (for example, to decide what to buy, what to eat, or what school to go to)?

Vocabulary Skill

mis- and *dis-*



A **prefix** is a word or syllable placed before a word. The prefix changes the meaning of the base word in some way.

The prefix *mis-* means "done in the wrong way." For example, *mislead* means "to give someone the wrong idea or opinion" about something (lead them in the wrong direction).

The prefix *dis-* is a negative prefix. It means "not." For example, *dishonest* means "not honest."

A. Look at the words in the box. Add the prefix *mis-* or *dis-* to the words and write them in the chart. Use a dictionary to help you.

agree	like	print	understand
infect	obey	spell	use

mis-	dis-
	disagree

B. Complete each sentence with the correct word from the chart in Activity A.

- Did you _____ the directions for putting the table together?
It doesn't look right. There are three legs on one side!
- There's a _____ in our history book. It says Columbus's first voyage was in 1493 instead of 1492.
- There aren't many foods that I _____, but one of them is the vegetable okra. Ugh! I won't eat it.
- You shouldn't _____ the driving laws. You can get into trouble or have an accident.
- Does the word *address* have one *d* or two? I always _____ that word.
- Doctors use a special soap to _____ their hands before an operation. The soap helps stop the spread of illness.
- My friend thinks math is boring, but I _____ with him. I think math is interesting.
- The ad said that four out of five doctors recommend the medicine, but they only asked five doctors, and some of them work for the company that makes the medicine! That's really a _____ of statistics.



SPEAKING

Grammar

Modals of possibility: *could* and *might*



modals *could*, *might*, and *might not* express possibility in the future.

Talking on a cell phone while driving **could cause** an accident.

The government **might pass** a law against driving and using cell phones.

People **might not obey** the law.

Might and *might not* are strictly opposites, but *could* and *could not* have very different meanings from each other. *Could not* means that something is impossible.

Eating ice cream **couldn't cause** someone to drown.



A. Listen to the sentences. Complete each sentence with the modal you hear.

- Those statistics might not be correct. I read an article that had completely different numbers.
- We _____ take the train instead of the plane. Flying makes me nervous.
- I _____ stop drinking sodas. I read somewhere that they make you gain weight.
- Linda _____ finish the marathon tomorrow. She was very sick this week.
- But on the other hand, she _____ do very well. She's a good runner.
- They say that having a pet makes people happier, but that _____ be true for people with allergies.

B. Make affirmative and negative sentences, using the words and phrases. Then practice saying the sentences with a partner.

1. might / to the store / go / I / today

I might go to the store today

I might not go to the store today.

2. for dinner / Steve / pick up a pizza / could

3. I / before you / might / at the meeting / be

4. be in class / might / Jim / today

5. be / could / more friendly / Adán

6. sooner than Tuesday / arrive / could / the package

7. the school / to add more classes / decide / might

C. Think of three possibilities. Tell them to a partner. Use modals.

I might not go to the gym after class.

We might have a quiz next week.



Content words are the words that carry the meaning of the sentence. They are usually *nouns*, *verbs*, *adjectives*, and *adverbs*. Content words receive more **stress** than function words. This means that they are a little louder and sometimes longer than function words. Listen to the stresses in these sentences.

As a **kid**, I got a **digital clock** for my **birthday** one **year**.
My **father** wanted me to **wake up** earlier.
I just **stayed** in **bed** and **listened** to the **alarm**.



A. Listen to the sentences. Underline the content words. Practice saying the sentences with a partner. Discuss any sentences you don't understand.

1. People can use statistics to prove anything.
2. Birthdays are good for you. Statistics show that the people who have the most birthdays live the longest.
3. If two wrongs don't make a right, try three.
4. Do not worry about your problems with mathematics. Mine are much worse.
5. Mathematics is a science that uses easy words for hard ideas.



B. Listen to this poem about numbers. Then listen again and read along with the audio.

There was an old man who said, "Do
tell me how I should add two and two.
I think more and more
that it makes about four —
but I fear that is almost too few."

C. Work with a partner. Take turns reading the poem. Focus on the rhythm and the stressed content words.



It is important to let people know that you understand what they are saying. This is true in classroom discussions and informal conversations. There are several ways to express understanding.

- Look at the speaker and nod your head or make other gestures that show understanding.
- Use short sounds or words, such as *uh-huh*, *yeah*, or *yes*.
- Ask questions to clarify details. Then say one of these sentences.

I see.
I understand.
I know what you mean.
I get it. (informal)

A. Listen to these parts of Listening 1. Answer the questions.



CD 3
Track 21

Part 1

1. How does Lydia ask for clarification of the interviewer's question? What does she say?

2. What does she say to express understanding?



CD 3
Track 22

Part 2

3. What does Akira mean when he says that he "lives by the numbers"?

4. What does the interviewer say to express understanding?



CD 3
Track 23

Part 3

5. What was important to Myra about the race?

6. What does Gloria say to express understanding?

Tip for Success

Don't worry if people ask questions about what you say or ask you to repeat something. It shows they are interested and want to hear what you have to say.

B. Work with a partner. Take turns following these instructions.

1. Choose a topic from the list below. Explain your opinions about the topic to your partner. Answer your partner's questions.

The number _____ is important to me because ...

Numbers are (not) an important part of my life because ...

The most difficult thing about understanding numbers is ...

2. Listen to your partner. As you listen, express understanding with words and gestures. If you don't understand something, ask for clarification. When the answer is clear, tell your partner that you understand.

Unit Assignment

Role-play a television talk show



In this section, you are going to role-play a talk show discussion about the Unit Question, "How do you use numbers in your daily life?" As you prepare your role-play, refer to the Self-Assessment checklist on page 166.

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

CONSIDER THE IDEAS



Listen to a speech. Then discuss the questions in a group.

1. Why did the woman start to eat two apples a day?
2. Why did she say that the study tricked her?
3. What mistake did she make?
4. In your opinion, is this a common mistake?



PREPARE AND SPEAK

- A. **GATHER IDEAS** Work with a group of at least four people. Read the story. Then discuss the questions below.

A Lesson in Independence?

A woman's ten-year-old son told her that he wanted to learn to be more independent and do more things on his own. So one afternoon the boy and his mother went to a large department store in their city. When they finished shopping, the mother gave her son a transit card, a map of the city, and \$20 in case of emergency. She said he could go home by himself. Then she turned around, waved good-bye, and went home. The boy was very happy about this. It was a simple trip. He had to walk one block to the bus stop and get on a #10 bus. Then he had to ride for about 20 minutes, get off the bus, and walk one block to his house. He did this and arrived home safely. He felt good about his adventure.

However, the woman was also a writer for a local newspaper and wrote about this experience. She received hundreds of letters criticizing her for letting her son come home alone. She replied that she wanted her son to learn independence, and she didn't want him to be afraid all the time. She and her son talked a lot about how to be safe in the city, and she trusted him to do the right things. She also quoted statistics that support the idea that cases of crimes involving children in that area of the city were very rare—less than 0.3 percent of children were affected by any kind of crime. Some people replied that you can't use statistics for this kind of situation. The host of a local TV talk show invited her to come on the program to explain her views and answer questions.

1. What arguments can you think of that support the mother's decision?
2. What are arguments against the mother's decision?
3. What is your personal opinion of this case? What do you think of the mother's use of statistics to support her decision?

B. ORGANIZE IDEAS Plan the role-play. Follow these steps.

Critical Thinking

In activities B and C, you have to **collaborate**, or work together, to create the role-play. Being able to work together to make something new is an important academic and work skill.

1. Assign each person in the group one of the following roles. If your group has more than four people, add more callers.

Role	Notes
Talk show host: This person briefly explains the story, and then asks one or two questions. The host then invites each caller to speak.	
The mother or father: She or he first answers the host's questions and then takes questions from the callers. Before answering, she or he expresses understanding of the question or asks for clarification.	
Caller 1: This caller first says she or he agrees with the mother's or father's decision and then asks a question, such as <i>Do you think that parents protect their children too much?</i>	
Caller 2: This caller first says he or she disagrees with the mother's or father's decision and why. Then the person asks a question, such as <i>Will you let your son do this again soon? Why or why not?</i>	

2. Make brief notes about what each person will say. Don't plan a complete script.
3. Practice the role-play with the group. Make any changes necessary.

C. SPEAK Present the role-play to the class or to another group. Refer to the Self-Assessment checklist on page 166 before you begin.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used modals of possibility.
☐	☐	I used vocabulary from the unit.
☐	☐	I expressed understanding.
☐	☐	I used sentence stress with content words.

B. REFLECT Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

childhood 
 complaint 
 conclusion  **AWL**
 fuel 
 memory 
 statistics **AWL**
 stick 

Verbs

drown
 fool
 force 
 smile 

Adjectives

logical  **AWL**
 misleading
 obese
 obvious  **AWL**

Adverb

strictly 

Phrasal Verbs

bring back
 find out 
 grow up 
 move out 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.

LISTENING VOCABULARY GRAMMAR PRONUNCIATION SPEAKING

- I can understand spoken numbers. (p. 154)
- I can use the prefixes *mis-* and *dis-*. (p. 157)
- I can use modals of possibility. (p. 159)
- I can use sentence stress with content words. (p. 161)
- I can express understanding. (p. 162)

LEARNING OUTCOME

- I can participate in a role-play of a talk show discussion about giving a child his independence.

UNIT 10

Global Health

- LISTENING** ● recognizing facts and opinions
- VOCABULARY** ● using the dictionary
- GRAMMAR** ● *if* clauses for future possibility
- PRONUNCIATION** ● function words and stress
- SPEAKING** ● participating in a group discussion



LEARNING OUTCOME ●

Give a persuasive presentation introducing and supporting a possible solution to a problem.



QUESTION

How important is cleanliness?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

Do you think you use a lot of water every day? Explain.

What did your parents tell you about cleanliness?

Look at the photo. What is the person doing?

B Discuss the Unit Question above with your classmates.

 Listen to *The Q Classroom*, [Track 25](#) on [CD 3](#), to hear other answers.

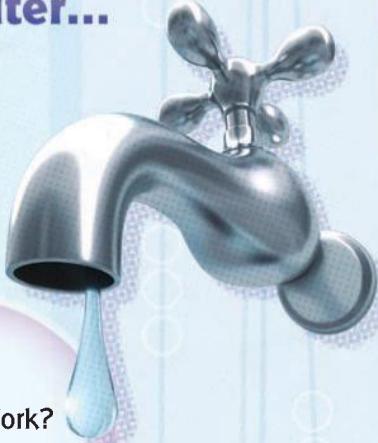


C Think about how you use water. Then complete the questionnaire.

How Do You Use Water...

at Home?

- ☐ to bathe or shower
- ☐ to wash dishes
- ☐ to wash clothes
- ☐ to water plants



at School or Work?

- ☐ to drink
- ☐ to wash your hands

In Other Ways?

- ☐ _____
- ☐ _____

D Work with a group. Compare your charts. Then discuss the questions.

1. Where does your water come from? Do you have city water or another source for water?
2. Is the water in your home safe to drink? If not, what do you do about this?
3. Do you ever try to use less water? How?



LISTENING

LISTENING 1 | Water for Life

VOCABULARY

Here are some words from Listening 1. Cross out the word that means something different from the bold word.

1. **Agriculture** uses a lot of water. Animals and plants need water to be healthy.
a. farming b. city life c. producing food
2. It's usually warm in May. The **average** temperature in May is 75 °F.
a. normal b. ordinary c. unusual
3. The **climate** here is good for crops. It rains often and it's not too cold.
a. ocean b. weather c. environment
4. The amount of rainfall has **decreased**. There has been less rain this year.
a. gone down b. grown c. gotten smaller
5. The tomato plants in my garden had a **disease**. Many of their leaves turned brown and some of the plants died.
a. energy b. sickness c. illness
6. I don't want to **interrupt** your lunch, but this is important. Can you please come outside and help me?
a. stop b. continue c. cut short
7. The **lack** of water is problem. We can give water to the crops or have water to drink, but not both.
a. not enough b. too little c. too much
8. Our neighborhood does not get water from the city. We have to **pump** it from a well deep in the ground.
a. fill with a liquid b. move a liquid c. pull up a liquid
9. **Sanitation** is very important, so please wash everything. We don't want anyone to get sick.
a. promoting health b. dirtiness c. cleanliness
10. Our water **supply** is limited. We have to be careful how much we use so that we have enough.
a. amount of something b. something you need c. something unnecessary



PREVIEW LISTENING 1

Water for Life

You are going to listen to part of a group discussion in a classroom. The students are preparing a report on the importance of clean water.

How do you think these conditions might affect supplies of clean water?

- too many people in one place
- no lakes or rivers nearby
- no machinery to pump water
- not having water storage
- sharing water with agriculture

LISTEN FOR MAIN IDEAS



Listen to the discussion. Then write the ideas in the box under the correct headings.

cholera kills thousands	diseases carried by water
effects of climate change	lack of water in crowded cities
Lake Chad drying up	waterless toilets
wells with PlayPumps	

Water for Life

1. Problems with unclean water

cholera kills thousands

2. Problems with water supply

3. Possible solutions

LISTEN FOR DETAILS

Read the questions. Then listen again. Circle the correct answer.

- How many children under the age of five die each year because of water-related diseases?
 - about 5,000
 - about 2 million
- What percent of the world's population lived in cities in 2010?
 - 29.8 percent
 - 50 percent
- Which of these do the students say is a reason that Lake Chad is drying up?
 - using too much water for agriculture
 - sending too much water to large cities
- What does Marie say about the population around Lake Chad?
 - It's decreasing.
 - It's increasing.
- Where does the water from the PlayPumps go?
 - to a tank
 - directly to homes

Tip for Success

When taking notes, use your own abbreviations to write more quickly.



WHAT DO YOU THINK?

Discuss the questions in a group.



- Have you ever been in situation where you didn't have enough water for basic things like drinking, cooking, and cleaning? If so, how did it affect you? What did people do about it?
- Marie describes water-related illnesses like cholera as "very sad" because it is possible to prevent them. How can people prevent these illnesses?



A **fact** is something that is true. It can be information about an event, about a person, or a statistic.

About 2 million children under five die every year from water-related illnesses.

