

Q: Skills for Success

LISTENING AND SPEAKING

1

Jaimie Scanlon

SERIES CONSULTANTS
Marguerite Ann Snow
Lawrence J. Zwier

VOCABULARY CONSULTANT
Cheryl Boyd Zimmerman

with
**online
practice**

OXFORD

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UNIT 1

Names

- LISTENING ● listening for examples
- VOCABULARY ● prefixes that mean *not*
- GRAMMAR ● simple present statements and questions
- PRONUNCIATION ● intonation in questions
- SPEAKING ● asking follow-up questions



LEARNING OUTCOME

Interview a classmate and introduce him/her to the class using the simple present tense.



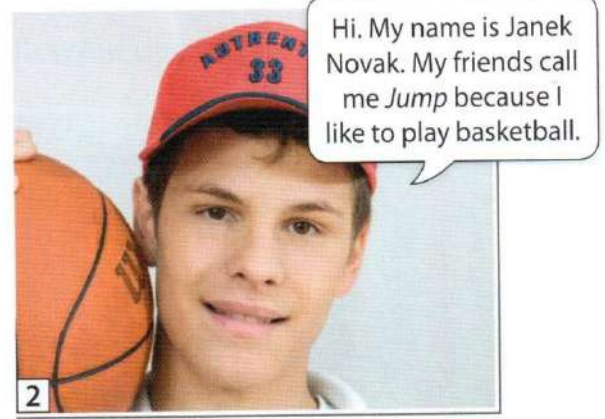
Unit QUESTION

Do you like your name?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
What is your full name?
What do most people call you?
Look at the photo. Do you know any of the names?
- B** Discuss the Unit Question above with your classmates.
- C** Listen to *The Q Classroom*, Track 2 on CD 1, to hear other answers.

C Look at the photos. Read them with a partner. Then introduce yourself to your partner.



D Work in a group. Read the information in the chart below about Liz and Jump from Activity C. Then complete the chart with the names of people in your group.

Name I want to be called	Family name (last name)	Given name (first name)	Nickname/s
Liz	Santos	Elizabeth	Liz
Janek	Novak	Janek	Jump

E Discuss these questions in your group.

1. What are some common first names in your country? Last names?
2. What are common nicknames for family members (mother, father, grandmother, grandfather, aunt, uncle, etc.) in your country? How about in other countries?



LISTENING

LISTENING 1 | Given Names and Nicknames

Tip for Success

Keep a small pocket-sized vocabulary notebook for new words. Review your new words a few times a week.

VOCABULARY

Here are some words from Listening 1. Read the sentences. Circle the best definition for each bold word.

1. What is your **opinion** of that book? Do you like it?
 - a. thought about
 - b. name for
2. My nickname is *Bobby*, but at work I go by *Robert*. People think **differently** about me when I use my given name.
 - a. the same way
 - b. not the same way
3. Some names can describe your **personality**. For example, the Arabic name Akilah means “intelligent.”
 - a. the interests of a person
 - b. the qualities of a person
4. An **honest** person found my money and returned it to me.
 - a. always telling the truth
 - b. always telling lies
5. I like **friendly** classmates. We can do our homework together.
 - a. kind and helpful
 - b. sad and serious
6. Tarik has a lot of friends at school. He’s very **popular**.
 - a. disliked by many people
 - b. liked by many people



PREVIEW LISTENING 1

Given Names and Nicknames

You are going to listen to a group of students discuss an article about given names and nicknames.

Look at the photos. The people are introducing themselves. In each situation, is it better to use a given name or a nickname? Check (✓) your answer.



- given names nicknames given names nicknames

LISTEN FOR MAIN IDEAS



Read the sentences. Then listen to the discussion. Check (✓) the main ideas.

- 1. People sometimes change their names.
- 2. The way you say your name can change someone's opinion of you.
- 3. People connect names with personality.
- 4. Names are important for business.
- 5. Names in some cultures are very long.

LISTEN FOR DETAILS



Listen again. Then circle the word or phrase that best completes each statement.

1. Using your given name can make people think that you are (friendly / honest).
2. Using your given name can also make people think you are (successful / serious).
3. Using a nickname makes people think you are (popular / honest).



WHAT DO YOU THINK?

Discuss the questions in a group.

1. In your country, when do you use your given name? Your nickname?
2. Do you agree that a name can change someone's opinion of a person? Why or why not?
3. What is one new thing you learned in Listening 1?

Listening Skill

Listening for examples



Speakers often give **examples** to help explain their ideas. Listening for examples can help you better understand. Here are three expressions speakers use to introduce examples.

- **like:** use after a comma to give examples. *Like* usually comes in the middle of a sentence, or before the last part of a sentence.

Some people, **like** my family and friends, call me Bob.

I have nicknames for many people in my life, **like** my mom is "ma" and my dad is "pop."

- **such as:** use after a comma to give examples. *Such as* comes in the middle of a sentence, or before the last part of a sentence.

In some countries, **such as** Argentina and Peru, people have two or three given names.

I'd like to live in a Latin American country, **such as** Argentina or Ecuador.

- **for example:** use with a comma before and after it when in the middle of a sentence. *For example* can come at the beginning of a sentence, but *like* and *such as* cannot.

Many common names have nicknames, **for example**, "Bob" for Robert.

Names can have meaning. **For example**, Taro means "big boy" in Japanese.



A. Listen and complete the sentences with the expressions you hear.

1. Some English names have nicknames, _____
Jen or Tony.
2. In Asian countries, _____ Korea and Japan,
names have a special meaning.

3. Some people have the same name as another family member,
 _____, a parent or a grandparent.
4. In Russia, some family names are very common,
 _____ Ivanov or Petrov.



B. Complete the excerpt of the conversation from Listening 1 with the words and phrases from the box. Then listen and check your answers.

opinion	popular	successful	differently
honest	nickname	honest	introduce

Hassan: ... Let's talk about the article on names. Can anyone tell me something about it?

Jim: Sure. The article is about given names and nicknames—for example, Tom is a nickname₁ for Thomas and Liz for Elizabeth. It says that the way you say your name can give people a different ₂ about you. For example, when I ₃ myself with my given name, James, people think ₄ about me than when I use my nickname, Jim.

Emiko: Yes, the article is interesting. It also says that people connect names with a type of personality, like an ₅ personality.

Hassan: Can you say more about that, Emiko?

Emiko: Well, for example, if you use your given name, people think that you are ₆. And using your given name also makes people feel that you are ₇.

Jim: Yes, and if you use your nickname, people think you are friendly or ₈.

Emiko: So, people have a different opinion of you, depending on your name.

Tip for Success

As you continue through this book, review the listening skills from previous units. Practice these new skills as you do the listening exercises in the book.

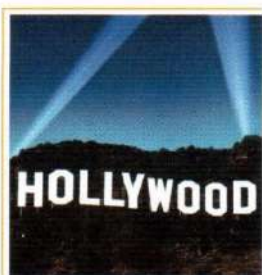
LISTENING 2 | Stage Names

VOCABULARY

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

choose (*verb*) to decide which thing or person you want
famous (*adjective*) known by many people
ordinary (*adjective*) normal, not special or different
pronounce (*verb*) to make the sound of a letter or word
similar (*adjective*) the same in some ways, but not exactly the same
unusual (*adjective*) interesting because it is different

- A: My name is difficult to say.
B: Yes, it is. I can't _____ it very well.
- A: What's your name?
B: It's Kaya. It's not very common in the United States.
A: Yes, that is a(n) _____ name.
- A: Do you have a nickname?
B: No, but I want one. My given name is too common.
A: Yeah, I have a(n) _____ name, too.
- A: My brother is an actor. But he isn't very well known.
B: Well, I hope he becomes _____ someday.
- A: My name is almost the same as my brother's name.
B: Yes. "Ryan" and "Brian" are very _____.
- A: Did you _____ a name for your baby yet?
B: No, not yet. There are so many nice names. It's hard to decide.



PREVIEW LISTENING 2

Stage Names

You are going to listen to a radio talk-show. The host interviews a Hollywood reporter about the names celebrities choose to use.

Do you know these celebrities' real names? Match the pictures to the names.

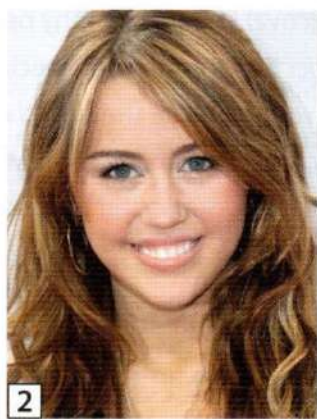
Tip Critical Thinking

The preview activity asks you to **match** the pictures to the names. One way to show your knowledge is by correctly matching information.



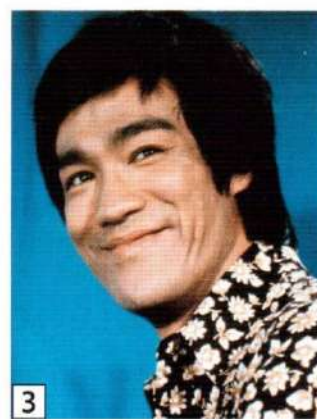
1

Ringo Starr



2

Miley Cyrus



3

Bruce Lee

- ___ Lee Zhen Fan
- ___ Richard Starkey
- ___ Destiny Hope Cyrus

LISTEN FOR MAIN IDEAS



Read the statements. Then listen to the interview. Check (✓) the three reasons the reporter says celebrities change their names.

- ___ 1. They don't like their given names.
- ___ 2. Their real names are too ordinary.
- ___ 3. They want a name that is easy to pronounce.
- ___ 4. They want a name that is similar to another star.
- ___ 5. They want an unusual name.
- ___ 6. They don't want people to know them.



LISTEN FOR DETAILS

Read the questions. Listen again and choose the correct answer for each.

1. Why did Ringo Starr change his name?
 - a. He couldn't remember his name.
 - b. He wanted a new family name.
 - c. He wanted an unusual name.

2. What star wanted a name that was easy to pronounce?
 - a. Bruce Lee
 - b. Miley Cyrus
 - c. Ringo Starr

3. When did Bruce Lee change his name?
 - a. When he became an international star
 - b. When he moved to China
 - c. When he was a child

4. Which star uses a nickname?
 - a. Bruce Lee
 - b. Miley Cyrus
 - c. Stella Skye

5. What advice does Stella give for choosing a stage name?
 - a. Choose a name you like.
 - b. Choose a short name.
 - c. Choose a name that's similar to your name.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. What are other reasons people change their names?
2. Do you want to change your name? Why or why not?

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

1. Who are your favorite celebrities? Do you think their names are important? Why or why not?
2. Think of a good nickname or stage name for yourself. What does it mean?

Vocabulary Skill

Prefixes that mean *not*



A **prefix** is a letter or a group of letters at the beginning of a word. Prefixes change the meaning of a word. The prefixes *dis-*, *in-*, and *un-* mean *not*. They give a word the opposite meaning.

- like → **dislike** (not like)
- formal → **informal** (not formal)
- usual → **unusual** (not usual)

Learning the meaning of prefixes will help you build your vocabulary.

A. Complete the chart. Add *dis-*, *in-*, or *un-* to create the opposite meaning of each word. Use your dictionary to help you.

Word	Opposite meaning	Word	Opposite meaning
active	<i>inactive</i>	expensive	
agree		friendly	
convenient		honest	
correct		popular	

B. Complete the conversations with the opposite meanings from Activity A.

1. A: Do you spell your name A-L-A-N?
B: No, sorry, that's incorrect. It's A-L-L-E-N.
2. A: I think it's OK to use nicknames for business.
B: Really? I _____. I think it's much too informal.
3. A: I got married last month. Now I have a new family name, so I need to change my documents... I have to change everything!
B: Wow! I never thought about that. That's very _____.
4. A: Why are some names so _____?
B: Maybe because they're just hard to spell or pronounce.
5. A: Did you hear that the volcano near my house erupted last week?
B: No, that's surprising. It was _____ for many years, wasn't it?
6. A: Do you ever buy famous brand name clothes?
B: No, I usually buy _____ clothing.
7. A: The new student is very _____. She never smiles.
B: Maybe she's just shy.
8. A: One of my classmates copies his school reports from the Internet.
B: Oh, that's really _____.

SPEAKING

Grammar

Part 1 Simple present statements



- Use the simple present to talk about facts, definitions, or general truths.

Mei **means** "pretty" in Chinese. China **is** a big country.

- Use the simple present to describe habits or routines, or things that happen again and again.

Mei and her brother **don't drive** to work. They **take** the train.

- Use the simple present to describe states and feelings (with verbs such as *be*, *have*, and *like*).

Mei **has** a cat. She **likes** celebrities.

Simple present statements with regular verbs

Affirmative	Negative
I like celebrities.	I do not like celebrities.
You like celebrities.	You do not like celebrities.
He eats only vegetables.	He does not eat meat.
She eats only vegetables.	She does not eat meat.
It eats only vegetables.	It does not eat meat.
We live in a big city.	We do not live in a small town.
You live in a big city.	You do not live in a small town.
They live in a big city.	They do not live in a small town.

Simple present statements with *be*

Affirmative	Negative
I am friendly.	I am not mean.
You are a celebrity.	You are not popular.
He is at work.	He is not at home.
She is at work.	She is not at home.
It is at work.	It is not at home.
We are actors.	We are not famous.
You are actors.	You are not famous.
They are actors.	They are not famous.

Simple present statements with *have*

Affirmative	Negative
I have an interesting name. You	I do not have a nickname. You
He has a long name. She It	He does not have a short name. She It
We have stage names. You They	We do not have stage names. You They

Note: Contractions (short forms) with *be* and *do* are common in informal written language and in spoken language.

Affirmative	Negative
I am = I'm	I am not = I'm not
is = 's	is not = isn't
are = 're	are not = aren't or 're not
	do not = don't
	does not = doesn't

A. Circle the correct verb form to complete each sentence.

- English names (is / are) popular in countries such as Thailand and China.
- I (has / have) a nickname, but for business I (use / uses) my given name.
- His real name (is / are) Richard Starkey, but everyone (call / calls) him Ringo.
- In my country, women (don't / doesn't) change their family names when they (get / gets) married.
- Katerina (don't / doesn't) like her name. She (think / thinks) it's difficult to pronounce.
- Beyoncé (isn't / aren't) a stage name. (It's / They're) the singer's real name.



B. Write the simple present form of each verb.

My name _____ Felicidad Montoya. I _____
1. (be) 2. (not have)
 a nickname. My family name _____ very common. My first
3. (not be)
 name _____ “happiness” in English. I _____
4. (mean) 5. (be)
 from Lima, Peru. I _____ one brother and two sisters. My
6. (have)
 sisters _____ near me, but my brother _____
7. (live) 8. (not live)
 here. He _____ a job in Brazil. He _____
9. (have) 10. (work)
 at a bank. My sister’s name _____ Federica, but she
11. (be)
 _____ her name. We usually _____ her
12. (not like) 13. (call)
 “Rica.” She _____ that nickname better. My younger sister
14. (like)
 _____ a nickname, but she doesn’t mind.
15. (not have)

Grammar

Part 2 Simple present questions



Yes/No questions

Regular Verbs			Be		
Do	I	know you?	Am	I	correct?
	you	like celebrities?	Are	you	OK?
Does	he	eat meat?		he	a vegetarian?
	she	have a nickname?	Is	she	from Brazil?
	it	look OK?		it	correct?
Do	we	have time to study?		we	in a group?
	you	have nicknames?	Are	you	students?
	they	work in the city?		they	partners?

Information questions

Regular Verbs			Be		
How do	I you	know you? like your name?	Where	am are	I? you?
Where does	he she it	live? study English? belong?	How	is	he? she? it?
What do	we you they	call him? want to discuss? like to do?	Where	are	you from? we? they?

A. Form questions. Use the words.

- name / like / do / you / your
Do you like your name _____?
- your / is / actor / who / favorite
 _____?
- your / where / does / work / sister
 _____?
- impolite / it / to use / nickname / your / is / work / at
 _____?
- your / does / in English / something / name / mean
 _____?
- want / she / her / to change / does / why / name
 _____?
- celebrities / why / use / do / stage names
 _____?
- is / common / family name / your
 _____?

B. Choose five questions from Activity A. Ask and answer them with a partner.

Pronunciation

Intonation in *yes/no* and information questions





Yes/No Questions

Questions that have a *yes* or *no* answer usually have rising intonation at the end of the question. The voice goes up.



Listen to these examples.

Are you Mark Johnson? 

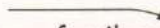
Does she have a stage name? 


Information Questions

Questions that begin with a question word (*who*, *what*, *where*, *when*, *why*, or *how*) usually have falling intonation at the end. The voice goes down.



Listen to these examples.

What is your family name? 

Why do people change their names? 



A. Listen and repeat the questions. Use the same intonation you hear.

1. What is your family name?
2. Do you have a nickname?
3. Where are you from?
4. Where do you live now?
5. Is your family name common?
6. Do you have any brothers?
7. Why do you like your name?
8. Does it rain a lot where you come from?

B. Work with a partner. Take turns asking and answering the questions in Activity A. Use the correct intonation for each type of question.

Speaking Skill

Asking follow-up questions



Follow-up questions are questions that ask for more information. You can ask follow-up questions to keep a conversation going.

A: Are you interested in sports?

B: Yes, I like baseball.

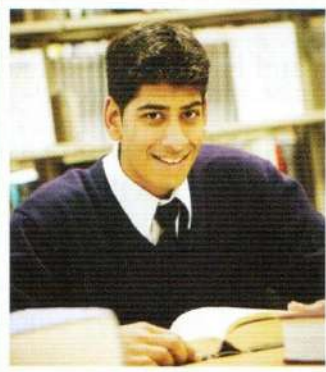
A: Oh, what's your favorite team?

B: I like the Seattle Mariners.

A: Do you have a favorite player?

Asking follow-up questions helps make your conversations more interesting, and helps you learn more about people you meet.

A. Read the information in Sanjay and Anita's profiles. Then complete their conversation below by writing Sanjay's follow-up questions.



Sanjay Patel

Hometown
Mumbai, India

Favorite music
alternative rock, especially 80s music

Interests
computer games and traveling

Interesting fact
name means "winner" in English



Anita Gomez

Hometown
Mexico City, Mexico

Favorite music
hip-hop bands, especially the Black Eyed Peas

Interests
art and mountain biking

Interesting fact
family name is common in Mexico

Sanjay: Hi, I'm Sanjay.

Anita: It's nice to meet you, Sanjay. I'm Anita.

Sanjay: Where _____, Anita?

Tip for Success

When you ask follow-up questions, remember that questions with *Wh-* words are best for getting more information. If you ask *yes/no* questions, you may only get an answer of *yes* or *no*.

Anita: I'm from Mexico...from Mexico City.

Sanjay: Is Mexico City _____?

Anita: Yes, it's very big. About 8,000,000 people live there.

Sanjay: Is your family name _____?

Anita: Yes, it's very common there. My first name is common, too.

Sanjay: Does your first name _____?

Anita: Yes, it means "Little Ana." It comes from my grandmother's name.

Sanjay: I see. So, what kind of _____?

Anita: Well, I listen to a lot of hip-hop music.

Sanjay: Oh, really? What's _____?

Anita: The Black Eyed Peas.

Sanjay: They're pretty good. So, what are your _____?

Anita: Well, I like mountain biking, and I'm really interested in art.

B. With your partner, write a conversation where Anita asks Sanjay follow-up questions. Then take turns reading the conversation out loud.

Unit Assignment Make an introduction

Q In this assignment, you will introduce a classmate and tell some interesting information about him or her. As you prepare your introduction, think about the Unit Question, "Do you like your name?" and refer to the Self-Assessment checklist on page 22.

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

CONSIDER THE IDEAS

Read Sanjay's introduction of Anita. Check (✓) the information he includes.

"Good morning. I'd like to introduce my friend Anita Gomez. Her given name comes from her grandmother's name, Ana. Anita means "little Ana" in English. She likes that name. She thinks it's pretty. Anita is from Mexico City, Mexico. Mexico City is a very big city with many people, and it is an interesting place to visit. Anita's favorite music is hip-hop, and she loves the Black Eyed Peas. Anita likes to go mountain biking..."