An **opinion** is a person's belief or attitude about something. Opinions often have key words like *I think*, *I feel*, or *I'd say*. Most opinions also make value judgments.

I think the lack of clean water is the **most serious** problem in the world today.

Opinions are neither true nor untrue. Opinions can be supported with facts.

Opinion: I think the lack of clean water is the most serious problem in the world today.

Supporting fact: The lack of clean water causes the deaths of about 2 million children under five every year.



- A. Listen to these comments from a class discussion about PlayPumps. Write *fact* or *opinion* for each statement. Write down key words you hear that tell you that each statement is a fact or opinion.**

Name	Fact or Opinion	Key Words
Paul	<i>opinion</i>	<i>"seems to me"</i> <i>"We should"</i>
Hee-Young		
Liza		
Jamal		
Maritza		
Daniel		



- B. Work with a group. Compare your responses and notes in the chart in Activity A. If your responses are different, discuss and decide on the correct response. Then listen to the recording again with the group.**

LISTENING 2 | Is It Possible to Be Too Clean?

VOCABULARY

Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word.

allergy (*n.*) a condition that makes you sick when you eat or touch something that does not normally make people sick
automatically (*adv.*) done by itself, without human control
bacteria (*n.*) very tiny living things
defense (*n.*) protection of something from an attack
digest (*v.*) to turn food in the stomach into energy
dirt (*n.*) a thing that isn't clean, like dust or mud
germs (*n.*) tiny living things that cause disease
old-fashioned (*adj.*) not modern
sensible (*adj.*) having good judgment, being reasonable

1. Did you know that yogurt is made with two kinds of “good” _____? They turn milk into yogurt. There are thousands in every cup.
2. Let's see, Ashley can't eat chocolate or strawberries. She can't have any pets in the house. And don't ever give her flowers. She has a terrible _____ problem.
3. You don't have to turn off my computer. It will turn off _____ after two hours.
4. Yogurt may not upset your stomach like other milk products. In fact, it helps you _____ your food.
5. I have a special program on my computer as a _____ against viruses that may attack it.
6. Please take your muddy shoes off before you come in the house. I don't want _____ all over my clean floor.
7. Michael decided not to go out tonight because he has an important test tomorrow. That was a(n) _____ decision.

8. I've had this dress for 20 years. It looks extremely _____ now.
9. Please cover your mouth when you cough. You're spreading your _____ all over. I don't want to get sick.



PREVIEW LISTENING 2

Is It Possible to Be Too Clean?

You are going to listen to a podcast about the connection between cleanliness and the immune system. The immune system is our body's way of protecting us from disease.

Discuss these questions with a partner. Is it possible to be too clean? Why or why not?



LISTEN FOR MAIN IDEAS



A. Listen to the podcast. Circle the answer that best completes each statement.

1. According to the speaker, people in the past _____.
 - a. were very dirty
 - b. were much more worried about cleanliness than we are today
 - c. were more relaxed about touching dirt
2. One study showed that children living in a germ-free environment _____.
 - a. develop fewer allergies
 - b. don't develop strong immune systems
 - c. never get sick

3. The speaker says that ____.
- a. some bacteria are good for us
 - b. all bacteria cause disease
 - c. bacteria are not necessary

LISTEN FOR DETAILS



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

- ___ 1. The speaker's grandmother might let her eat cookies that fell on the floor.
- ___ 2. Carrying hand sanitizer in your pocket is an old-fashioned custom.
- ___ 3. We should stop taking regular baths and let our houses get dirty.
- ___ 4. The German study showed that children who lived in cities and had no pets were healthier than kids who lived on farms.
- ___ 5. In Australia, some people are giving kids "dirt pills" because they think this will help them develop a defense against asthma.
- ___ 6. Bacteria are necessary in order to create compost from food waste.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

- 1. Before Listening 2, you discussed the question "Is it possible to be too clean?" How did you answer this question before listening? What is your answer now? Did it change? Why or why not?
- 2. Do you worry about contact with germs? Why or why not?

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

- 1. As countries around the world become more modern, the demand for water will grow. What can people do about this?
- 2. What do people in your community think about personal cleanliness and sanitation? Do you agree? Why or why not?

Tip for Success

When possible, use an English learner's dictionary. It gives simple definitions and examples of words.



Dictionaries have many different kinds of information about words. In addition to the meaning of the word, a dictionary entry includes:

- Part of speech—for example, *noun*, *verb*, *adjective*
- Word forms, such as plurals, past tense, and participle forms, and comparatives
- Pronunciation
- Grammatical information about words—for example, countability of nouns [C, U]

An entry can also include:

- Some synonyms or antonyms (opposites)
- Example phrases and sentences

A. Read the dictionary entry for the word *disease*. Then mark the different kinds of information.

1. Circle the pronunciation information.
2. Underline the part of speech.
3. Put a check (✓) next to the grammar information.
4. Put a star (★) next to the example sentences or phrases.

dis·ease  /dr'ɪz/ *noun* [C, U] (**HEALTH**) an illness of the body in humans, animals, or plants: *an infectious disease* ♦ *Rats and flies spread disease.* ▶ **dis·eased** *adj.*: *His diseased kidney had to be removed.*

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

B. Use a dictionary to answer the questions about the bold words. Sometimes you may need to look at words before or after the bold word to find the answer.

1. Is the word **bacteria** singular or plural? _____
2. What's an adjective in the same word family as the noun **sanitation**?

3. What's the verb in the same word family as the noun **defense**?

4. What's the adverb form of the adjective **sensible**? _____
5. In Listening 2, the speaker says, "We shouldn't stop **bathing**." How do you spell the base form of the verb **bathing**? _____
6. Do you pronounce the *th* in **asthma**? _____

C. Read the sentences. Identify the error in each sentence. Then rewrite each sentence to correct the error.

1. Some bacteria doesn't make you sick.

Some bacteria don't make you sick.

2. The kitchen in that restaurant is not sanitation.

3. Don't worry about me! I can defense myself if there's a problem.

4. After that big storm, I think it's very sensibly to start boiling our drinking water.

5. My sister baths her baby before bed. The warm water relaxes him.

6. We can't have a cat because my son has asma.



SPEAKING

Grammar

If clauses for future possibility



clauses can express future possibility. Sentences with *if* clauses show a cause-and-effect relationship. The *if* clause describes the cause. The result clause gives a possible effect.

The verb in the *if* clause is in the simple present. The result clause uses a modal, such as **will**, **can**, or **may/might** + **verb**. The choice depends on how certain the speaker is about the result.

If clause	Result clause
If there is a lack of clean water,	diseases will spread very quickly.
If you use hand sanitizer,	you might not get sick this winter.

Note: The *if* clause and the result clause can come in either order. When the *if* clause is first, it is followed by a comma. There's no comma when the result clause is first.

Diseases **will spread** very quickly **if** there is a lack of clean water.



CD 3
Track 32

A. Listen to the sentences. Write the cause and the effect in each sentence.

	Cause	
1	test the water	find out it's polluted
2		
3		
4		
5		

B. Look at the words and phrases below. Use the words and phrases to write sentences with *if* clauses.

1. they / use a PlayPump / get clean water

2. I / use hand sanitizer / not get sick

3. we / not get rain / crops / die

4. Sarah / save more water / take shorter showers

5. people / have clean water / be fewer deaths

6. John / spread germs / wash his hands

C. Compare your sentences with a partner. Take turns saying your sentences.

Pronunciation

Function words and stress



CD 3
Track 33

Tip for Success

Most of us do not hear every word when we listen. We know which words are there because we know the language. We don't need to hear them.

Function words are the short words that connect the content words in a sentence. Function words are usually not stressed. They are also pronounced more quickly than content words. They can include words like these.

articles: the, a, an

forms of the verbs *be, do, or have*

pronouns: he, she, it

conjunctions: and, but, or

prepositions: in, on, at, for

modals such as *can* or *will*

The bold words in this sentence are function words.

People use special soaps **that** kill germs, **and** they carry hand sanitizers **in** **their** pockets.

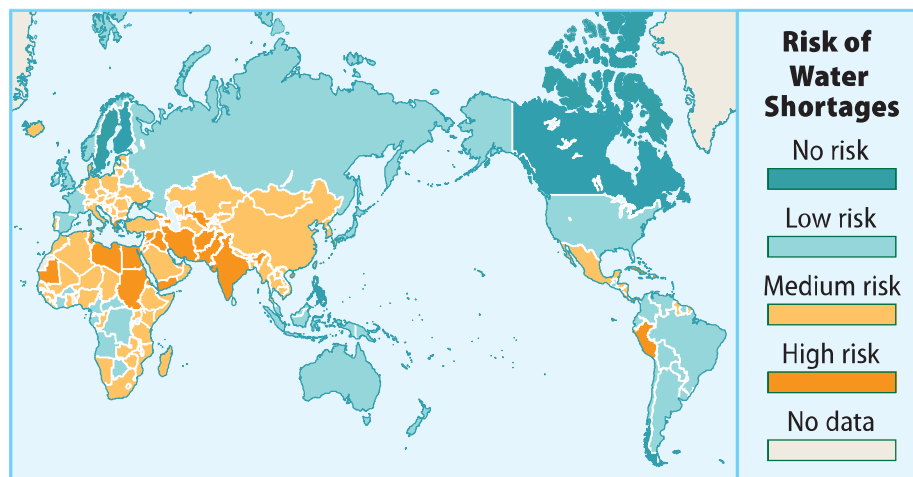
CD 3
Track 34

A. Read the paragraph. Underline the function words. Then listen and focus on the pronunciation of the function words.

There is no new water on Earth. All of the water on Earth—the rivers, lakes, oceans, ice at the North and South Poles, clouds, and rain—is about one billion years old. The water moves around the planet. It can change to ice, to rain, or to fog, but it's always the same water. Think about it. The population of the world is growing, but the supply of water is always the same.

B. Work with a partner. Take turns reading the paragraph in Activity A. Make sure you stress the content words and not the function words.

C. Listen to the passage. Then complete the paragraph below with the missing function words.



_____ *are* _____ words _____
a famous English poet, Samuel Coleridge. He was writing about
_____ man alone _____ a boat on
_____ ocean. _____ might also describe
_____ condition _____ the people
_____ our planet. Earth has about 1.4 billion cubic
kilometers _____ water. _____ problem
_____ that 97.5 percent _____ that
water is salt water, _____ water _____
the oceans _____ the seas. Only 2.5 percent is fresh
water. Most _____ that fresh water _____
in the ice _____ the North _____
South Poles _____ underground. Only 0.3 percent of
_____ fresh water is in lakes _____ rivers
where people _____ *easily find and use* _____.
In other words, we don't have _____ much water as we might
think _____ do.

D. Practice reading the paragraph in Activity C with a partner.

Speaking Skill

Participating in a group discussion



Participating in a group discussion can be challenging for a language learner. Here are a few suggestions to help you.

- Listen carefully to what others are saying. Listen for the topic of the discussion and the main ideas.
- When you speak, start by referring to something the previous speaker said. Make sure your comment relates to the topic.
- Speak clearly and be sure to speak loudly enough for people to hear you.
- Don't interrupt people. Wait for a break in the conversation before you speak.
- Help others participate by asking questions and saying things like, "Mary, we haven't heard your ideas yet."

A. Listen to parts of the conversation in Listening 1. Discuss the questions with a partner.



CD 3
Track 36

Part 1

1. How does Jing invite Marie to participate in the conversation?
2. How do you know that Marie was listening to what Jing said?



CD 3
Track 37

Part 2

3. What's the problem with Toby's comment about using water in North America and Europe?
4. What does Jing say to Toby? How does this help the conversation?



CD 3
Track 38

Part 3

5. How does Marie speak at the start—very softly or firmly and clearly? Is this a problem? Why or why not?
6. What does Jing do to Marie?
7. What does Emma do about it?
8. What does Jing say at the end?

- B. Work with a group. Choose one the following topics or use your own idea. Talk about it for five minutes. During that time everyone in the group should speak at least once. Use the suggestions in the Speaking Skill box.**

Three things we can do now to save water
What we should teach children about cleanliness
Two things we can do to make our city cleaner

Unit Assignment Give a persuasive presentation



In this section, you are going to give a persuasive presentation. As you prepare your presentation, think about the Unit Question, “How important is cleanliness?” and refer to the Self-Assessment checklist on page 186.

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

CONSIDER THE IDEAS

With a partner, read the case studies about issues related to water and sanitation. For each case, discuss the questions.

1. What problem does the case present?
2. Who are the people involved?
3. How do the people agree or disagree about the situation?

Case 1

There is a beautiful, clean river that comes down from the mountains. There are several villages on the banks of the river, and the people use the water for washing, cooking, and drinking. The problem is that some of the farmers in this area bring their animals down to the river to drink. This means that the animal waste gets into the water and pollutes it. The water is no longer safe. People who live near the river want the farmers to stop using the river for the animals.

Case 2

A city has a serious problem with its water supply. For several years there has been very little rain. The lake that supplies the city with water is getting smaller and smaller. The city officials are telling people that they have to use less water. But most people don’t seem to understand this. They don’t want to change the way they use water. One official says, “If people won’t change, we will soon have to start rationing water. That means that we would give people only a small amount of water each day. No one will like that!”

Case 3

The principal and a group of teachers at a high school want to provide hand sanitizer. They think that if teachers and students use these frequently, fewer people will get sick from colds and flu. Many parents and some teachers are against this idea. They say that this is taking cleanliness too far. They say hand sanitizers are not a substitute for soap and water. They say the best way to keep your hands clean is to wash them for at least 15 seconds with warm water and soap. They point out that the bathrooms at the school are often out of soap. They're telling the principal, "Buy more soap, not hand sanitizer!"

PREPARE AND SPEAK

A. GATHER IDEAS Work in a group. Choose one of the cases in the Consider the Ideas section. Then follow these steps. Use the chart to help you organize your ideas.

- 1. Review the case and make sure everyone understands the problem.
- 2. Brainstorm possible solutions for the problem.
- 3. For each solution, think of any pros (advantages) or cons (disadvantages) there might be. What will the people involved think of the solution? Will they accept it?

Case Study:	
Solutions	Pros and Cons
1.	Pro: Con:
2.	Pro: Con:
3.	Pro: Con:

B. ORGANIZE IDEAS As a group, prepare a presentation of the case you picked and the best solutions. Each person in the group should be responsible for one possible solution. During the presentation you will try to persuade your audience that your solution is best.