- ___ 1. what *Anita* means in English
- ___ 2. Anita's hometown
- ___ 3. the meaning of Anita's family name
- ___ 4. where Anita lives now
- ___ 5. information about Mexico City
- ___ 6. sports Anita enjoys
- ___ 7. Anita's favorite music

PREPARE AND SPEAK

A. GATHER IDEAS Work in a group. Look at the topics in the box. Together, think of questions you can ask someone when you first meet him or her. In your notebook, write two questions for each topic in the box.

Name	Family	Hometown	Interests	Favorites
------	--------	----------	-----------	-----------

B. ORGANIZE IDEAS You will interview a partner to learn information about him or her. Write your two questions from Activity A for each topic in the chart.

Topics	Questions	My Partner's Answers
Name		
Family		
Hometown		
Interests		
Favorites		

C. SPEAK Work with a partner. Refer to the Self-Assessment checklist below before you begin.

1. Interview your partner using your questions from the chart in Activity B. Remember to ask follow-up questions. Write your partner's answers in your notebook.
2. Now introduce your partner to a group or to the class. Use your notes from Activity B.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used the simple present in statements and questions.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used follow-up questions correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used proper intonation in questions.

B. REFLECT Discuss these questions with a partner.

What is something new you learned in this unit?

Q Think about the Unit Question, "Do you like your name?" How do you feel about your name now? The same or different? Explain.


Track Your Success

Circle the words you learned in this unit.

Nouns

opinion 
personality 

Verbs

choose 
pronounce

Adjectives

famous 
friendly 
honest 
ordinary 
popular 
similar  **AWL**
unusual 

Adverb

differently

Phrases and Expressions

for example
such as

Prepositions

like 

 Oxford 2000 keywords

AWL Academic Word List

For more information on the Oxford 2000 keywords 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 examples. (p. 7)
- VOCABULARY** ● I can recognize and use prefixes that mean *not*. (p. 12)
- GRAMMAR** ● I can recognize and use the simple present. (pp. 14–17)
- PRONUNCIATION** ● I can understand and use intonation in questions. (p. 18)
- SPEAKING** ● I can ask follow-up questions. (p. 19)

- LEARNING OUTCOME** ● I can interview a classmate and introduce him/her to the class using the simple present tense.

UNIT 2

Work

- LISTENING** ● listening for key words and phrases
- VOCABULARY** ● using the dictionary
- GRAMMAR** ● simple past
- PRONUNCIATION** ● simple past *-ed* endings
- SPEAKING** ● asking for repetition and clarification



LEARNING OUTCOME


Write interview questions and role-play a job interview.



Unit QUESTION

How can you find a good job?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
 - Do you have a job?
 - What is your dream job?
 - Look at the photo. Where are these people?
 - What are they doing?
- B** Discuss the Unit Question above with your classmates.
-  Listen to *The Q Classroom*, Track 12 on CD 1, to hear other answers.

C Match the ads to the jobs in the photos. More than one answer is possible.

1 Must have excellent computer skills

2 Need a college education

3 Need three years of experience

4 Must have a friendly personality



Website designer ____

Salesperson ____



Server ____

Teacher ____

D Tell your partner which job you like best, and why.

A: I like the website designer job. I have excellent computer skills.

B: Really? I prefer the salesperson position. I like working with people.



LISTENING

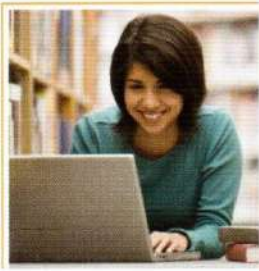
LISTENING 1 | Looking for a Job

VOCABULARY

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

1. Paul wants to change his **career**. He wants to become a nurse.
2. Kim starts her new job tomorrow. She's a new **employee** in that company.
3. A college education is one **requirement** to be a teacher. You also need some teaching experience.
4. I don't know much about computers. I can only do **basic** things, like type papers and use email.
5. Our server isn't very **organized**. He forgot to bring your coffee, and he brought me the wrong food.
6. Education is important. It's harder to get some jobs if you don't have a college **degree**.
7. I want to get a job at Rick's Café. I just have to complete this **application** and take it to the restaurant.
8. I have an **interview** next week at a computer company.

- a. _____ (*noun*) a person who works for someone
- b. _____ (*noun*) a paper you get when you finish university
- c. _____ (*noun*) a job that you learn to do and then do for many years
- d. _____ (*noun*) a special piece of paper you fill out when you try to get a job
- e. _____ (*noun*) something that you need or that you must do or have
- f. _____ (*adjective*) able to plan your work or life well
- g. _____ (*noun*) a meeting when someone asks you questions to decide if you will get a job
- h. _____ (*adjective*) simple; including only what is necessary



PREVIEW LISTENING 1

Looking for a Job

Two students are looking online for a summer job. They find a Website with a video called “Careers at Braxton Books.”

Check (✓) the topics you think the video will include.

- | | |
|--------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> how to buy books online | <input type="checkbox"/> how to get an application |
| <input type="checkbox"/> job requirements | <input type="checkbox"/> store hours |

LISTEN FOR MAIN IDEAS



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

- ___ 1. Sarah works at Braxton Books now.
- ___ 2. Braxton Books is a big company.
- ___ 3. The company sells books in stores and online.
- ___ 4. The company has some open jobs.
- ___ 5. Sarah will probably try to get a job at Braxton Books.

LISTEN FOR DETAILS



Read the job requirements. Then listen to the excerpt from Listening 1. Check (✓) the requirements for each job.

Tip for Success

Speakers sometimes use certain phrases to signal a list of important information. Some examples are:
Here are... /
The following are... /
Here is a list of...

Requirements	Salesperson	Web designer
1. must have experience	✓	✓
2. must have excellent computer skills		
3. must have a college degree		
4. must be friendly		
5. must be organized		



WHAT DO YOU THINK?

Tip Critical Thinking

Question 1 asks you to **compare** the two jobs. **Comparing** means you notice the things that are the same for both jobs. Comparing can help you remember important points about the two things.

Discuss the questions in a group.

1. Look again at the chart. What requirements are necessary for both jobs?
2. Do you meet the requirements for the jobs? Which ones?
3. Which student in your group is the best person for each job at Braxton Books?

Listening Skill

Listening for key words and phrases



Key words and phrases tell you the important information about a topic. Speakers often repeat key words and phrases more than once. Listening for key words and phrases can help you identify the topic of a conversation.

Listen to the example from Listening 1.

The topic of the conversation is *looking for a summer job*.

The key words and phrases are: *work there this summer, jobs, careers*.

The speakers say the words *summer* and *job* more than once.



CD 1
Track 15



CD 1
Track 16

A. Sarah and Sehoon are listening to the information video for Braxton Books. Listen for key words and phrases in each section. Circle the main topic.

1. a. careers at Braxton Books
b. the company's history and success
c. the number of employees
2. a. jobs at Braxton Books
b. how to get an application
c. job interviews
3. a. store hours
b. computer skills
c. job requirements
4. a. job interviews
b. how to get an application
c. how to buy online books

B. Listen again. Check (✓) the words and phrases the speaker uses more than once.

- | | |
|-------------------------------------------------|----------------------------------------------|
| 1. <input type="checkbox"/> interest in careers | 3. <input type="checkbox"/> requirements |
| <input type="checkbox"/> growing | <input type="checkbox"/> college degree |
| <input type="checkbox"/> two hundred stores | <input type="checkbox"/> years of experience |
| <input type="checkbox"/> success | <input type="checkbox"/> interesting |
| 2. <input type="checkbox"/> job | 4. <input type="checkbox"/> interested |
| <input type="checkbox"/> position | <input type="checkbox"/> one of our stores |
| <input type="checkbox"/> great people | <input type="checkbox"/> application |
| <input type="checkbox"/> join our team | <input type="checkbox"/> interview |

LISTENING 2 | The Right Person for the Job

VOCABULARY

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

advertising (*noun*) telling people about things to buy
assistant (*noun*) a person who helps someone in a more important position
graduate (*verb*) to finish your studies at a school, college, or university
major (*noun*) the main subject you study in college
manager (*noun*) the person who controls a company or a business
resume (*noun*) a list of your education and work experience that you send when you are trying to get a new job

1. My mother speaks French very well. French was her _____ in college.
2. Juan got a job as a(n) _____ in a school. He'll help the children when the teacher is busy.
3. It isn't easy to get a job in _____. You need to have interesting ideas, and you have to know how to sell things.
4. I sent my _____ to ten companies. Only one company called me for an interview.

5. My father is the _____ of a large restaurant. He has a lot of employees, and he's very busy.
6. I plan to _____ from college next year.



PREVIEW LISTENING 2

The Right Person for the Job

You are going to listen to Margaret Williamson, the manager of New World Design Advertising Company. She is going to interview Tom and Wendy for a Web designer position.

Check (✓) the interview questions you think Margaret will ask.

- Can you tell me a little about yourself?
- What was your major in college?
- How old are you?
- Do you have any experience in advertising?
- What are your best qualities?
- Are you married?
- Do you have any questions?

Tip for Success

Remember to listen for the key words and phrases. They will help you know the topics of the interview.

LISTEN FOR MAIN IDEAS

CD 1
Track 18

Listen to the interviews. Check (✓) the two topics each person talks about.

	Education	Experience	Skills
1. Tom			
2. Wendy			

LISTEN FOR DETAILS

CD 1
Track 19

Read the sentences. Then listen again. Circle the word or phrase that best completes each sentence.

1. The company is in (New York / Chicago).
2. Tom (studied / didn't study) art in college.
3. Tom has (some / no) experience in advertising.
4. Tom worked at a (convenience store / restaurant) in college.

5. Wendy has (a little / a lot of) experience in Web design.
6. Wendy likes working (alone / with others).

WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Which person should get the job? Why?

A: *I think...should get the job... She has... He has...*

B: *I disagree. I think...*

2. Are job interviews the same in your country? What questions do people ask?

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

1. Discuss the steps you take to find a job in the U.S. Are these steps the same in your country?
2. With your group, think of three interesting jobs. List some requirements for each job. Which requirements does each group member meet?



Vocabulary Skill



Using the dictionary



Some **words have similar meanings**, but they are used in different situations. The definitions and the example sentences in the dictionary can help you decide which word is best to use.

Look at the dictionary entries and example sentences for *career* and *work*.

ca-reer  /kəˈrɪr/ *noun* [count]
a job that you learn to do and then do for many years: *He is considering a **career** in teaching.* • *His **career** was always more important to him than his family.*  Look at the note at **job**.

work²  /wɜ:k/ *noun*
1 [noncount] the job that you do to earn money: *I'm looking for **work**.* • *What time do you **start work**?* • *How long have you been **out of work** (= without a job)?*  Look at the note at **job**.

Max graduated from college last year. He's ready to start a **career**.


I have to leave for **work** very early tomorrow morning.



The definition of *career*, as you can see, is a job you want or plan to do for a long time. *Work* is a more general word meaning the job you do for money.

Always look for both words in the dictionary before deciding which one to use.



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


A. Read the dictionary entries and circle the best word for each sentence.

job  **AWL** /dʒɒb/ *noun* [count]
1 the work that you do for money: *She got a job as a waitress.* • *Peter just lost his job.*

career  /kəˈrɪr/ *noun* [count]
 a job that you learn to do and then do for many years: *He is considering a career in teaching.* • *His career was always more important to him than his family.*  Look at the note at **job**.

1. A (job / career) in law can be very demanding.
2. My company closed. I need to find another (job / career) soon.

company  /ˈkʌmpəni/ *noun* (plural **companies**)
1 [count] (**BUSINESS**) a group of people who work together to make or sell things: *an advertising company* • *the Student Loans Company*  The short way of writing "Company" in names is **Co.:** *Milton and Co.*
2 [noncount] being with a person or people: *I always enjoy Mark's company.*

business  /ˈbɪznəs/ *noun* (plural **businesses**)
1 [noncount] buying and selling things: *I want to go into business when I leave school.* • *Business is not very good this year.*
2 [noncount] the work that you do as your job: *The manager will be away on business next week.* • *a business trip*

3. Jim went into (company / business) with his brother.
4. The (company / business) has over 6,000 employees around the world.

B. Write one new sentence for each word in Activity A.

1. (job) _____

2. (career) _____

3. (company) _____

4. (business) _____

SPEAKING

Grammar

Simple past



Use the **simple past** to talk about actions that happened in the past.

Regular Verbs

- To form the simple past, add *-ed* to the base form of the verb.

I **worked** at a clothing store last summer. I **helped** customers.

- For words ending in *e*, add *-d*.

I **served** lunch and dinner at a busy restaurant. I also **prepared** take-out orders.

- For words ending in *y*, drop the *y* and add *-ied*.

Tom **applied** for a position as a Web designer. He **studied** Web design in college.

Irregular Verbs

The verb *be* is irregular in the simple past. It has two forms: *was* and *were*.

My internship **was** a good experience. The people I worked with **were** great.

Here are some other verbs with irregular simple past forms.

say	said	know	knew
make	made	take	took
go	went	come	came
do	did	see	saw
have	had	get	got

Negative Statements

- To form a negative statement, use *didn't* + base form of the verb.

I **didn't graduate** from high school last year. It was two years ago.

Questions

- To form a question, use (*wh*-word) + *did* + subject + base form of the verb.

Did you get the job? **What did you major** in?

- For questions with the verb *be*, use (*wh*-word) + *was* or *were* + subject.

How was the interview? **Were you ready** for all of the questions?

A. Complete each sentence with the simple past form of the verb.

Margaret: Well, let's get started. Please sit down, Tom... OK. Can you tell me a little about yourself?

Tom: Sure. I _____
1. (come) to New York a few months ago from Chicago. I _____
2. (go) to Chicago School of Design.

Margaret: Yes, I _____
3. (see) that on your resume. Yes, here it is. You _____
4. (graduate) last May. What did you study there?

Tom: I'm sorry. I didn't catch that. Could you say that again, please?

Margaret: Sure. What _____
5. (be) your major in college?

Tom: Well, I _____
6. (get) my degree in art. I _____
7. (take) a lot of computer classes, too. I _____
8. (want) to use my art and computer skills. That's why I want a career in Web design.

Margaret: OK, Wendy. Please have a seat. Let's see...your resume says you have some experience in advertising. Tell me about that. Did you _____
9. (like) it?

Wendy: Oh, yes. It _____
10. (be) a great experience. I _____
11. (work) in a small advertising company last summer. I really _____
12. (enjoy) it. I was an assistant in the office. I _____
13. (not do) much Web design work—only a little. But I _____
14. (learn) a lot from my co-workers. I'm excited to learn more about it.

Margaret: OK, that's excellent, Wendy. Did you _____
15. (study) art or computers in college?

Wendy: No. My major _____
16. (be) English. I _____
17. (not have) a lot of time for other classes.

B. Practice the conversations in Activity A with a partner.



C. Read the notes an interviewer wrote about Carlos. Then read the interview questions below. Write notes in your notebook with your answers. Use the simple past when necessary.

1. from Caracas, Venezuela; graduated from Central University in 2009
2. major was computer science, studied English...
3. was a Web designer for one year; before that, was a waiter

1. Can you tell me a little about yourself?
2. What did you study in high school/college?
3. What work experience do you have?

D. Take turns asking and answering the job interview questions in Activity C with your partner. Use your notes.

Pronunciation

Simple past *-ed*



The simple past of a regular verb ends in *-ed*. The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds.

- The *-ed* = /d/ when the sound is **voiced** (with sound). This includes all vowel sounds, and the consonants: /b/, /g/, /dʒ/ (**judged**), /l/, /m/, /n/, /r/, /v/, and /z/.
- The *-ed* = /t/ when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, /s/, /ʃ/ (**wish**), and /tʃ/ (**watch**).
- The *-ed* = /əd/ when the final sound is either the voiced sound /d/ or the unvoiced sound /t/.

Read and listen to the examples in the chart.

If the verb ends in...	Base verb	Simple past
a voiced sound, pronounce the past with /d/	enjoy study learn	enjoyed studied learned
an unvoiced sound, pronounce the past with /t/	laugh work help wash	laughed worked helped washed
a /t/ or /d/, pronounce the past with /əd/	graduate end	graduated ended

A. Work with a partner. Take turns saying the simple past forms of the verbs in the box.

change	like	need	require	study	walk
complete	look	prefer	stop	wait	want

B. Write the simple past form of each verb in Activity A in the correct column. Listen and check your answers.

/t/	/d/	/əd/
	changed	

C. Read the conversations and underline the regular verbs in the simple past. Write /d/, /t/, or /əd/ above each to tell its correct pronunciation.

1. A: I completed^{/əd/} an application for a job at Jim's Pizza today.
B: Oh, I worked at Jim's Pizza last summer. I washed dishes there. It was fun.
A: Really? That's good. I wanted to work at Paul's Café, but they said I needed more experience.
B: Yeah, they chose someone else for the job.
A: Who?
B: Me.
2. A: Please sit down, Mr. Smith. Did you bring your application?
B: Oh, no. I completed it online, and I emailed it. Is that OK?
A: Oh, yes. Here it is. I printed it this morning... OK. Can you tell me a little about yourself?
B: Yes, I graduated from Franklin High School in 2010. I wanted to get some work experience before college. So, I joined a computer training program.
A: I see. Did you finish the program?
B: Yes, I finished it last week.

D. Practice the conversations in Activity C with your partner. Check your partner's pronunciation of the simple past.

Speaking Skill

Asking for repetition and clarification



When you listen, sometimes you need to ask the speaker to repeat information. Here are some phrases you can use when you don't hear or understand something well.

I'm sorry... I didn't catch that.

Could you say that again, please?

Could you repeat that?

Do you mean... ?

CD 1
Track 22

A. Listen to the excerpt from Listening 2. Check (✓) the phrases Tom uses.

- I didn't catch that.
- Could you repeat that?
- Could you say that again, please?
- Do you mean... ?

CD 1
Track 23

B. Listen and complete each conversation with a phrase for repetition and clarification.



Michael: Hello?

Susan: Hello, is this Michael Lu?

Michael: Yes, it is.

Susan: Oh, hi, Michael. It's Susan Barden from All-Tech Computers.

Thank you for coming to the interview this morning. I forgot to ask you about...

Michael: Hello? _____.

Interviewer: ...Great. OK, thanks. And can you tell me a little about your experience in Australia? I saw on your resume that you...

Linda: _____?

Min-Hee: Hi, Jared. How are you doing?

Jared: Oh, hi, Min-Hee. I'm great! I just found out that...

Min-Hee: Sorry, Jared. _____?

Amber: What do you plan to do after you graduate, Seth?

Seth: Well, I had a meeting with the manager of New World Designs last week.

Amber: A meeting? _____?

C. Take turns reading the conversations in Activity B with a partner.

Tip for Success

It may be impolite in some cultures, but it's important to ask for clarification in English speaking countries when you don't understand something. Begin with *I'm sorry* or *Excuse me* to be more polite.

Unit Assignment Role-play a job interview

Q In this assignment, you are going to write your own interview questions and role-play a job interview with a partner. As you prepare for your role-play, think about the Unit Question, "How can you find a good job?" and refer to the Self-Assessment checklist on page 42.

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

CONSIDER THE IDEAS

Work with a partner. Complete the activities.

A. Match each job to the correct advertisement.

- | | |
|--------------------------|------------------------------------|
| ___ 1. office assistant | ___ 4. children's sports coach |
| ___ 2. tour guide | ___ 5. house painter |
| ___ 3. video game tester | ___ 6. high school English teacher |

A Must have college degree in teaching and two years of experience working in a school.
www.QHS_K-12edu
HELP WANTED

B Must be friendly and organized. Excellent speaking skills.
Must speak English, French, and Spanish.
Email résumé to:
jo@citytours.com

C Requirements: excellent computer skills, online game experience.
www.game-on.org

D Experience playing soccer, baseball, and basketball.
Must be very friendly.
Complete an application at
www.sports4kidz.org

E Must be organized. Need excellent computer skills. One to two years of experience.
Come in to the office and complete an application. 215 Green Street

F NO EXPERIENCE NEEDED.
Must enjoy working outdoors on big projects.
For applications, call (802) 555-2191

B. Read the ads again. Underline the job requirements for each.

C. Work in a group. Which jobs in Activity A do you want to have? Do you meet the requirements? Tell your group.

I want to be an office assistant. I'm organized and have good computer skills.