Tip Critical Thinking

In Activity C, the class has to **appraise** each group's solutions. This means they have to weigh the pros and cons and decide if they agree.

C. SPEAK Present your case and the solutions to the class. After the presentation, discuss these questions with the class. Refer to the Self-Assessment checklist below before you begin.

1. Ask the class, "Did you agree or disagree with our solutions? Why or why not?"
2. What other solutions can you think of for this case?

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
☐	☐	I was able to speak easily about the topic.
☐	☐	My partner, group, class understood me.
☐	☐	I used <i>if</i> clauses for future possibility.
☐	☐	I used vocabulary from the unit.
☐	☐	I participated in a group discussion.
☐	☐	I used correct stress for function words.

B. REFLECT Discuss these questions with a partner.



What is something new you learned in this unit?

Look back at the Unit Question. Is your answer different now than when you started this unit? If yes, how is it different? Why?

Track Your Success

Circle the words you learned in this unit.

Nouns

agriculture
allergy
bacteria
climate
defense
dirt
disease
germ

lack

sanitation

supply

Verbs

decrease

digest

interrupt

pump

Adjectives

average

old-fashioned

sensible

Adverb

automatically

 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.

LISTENING VOCABULARY

- I can recognize facts and opinions. (p. 174)
- I can use the dictionary information about words. (p. 178)

GRAMMAR PRONUNCIATION SPEAKING

- I can use *if* clauses for future possibility. (p. 180)
- I can stress function words properly. (p. 181)
- I can participate in a group discussion. (p. 183)

LEARNING OUTCOME

- I can give a persuasive presentation introducing and supporting a possible solution to a problem.

The Q Classroom Page 3

Teacher: Today we begin Unit One. Every unit in Q starts with a question. As we go through the unit, we will discuss this question. Our answers can change as we talk about the topic. The Unit One question is, “Why do people follow fashion trends?” So how about you, do you follow fashion trends? Sophy?

Sophy: Sure. You don’t really have a choice—when you need new clothes, you buy what stores are selling. And stores follow fashion trends.

Teacher: Good point. But a lot of people want to follow fashion trends. Why is that? Marcus?

Marcus: People want to look like their friends. You dress in a certain way to show what group you belong to. No one wants to be left out of their group.

Teacher: What do you think, Yuna? Do you follow fashion trends?

Yuna: Yes, I do.

Teacher: Why?

Yuna: It’s fun. I like to look nice.

Teacher: What do you think, Felix? Why do people follow fashion trends?

Felix: I think the media tells us to follow trends so that we buy more stuff. When everyone you see on TV and in magazines dresses a certain way, it makes you want to dress that way, too.

LISTENING 1: Extreme Fashion

Listen for Main Ideas Page 6

Vicky: Hi, John. What are you doing? Do you have a minute? Can I ask you a question?

John: Well, right now I’m working on my article about the president’s speech. But I can take a break. What’s up?

Vicky: I just got back from the new fall fashion show. I have to write a story about it for tomorrow’s paper. I don’t know what to say. I mean, some of the clothes were **ridiculous**!

John: What do you mean, “ridiculous?”

Vicky: I mean that they were just too strange. There was this one ... uh—dress, I suppose ... it looked like a black garbage bag.

John: You’re joking.

Vicky: Ha! No, I’m not. At first, I thought it was a **joke**, but it wasn’t. No one laughed. Everyone just sat there and looked at the dress. I don’t understand it.

John: Well, that’s part of what fashion is. Fashion is all about following **trends**, you know, having the latest styles. People are afraid. If they say that a fashion is ridiculous, then others are going to think they’re not “in style.”

Vicky: But what are the designers thinking? Do they believe anyone is going to wear a dress that looks like a garbage bag?

John: You might be surprised. You just need one **celebrity** to wear a garbage bag dress to a social event. Then a lot of other women want one, too. People like to dress like famous people they **admire**. Often, they don’t think about what it looks like. They don’t even ask, “It looks good on her, but does it look good on me?”

Vicky: Maybe so, but I still think people should be more **critical** of fashion. After all, people criticize other things like books and movies. Why should they keep quiet about fashion?

John: Well, once a **journalist** wrote a critical article about a famous designer. Do you know what the designer did?

Vicky: No, what?

John: He never invited her to one of his shows again.

Vicky: Can he do that?

John: Sure, he can. You need an invitation to get into a fashion show. It’s not like going to a movie. For a movie, anyone can buy a ticket.

Vicky: Anyway, I’m a journalist. I need to give my honest opinion of the show even if it’s **risky**.

John: Well, here’s an idea. Write about both what you didn’t like *and* what you liked. That way the article won’t be too critical or too risky!

Vicky: Good idea!

Listen for Details Page 6

[Repeat Main Ideas track]

LISTENING SKILL: Listening for Main Ideas

A. Page 7

Speaker: A fashion commentator once said, “People dress like their fantasies.” His point was that we often dress to look like the people we want to be. This is why people dress like celebrities. It is also the reason that people enjoy costume parties. When you go to a costume party, you can be a prince or a princess, a caveman or a cowboy—whatever you want to be.

Some people carry these fantasies into their everyday clothing. I sometimes go to a coffee shop in my neighborhood for breakfast. There’s often a man there wearing a cowboy hat and jacket and riding boots. The people in the coffee shop call him “Tex.” He probably never lived in Texas. He was never a cowboy on a real cattle ranch. In his real life, he owns a little bookstore in the neighborhood. But, he lives his dream of the cowboy life with his clothes.

A friend of mine at the university is studying the history of film. She’s especially interested in the movies of the 1930s and 1940s. For her, women’s styles of that time were much more elegant and sophisticated than today’s styles. She often goes to vintage clothing stores—stores that sell old clothing from different time periods—to buy clothes. She has a collection of dresses and hats from the 30s and 40s. She doesn’t wear them every day, but she does wear them on special occasions. When she does, she looks very elegant, just like a movie star from the old days.

B. Page 7

[Repeat Listening Skills A track]

LISTENING 2: Fashionomics

Listen for Main Ideas Page 9

Professor: Good morning! This is Business 101, and today we're talking about something called "Fashionomics." Who can tell me what the word *Fashionomics* means?

Max: Well, I guess the word is a **combination** of *fashion* and *economics*.

Professor: Very good. Fashionomics is the study of fashion and **economics**. Or, another way to say it is fashion and money. Now, let's consider the fashion side of that. What does the expression "in fashion" mean?

Jen: It usually means that something is popular, that a lot of people like it. But a fashion is only popular for a certain time, like bell-bottom jeans or shoes with pointed toes, for example.

Professor: Excellent! And time is the **key** word there. Fashions don't last for a long time. They're constantly changing. Now, how is fashion related to money?

Rafi: Oh, that's easy. When people follow fashion trends, they spend more money. For example, look at my new jacket. In a year or two, this jacket is going to be "out of fashion." What happens then? Well, I say, "This jacket is out of fashion. I need a new one. So, I buy a new jacket." This happens even if the jacket is in perfectly good condition.

Professor: Right. And how is this good for the economy?

Kim: When people spend money on clothes and other **stuff** like purses and jewelry, it creates jobs—you know, jobs for the people who make the clothes and for the people who sell them.

Professor: Yes, that's an important point. It's what economists are talking about when they refer to Fashionomics. Changing fashions can be good for the economy. Are there any other **benefits** to fashion trends?

Max: Well, I think that fashion makes our society more creative. This is true for people who design the clothes and for the **individual** who wears them.

Professor: Interesting. I think we can all see that being a designer is a creative job, but can anyone explain what Max means when he says that wearing clothes is creative?

Jen: Sure. When you get dressed, you create a "look" for yourself. It may be old jeans and a T-shirt or an expensive suit, but your clothes say, "This is who I am at this time."

Professor: OK, so putting all this together, we can say that Fashionomics is about the **relationship** between fashion and the economy. Changing fashions encourage people to spend money, and this can be good for the economy. It also gives people an **opportunity** to be creative. We'll look at this in more detail tomorrow. Tonight I want you all to read chapters three and four of . . .

Listen for Details Page 10

[Repeat Main Ideas track]

GRAMMAR: The present continuous

B. Page 12

1. **Woman:** Hey, Jack what are you doing?

Man: I'm reading the chapters for Professor Martin's business class.

2. **Woman:** Yeah, I have to do that, too. He gives a lot of homework. It seems like I'm constantly reading stuff for that class.

Man: I know what you mean.

3. **Man:** The designer isn't showing very interesting clothes at this fashion show.

Woman: I agree. Do people really buy these clothes?

4. **Man:** Hey, look at that model. What kind of a hat is that?

Woman: She's not wearing a hat. That's a basket of fruit on her head! It looks ridiculous.

5. **Man:** So, what's Jenny doing these days?

Woman: She's working hard. She's designing clothes for the new store on State Street.

6. **Man:** Wow! That's great!

Woman: Well, you know Jenny. She likes a challenge. She's constantly looking for new things to do.

PRONUNCIATION: Interjections and intonation

Page 13

Speaker: **Wow!** That dress is fantastic! I love it.

Oh! I didn't know you were coming.

Oh! I failed my driving test again.

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

A. Page 13

1. **Speaker 1:** *Well*, I think this is the right answer. (confident)

Speaker 2: *Well*, I think this is the right answer. (uncertain)

2. **Speaker 1:** *Yeah*, and after we finish this project, we're going to do another one. (excited)

Speaker 2: *Yeah*, and after we finish this project, we're going to do another one. (frustrated)

3. **Speaker 1:** *Yeah*, I lost my presentation. (amused)

Speaker 2: *Yeah*, I lost my presentation. (disappointed)

4. **Speaker 1:** *Oh!* Mr. Lombardi is going to be in Tokyo next week. (happy)

Speaker 2: *Oh!* Mr. Lombardi is going to be in Tokyo next week. (disappointed)

UNIT ASSIGNMENT: Consider the Ideas

A. Page 15

Man: Glenbrook High School is thinking about making all students wear school uniforms. We know that students, teachers, and parents have different opinions about this. Some people are in favor of the idea. They feel that many students are wearing the wrong kinds of clothes to school. There's also a lot of competition among students to follow the latest fashion trends. Then they ask their parents to buy expensive designer clothes. Many parents say they can't afford to buy new clothes every time fashion trends change.

Other people think that making students wear uniforms is wrong. They say that students should be free to wear what they want to school. Uniforms take away students' freedom and creativity.

The Parent-Teacher Association (PTA) is holding an open meeting for students, parents, and teachers on Saturday, September 13, at 7 p.m. in the school auditorium. Come and let us hear your opinions about school uniforms.

Unit 2: Color

The Q Classroom Page 21

Teacher: Today we'll discuss the Unit 2 question: How can colors be useful? Let's think about the question and clothing for a minute. Sophy, how can colors be useful in clothing?

Sophy: You can use colors for symbolic reasons. Like in some countries brides wear white dresses. Or like the school colors we wear on our sweatshirts.

Teacher: That's true. How else can we use color? Yuna, I see that you have different-colored notebooks. How are you using color?

Yuna: To organize. Different colors for different subjects.

Teacher: So we can use colors for symbolic reasons, and we can use colors to organize. How else can colors be useful? Felix?

Felix: Colors can affect people's moods. For example, hospitals are painted colors that help patients relax. And a restaurant can use colors to make people feel comfortable, so they'll want to stay and eat.

Teacher: What do you think, Marcus? How else can colors be useful?

Marcus: You can use color to attract attention. You know, like big red letters on a sign, or something noticeable like black on yellow.

LISTENING 1: The Colors of Nature

Listen for Main Ideas Page 24

Speaker: The colors of nature. Aren't they wonderful? Birds, flowers, **insects**—so many different colors. And it's not only that they're beautiful. Colors in nature have many different uses. Many animals use color to help them **survive**. Today we're going to look at two ways that animals do this.

The first way animals use color is to protect them from danger. Color helps animals **hide** from **predators**. Scientists refer to this as camouflage. For instance, look at this first photo. What do you see? Some green leaves, right? But wait! One of those leaves is actually an insect. There's a false-leaf katydid sitting on a leaf. Look carefully and you can see its legs and its head. Its **wings** look just like leaves. Katydid is common insects all over the world. Here's a little extra information about katydids. They got their English name—"katydid"—from the sound they make. People thought it sounded like the two words "Katy" (a girl's name) and "did." Listen. It sounds like they're saying "katydidkatydidkatydid." You know, I wonder who Katy is and what she did!

Anyway, back to colors. Now look at the next photo of a cryptic frog. Can you find the frog? Look closely and you can see it on the left. It is sitting on the leaf. It takes its colors from the brown leaves and rocks on the forest floor. This is another example of camouflage. It's almost impossible to see this little guy unless he moves. Even then it looks like the wind is blowing a brown leaf across the forest floor.

A second use for color is to give a **warning**. This is the opposite of camouflage. These animals *want* you to see them. Their bright colors say, "Watch out! I'm dangerous. If you touch me, I'll hurt you." Many predators also know from experience that a bright color means danger.

Let me give you an example. This is a photo of a blue **poison** dart frog. These frogs live in the rain forests of Suriname in South America. Their **skin** contains a very strong poison. The poison in just one frog is enough to kill ten men. Its bright blue color says to predators, "If you eat me, you will die." Believe me, if I see one of these in the forest, I will give it plenty of space!

Now on next week's show, we're going to meet a very unusual bird called the bowerbird. This little bird loves the color blue. Tune in next week to find out what he does with it.

Listen for Details Page 25

[Repeat Main Ideas track]

LISTENING SKILL: Understanding cause and effect

A. Page 26

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

B. Page 26

Speaker: Hello again, nature lovers! Today we're going to talk about the Australian bowerbird—a very unusual bird! Male bowerbirds build something called a bower. As you can see in the picture a bower looks almost like a little house.

Now here's the part that is so surprising. The male bird builds the bower, and then he decorates the area around it. He gets flowers, little stones, pieces of glass or plastic, and many other little things and puts them around the bower. He is trying to make the bower look nice.

One kind of bowerbird, called the satin bowerbird, loves the color blue. You can see in this picture how this satin bowerbird decorated his bower with a lot of blue things. This bird doesn't like red. If you put something red in his bower, he takes it away. Bowerbirds often steal things for their bowers from other birds or even from people.