PREPARE AND SPEAK

A. GATHER IDEAS Work with a partner. Think of a job you want to have. Together list the requirements for that job and your partner's job in your notebook.

B. ORGANIZE IDEAS Imagine you are going to an interview for your job from Activity A. The interviewer asks you these questions. How do you answer?

1. Can you tell me a little about yourself? _____

2. What did you study in high school or college? _____

3. What work experience do you have? _____

4. What skills do you have? _____

5. Do you have any questions? _____

C. SPEAK Role-play the interview with your partner. Refer to the Self-Assessment checklist below before you begin.

A: Hello, I'm _____. Please have a seat.

B: Thank you. It's nice to meet you, _____.

A: OK. Let's get started...(Question 1) _____

B: (Answer) _____

A: (Question 2) _____

B: (Answer) _____

A: _____

B: _____

A: _____

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used the simple past.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I asked for clarification.
<input type="checkbox"/>	<input type="checkbox"/>	I pronounced the simple past of regular verbs.

B. REFLECT Discuss these questions with a partner.

What is something new you learned in this unit?



Think about the Unit Question, “How can you find a good job?” Do you have more answers now than when you started this unit? If yes, what new answers do you have?

Track Your Success

Circle the words you learned in this unit.

Nouns

advertising
application
assistant **AWL**
career
degree
employee
interview
major **AWL**
manager
requirement **AWL**
resume

Verbs

graduate

Adjectives

basic
organized

Phrases

Could you repeat that?
Could you say that
again, please?
Do you mean... ?
I'm sorry... I didn't
catch that.

Oxford 2000 keywords

AWL Academic Word List

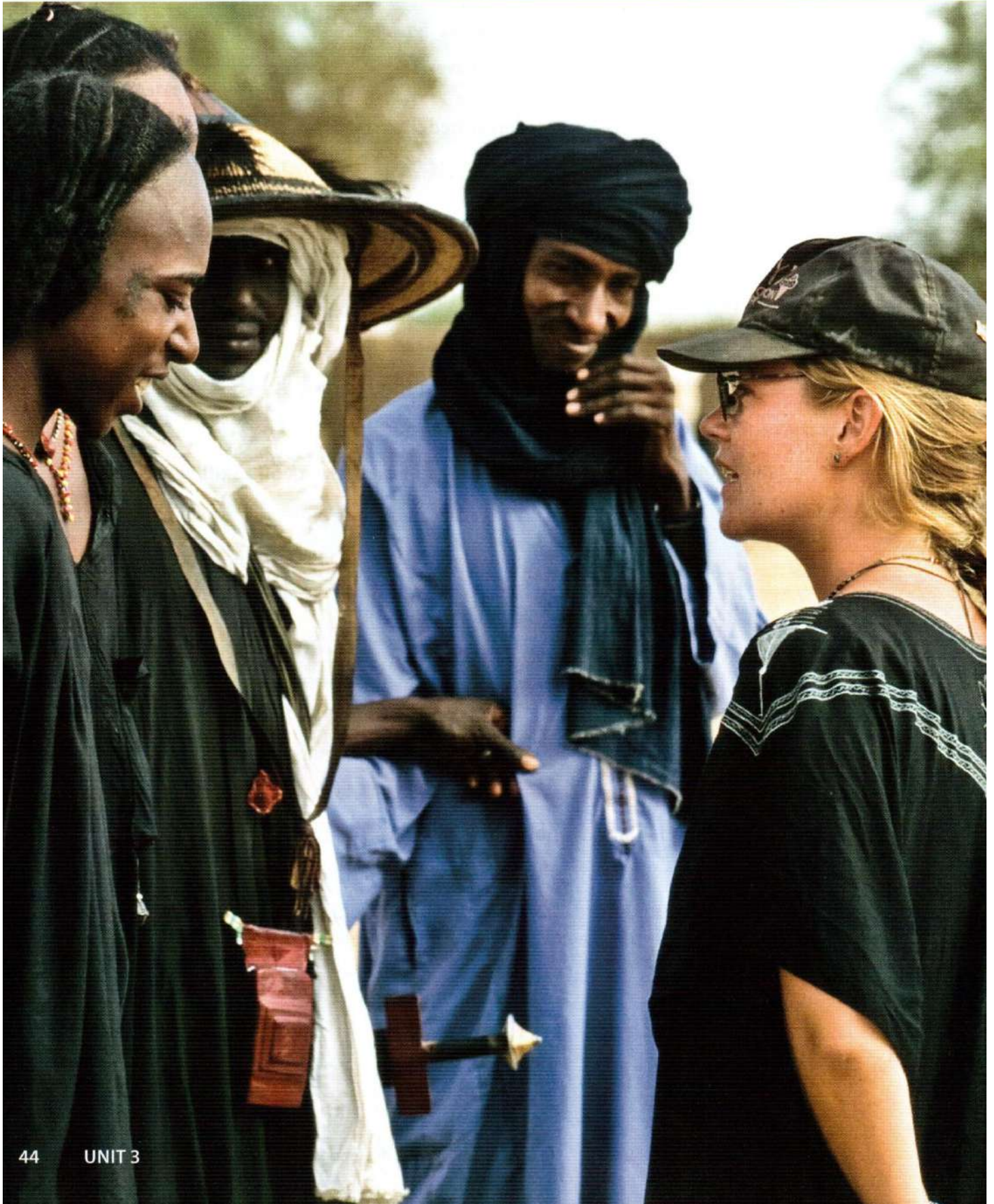
Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- LISTENING** ● I can listen for key words and phrases. (p. 29)
- VOCABULARY** ● I can use the dictionary to help with words with similar meanings. (p. 32)
- GRAMMAR** ● I can recognize and use the simple past. (p. 34)
- PRONUNCIATION** ● I can pronounce simple past *-ed* endings. (p. 36–37)
- SPEAKING** ● I can ask for repetition and clarification. (p. 38)
- LEARNING OUTCOME** ● I can write interview questions and role-play a job interview.

UNIT
3

Long Distance

- LISTENING ● taking notes in a T-chart
- VOCABULARY ● guessing words in context
- GRAMMAR ● *should* and *shouldn't* and *It's* + (*not*) adjective + infinitive
- PRONUNCIATION ● the schwa /ə/ sound
- SPEAKING ● presenting information from notes



LEARNING OUTCOME

Give a presentation about customs in a culture you know well.



Unit QUESTION

Why do we study other cultures?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
Did you ever spend time in another country or culture?
What are some things that your country is famous for?
Look at the photo. What do you think the people are talking about?
- B** Discuss the Unit Question above with your classmates.
- » Listen to *The Q Classroom*, Track 24 on CD 1, to hear other answers.

C What are some things that make your culture different from other cultures? Write your ideas in the chart.



D Work in a group. Use your chart from Activity C and present one interesting fact about your culture to your group.

LISTENING

LISTENING 1 | International Advertising

VOCABULARY

Here are some words from Listening 1. Read the conversations. Match each bold word with the correct definition.

- ___ 1. A: I started a job at a great company.
B: Oh, where is it?
A: Well, it's an **international** company. They have offices around the world.
- ___ 2. A: I lived in Europe for six months.
B: Really? What was it like?
A: Well, I had **difficulty** understanding the culture, but I really enjoyed it.
- ___ 3. A: I made a big **mistake** at work.
B: Oh, no. What did you do?
A: I called my new boss by his first name. He looked very angry.
- ___ 4. A: Do colors have different meanings in different cultures?
B: Yes. Sometimes a color has a good or **positive** meaning in one culture and a bad meaning in another culture.
- ___ 5. A: There are different ideas around the world about **death**.
B: What do you mean?
A: I mean, in some countries people wear black and are very sad, but in others people have a party.
- ___ 6. A: In Korea, do people take off their shoes when they enter their homes?
B: Yes, it's a Korean **custom**.
- ___ 7. A: I'm going to India on business. Do you have any travel advice?
B: Yes. **Avoid** using your left hand. For example, it's very impolite to shake hands or eat with your left hand.
- ___ 8. A: In the Middle East, you shouldn't show the **bottom** of your shoes.
B: Why not?
A: Shoes are dirty. It's not polite.

Tip for Success

Form a "study group" with some classmates to discuss things you learn in class.

- a. when a life finishes
b. a problem
c. to try not to do something
d. something that you do that is wrong
e. something a group of people usually do
f. between different countries
g. the lowest part of something
h. thinking or talking about the good parts of a situation



PREVIEW LISTENING 1

International Advertising

You are going to listen to a university business class. The professor is giving a lecture about international advertising and the problems companies have when advertising in different countries. Check (✓) the problems you think advertisers have.

- language mistakes
- problems with colors
- problems with numbers
- problems with different customs

LISTEN FOR MAIN IDEAS



Read the statements. Then listen to the lecture and check (✓) the main ideas.

- a. Language differences can be a problem in international advertising.
- b. Many companies advertise their products in English.
- c. Some colors are not good to use in advertisements.
- d. Companies don't make advertising mistakes.
- e. Companies should learn about the customs of other countries.
- f. Numbers can cause problems in advertising.

LISTEN FOR DETAILS



The professor gives two examples of advertising mistakes. Read the information in the chart. Then listen again and check (✓) the correct information.

	Type of company	Where the mistake happened	Mistake
Example 1	<input type="checkbox"/> a computer company	<input type="checkbox"/> Eastern Europe	<input type="checkbox"/> The product smells like chicken.
	<input type="checkbox"/> a clothing company	<input type="checkbox"/> the Middle East	<input type="checkbox"/> The product name means <i>chicken</i> .
Example 2	<input type="checkbox"/> a shoe company	<input type="checkbox"/> the Middle East	<input type="checkbox"/> The advertisement showed the bottom of a man's shoes.
	<input type="checkbox"/> a telephone company	<input type="checkbox"/> Asia	<input type="checkbox"/> The advertisement showed a man with no shoes.



WHAT DO YOU THINK

Discuss the questions in a group.

1. What do companies need to think about when they advertise in other countries? Give an example from your experience. Think about the problems with language, color, and customs in Listening 1.
2. What colors have special meaning in your country?

Listening Skill

Taking notes in a T-chart



Tip for Success

To identify the main ideas, remember to listen for key words and phrases.