The male bird builds the bower to attract a female bird. The female bird comes and looks at the bower. If she likes it, she becomes the male bird's partner, or *mate*. The most beautiful bowers attract more female birds. The bower is not a nest. This means that it is *not* the place where the female bird lays her eggs. After mating, the female bowerbird builds a nest in a tree where predators can't find it easily.

LISTENING 2: Building with Color

Listen for Main Ideas Page 28

Moderator: Today we're doing a panel presentation on the uses of color in architecture. First, panel members are going to speak about the work of different **architects** and how they use color in their work. Our first speaker is Michio Osawa, and he's going to talk about the work of the Japanese architect Kengo Kuma.

Michio Osawa: When Kuma first started working as an architect, he thought that **concrete** was the only building material. At that time, he worked mostly in Tokyo. His buildings were the usual gray of a lot of **urban** architecture today.

Now he often works in the country. He wants his buildings to **blend in** with the environment. He prefers natural materials, for example, wood, bamboo, earth, and even paper. The colors of these materials **match** the colors of the surroundings. You can see this in this photo of Kuma's Great Bamboo Wall House near Beijing in China. The colors of the house are brown, green, and gray. With these colors, the house looks like it is part of the mountain. Kuma **advises** architects to go to

the **site** of the building when they are making the plans. For him, it's all about fitting the building into the place.

Moderator: Now Olga Perez is going to tell us about the work of the Austrian architect Friedensreich Hundertwasser.

Olga Perez: Thanks. Well, Kuma and Hundertwasser are very different. Kuma's buildings blend in with what's around them, but Hundertwasser's stand out—they almost shout, “Look at me!” His buildings are full of bright colors. But Hundertwasser also believed that architecture should relate to nature. He said, “Everything under the sky belongs to nature.” Hundertwasser used natural **shapes** in his buildings. In fact, he used very few **straight** lines. He said, “There are no straight lines in nature.” For example, look at the picture of Hundertwasserhaus in Vienna, Austria. You can see the many bright colors. Notice also that lines are not straight. The building also has grass and trees growing on the **roof**. For Hundertwasser, the usual city apartment buildings, all made with straight lines and all the same color, looked like prisons. He described the people who lived in the buildings as “gray people”—all the same boring color. Hundertwasser believed that everyone who lived in a building should be able to say, “I live here, and I am different from everyone else.”

Moderator: Can you give us an example?

Olga P.: Of course. Here's an example. He thought that each person should be able to reach out a window and paint their part of the wall a different color. Now that's a pretty unusual idea!

Moderator: Very interesting, Olga. Now let's hear from . . .

Listen for Details Page 29

[Repeat Main Ideas track]

PRONUNCIATION: Schwa in unstressed syllables

Page 33

Speaker:

animal	forest
poison	hungry
survive	money
predator	

A. Page 33

Speaker:

- | | |
|---------------|-------------|
| 1. camouflage | 5. advise |
| 2. famous | 6. believe |
| 3. nature | 7. ordinary |
| 4. around | 8. recent |

B. Page 33

[Repeat previous track]

C. Page 33

Speaker:

- | | |
|-------------|------------|
| 1. contain | concrete |
| 2. mention | apartment |
| 3. answer | another |
| 4. program | protection |
| 5. material | many |

SPEAKING SKILL: Asking for and giving examples

A. Page 34

- 1. Speaker:** Color helps animals hide from predators. Scientists refer to this as camouflage. For instance, look at this first photo. What do you see? Some green leaves, right? But wait! One of those leaves is actually an insect.
- 2. Speaker:** A second use for color is to give a warning. This is the opposite of camouflage. These animals want you to see them. Their bright colors say, “Watch out! I'm dangerous. If you touch me, I'll hurt you.” Many predators also know from experience that a bright color means danger. Let me give you an example. This is a photo of a blue poison dart frog.
- 3. Olga P.:** Hundertwasser used natural shapes in his buildings. In fact, he used very few straight lines. He said, “There are no straight lines in nature.” For example, look at the picture of Hundertwasserhaus in Vienna, Austria. You can see the many bright colors. Notice also that lines are not straight.
- 4. Moderator:** Can you give us an example?
Olga P.: Of course. Here's an example. He thought that each person should be able to reach out a window and paint their part of the wall a different color.

Unit 3: Courtesy

The Q Classroom Page 39

Teacher: The Unit 3 question is: Why are good manners important? So let's talk about that. First of all, do you agree? Are good manners important? Yuna?

Yuna: Yes, they are.

Teacher: Why?

Yuna: They make people feel good.

Teacher: OK. Anything to add to that? Marcus? Why are good manners important?

Marcus: We show respect with good manners. You can offend people when you don't use good manners.

Teacher: What do you think, Felix? Why are good manners important?

Felix: I agree with Yuna and Marcus. When you go to dinner at someone's house, you compliment the food, maybe you bring some flowers for the hostess. She feels good, you feel good. Good manners make everyone happy.

Teacher: Anything to add, Sophy, about why good manners are important?

Sophy: Good manners unite people. Maybe we don't like the same things or have the same interests, but good manners help us get along anyway.

PREVIEW LISTENING 1: Be Polite

Page 43

Part 1

Scott Webber: Good evening everyone. I'm Scott Webber, your host on *Book Talk*. Tonight, our book person, Lynn Hancock, is here. So, Lynn, tell us what you have for us this week.

Lynn Hancock: Thanks, Scott. I have a little book here called *The Civility Solution: What to Do When People are Rude*. It's by P.M. Forni,

a professor of Italian literature at Johns Hopkins University. Professor Forni believes that there is an **increase** in rudeness.

Scott: Does he really think that people are ruder now than in the past?

Part 2

Lynn: Yes, he does. And he thinks that this is a serious problem for our **society**. Rudeness and bad **manners** actually hurt us. For one thing they cause stress, which is bad for our health. And in the worst cases, it can even result in **violence**.

Scott: Violence?

Lynn: Yes. What we call *road rage* is just one example. Drivers get very angry. They **scream** at each other and sometimes they become violent. This is becoming more common.

Scott: So what does Professor Forni think we should do about it?

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

Scott: Hmm. It sounds very nice, but it isn't easy. How can I be polite if someone's rude to me?

Part 3

Lynn: Forni **admits** that it isn't easy, but he has some ideas about how to do it. Let's say, for example, that you accidentally bump into someone on a crowded bus. The person yells at you, "Look where you're going!" Here's what you do. You say calmly and politely something like, "Excuse me, but the bus is crowded. You don't need to yell." Doing this might help them remember that yelling on a crowded bus is bad **etiquette**.

Scott: So, in other words, you can tell people that you don't like their **behavior** and be polite at the same time.

Lynn: Exactly. That's the idea. And sometimes—not always of course but *sometimes*—when you're polite, the other person becomes more polite as well and uses common **courtesy**. Also you feel better. You're not getting angry and stressed about the situation.

Scott: Hmm, I guess I can try it, the next time someone is rude to me. Hey, maybe we should practice. Say something rude to me and let me try...

LISTENING 1: Be Polite

Listen for Main Ideas Page 43

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Listen for Details Page 43

[Repeat Main Ideas track]

LISTENING 2: Classroom Etiquette

Listen for Main Ideas Page 45

Kate Collins: And finally tonight we have this report from Larry Stark. We frequently hear that children don't have good manners. In today's society, parents are too busy to teach their children manners. For example, families don't sit down at the table to eat together. As a result, children don't learn good table manners. They also don't know how to behave politely around adults—when, for example, they should use titles like *Mr.* and *Mrs.* or *Ms.* So some schools are giving the students classes in etiquette. Here's Larry to tell us more about it.

Larry Stark: That's right, Katie. But the teachers aren't teaching these classes. The principal asked a company called Polite Children to teach the classes. Marjorie Lucas is the owner of the company. Polite Children offers courses in manners to the schools. This is how Ms. Lucas explains it.

Marjorie Lucas: Teachers spend a lot of **valuable** class time **dealing** with bad behavior. A lot of this is just bad manners. We teach manners for many different situations. Children learn both table manners and classroom manners. They also learn how to relate to adults. In the end, manners are all about having **respect** for others. That's why it's important to use words like *please*, *thank you*, and *excuse me*. That's why kids in the classroom should raise their hands and not **shout out** answers. When children learn to be **courteous** in these small ways, they learn to respect other people.

Larry S.: We asked Tom Saunders, a school **principal**, about the effect of these classes in his school.

Tom Saunders: You know, Larry, they're having a good **influence** on our students. After we started the classes, students' grades went up by 10 to 13 percent in one year. Teachers say that students are more **attentive** in the classroom. This saves them a lot of time—time they can spend teaching instead of correcting bad behavior. There's less violence in the school. For example, we have fewer fights in the hallways. This **improves** the quality of the school.

Kate C.: Parents also like the etiquette classes. Here's Jenny Miranda, whose son Marcos is the third grade.

Jenny Miranda: Marcos came home and said he wanted to “practice being polite.” I was amazed. Now we're practicing things like calling adults *Mr.* and *Mrs.* or *Ms.*, and saying *please* and *thank you*. These little things make a big difference.

Kate C.: Thanks for that report, Larry. That's all for tonight, so I will now *politely* wish all of you a very good evening.

Listen for Details Page 46

[Repeat Main Ideas track]

PRONUNCIATION: Final /s/ or /z/ sounds Page 50

Speaker: It's easy to learn to play the guitar.

The man was mad at the other drivers around him.

B. Page 50

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

C. Page 50

Speaker: The Etiquette of Hats. There are a lot of rules about hats in etiquette books. Long ago, men and women always wore hats outdoors. It was bad manners to go out without a hat. Men took off their hats indoors. It was a sign of respect for a man to take off his hat. These rules started to change in the 1960s. John F. Kennedy was the first U.S. president to appear in public without a hat. Some people think that in the sixties, the hair styles of popular rock stars, like Elvis Presley, made hats less popular.

Unit 4: Games

The Q Classroom Page 57

Teacher: Today we'll discuss the Unit 4 question, “How are games similar to real life?” Marcus, you like soccer. How is soccer similar to real life?

Marcus: Well, it's hard. You have to try hard to be successful. I think that's like real life.

Teacher: Good point. What else, Felix? How are games similar to real life?

Felix: Sports like soccer are similar to real life because you have to work with a team. You need to share responsibility and work together to win. We need to do that in real life, too.

Teacher: Games usually have a winner and loser. Do you think that's like real life? Yuna?

Yuna: Yes. But you don't win every game.

Teacher: That's true. No one wins all of the time. So, you have to try hard, you have to work with others, you can't win all of the time—any other ways that games are like real life? Sophy?

Sophy: Yes. In games you have to follow the rules. That's true in life, too. There are always rules you need to learn and follow to be successful.

LISTENING 1: The Game of Life™

Listen for Main Ideas Page 60

Speaker: Good evening, ladies and gentlemen. My name is Alex Vargas, and I'm a board game **developer**. Thank you for inviting me to this meeting of the Board Game Club. Tonight we're going to see how games relate to real life. I'm going to introduce you to a new game that I'm working on now. But first, here's a little history of one the best known games in the United States today. It's The Game of Life™ from the Milton Bradley Company. This game is more than 150 years old, and it is still one of the company's most popular games.

Milton Bradley was a famous game developer in the 19th century. In 1860, he started the Milton Bradley Company. For the company's first product, he developed a board game called The Checkered Game of Life. The game became an **instant** success. It sold over 40,000 copies in its first year.

Here's a picture of Bradley's **original** game. It looks like a checkerboard with its red and black squares. In this game, players went through life. They began as babies here in the lower left corner in the square called Infancy. The **object** of the game was to finish at Happy Old Age at the top of the board. Bradley wanted the game to teach children **moral values**. Players got points for landing on good squares like honesty and **bravery**. They lost points on squares like prison and crime.

Milton Bradley died in 1911, but his company continued. Years later, in 1960, the Milton Bradley Company published a new **version** of The Game of Life™ to celebrate its 100th year. That game is very different from Bradley's original game. The object of the modern game is to get the most money and end on the “Millionaire” square, not “Happy Old Age.” There are no spaces with moral values. The company **updates** the game every few years because of changes in modern life. For example, in the most recent versions, players buy things with “credit cards” instead of play money. Between 1960 and the year 2009, the new versions of The Game of Life™ sold more than 35 million copies. What do the changes in the game show us about the changes in our real lives during the last 150 years? That's an interesting question. Milton Bradley's ideas were very different. His game didn't focus so much on money.

Now to my game. I'm developing a game with a real-life purpose. Its name is Environment, and it's about climate change. I have some sample copies with me tonight. Now the rules for the game are . . .

Listen for Details Page 61

[Repeat Main Ideas track]

LISTENING SKILL: Listening for names and dates

A. Page 62

Speaker: Games also help us learn real life skills. The game SCRABBLE™ is great for learning new words. The game has an interesting history. Alfred Mosher Butts first developed the game in 1938. He called it “Criss-Crosswords.” However, Butts's original game was not popular. Then, in 1948, Butts and a partner, James Brunot,

improved the game and started a SCRABBLE™ factory. In the 1950s, the president of Macy's, the famous New York department store, discovered the game, and it became very popular. Between 1952 and 2000, world sales of SCRABBLE™ games reached more than 100 million games. In the U.S. today, one out of every four families has a SCRABBLE™ game in their house.

The first World SCRABBLE™ Championship was in 1991. Every two years, there is another competition. It takes place in different cities around the world, from Washington, D.C. to London to Mumbai, India, and others. A player named Michael Cresta has the record for the highest number of points for a single player in one game. He scored 830 points in one game in 2006.

LISTENING 2: Business Is a Game

Listen for Main Ideas Page 64

Hannah: Hi, Moy, what are you doing?

Moy: I'm doing my assignment for my Business 103 class.

Hannah: You are *not*! You're playing a computer game.

Moy: No, really this *is* my assignment. It's called the Lemonade Game.

Hannah: You're kidding. What a silly idea!

Moy: It's not a silly idea at all! Look. Here's how it works. As a player, you imagine that you are going to start a lemonade stand to make some money. You have \$20 to start your business. This first screen gives you a list of the **supplies** you need to buy: paper cups, lemons, sugar, and ice. At the bottom of the screen, it tells you what the weather's like for the day. That helps you **estimate** how much you should buy. This is especially important for the ice and lemons. Any ice you don't use in one day will melt. If you buy too many lemons on a hot day, they can go bad.

Hannah: Right. I suppose there will be more **demand** for lemonade on a hot, sunny day and less demand on a cool, cloudy day. Can I try it?

Moy: Sure, go ahead. Here's the screen for supplies. Just click how much you want of each thing.

Hannah: OK, I ordered my supplies. What's next?

Moy: Next, you click OK and go to the next screen. Decide on the price for each cup of lemonade. After that, you need to **figure out** how many lemons and how much sugar to use in each pitcher of lemonade. People prefer lemonade with more lemons and sugar. But, that also makes it more expensive. Try using five lemons and four cups of sugar in each pitcher.

Hannah: OK. And I think 25 cents for each cup is a good price.

Moy: No, don't charge 25 cents. I think that's too expensive. Try charging 20 cents.

Hannah: Well, if you say so. Oh, look, people are buying the lemonade. They're saying, "Mmmm." I guess they like it. Uh oh, now the sign says, "**Sold out**." Looks like I didn't make enough.

Moy: Yeah, too bad. Now watch the screen. The program **calculates** how much you sold and your **profit** or **loss** for the day. Oh, no! You started with \$20, but now you only have \$18.46. You lost \$1.54. Sorry! Maybe 25 cents *was* a better price!

Hannah: Yeah, I told you so! But anyway this is just a simple game. How can you learn about business from this? A real business is much more difficult.

Moy: Well, the game is simple, but the decisions are the same as the ones you make in a real business. How much will it cost to make a

product? How much should you sell it for? What do people want in the product—and so on.

Hannah: True, but I still think a game is way too much fun for a homework assignment. After all, this is a university business class, not kindergarten!

Moy: But business *is* fun! Besides, it's better to practice with a computer lemonade stand than to lose real money on a real business!

Listen for Details Page 65

[Repeat Main Ideas track]

PRONUNCIATION: Word stress

Page 68

Speaker: difficulty	simplicity
morality	difficulty
imagination	infancy
morality	

A. Page 68

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

B. Page 69

1. honesty	5. reality
2. bravery	6. developer
3. creativity	7. calculate
4. environment	8. lemonade

SPEAKING SKILL: Giving Instructions

A. Page 70

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

Liana: OK. What do we do?

Mi-rae: The object of the game is to knock down the white things with the ball. They're called *pins*. You roll the ball down the lane to hit them.

Liana: That sounds easy. What are the rules of the game?

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

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

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

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

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

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

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

Unit 5: Family Ties

The Q Classroom Page 75

Teacher: The Unit 5 question is “What does it mean to be part of a family?” What do you think, Yuna? What does it mean to you?

Yuna: I always have my family. I can rely on them.

Teacher: OK, good. What else? How about you, Marcus? What does it mean to be part of a family?

Marcus: What Yuna said—I can rely on them, but also they always can rely on me. My family always has to come first.

Teacher: Do you agree with that, Sophy? Your family has to come first?

Sophy: Yes, I think that’s true. Maybe I want to go out with my friends or something, but if my family needs me, then they can count on me. Sometimes it’s difficult, but being part of a family means you’re not alone.

Teacher: What do you think, Felix? What does it mean to be part of a family?

Felix: I agree with what everyone says, but for some people their friends are their family. Sometimes you don’t have a good relationship with your parents and siblings. Instead, you create good relationships with other people. I don’t think your family has to be the people you’re related to.

LISTENING 1: Separated at Birth

Listen for Main Ideas Page 78

Interviewer: We hear a lot these days about the question “What makes us the people we are?” Are we just born to think and act in certain ways? Or are our personalities formed by the influence of our families and events in our lives? Or is it a little of both?

Sociologist: Those are interesting questions, and there are no easy answers. Here’s a case that might give us some ideas. It comes from a book called *Strangers in the Nest* by David B. Cohen. Cohen writes about a man who **was adopted** as a baby. I don’t know his name, but I call him Frank. Frank lived with his adoptive parents, brothers, and sisters for years and shared their experiences. But he said that he always felt that he was different—that in some ways, he didn’t “fit in.” Why? Well, for one thing, he didn’t look like the other people in the family. He also liked to do different things. For example, he liked to fix electronic things. His adoptive parents, brothers, and sisters did not have any interest in electronics.

Interviewer: I know what you mean. I have several friends who were adopted, and some of them feel the same way. But you know others don’t feel that way at all.

Sociologist: Yes, of course, each person is different. Anyway, in this case, Frank eventually met his **biological** family. He discovered that he had two brothers, and *they* were interested in electronics as well. Meeting his biological family helped him understand himself better. He no longer felt so different from everyone around him.

Interviewer: Hmm. That’s fascinating. Now, what about all the stories you hear about **twins** who are separated at birth? They grow up in different families, and they don’t know that they have a twin. What can you tell us about that? Are they similar or are they different?

Sociologist: Yes, that is interesting. Cohen tells of one of the most famous cases in his book. It involves two men, Jim Springer and Jim Lewis. They were twins, but they were adopted into different families at the age of one month. Neither man knew he had a twin. The twins met for the first time when they were 39.

Interviewer: I’m sure they were shocked to learn they had a twin. What did they learn about each other?

Sociologist: Well, they were very similar—both in the physical **appearance** that they **inherited** from their biological parents, and their personalities. They both liked math and making things out of wood. But there were even more amazing **coincidences** in their lives. They both married women named Betty. They both had pets named Toy. The list of coincidences goes on and on.

Interviewer: That is amazing. I can understand that they looked alike and had similar personalities. But their wives and their pets had the same names? How can you explain that?

Sociologist: Well, we can’t really. Maybe that was just a coincidence. Stories like these are interesting, but one story or even ten stories isn’t enough for scientific evidence. However, in my view, these stories show that we are born with a **tendency** to have a certain personality or to like certain things.

Listen for Details Page 79

[Repeat Main Ideas track]

LISTENING SKILL: Listening for reasons and explanations

A. Page 80

[Repeat Main Ideas track]

B. Page 80

Host: Good afternoon everyone, and welcome to today’s edition of *Afternoon Chat*. Today we’re discussing the question, “Do you think your friends are part of your family?” And now, to our first caller. We have Hal on the line. So Hal, what do you think? Do you think your friends are part of your family?

Hal: Well, you know what they say, “You can choose your friends, but you can’t choose your family.” I mean I have some very good friends, and I feel closer to them than I do to my brothers and sisters. I don’t know why, but there are things I don’t say to my family that I tell my friends. Maybe it’s because my friends are less critical. Your family is more likely to tell you that you’re doing or saying the wrong thing.

Host: Thanks for that opinion. And now to our next caller, Marielena. What do you think? Are your friends part of your family?

Marielena: Well, I agree that close friends are wonderful, but still, it’s not really the same thing as being part of a family. It’s like the old saying “Blood is thicker than water.” Family members are responsible for each other in a way that friends aren’t. Maybe that’s why families are more critical. If you get into trouble, they almost *have to* help you out. In other words, your problems are their problems. That’s not as true with friends. For me, friends and family are different, even though I love both.

Host: Interesting thoughts, Marielena. Here’s Paul on the line. What do you say, Paul?

Paul: I think friends can become your family. Do you remember that popular TV program *Friends*? It was about all these young people in their 20s and 30s, all single, living in New York. They were kind of like a family, but they weren’t. At the end of the program, some of them got married. I think people can start out as friends, and then they meet that “one special friend” and get married. Then they start their own family. After that, with children and work and so on, they have less time for friends outside the family.

LISTENING 2: Family History

Listen for Main Ideas Page 82

Speaker: At one time or another, everyone asks the questions, “Who am I? What makes me, well . . . me?” As some say, we **search for** our **identity**. Part of our identity, of course, comes from our family—our present-day family and from our **ancestors**—our grandparents, great-grandparents, great-great grandparents, and so on. From these people we inherited our hair, skin, and eye color, our height, and even our personalities.

However, some people have little information about their ancestors. For example, the ancestors of most African Americans came to America as **slaves**. There are very few written **records** of their family history, especially before they came to America. For this reason, historian Henry Louis Gates recently used DNA to study the family history of several famous African Americans. **Participants** in the study wanted to know what part of Africa their families came from. Who were their African ancestors?

Putting it as simply as possible, a DNA study of family history works like this. There is now a large **database** of DNA samples from people all over the world. When a person gives a DNA sample, it is possible they will find a match in the database. Scientists will find another person (or people) with the same “markers” in their DNA. This means they share a common ancestor. They are, therefore, part of the same family. DNA makes it possible to study hundreds or maybe even thousands of years of a family’s history.

The results of Gates’s study of African Americans were surprising. For one thing, everyone in the study discovered that they had some white ancestors as well as African ancestors. For example, Gates found that he was actually 50 percent white. In fact, some of his ancestors were from Ireland.

Some participants were a little uncomfortable with this mix of black and white. They always thought of themselves as “black.” They asked, “Will this change my identity? Will others see me differently?” Others, like comedian Chris Rock, welcomed the information. He felt it helped him get a more complete picture of himself.

Another person in Gates’s study, author Bliss Broyard, had a different experience. Everyone in her family looked “white.” But, her father actually had African-American ancestors. He told her this just before he died. Her DNA showed that she is almost 18 percent black. However, she says, “Being black is not a result of DNA tests. It’s experiences and the way that you’ve lived. I feel that I’m sort of a cousin to blackness. I haven’t earned the right to call myself ‘black.’”

Gates’s study showed that identity is not just a simple matter of DNA. DNA plays a part in it, but our life experiences are also important. As one person said, “We are all a mix of **input** from different people at different times. Each of our stories is the human story.”

Listen for Details Page 83

[Repeat Main Ideas track]

PRONUNCIATION: Intonation in questions with *or* Page 87

Speaker:

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

Is the woman in the picture your sister or your cousin?

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

Are you more similar to your mother or your father?

A. Page 87

Speaker:

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

SPEAKING SKILL: Expressing opinions

A. Page 88

1. I think that adopted children should think carefully before they look for their biological families. Those people may not want to connect with them.
2. Last year I was in the hospital. No one in my family came to see me, but my friends did. That’s why I feel that friends are more important than family.
3. In my view, it’s more important to understand who I am now. I don’t care about ancestors who lived hundreds of years ago.
4. For me, the Henry Louis Gates study was fascinating. I want to have a DNA analysis and learn more about my ancestors.
5. These days people think too much about being black or white, or Asian or whatever. As I see it, we’re all the same. We’re all human, aren’t we?

Unit 6: Self-Reliance

The Q Classroom Page 93

Teacher: The Unit 6 question is “Why pay for something you can do yourself?” So let’s get some examples first. What are some things people pay for that they can do themselves?

Sophy: House cleaning.

Felix: Car washing. Gardening.

Marcus: Oil changes.

Teacher: Hmm. Well, I can’t do my own oil changes, but I guess that’s true for some people! So what do you think, Yuna? Why do people pay for house cleaning, for example, when they can do it themselves?

Yuna: They don’t like to do it.

Teacher: That’s definitely one reason. What else? Marcus?

Marcus: People have other things to do. They can afford to spend their time doing something else, so they don’t mind paying.

Teacher: What else? Sophy? Why pay for something you can do yourself?

Sophy: Sometimes you can do it yourself, but you can’t do it very well. I wash my own car sometimes, but it looks better when I take it to the car wash.

Teacher: What do you think, Felix? Why pay for something you can do yourself?

Felix: Mostly I don’t because I need to save my money. But if you can afford it, one good reason is that you give someone else a job. That’s always a good thing!

LISTENING 1: Howtoons

Listen for Main Ideas Page 96

Speaker: In the past, people fixed many of the machines they owned. They **repaired** televisions, radios, or even their cars. This saved money,

of course, but it was more than that. For example, fathers and sons often worked in the garage on the family car. When doing this, skills, “how-to” knowledge, and a love of fixing things passed from parent to child.

In recent **decades**, this changed. Many everyday objects are now too **complicated** for most owners to repair. Cars have complicated computer systems. TVs do not have simple parts the owner can replace. With many objects, it is more expensive to repair an old one than to buy a new one.

Saul Griffith, an **inventor**, thinks this is a problem. Saul Griffith prepared for his career as an inventor at the Massachusetts Institute of Technology in Cambridge, Massachusetts. Children are losing what Griffith calls a “culture of innovation and repair.” For Griffith, this means having a feeling of creativity and a “can do” attitude. Griffith invented an inexpensive system for making eyeglasses and a giant, 3,000-square-foot kite that can **produce** electricity. He says that do-it-yourself brings people closer to the objects they own. They “**get involved** emotionally” with the things around them.

Griffith and some **colleagues** created *Howtoons* to pass this idea on to today’s kids. *Howtoons* is a cartoon series that helps kids learn to think like inventors. Kids can find *Howtoons* online or buy the cartoons in book form. With the help of *Howtoons*, kids use soda bottles to create rockets or to make “waterscopes” for looking at objects underwater. They can learn to make their own pens, paper, and ink and to create many other interesting things.

Howtoons makes science and invention fun. Griffith often travels to science **fairs** and museums to present *Howtoons* to kids. He likes working with kids. He says, “Get them then, and you get them for life.” For most adults, he feels it is probably too late.

Listen for Details Page 97

[Repeat Main Ideas track]

LISTENING SKILL: Listening for specific information

A. Page 98

1. Griffith invented an inexpensive system for making eyeglasses and a giant, 3,000-square-foot kite that can produce electricity. He says that do-it-yourself brings people closer to the objects they own. They “get involved emotionally” with the things around them.
2. Griffith and some colleagues created *Howtoons* to pass this idea on to today’s kids. *Howtoons* is a cartoon series that helps kids learn to think like inventors. Kids can find *Howtoons* online or buy the cartoons in book form.
3. With the help of *Howtoons*, kids use soda bottles to create rockets or to make “waterscopes” for looking at objects underwater. They can learn to make their own pens, paper, and ink and to create many other interesting things.