When you listen, you often need to **take notes**. You can use a **T-chart** to help you organize the main ideas and details. Write the main ideas on the left side and the details on the right side. Details include *examples*, *numbers*, *facts*, *names*, and *reasons*.

Lecture: International Advertising

Main ideas	Details
Language mistakes can cause problems for companies.	<ul style="list-style-type: none"> • Product name has funny or strange meaning in another language • Example: computer product, Vista®—means “chicken” in some eastern European languages • Different meanings in different cultures



A. Listen to the excerpt from Listening 1. Complete the missing information in the T-chart.

Main ideas	Details
1. _____ _____ _____ _____	<ul style="list-style-type: none">• colors have different meanings• red means _____ 2. _____ in many countries• _____ 3. _____ usually has positive meaning, but _____ 4. _____ doesn't.• Example: _____ 5. _____ means death in parts of Asia.



B. Listen to another lecture. Take notes in the T-chart. Then compare with a partner.

Main ideas	Details

LISTENING 2 | Cultural Problems

VOCABULARY

Here are some words from Listening 2. Read the definitions. Then complete each sentence below with the correct word. Change the verb form if you need to.

carefully (*adverb*) a way of doing something so you don't make a mistake
confused (*adjective*) not able to think clearly, not understanding
die (*verb*) to stop living
invite (*verb*) to ask someone to come to a party or to your house
offended (*adjective*) angry or unhappy because someone does something you don't think is polite
rude (*adjective*) not polite
upset (*adjective*) unhappy or worried
wedding (*noun*) a special event when two people get married

1. There's a new student from the Ukraine in our English class. Let's _____ her to our house for dinner tomorrow.
2. I saw Lisa crying after class. She looked very _____.
3. Susan was an hour late, and she didn't call. Isn't that very _____?
4. In the Middle East, you should always say *yes* when someone offers you something. If you say *no*, the person may be _____.
5. In some countries it's common to wear black when someone _____.
6. Colors are an important part of a _____. Many women wear a white dress, but in some countries, women wear red.
7. I didn't understand English well when I visited Ireland. When people spoke, I felt a little _____. But I still had a great time.
8. Watch people _____. Then you won't make a mistake.



PREVIEW LISTENING 2

Cultural Problems

You are going to listen to three people telling about cultural problems. Look at the photos. What cultural problem do you think each shows?



LISTEN FOR MAIN IDEAS



CD 1
Track 29

Listen to the stories. Then check (✓) the topic of each story.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. <input type="checkbox"/> a. choosing a gift
<input type="checkbox"/> b. standing close
<input type="checkbox"/> c. shopping</p> | <p>3. <input type="checkbox"/> a. giving business cards
<input type="checkbox"/> b. business meetings
<input type="checkbox"/> c. getting a job</p> |
| <p>2. <input type="checkbox"/> a. visiting a home
<input type="checkbox"/> b. birthday gifts
<input type="checkbox"/> c. giving flowers</p> | |

LISTEN FOR DETAILS



CD 1
Track 30

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

- ___ 1. João knew the woman in the bookstore.
- ___ 2. It's OK to stand very close to other people in the United States.
- ___ 3. Russians usually give one, three, or five flowers.
- ___ 4. Tanya was offended by the gift from her co-workers.
- ___ 5. Rick didn't bring business cards to the wedding.
- ___ 6. In the U.S., it's OK to take a business card with one hand.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Do you know any of the customs from Listening 2? Read the statement and check (✓) *yes* or *no*. Then discuss your answers.

	Yes	No
1. In my culture, it's rude to stand very close to someone.	<input type="checkbox"/>	<input type="checkbox"/>
2. Some numbers in my culture have a special meaning.	<input type="checkbox"/>	<input type="checkbox"/>
3. In my culture, people only use business cards in business situations.	<input type="checkbox"/>	<input type="checkbox"/>

2. Do you have an example of a cultural problem? Tell your classmates the story.

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

1. What problems can happen when people don't know about another culture?
2. What are some important things people from other cultures should know about your culture?

Vocabulary Skill

Words in context



When you listen, you will sometimes hear words you don't know. You can use other information to help you guess the meaning of new words. This is called **context**. The words that come before and after another word are the context.

Then she looked very upset and said, "Excuse me!" and moved away.

I didn't know what was wrong. I felt **confused**. I learned later that...

You can guess the meaning of *confused* from the context. The speaker says, "I didn't know what was wrong." *Confused* is a feeling. (The speaker says "I felt *confused*.") You can guess that *confused* is a feeling that you have when you don't understand.

A. Listen to a student's story about living in Australia. Use the context to guess the meaning. Circle the correct meaning of each word.

1. **depressed**

- a. very sad
- b. very offended

2. **tough**

- a. enjoyable, fun
- b. difficult or challenging

3. **considerate**

- a. caring, thoughtful
- b. rude and unkind

4. **treated**

- a. avoided
- b. behaved towards

5. **optimistic**

- a. cheerful, positive
- b. stressful and worried



B. Listen again. Write any words or phrases that helped you get the meaning. Compare your answers with a partner.

- 1. *first time away, missed my family* _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

SPEAKING

Grammar

Part 1 *Should and shouldn't*



Should and shouldn't

To form a sentence, use a subject + *should/shouldn't* + the base form of a verb.

I	
You	
He / She	should learn customs of other countries.
We	shouldn't make too many cultural mistakes.
You	
They	

Note: *Shouldn't* is the contraction for *should + not*.

Use *should* to say that it is good to do something.

In Japan, you **should** take a business card with two hands.

When something is not good to do, we use *shouldn't*.

You **shouldn't** give six or eight flowers in Russia.



A. What do you know about customs from around the world? Circle *should* or *shouldn't*. Then listen and check your answers.

1. In India, you (should / shouldn't) use your left hand to eat.
2. In Thailand, you (should / shouldn't) touch a person on the head.
3. In the U.S., you (should / shouldn't) look at people's eyes when you speak to them.
4. In France, when you visit someone's home, you (should / shouldn't) bring a gift.
5. In Saudi Arabia, you (should / shouldn't) say *no* when someone offers you something to eat or drink.
6. In Colombia, you (should / shouldn't) avoid giving marigolds—a yellow flower—as a gift.

B. What are things you should or shouldn't do in your culture? Write two sentences with *should* and two sentences with *shouldn't*. Then read your sentences to your partner.

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

Grammar Part 2 *It's + adjective + infinitive*



It's + (not) adjective + infinitive

You can make statements with *It's + (not) adjective + infinitive* to talk about behavior and customs. The infinitive is *to + the base form of a verb*.

It's polite to say "thank you."

It's rude to show the bottom of your feet.

It's common to wear a white wedding dress.

It's not common to wear a green wedding dress.

It's OK to use your first name.

It's not OK to use your nickname.

Note: *It's* is the contraction of *it + is*.



A. Listen to the excerpts from Listening 2. Complete the missing information.

1. There was another student standing in front of the shelf. I stood next to her and started to look for my book. Then she looked very upset and said, "Excuse me!" and moved away. I didn't know what was wrong. I was confused. I learned later that you shouldn't stand very close to other people in the U.S. _____.
2. They gave me some very nice gifts...and they gave me flowers—six flowers. In Russia, _____ of flowers, for example, one, three, five... But you shouldn't give two, four, or six flowers. We only do that when a person dies.
3. I was a little surprised. In the U.S., we only use cards for business, so I didn't bring mine. I just took the Japanese people's business cards and put them in my pocket. After the wedding, I learned that _____. You should always take the cards with two hands and read them carefully. I only used one hand, and I didn't read them at all.

B. What are customs in your culture or another culture you know? Write one sentence for each topic in the box. Use *It's* + (not) adjective + infinitive.

eating/drinking	greetings	visiting someone's home
gestures	holidays	workplace/office

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

C. Work in a group. Take turns reading your sentences. Ask questions if you don't understand.

Pronunciation

The schwa /ə/ sound



CD 1
Track 35

The schwa /ə/ is the most common vowel sound in English. It sounds like the *a* in *about* /ə'baʊt/. We pronounce the vowel in many unstressed syllables (or parts of words) with the schwa /ə/ sound. The schwa /ə/ is never in a stressed syllable.

In these examples, the vowels in red are pronounced with a schwa /ə/ sound.

avoid cultural custom international problem

CD 1
Track 36

A. Listen and repeat these words. Then underline the schwa sound in each word.

- | | |
|-------------------------|-------------------------|
| 1. <u>a</u> void | 5. person <u>a</u> lity |
| 2. bot <u>o</u> ttom | 6. pos <u>i</u> tive |
| 3. cons <u>i</u> derate | 7. s <u>i</u> milar |
| 4. mis <u>t</u> ake | 8. teleph <u>o</u> ne |

B. Write four sentences. In each sentence, use a word from Activity A. Then take turns reading your sentences with a partner.

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

Speaking Skill

Presenting information from notes



When you present information to an audience, you should not read directly from your notes. It's important to look up and make eye contact with the audience. This makes the presentation more interesting.