B. Page 98

Speaker: Here’s the latest, greatest thing in do-it-yourself ideas for kids. It’s a computer program called Scratch. Scratch contains simple programming tools designed for kids from age eight to 16, although many adults enjoy using it as well. With Scratch, users can create things like greeting cards, games, and animated cartoons. They can even add music to their creations.

Scratch is based on a system of blocks. On screen, the blocks look a lot like building blocks. There are blocks for sounds, music, animation, and several other features. To create an animation in Scratch, you arrange blocks one on top of the other. When you’re finished, you click a green flag and the program then performs all of the steps in order.

You can create a simple animation in Scratch in only a few minutes. Objects in Scratch, such as pictures of people or animals, are called “sprites.” You start by selecting a sprite, for example a cat, and then you choose a motion block to make the sprite move. Then you add blocks for music and a drum beat. Add a “start” block and in less than a minute your sprite is dancing. You can create several sprites at the same time and they can dance with each other.

One of the advantages of Scratch is that it’s easy to create simple things like greeting cards, but it can also be used for complicated projects, such as long stories with artwork.

Scratch provides students with a good introduction to the basics of computer programming. In fact, some colleges are using Scratch in beginning computer science classes. Teachers say that it also improves students’ math and reading skills.

LISTENING 2: Sell-it-yourself

Listen for Main Ideas Page 101

Host: Today we’re talking with small business **advisor** Harry Watkins about some of the latest trends. You all know about do-it-yourself. Well, now people are talking about “sell-it-yourself.” You know, Harry, it used to be that if you had an idea for a product or a service, you often had to look for other people to make it or **market** it for you. Nowadays, that all seems to be changing.

Harry Watkins: That’s absolutely true. People today are more **self-sufficient** when it comes to starting a new business. One person can make a product and sell it to **consumers** with little help from anyone else. One great example of this is what we call the “indie,” or independent, **craft** movement. You used to think of craftspeople selling their stuff at fairs or in little stores in cities like San Francisco or New York. Now it’s a much bigger business because people are selling things online.

Host: Can you explain how that works? It seems to me that most people don’t have the computer skills to create websites and sell things online.

Harry W.: That’s not really what I meant. Here’s just one example. At an online site called Etsy.com, people can sell their handmade items online, everything from art to jewelry to woodworking. Etsy has more than a million members. More than 185,000 artists and craftspeople from all over the world sell things on Etsy.com. This is a completely new way of doing business. You don’t have to have your own website. You can sell through other sites that do the work for you.

Host: That’s exciting. Now that I think of it, this is happening in other areas as well, like the publishing and entertainment industries. Authors used to try for years to **publish** their books. Now anyone can publish a book online at little cost.

Harry W.: Right! And if you wanted to be a singer, well, forget about it. Only the best singers who knew a lot of people in the music business had any chance at all. Now, here’s one of the most amazing new ideas, singing in Second Life.

Host: Wait. Singing in Second Life? What does that mean?

Harry W.: Well, Second Life is a **virtual** online world—a world that’s like the real world in many ways. People join Second Life and create avatars. With the avatars, they experience life in this virtual world.

Host: OK, another new word. What’s an avatar?

Harry W.: Yes, that is an unusual term. Let me explain. An avatar is a computer character you design yourself. This character is *you* in Second Life. For example, I know of a folk singer whose name in real life is Grace Buford. In Second Life, she uses an avatar. The avatar’s name is Cylindrian Rutabaga.

Host: Cylandrian Rutabaga?

Harry W.: Yeah, that's right. In SL, as they call it, people choose crazy names for themselves. Anyway, in the real world Grace sits in her living room, plays her guitar, and sings. She "streams" her music live into SL. In SL, she appears as her avatar, Cylandrian. Other avatars come to hear her at a concert stage in SL. They see Cylandrian singing and playing a guitar. If they like the music, they leave **donations**. She makes about \$40 an hour in real money doing this, and she doesn't even have to leave her house.

Host: Hmm. Interesting, but I don't think I'm quite ready for this yet. My first life keeps me busy enough. I don't want to worry about a second one.

Listen for Details Page 101

[Repeat Main Ideas track]

VOCABULARY SKILL: Using the dictionary

A. Page 103

Speaker:

1. These skills, "how-to" knowledge, and a love of fixing things passed from parent to child. *Knowledge*
2. Saul Griffith is an inventor with a degree from the Massachusetts Institute of Technology. *Technology*
3. *Howtoons* is a cartoon series that helps kids learn to think like inventors. *Series*
4. At an online site called Etsy.com, people can sell their handmade items online, everything from art to jewelry. *Jewelry*
5. I know of a folk singer whose name in real life is Grace Buford. *Folk*
6. With Scratch, it's easy to create greeting cards with animated cartoons. *Animated*

PRONUNCIATION: Links between consonant sounds

Page 106

Many artists sell their work online.

They make everything from art to jewelry.

He's flying a big black kite.

I'm reading an online newspaper.

A. Page 106

1. Their business advisor recommended that they raise their prices.
2. The business became more successful after they started the website.
3. I think customers prefer to shop in real stores most of the time.
4. I don't think companies are going to stop publishing paper books soon.
5. The popular singer received donations from lots of listeners.
6. He spends more time in Second Life than in his real life.

Unit 7: Use and Reuse

The Q Classroom Page 113

Teacher: Today we're going to talk about the Unit 7 question: "What happens to our trash?" So what do you think, Yuna? What happens to our trash?

Yuna: It goes to the dump. Or we recycle it.

Teacher: How much do you think gets recycled? Felix?

Felix: I think that depends on where you live. Some places collect recycling for you, but in other places you have to take it somewhere. In some places, people care about where they put their trash. In other places, people throw it on the street.

Teacher: What happens to trash you throw into the street?

Sophy: Oh, that's very bad. Some of it gets into storm drains and goes into the ocean.

Marcus: That's true. A lot of trash ends up in the ocean. The water gets very polluted.

Teacher: What about the trash that goes to the dump? What happens to it?

Felix: A lot of it just stays there. Some things like plastic never break down. Those things will be there for hundreds of years.

Teacher: What else happens to our trash? Sophy?

Sophy: Sometimes it gets burned. That pollutes the air.

LISTENING 1: Sustainable Dave

Listen for Main Ideas Page 116

Ari: Hey, Jen! Don't throw that soda can in there.

Jen: Why not, Ari?

Ari: It goes in the **recycling bin**.

Jen: Oops. Sorry, I forgot.

Ari: Well, watch it! I'll tell "**Sustainable Dave**" about you.

Jen: Uh, Sustainable Dave? Who's he?

Ari: I read about him online. He's this guy who's saving all of his trash for a year as an experiment. He wants to find out how much trash he's really producing. He's saving everything, bottles, newspaper, plastic bags, banana peels, used tea bags, everything. The only **exceptions** are meat and milk products.

Jen: But for a year? No way! What's he doing with it all?

Ari: He's putting it down in the basement under his house.

Jen: In his basement! It must be a real mess down there.

Ari: Not really. Look, here's the website. You can see from these pictures that it's pretty well organized. Also Dave says that the whole project is making him use less and less all the time. He even does things like bring his own cup and spoon with him when he goes out to buy a cup of coffee. That way he doesn't use paper cups and plastic spoons.

Jen: OK, I can see the idea about the plastic and glass and so on—but food! How can you keep food **waste** in your basement? That's dangerous for your health. It can cause all kinds of problems! Yuck!

Ari: That's the most interesting thing. He has something called an earthworm composter or worm farm. He puts all his paper and food waste in it, and the worms eat it. This process produces something called **compost**. He uses it in his garden. I mean, he thinks of everything.

Jen: But doesn't it **smell** terrible?

Ari: Well, I never actually saw one, but he says it doesn't smell as long as he doesn't put any meat or milk products in it.

Jen: Hmm. I think he's taking this whole thing a little too far, but anyway, what will he do with all this stuff when the year ends?

Ari: First, he'll **weigh** it all and calculate how much there is of each type of trash. He'll write a report about how much he really threw away in one year for the website. When that's done, he'll take most of it to the recycling center. The rest? I don't know. I guess he'll take it to the local **landfill**, or maybe he'll sell it online.

Jen: Yeah, right!

Listen for Details Page 117

[Repeat Main Ideas track]

LISTENING SKILL: Recognizing a speaker's attitude

A. Page 118

Part 1

Ari: Hey, Jen! Don't throw that soda can in there.

Jen: Why not, Ari?

Ari: It goes in the recycling bin.

Jen: Oops. Sorry! I forgot.

Ari: Well, watch it! I'll tell "Sustainable Dave" about you.

Jen: Uh, Sustainable Dave? Who's he?

Part 2

Jen: OK, I can see the idea about the plastic and glass and so on—
—but food! How can you keep food waste in your basement? That's
dangerous for your health. It can cause all kinds of problems! Yuck!

Ari: That's the most interesting thing. He has something called an
earthworm composter or worm farm. He puts all his paper and food
waste in it, and the worms eat it. This process produces something
called compost. He uses it in his garden. I mean, he thinks of
everything.

Jen: But doesn't it smell terrible?

Part 3

Jen: Hmm. I think he's taking this whole thing a little too far, but
anyway, what will he do with all this stuff when the year ends?

Ari: First, he'll weigh it all and calculate how much there is of each
type of trash. He'll write a report about how much he really threw
away in one year for the website. When that's done, he'll take most of it
to the recycling center. The rest? I don't know. I guess he'll take it to the
local landfill, or maybe he'll sell it online.

Jen: Yeah, right!

B. Page 118

David: Hey, Joe, look at this! I can't believe it!

Joe: What is it, David?

David: It's a bill for \$100 from my apartment building. It says I threw
a big bag of old magazines and empty bottles into the trash, and not
into the recycling bin.

Joe: Well, did you?

David: Uh, yeah, I did, but so what? They can't charge me for that.

Joe: Oh, yes, they can. Recycling is a law here. The building had to
pay a fine to the city because of you. They probably saw your name
and address on the magazines. So they knew you did it, and they're
charging you a fine for it.

David: Well, I still don't think it's fair. Who cares about recycling,
anyway?

Joe: Sorry, David, but I have to disagree with you on this. I think
recycling is important.

LISTENING 2: The Great Pacific Garbage Patch

Listen for Main Ideas Page 120

Speaker: Where is the world's biggest collection of **garbage**? In the
United States? In China? No. It's in the middle of the Pacific Ocean.
In the Pacific Ocean there's an area called the Northern Pacific Gyre.

Here ocean **currents** come together and move in a large circle. In
this circular movement, the currents collect garbage—lots and lots of
garbage. People call it the Great Pacific Garbage Patch. And, 90 percent
of this garbage is plastic.

Where did all this garbage come from? Did boats come and throw it
here **on purpose**? No. Eighty percent of it comes from land. Garbage
floats down rivers and streams and into the ocean. It comes from
every country whose shoreline touches the Pacific. Plastic bags are
carried out to sea with the wind. Then the ocean currents carry all of
this garbage to the great garbage patch. Actually there are two patches,
an eastern patch and a western patch.

A sailor named Charles Moore discovered the patches in 1997, when
sailing near Hawaii. He suddenly found himself traveling day after day
through waters filled with garbage, most of it plastic. At that time, he
calculated that there were more than 3 million tons of plastic floating
in the water. At one point he found the patch was 100 feet **deep**. In
2005, Moore estimated the size of the two patches together as 10
million square miles, an area the size of Africa.

All of this garbage is hurting the environment. Plastics **attract** poisons
like DDT and PCBs that are already in the water. This is a serious
danger to all kinds of **marine** life. Fish and seabirds often think little
pieces of plastic are a kind of food and they eat it. Scientists now often
find plastic in the stomachs of dead fish and birds. Plastic kills more
than one million seabirds every year.

Most plastic is not biodegradable. That means it does not go away.
Almost all the plastic produced in the world in the last 60 years is still
in the environment. Scientists say that cleaning up the garbage patches
is impossible. The only thing that will help the situation at all is better
control of waste on land. We need to **reduce** the amount of plastic
we produce and use. We must control the amount of wastewater that
goes into the ocean. We also have to keep beaches, in fact the whole
shoreline, clean.

Listen for Details Page 120

[Repeat Main Ideas track]

PRONUNCIATION: Stress in compound nouns

Page 125

wastewater tea bag seafood dog food bedroom living room

A. Page 125

- | | |
|---------------|--------------|
| 1. seabird | 4. shoreline |
| 2. website | 5. landfill |
| 3. coffee cup | 6. newspaper |

SPEAKING SKILL: Summarizing

B. Page 127

1. **Chloe:** I just heard about something called "Zero Waste." It's a new
idea for dealing with all the garbage in the world.

Mike: "Zero Waste"? Do you mean that there is no garbage at all?

Chloe: Yeah, it sounds a little crazy, but that's the goal. In other
words, we recycle everything, and nothing goes to places like
landfills. Some cities like San Francisco already recycle 68 percent
of their trash. Buenos Aires in Argentina is also trying it.

Mike: Yeah, you know I read about a company that's recycling
food waste. They put it all together and turn it into compost. Then
they sell the compost to farmers. So in the end, they make money. I
guess Zero Waste is possible. We just have to try.

2. **Speaker:** Well, Chris Jeavans from the UK did something about it. She and her husband tried to live for one month without plastic. Before they started, Chris and her husband counted all the plastic items they used in a month. The total was 603. So for one month, they tried to live without plastic. Here are just a few examples of what they did. They bought milk in glass bottles. They didn't buy food or any other product in plastic wrapping. They used cloth diapers for their baby. Did they succeed in not using any plastic? Not entirely, but they did bring the number of items down to 106. That's about 80 percent less than the month before. Chris says the project changed the way she thinks about using plastic and throwing things away. She'll never go back to her old habits.

UNIT ASSIGNMENT Consider the Ideas

A. Page 127

Speaker: Your last caller said that recycling was the solution to our garbage problems. Well, I think that recycling is a great thing, but it's not really the answer to our problems. The problem is that we produce too much garbage in the first place. Here's my solution. I think the city should charge customers by the weight of their garbage. What I mean is if I have 40 pounds of garbage in one week, maybe the city charges me \$15. If my neighbor has only 10 pounds of garbage in the same week, the city charges him \$3.75 for his garbage. In other words, produce less garbage—pay less money! Some people will say that this is unfair because large families will pay more than people living alone. Sure, that's true, but it's also true of other things like water and electricity. Your bills are based on the amount you use. No one complains about that.

We can all do so much more to reduce waste. It just takes a little time, thought, and planning. What do you think?

Unit 8: Storytelling

The Q Classroom Page 131

Teacher: The Unit 8 unit question is "What makes a good storyteller?" So let's think about storytellers in our lives. How about you, Yuna? Do your friends and family tell stories about their lives?

Yuna: Yes.

Teacher: Where do they tell stories?

Yuna: At parties. Maybe at dinner.

Teacher: And most of us know someone who is really good at telling stories. Marcus, who do you know that can tell a good story?

Marcus: My grandfather.

Teacher: What makes your grandfather a good storyteller?

Marcus: He's had a lot of really interesting experiences.

Teacher: OK. Interesting experiences. What else makes a good storyteller? Sophy?

Sophy: Well, if the storyteller is funny. I like funny stories.

Teacher: Good point. Everyone likes to laugh. What about the way someone tells a story? How about that? How can that help? Felix?

Felix: If a person uses different kinds of voices, like for different people in the story, or if they show emotion with their voice—that makes a story more interesting.

Teacher: Definitely!

LISTENING 1: The Art of Storytelling

Page 134

Professor: Good afternoon, everyone. I hope you all had a good weekend and have lots of stories to tell because this week, we're going to look at the art of storytelling. We'll talk about what makes a good story.

As I talk about this today, I'm going to be using ideas and examples from a talk by Ira Glass. Glass is one of the best storytellers alive today. You can hear examples of Glass's stories on the public radio show *This American Life*.

Glass tells us that the first **ingredient** for a story is the "anecdote." An anecdote is a story in its simplest form. It's a **sequence** of events told in order. First this happened, and then that happened, and so on. Told like that, the story sounds very boring. But according to Glass, a story about even the most **ordinary** events can be interesting.

Listen to this example about a man leaving his house.

There's a man leaving his house. He comes slowly downstairs and goes to the closet. Slowly he gets his hat and coat from the closet, puts them on, and walks toward the front door. He looks back once toward the kitchen, but it's dark. There's no sound. So he opens the door and walks ever so slowly toward his car.

Professor: What makes this interesting? As Glass says, "There's **suspense** in it. It feels like something is going to happen. It's like being on a train that has a **destination**...and you feel that you're going to find out something..."

A good anecdote also has what Glass calls the "bait." In this situation, the bait is the thing that catches your attention and makes you interested in the story. It often makes you ask a question. In this story the *bait* is the repetition of the word *slowly*. It raises the question, *Why is the man moving so slowly?* The listener is **curious** and wants to find out the answer. As a storyteller, you **constantly** raise questions—it's as if you are inviting the listener to think of questions—and then you answer them as the story goes on.

Another important part of the story for Glass is the "moment of reflection." This is the main point of the story. It answers the question, *Why am I asking you to listen to this story?* It isn't enough to have a good anecdote. Glass says that if a story doesn't make you think about or **reflect on** something, it isn't a good story.

So, let's go back to the example about the man leaving his house and see what we can do with it. Let's see if we can imagine a "moment of reflection," the main point of the story. First, can anyone tell me who this guy in the story is and why he is so slow about leaving his house? Yes, Adele...

Listen for Details Page 135

[Repeat Main Ideas track]

LISTENING SKILL: Making inferences

A. Page 136

Reporter: Maybe you know a famous children's story called *The Story of the Three Bears*. In this story, three bears—a mama bear, a papa bear, and a baby bear—leave their house and go out for a walk. Yes, in the story the bears live in a house! I mean—it IS a children's story. Anyway, while they are out, a little girl named Goldilocks comes to the house. She does many things in the house, she sits in the bears' chairs, she sleeps in their beds AND she eats all of Baby Bear's oatmeal.

I'm telling you part of this story because recently a woman in

Vancouver, Canada, experienced a real-life version of *The Story of the Three Bears*. But in her version of the story, the bear came to her house. She came home and found a young bear in her kitchen eating oatmeal. The bear probably came in through an open door. Then it broke a glass jar full of oatmeal and started eating.

The woman called the police. They came and tried to get the bear to leave, but it didn't move. Finally they decided just to let the bear finish eating. It wasn't trying to attack anyone and it wasn't destroying the house. As one police officer, Sergeant Paul Skelton, said, "At least the bear likes healthy food." Finally, the bear finished the oatmeal, walked out of the house, and disappeared into the forest. The police said that the bear was probably hungry because it just woke up from its long winter sleep. Also there was a lot of snow on the ground, so finding food was difficult. The oatmeal was just what the bear needed.

B. Page 137

1. **Man:** Well come on. Don't keep us in suspense. We're curious. What happened?

Woman: It was nothing really. I wasn't paying attention as I came to the red light and I hit the car in front of me. There was no damage and the driver was really nice about it.

2. **Woman:** I don't know what to do about Jack. He's constantly wearing those terrible blue jeans.

Man: Don't worry about it. All the teens dress like that these days. Didn't your parents always complain about your clothes, too?

3. **Man:** Excuse me, is New Haven the last stop on this train?

Woman: No, Boston is our final destination.

Man: Oh, well, then when do we get to New Haven?

Woman: In about an hour. Don't worry. We'll announce it in plenty of time.

4. **Man:** Do you have all the ingredients you need for the sauce?

Woman: Yes, I think so. Oh, and please put a pot of water on the stove for the pasta. I have to finish cutting up the tomatoes and onions.

Man: Sure, no problem. Anything else?

5. **Woman:** So, how was your day?

Man: Oh, pretty ordinary. You know the usual thing. I saw a few patients in the office, made hospital visits. No emergencies, thank goodness.

LISTENING 2: The Great Banana Race

Listen for Main Ideas Page 139

Host: Welcome to the 10th Annual Storytelling event. Our first storyteller today comes from Nebraska and currently lives in New York City. Please welcome Kate Montgomery...

Kate: So, on my way here today, I saw a banana peel in the street, and it **reminded** me of the Great Banana Race of 2005. At least I call it the Great Banana Race. Most people call it the New York City Marathon.

On a **chilly** day in November, my sister Deidra and I were on our way to watch the New York City Marathon. Deidra's colleague Sandra was in the race and she asked us to stand on the northeast corner of Central Park with a banana for her. We planned to stop and get a banana on the way. It's usually easy to buy bananas, but not on that day. Several stores were out of bananas. Anyway we finally found a little grocery store that had bananas, but we had to buy a whole **bunch**. The man in the store said, "You can't buy just one banana."

So, now here we are at the northeast corner of Central Park. We're anxiously waiting for Sandra as other runners **zoom by** us. Finally, we see Sandra running toward us. She stops to eat the banana and **chat** for a few seconds and then runs off. Is this the end of my story? No. Here is where it really starts.

We still have a lot of bananas. We decide to give the bananas to other runners. "When we have no more bananas, we'll leave," says Deidra, "Not sooner, not later." Now, let's skip ahead to where we each have one banana left. A **muscular** runner **snatches** a banana from Deidra, then he **waves** his hand as a quick thank-you. Now I'm the only one with a banana left. Minutes pass. Hundreds of runners pass by us. No one will take my banana. I start waving it towards the runners, "Banana! Banana! Free banana!" I shout. Deidra tries to help me, calling out, "Take a break! Eat a banana! Free banana!" We're now cold and tired of watching the marathon. We want to go home, but we **MUST** get rid of my banana first.

Finally, a woman comes by and takes my banana, says thanks, and then jogs on. What a **relief**! Let's get out of here! But wait, the woman is jogging backwards now. No, please don't give me my banana back! It's a perfectly good banana. She stops in front of me. She has a questioning look on her face.

"Did you teach English in Ecuador about eight years ago?" she asks.

I say, "Yes, I did."

"I'm Renee! Do you remember me?" she asks.

"Ah, I think so," I say.

Renee goes on, "I taught with you in Ecuador."

"Of course, I remember. You taught Level 3 English," I reply.

"You wrote me a letter of recommendation for a teaching job," she says.

"Do you remember? Well, I got the job!"

"Congratulations!" I say.

"I always wanted to thank you, but I lost your email address when I left Ecuador," she says. "Well, I have to finish this marathon."

"Good luck! Nice to see you!" I say as I give her a hug.

"Thanks again. For the recommendation and the banana!" she shouts as she disappears around the corner.

Imagine the coincidence! We were from two different countries, met in Ecuador, hadn't seen each other in eight years, and were brought together in New York City by a banana. Ever since then, I call the New York City Marathon the Great Banana Race.

Listen for Details Page 139

[Repeat Main Ideas track]

PRONUNCIATION: Thought groups and pauses for effect

Page 143

A town official, / who didn't speak Welsh, / emailed a translation company / and asked for a translation of the sign / into Welsh.

A. Page 143

Mike: When he came home that night, the house was very quiet. Downstairs, everything was in its usual place. Upstairs, he entered the bedroom and he saw that the closet was still empty—the suitcases were gone. He looked around, but he saw no note. He thought, *Did Ellen come home today?* With a sigh, he went down to the kitchen and made dinner.

Unit 9: Numbers

The Q Classroom Page 149

Teacher: Here we are at Unit 9. The question is: “How do you use numbers in your daily life?” What about you, Sophy? How do you use numbers?

Sophy: Well, for counting. You have to count things all the time, especially money. You use numbers to keep track of your money, too. You know, to keep track of how much money you spend and how much you earn.

Teacher: OK. Yuna, how do you use numbers in your daily life?

Yuna: For measuring.

Teacher: What kinds of things do we measure?

Yuna: Distance. Weight. Height.

Teacher: So we use numbers for counting and measuring. What else, Felix?

Felix: For time and dates, of course. And for putting things in order—you know, first, second, third. It's difficult to keep things in order without numbers. They help us organize our lives!

Teacher: How about you, Marcus? How do you use numbers in your daily life?

Marcus: I use my phone number, my address, my social security number, my license number, my student ID number...there are lots of numbers I use every day!

LISTENING 1: Personal Numbers

Listen for Main Ideas Page 152

Interviewer: House numbers, phone numbers, social security numbers, credit card numbers, PINs, passport numbers, grades, bank statements—so many numbers. In the modern world, we can't live without numbers. No wonder you hear the **complaint**, “I'm only a number!” Yet, some numbers have special meanings for us. We're asking a few people to tell us about numbers that are special for them. Lydia, can you start the discussion by telling us about a number that's important for you?

Lydia: Do you mean like a passport number?

Interviewer: No, not exactly, more like a number that involves a *personal memory* of some kind.

Lydia: Oh, I get it. Well, I guess it's four. That's the number of the house I **grew up** in. I lived there for the first nine years of my life. I'm not sure why I remember it. It might have something to do with my first sense of identity. When people asked me, I said “My name is Lydia Jones. I live at 4 Dexter Road...”

Interviewer: And Jon, what about you?

Jon: Well, I like the number nine. To me it looks like a balloon on the end of a **stick**! But that's not really about meaning. How about 12:34, which looks like 1, 2, 3, 4? When I was a kid, I had a digital clock. I loved watching it and waiting for the numbers to turn over to 12:34. In the summer, I **forced** myself to stay awake every night until I saw it. I still **smile** when I see the time 12:34 on a digital clock. Good memories from my **childhood**, I guess.

Interviewer: Interesting how numbers **bring back** memories of childhood. Is that true for you, Ivan?

Ivan: Well, sort of. I remember 313-555-5213, my home phone number—the same number my parents had for over 20 years. After my mother **moved out** of the house, she dialed that number one day.

She wanted to **find out** who it belonged to. Gloria, didn't you say something about your home phone before we started?

Gloria: Yes, my home phone number when I was growing up was 1-1-5. I never forgot it. What a kick! I laugh when I think of it. Imagine—a phone number with only three numbers!

Interviewer: Akira, you're trying to say something.

Akira: Yes, I was going to say that I have diabetes—you know, the disease that gives you problems with your blood sugar. I test my blood every day. Any number over 140 is bad. Under 75 is bad, too. Ninety is great! You can say that I really do “*live* by the numbers.”

Interviewer: I know what you mean. Many of us connect health with numbers—even if it's just our weight! Is there anything else? Myra?

Myra: I remember numbers that relate to success. Like 4—2—1—4. That was my runner's number for the first 5-kilometer race that I ran. I finished the race with a good time—35 minutes 33 seconds. That was important to me.

Gloria: I understand the feeling.

Interviewer: Thanks, everyone, for all your ideas. Life by the numbers might not be so bad after all.

Listen for Details Page 153

[Repeat Main Ideas track]

LISTENING SKILL: Understanding spoken numbers

A. Page 154

Commentator: I get a kick out of numbers! I love 'em. Big numbers, little numbers, all kinds of numbers. Do you know one of the most famous numbers of all? It's a little number—3.14159. Yes, you guessed it. It's the number we call pi. I also like prime numbers. A prime number is one that you can only divide by the number one and itself. For example, 317 is a prime number.

Then there are the numbers we use to measure things. What is 8,848 meters? Can't guess? It's the height of Mount Everest, the tallest mountain in the world. What about 384,400 kilometers? That's the distance from Earth to the moon.

Finally, here's something that fascinates me. Do you know about the population clock? It's a clock, but it doesn't tell the time. It tells you the population of the United States or the world at the moment you are looking at it. It changes every minute. You can find one online. For example, right now, as I'm speaking, the population of the United States is 309,093,469. Yes, that's 309,093, four hundred and—oops!—seventy. It just changed. Right now the population of the world is more than 6,815,639,148. Of course, by the time you hear this, the numbers will be higher.

LISTENING 2: Can Numbers Lie?

Listen for Main Ideas Page 156

Professor: Today we are going to talk about **statistics**. I'm sure you often hear people try to win an argument by using statistics. A person quickly gives a few numbers and then says, “See! I'm right. Numbers never lie.” Don't be too quick to accept that argument. Numbers might not lie, but people may use them in ways that are **misleading** or even dishonest.

Here's one common mistake. People think that if two groups of numbers behave in a similar way one must be the cause of the other. Sometimes this is true. For example, statistics show that when people drive between about 55 and 60 miles per hour, their cars use less **fuel** than when they drive faster or more slowly. In this case, there's a **logical** connection between these two numbers. At speeds between

55 and 60, most cars perform better. For this reason, they use less fuel at those speeds.