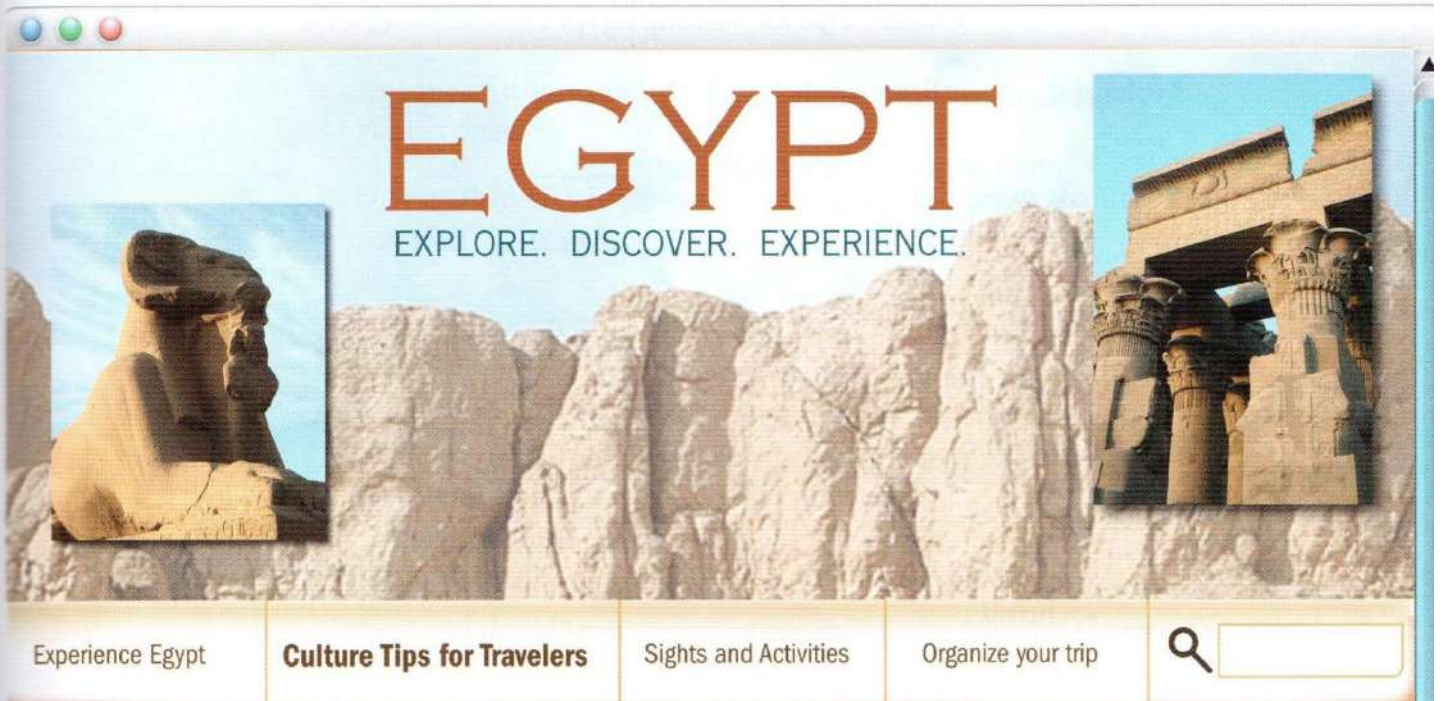
Preparation

- Use small cards.
- Write only key words and phrases. Don't write the whole presentation.
- Practice your presentation.

Presentation

- Look at the audience. Then begin speaking.
- Look down briefly to check your notes.
- Make eye contact with individual people in your audience as you speak.

A. Read the Web page with tips for visiting Egypt. Underline the key words and phrases for each tip.



EGYPT

EXPLORE. DISCOVER. EXPERIENCE.

Experience Egypt **Culture Tips for Travelers** Sights and Activities Organize your trip

Culture Tips for Travelers

EATING

- ▲ You should only use your right hand for eating. It's impolite to use the left hand. Your host may be offended.
- ▲ When you finish eating, your host will offer more food. Even if you are not hungry, you should take a little more. It's important to show that you enjoy the meal.

VISITING SOMEONE'S HOME

- ▲ You should always dress neatly and conservatively when you visit someone's home.
- ▲ It's common to bring a gift for the host. You should bring chocolates or other sweets. It isn't good to bring flowers because it's common to bring flowers when someone is sick.

GIFT-GIVING

- ▲ You should receive a gift with the right hand or both hands. You shouldn't use the left hand.
- ▲ You shouldn't open the gift when someone gives it to you. It's polite to wait until later.

Some Useful Words

- ▶ Hello
- ▶ How are you?
- ▶ Can you help me?

Getting Directions

Getting Around

Shopping

Flowers of Egypt



B. Complete the notes with the key words and phrases from the Web page.

Culture Tips for Visiting Egypt Presentation Notes

1. Eating
 - only use your right hand
 - impolite to use _____
 - host will _____,
you should _____
2. _____ someone's home
 - _____ and conservatively
 - bring _____,
such as _____
 - do NOT bring _____
3. _____
 - receive a gift _____
 - do NOT use _____
 - should wait to _____

Tip for Success

Before you give a presentation, practice it several times. Try standing in front of a mirror. Practice speaking from notes and making eye contact until you feel comfortable.

C. Work with a partner. Take turns presenting the information. Use the information in Activity B. Be sure to look at your partner when you speak.

Unit Assignment Give a presentation

Q In this assignment, you will plan and give a presentation about your culture or another culture you know well. As you prepare your presentation, think about the Unit Question, "Why do we study other cultures?" and refer to the Self-Assessment checklist on page 62.

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

CONSIDER THE IDEAS

Look again at the Web page on page 59. Discuss the questions in a group.

1. Are any of the customs in Egypt similar to customs you know? Which ones?
2. Do you think it's important to learn the customs of a country you visit? Why or why not?

PREPARE AND SPEAK

A. GATHER IDEAS Choose three topics in the box and write them in the chart below. Complete the chart with notes about customs in your culture or another culture you know well.

Gift-giving	Business	Gestures
Eating and drinking	Greetings	Visiting someone's home

Topic	Customs

Tip Critical Thinking

In Activity B, you are going to **prepare** your presentation.

Preparing a presentation on a topic involves applying your knowledge in a new way or doing something new.

- B. ORGANIZE IDEAS** Use your notes from the chart in Activity A to prepare a short presentation about customs in your culture or a culture you know well. Write your presentation notes on note cards.
- C. SPEAK** Give your presentation to the class or to a group. Refer to the Self-Assessment checklist below before you begin. Use note cards during the presentation, and remember to look at your audience.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>should/shouldn't</i> and <i>it's + (not) adjective + infinitive</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I presented information from notes.
<input type="checkbox"/>	<input type="checkbox"/>	I correctly pronounced any words with schwa /ə/.

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

What is something new you learned in this unit?

- Q** Think about the Unit Question, “Why do we study other cultures?” Do you have more answers now than when you started this unit? If yes, what new answers do you have?

Track Your Success

Circle the words you learned in this unit.

Nouns

bottom 🔑
custom 🔑
death 🔑
difficulty 🔑
mistake 🔑
wedding 🔑

Verbs

avoid 🔑
die 🔑
invite 🔑

Adjectives

confused 🔑
international 🔑

offended

positive 🔑 **AWL**

rude 🔑

upset 🔑

Adverb

carefully 🔑

🔑 Oxford 2000 keywords

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 take notes in a T-chart. (p. 49)

VOCABULARY ● I can guess meaning from context. (p. 53)

GRAMMAR ● I can understand and use *should/shouldn't* and *It's + (not) adjective + infinitive*. (pp. 55–56)

PRONUNCIATION ● I can recognize and pronounce the schwa /ə/ sound. (p. 57)

SPEAKING ● I can present information from notes. (p. 58)

LEARNING OUTCOME ● I can give a presentation about customs in a culture I know well.

UNIT
4

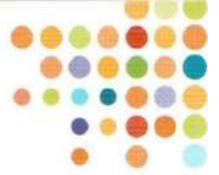
Positive Thinking

- LISTENING ● using information questions to understand a story
- VOCABULARY ● using the dictionary
- GRAMMAR ● *because* and *so*
- PRONUNCIATION ● syllables and syllable stress
- SPEAKING ● responding in a conversation



LEARNING OUTCOME

Participate in a group discussion about bad situations with happy endings.




Q



Unit QUESTION

What makes a happy ending?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
Do you like happy endings in movies? Why or why not?
Can a happy ending come from something bad?
Look at the photo. Do you think it shows a happy ending?
Why or why not?
- B** Discuss the Unit Question above with your classmates.
-  Listen to *The Q Classroom*, Track 37 on CD 1, to hear other answers.

- C** Work with a partner. What stories do you know with happy endings? Make a list. Then compare your answers in groups.

STORY	HAPPY ENDING
Cinderella	Cinderella marries the prince.

- D** Read the statements in the chart. Which situations do you think have happy endings? Check (✓) *Happy*, *Unhappy*, or *Not sure*.

Situation	Happy	Unhappy	Not sure
1. Paul studied really hard for his science test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Anna didn't hear her alarm clock this morning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. We want to go on a picnic today, but it's raining outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Phil heard a loud noise in the middle of the night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I got an email from my best friend. She got a new job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Maggie has to read her report out loud to the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- E** Compare your answers with your group. For each situation, what do you think happens next?

LISTENING

LISTENING 1 | A Bad Situation with a Happy Ending

VOCABULARY

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

Tip for Success

Remember to look at the context in a sentence to help you decide on the correct word to complete the sentence.

- alive** (*adjective*) living, not dead
- amazing** (*adjective*) surprising, difficult to believe
- camp** (*noun*) a place where people live in tents for a short time
- distance** (*noun*) how far it is from one place to another
- effect** (*noun*) a change that happens because of something else
- hole** (*noun*) an empty space or opening in something
- painful** (*adjective*) causing pain
- suddenly** (*adverb*) quickly and unexpectedly

1. It was getting dark, so the hikers went back to their _____ for the night.
2. Unusual weather is one _____ of global warming.
3. Is the _____ from your house to the airport long?
4. _____, there was a loud noise, and everyone started to run.
5. Watch out! There's a big _____ in the road. Don't hit it with your bicycle.
6. I can't believe you won the race! That's _____.
7. Are your grandparents still _____?
8. Karen had a very _____ headache, so she went to the hospital.



Joe Simpson

PREVIEW LISTENING 1

A Bad Situation with a Happy Ending

You are going to listen to the amazing true story of mountain climber Joe Simpson. Read the title of the story. What do you think happened to Joe Simpson? Check (✓) your guess.

- He got lost in the mountains and never returned.
- He climbed a mountain faster than any other climber.
- He fell and broke his leg but was able to return to camp.

LISTEN FOR MAIN IDEAS



A. Read the sentence parts. Then listen and match the two halves of each sentence to form the story.

- | | |
|--------------------------------------|-----------------------------------------------|
| <u>d</u> 1. Joe and Simon | a. off the side of the mountain. |
| ___ 2. On the way down, Joe fell and | b. Joe found a way to get through the ice. |
| ___ 3. Simon lowered Joe down | c. a few hours before Simon planned to leave. |
| ___ 4. Suddenly, Joe fell | d. climbed to the top of a mountain. |
| ___ 5. Simon cut the rope and | e. Joe fell into a deep ice hole. |
| ___ 6. After three days, | f. broke his leg. |
| ___ 7. Joe arrived at the camp | g. the mountain with a long rope. |



Siula Grande, Peru

B. Read the story with a partner.

LISTEN FOR DETAILS



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

- ___ 1. Joe Simpson is from the United States.
- ___ 2. Joe Simpson and Simon Yates were mountain climbers.
- ___ 3. Simpson broke his leg near the top of the mountain.
- ___ 4. Yates saw Simpson fall off the side of the mountain.