In other cases, there is no logical connection between two sets of numbers. For example, here are two statistics. First, during July and August ice cream sales at the beach go up. Second, during July and August, the number of drownings at the beach also increases. So is there a connection between the two numbers? Does eating ice cream cause people to **drown**? Of course not. Most people can see that this is not at all logical. Both numbers go up because it's summer. More people eat ice cream and go swimming in the summer. Ice cream doesn't cause people to drown.

This example may seem **obvious**, but people are easily **fooled** by news stories like this one. A headline says, "Study Shows That TV Causes Obesity in Children." The article then goes on to say, "Statistics show that children who watch four or more hours of TV a day are more **obese** than children that don't. Therefore we advise that parents control their children's TV time more **strictly**." The statistics might be true, but that does not mean that the TV *itself* makes children obese. It's the lack of exercise that causes obesity. Parents can turn off the TV. But, if they do nothing to make their children more active, it won't solve the problem.

So, imagine that someone tells you to stop drinking coffee. They say that people who drink five cups of coffee a day are more likely to be hit by a bus. Don't jump to the **conclusion** that you should throw out your coffee. Instead, ask *Can drinking coffee really cause someone to be hit by a bus?* Or is there some other reason for the connection? Remember numbers are only as good as the people who use them, and enjoy your coffee.

Listen for Details Page 156

[Repeat Main Ideas track]

GRAMMAR: Modals of possibility: *could* and *might*

A. Page 159

Speaker:

1. Those statistics might not be correct. I read an article that had completely different numbers.
2. We might take the train instead of the plane. Flying makes me nervous.
3. I might stop drinking sodas. I read somewhere that they make you gain weight.
4. Linda might not finish the marathon tomorrow. She was very sick this week.
5. But on the other hand, she could do very well. She's a good runner.
6. They say that having a pet makes people happier, but that might not be true for people with allergies.

PRONUNCIATION: Sentence stress: content words

Page 161

As a kid, I got a digital clock for my birthday one year.

My father wanted me to wake up earlier.

I just stayed in bed and listened to the alarm.

A. Page 161

1. People can use statistics to prove anything.
2. Birthdays are good for you. Statistics show that the people who have the most birthdays live the longest.

3. If two wrongs don't make a right, try three.

4. Do not worry about your problems with mathematics. Mine are much worse.

5. Mathematics is a science that uses easy words for hard ideas.

B. Page 161

There was an old man who said, "Do tell me how I should add two and two.

I think more and more

that it makes about four —

but I fear that is almost too few."

SPEAKING SKILL: Expressing understanding

A. Page 162

Part 1

Interviewer: Lydia, can you start the discussion by telling us about a number that's important for you?

Lydia: Do you mean like a passport number?

Interviewer: No, not exactly, more like a number that involves a personal memory of some kind.

Lydia: Oh, I get it.

Part 2

Akira: Yes, I was going to say that I have diabetes —you know, the disease that gives you problems with your blood sugar. I test my blood every day. Any number over 140 is bad. Under 75 is bad, too. Ninety is great! You can say that I really do "live by the numbers."

Interviewer: I know what you mean. Many of us connect health with numbers—even if it's just our weight!

Part 3

Myra: I remember numbers that relate to success. Like 4–2–1–4. That was my runner's number for the first 5-kilometer race that I ran. I finished the race with a good time—35 minutes 33 seconds. That was important to me.

Gloria: I understand the feeling.

UNIT ASSIGNMENT: Consider the Ideas

Page 163

Speaker: Numbers sometimes influence the opinions or decisions we make. But we need to be careful before acting on the basis of numbers. Here is another example of how numbers can be misleading.

A woman read an article published by the National Apple Association. It included a study done by the U.S. government about apples. It said the study showed that people who ate two apples a day were 30 percent less likely to develop high blood pressure. So for several months the woman ate two apples every day. Then she went to the doctor, and he told her that she had high blood pressure. The woman said, "That study was wrong. It tricked me. I ate two apples every day, and I got high blood pressure anyway."

What's the problem? Studies like these apply to groups of people. They don't predict what will happen to an individual. The study doesn't say that *anyone* who eats two apples a day will not get high blood pressure. It only says that it makes it 30 percent less likely.

Unit 10: Global Health

The Q Classroom Page 169

Teacher: Today we're going to talk about the Unit 10 question, which is "How important is it to be clean?" What do you think, Yuna?

Yuna: Very important!

Teacher: Why?

Yuna: It's healthy to be clean. It protects you from germs.

Teacher: Certainly. Felix, what do you think? How important is it to be clean?

Felix: I guess that depends. I think it's possible to be too clean. Some germs are good germs. They actually help you stay healthy. But if you're too clean, you kill the good germs and the bad ones. Of course it's unhealthy to be *really* dirty.

Teacher: Marcus, what do you have to say? How important is it to be clean?

Marcus: It's very important for the people around you! If you're not clean, you don't smell good. You can make a very bad impression.

Teacher: Sophy? How important is it to be clean?

Sophy: It's important, but I agree with Felix. Different people have different ideas of clean. My mother doesn't think the house is clean unless we vacuum every day. I think once or twice a week is enough.

LISTENING 1: Water for Life

Listen for Main Ideas Page 172

Emma: So, the class is preparing a report on **sanitation** as a global problem. Our group is supposed to focus on the topic of clean water, why it's important, what the problems are, and so on. I think everyone read at least one article about this, right? Jing, where do you think we should start?

Jing: Well, Emma, why don't we start by describing conditions in different parts of the world? I found some statistics on that. Worldwide about 2 million children under the age of five die every year because of water-related illnesses. That's 5,000 children a day. Marie, didn't you find some information about that?

Marie: Yes, cholera is a **disease** caused by unclean drinking water. It kills thousands of people every year. This is very sad because we can prevent it.

Toby: That's scary. I read a report by the United Nations. It said this problem is more serious now because there are more people living in cities. In 1950, 29.8 percent of the world's population lived in cities. In 2010, that number was more than 50 percent. People are crowded together in neighborhoods with no way to get clean water. In these conditions diseases will spread very quickly.

Jing: Toby, you're raising another important question—the water **supply**. It's not just that the water is polluted. In many places there isn't enough water. The **lack** of water for things like bathing, washing clothes, and toilets makes the problem more serious.

Emma: Yeah, and with the **climate** changing, there's less rain. In Africa, many lakes and rivers are drying up.

Toby: Well, in my view, people in North America and Europe use too much water. That's the problem. I mean the **average** American uses more than 150 gallons a day.

Jing: Well, that might be true, but that isn't the reason that there's too little water in Africa. Anyway, I think we're getting a little off the topic here. Let's get back to Africa.

Marie: I found some information about . . .

Jing: Did you know that Lake Chad in North Africa provides water for 38 million people? But the lake is getting smaller because of the lack of rain and because they use a lot of water for **agriculture**.

Marie: Yes, and I—

Jing: —And you know, I think . . .

Emma: —Excuse me, guys, but I think Marie is trying to say something.

Marie: Thank you, Emma! *And* I read that at the same time that the water supply from Lake Chad is **decreasing**, the population around the lake is increasing.

Jing: Sorry, Marie. I **interrupted** you. That's a good point.

Marie: That's OK, Jing. Thanks. I also think we should include some solutions. I read a great article about something in Africa called "PlayPumps." Communities dig wells. Then they use a playground ride called a merry-go-round to **pump** the water up to a tank. As children play on the merry-go-round, it works the pump. We can research other solutions as well, like toilets that don't use water and other ways to save water.

Emma: Great. I think we have our main ideas. Now let's think about how to organize and present it all.

Listen for Details Page 173

[Repeat Main Ideas track]

LISTENING SKILL: Recognizing facts and opinions

A. Page 174

Paul: You know this PlayPump makes a nice little story, but it seems to me that this project is too small. Something like this can never solve Africa's water problems. We should look for more serious ideas.

Hee-Young: I read another article about the PlayPumps. Did you know that there are more than 1,000 PlayPumps in Africa and that they provide water for more than a million people?

Liza: I think PlayPumps are just another form of child labor. In most places, this kind of thing is against the law. I say they shouldn't use children to pump water for the community.

Jamal: In many of these communities, the children had to walk five or six hours a day to get water for their families. Now with the PlayPumps, they can get 370 gallons of water in one hour.

Maritza: I heard a comment from one of the women in a community with a PlayPump. She used to leave her home early every morning and go a long way to look for water. Now she doesn't have to do that. She says, "Now my back and my feet don't hurt."

Daniel: I think that most of us agree that the PlayPumps are a wonderful idea and that they can do a lot to solve water problems not just in Africa but in other countries as well.

B. Page 174

[Repeat Listening Skill track]

LISTENING 2: Is It Possible to Be Too Clean?

Listen for Main Ideas Page 176

Speaker: "You have to eat a lot of **dirt** before you die." That's one of my grandmother's old sayings. She used to say that to my mother when, as a small child, I picked up a cookie from the floor and ate it. Or in the words of another old saying, "A little dirt never hurt

anybody.” These sound like very **old-fashioned** words these days. People now worry a lot about personal cleanliness and dirt and **germs**. They use special soaps that kill germs and carry hand sanitizers in their pockets. Public bathrooms have electric towel machines and doors that open **automatically** so you don’t have to touch anything.

Some of these “clean ideas” are **sensible**, but research shows that we may be taking this too far. Perhaps our grandmothers were right. We shouldn’t worry so much about a little dirt.

It’s not only that a little dirt doesn’t hurt us. It might even be good for us. No one is saying that we should stop bathing or cleaning our houses, but research shows that a little contact with dirt, germs, and bacteria helps children develop their immune systems—our bodies’ natural **defense** against disease.

Studies in Germany in the 1980s compared two groups of children. One group lived on farms, had pets, and was around a lot of other children. The second group lived in the city, had no pets, and spent little time with other kids. The children in the second group were also cleaner. They washed their hands many times each day and often took more than one bath a day. Researchers found that children in the first group were healthier and had fewer **allergies** than the children in the second group. It seems that this natural contact with the “world around them” was in fact good for children in the first group.

Asthma is a serious disease that often affects children and adults. The disease makes it difficult for a person to breathe. There are many possible causes for asthma. However, researchers believe that one cause might be the lack of contact with normal bacteria as a child. In Australia, some children with asthma are actually taking “dirt pills” with some bacteria they “missed” as babies.

We need to realize also that not all **bacteria** cause disease. Some bacteria are good for us. For example, they help us **digest** our food. Bacteria help gardeners make compost to improve their gardens. Without bacteria, there can be no life on the planet.

One researcher put it like this. “I’m not saying we should be more dirty. I’m saying we should be less clean.”

Listen for Details Page 177

[Repeat Main Ideas track]

GRAMMAR: If clauses for future possibility

A. Page 180

1. If they test the water from the river, they’ll find out that it’s polluted.
2. You might get sick if you drink water from the river.
3. Many people think they won’t get sick if they use hand sanitizer.
4. If it doesn’t rain soon, the lake might dry up completely.
5. If more people have clean water, fewer children will die from water-related diseases.

PRONUNCIATION: Function words and stress

Page 181

articles: the, a, an	forms of the verbs <i>be</i> , <i>do</i> , or <i>have</i>
pronouns: he, she, it	conjunctions: and, but, or
prepositions: in, on, at, for	modals such as <i>can</i> or <i>will</i>

People use special soaps **that** kill germs, **and** they carry hand sanitizers **in** their pockets.

A. Page 181

Speaker: There is no new water on Earth. All of the water on Earth—the rivers, lakes, oceans, ice at the North and South poles, clouds, and rain—is about one billion years old. The water moves around the planet. It can change to ice, to rain, or to fog, but it’s always the same water. Think about it. The population of the world is growing, but the supply of water is always the same.

C. Page 182

Speaker: “Water, water, everywhere, nor any drop to drink.” Those are the words of a famous English poet, Samuel Coleridge. He was writing about a man alone in a boat on the ocean. It might also describe the condition of the people on our planet. Earth has about 1.4 billion cubic kilometers of water. The problem is that 97.5 percent of that water is salt water, the water in the oceans and the seas. Only 2.5 percent is fresh water. Most of that fresh water is in the ice at the North and South Poles or underground. Only 0.3 percent of the fresh water is in lakes and rivers where people can easily find and use it. In other words, we don’t have as much water as we might think we do.

SPEAKING SKILL: Participating in a small group discussion

Page 183

Part 1

Jing: Well, Emma, why don’t we start by describing conditions in different parts of the world? I found some statistics on that. Worldwide about 2 million children under the age of 5 die every year because of water-related illnesses. That’s 5,000 **children a day**. **Marie, didn’t you** find some information about that?

Marie: Yes, cholera is a disease caused by unclean drinking water. It kills thousands of people every year. This is very sad because we can prevent it.

Part 2

Emma: Yeah, and with the climate changing, there’s less rain. In Africa, many lakes and rivers are drying up.

Toby: Well, in my view, people in North America and Europe use too much water. That’s the problem. I mean the average American uses more than 150 gallons a day.

Jing: Well, that might be true, but that isn’t the reason that there’s too little water in Africa. Anyway, I think we’re getting a little off the topic here. Let’s get back to Africa.

Part 3

Marie: I found some information about . . .

Jing: Did you know that Lake Chad in North Africa provides water for 38 million people? But the lake is getting smaller because of the lack of rain and because they use a lot of water for agriculture.

Marie: Yes, and I—

Jing: —And you know, I think—

Emma: —Excuse me, guys, but I think Marie is trying to say something.

Marie: Thank you, Emma! *And* I read that at the same time that the water supply from Lake Chad is decreasing, the population around the lake is increasing.

Jing: Sorry, Marie. I interrupted you. That’s a good point.

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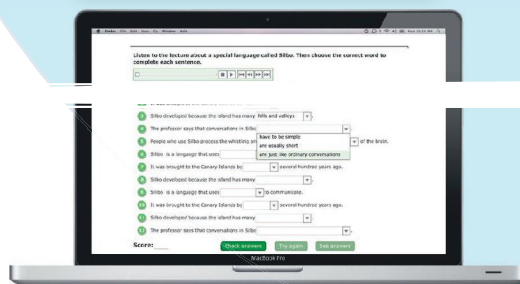
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