- ___ 5. Simon Yates cut the rope.
- ___ 6. Joe Simpson had enough food and water for three days.
- ___ 7. When Simpson came out of the ice, he was far from the camp.
- ___ 8. Yates was at the camp when Simpson arrived.

WHAT DO YOU THINK?

Discuss the questions in a group.

1. What were the bad events in the story? What events made it have a happy ending?
2. Why did Simon Yates cut the rope? Do you think it was the right choice or the wrong choice?

Listening Skill

Using information questions to understand a story



When you listen to a story, you can use **information questions** to guide your listening and help you understand better. When you listen to a speaker tell a story, think about these questions:

- **Who is the story about?** Listen for people's names and personal information.
- **What happened?** Listen for actions and events.
- **When did the story happen?** Listen for dates and time expressions.
- **Where was it?** Listen for places and descriptions of places.



A. Listen to Listening 1 again and write the answers to the questions.

1. Who is the story about? _____

2. What happened? _____

3. When did the story happen? _____

4. Where did it happen? _____

B. Read the questions. Then listen to the news story. Take notes in your notebook. Then answer the questions with a partner.

1. Who is the story about?
2. What happened?
3. When did the story happen?
4. Where was it?



kangaroo

LISTENING 2 | Make Your Own Happy Ending

VOCABULARY

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

1. Oh, no! My mother's birthday was yesterday, and I **completely** forgot.
 2. I feel so lucky to be alive. I always want to **remember** what happened.
 3. Diana had an **accident**. She fell down and broke her arm.
 4. Get down from there! You should be more careful. You're going to **get hurt** someday.
 5. Mr. Clark is an **expert** on mountain climbing. He wrote a book about his experience.
 6. Gina has a great **attitude** about life. She doesn't worry about anything.
 7. Thank you very much. I really **appreciate** all of your help.
 8. I can't tell you where I'm going. It's a **secret**.
- a. _____ (*noun*) the way you think or feel about something
- b. _____ (*noun*) something you must not tell people
- c. _____ (*noun*) something bad that happens by chance
- d. _____ (*verb*) to be thankful for something
- e. _____ (*noun*) a person who knows a lot about something
- f. _____ (*adverb*) totally

- g. _____ (*phrasal verb*) feel pain in a part of the body
- h. _____ (*verb*) to keep something in your mind or bring something back into your mind



PREVIEW LISTENING 2

Make Your Own Happy Ending

You are going to listen to a radio interview with Ellen Sharpe, the author of *Make Your Own Happy Ending*. What advice do you think she is going to give people about how to be happy? Check (✓) your guess.

- Appreciate the positive things in your life.
- Have more fun and buy lots of things.

LISTEN FOR MAIN IDEAS



Read the statements. Then listen and circle the main idea.

1. The book gives people a secret for how to be happy.
2. The book says that it's important to appreciate the positive things in life.
3. The book teaches people how to avoid accidents.
4. The book tells stories about happy people.

LISTEN FOR DETAILS



Read the questions. Then listen to the interview again. Circle the correct answer for each question.

1. When did Ellen Sharpe's accident happen?
 - a. At five years old
 - b. About five years ago
 - c. About five months ago
2. Why did the accident happen?
 - a. Sharpe was looking for her cell phone in the car.
 - b. Sharpe's boss called to ask why she was late.
 - c. Another driver was driving too fast.
3. Who came to the hospital every day?
 - a. Sharpe's mother and her brother
 - b. Sharpe's parents and her friends
 - c. Sharpe's parents and her brother

Tip for Success

Information questions appear on many tests. The *Wh-* word at the beginning of a question will tell you what kind of information to listen for.

4. What happened to Sharpe after the accident?
 - a. She got a good job.
 - b. She had a lot of friends.
 - c. She changed her attitude.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Think about an experience that made you feel really happy. What happened?
2. The message of Sharpe's book is to appreciate the positive things in your life. What are some things you appreciate in your life?

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

1. Have any of your life experiences changed your attitude about the things that are important in life? In what ways?
2. How is Ellen Sharpe's story similar to Simpson and Yates's story?

Vocabulary Skill

Using the dictionary



Often, several **related words** are formed from the same root. The root word *effect*, for example, has three related words.

Look at the dictionary entry for *effective*. The related words are highlighted in yellow.

effective /ɪ'fektɪv/ *adjective*
 Something that is **effective** works well: *Jogging is an effective way to stay in shape.* ➔ **ANTONYM**
ineffective
 ► **effectively** /ɪ'fektɪvli/ *adverb*: *She dealt with the situation effectively.*

Related words are often different parts of speech (*noun, verb,...*) from the root word. Sometimes they have opposite meanings (*effective, ineffective*). Learning the words related to a root word is a good way to expand your vocabulary.

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

A. Look up each word in the dictionary. Complete the chart with the missing word forms. There may be more than one word possible in a space.

Nouns	Verbs	Adjectives	Adverbs
1. effect		<i>effective, ineffective</i>	<i>effectively</i>
2.		amazing	
3. organization		organized	
4.		confused, confusing	
5. decision		decisive	
6. accident			
7.		happy,	
8.		painful	
9.			suddenly

B. Circle the correct form of the word to complete each sentence.

1. What do you think makes you a (happy / happily) person?
2. Joe Simpson fell a long way, but (amazing / amazingly), he didn't die.
3. If you see a bear, don't make any (sudden / suddenly) moves. Just walk away very slowly.
4. Be very careful when you are cooking. You can get a (painful / painfully) burn.
5. This medicine is very (effect / effective) for headaches.
6. It is important to (organization / organize) your ideas before your presentation.
7. You shouldn't make a big (decide / decision) after a serious accident. You should wait a while.
8. I (accidental / accidentally) left my wallet at home.

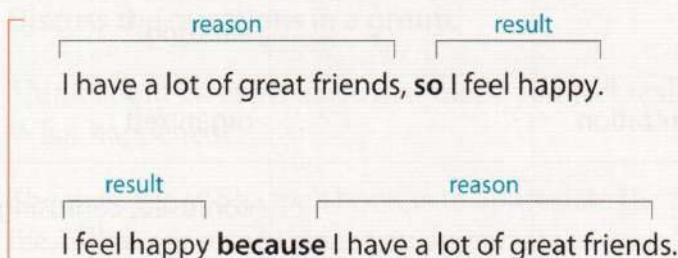
SPEAKING

Grammar

because and so



Use *because* and *so* to connect a reason with a result—that is, to give the reason for a situation or an event.



A. Match the two parts of each sentence.

- c 1. Some people don't eat chocolate a. so she has a lot of friends.
- ___ 2. Paula is a nice person, b. because he always works hard.
- ___ 3. Our teacher was sick, c. because they think it's bad for you.
- ___ 4. Steve has a good job d. so we didn't have the test.
- ___ 5. It's raining, e. because she has to work.
- ___ 6. Kim can't go shopping f. so we can't go to the beach.

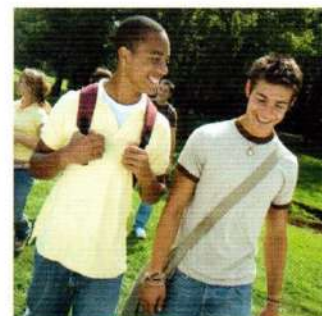
Tip Critical Thinking

In Activities A and B, you need to **distinguish** between the words *because* and *so*. **Distinguishing** means you look at the differences between things. This can help you understand the two things better.



B. Complete the conversations with *because* or *so*. Then listen and check your answers.

1. A: Why weren't you in class this morning?
B: Well, I woke up late, _____
I missed the train. Then I had to go back home
_____ I forgot all my books!
A: That's terrible.

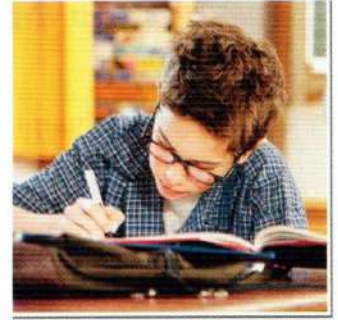


2. A: My little brother is a really good student.

B: Why do you say that?

A: Well, he's really smart, _____
he always gets good grades.

B: Hmm. Maybe he gets good grades
_____ he studies hard.



3. A: Hi, Joe. How was your vacation?

B: Not very good.

A: Oh, no. Why not?

B: Our flight was late _____ there
was a big storm. Then our hotel was full,
_____ we didn't have a place to sleep.



A: Wow! I'm sorry to hear that.

C. Take turns reading the conversations in Activity B with a partner.

Pronunciation

Syllables and syllable stress



Syllables

Words are made up of parts called **syllables**. Each syllable has a vowel sound. *Pain* has one syllable and *pain • ful* has two syllables, for example. The dictionary divides words into syllables as in the chart.

Listen to these examples and count the syllables.



one syllable	two syllables	three syllables	four syllables
pain	pain • ful	a • ma • zing	ap • pre • ci • ate
camp	se • cret	com • plete • ly	ef • fec • tive • ly

Syllable stress

In words with more than one syllable, one syllable has more stress. We say the stressed syllable a little more strongly and loudly.

Listen to each word. Notice the stressed syllable.



PAIN • ful a • MA • zing ap • PRE • ci • ate



A. Listen and repeat these words. Then write the number of syllables in each word.

1. alive 2
2. amazingly ____
3. distance ____
4. effective ____
5. hurt ____
6. happily ____
7. remember ____
8. suddenly ____



B. Listen and circle the stressed syllable in each word. Then say the words.

1. hos • pit • al
2. com • plete • ly
3. se • cret
4. ef • fec • tive • ly
5. sud • den • ly
6. at • ti • tude
7. con • trol
8. un • hap • py

Speaking Skill

Responding in a conversation



In a conversation, it's important to show that you are listening and interested in what the other speaker says. This is part of participating in a conversation.

Look at these expressions:

- To show you are listening: Uh-huh. / Mm hmm. / I see.
- To show interest: Really? / Wow! / That's interesting.
- To respond to bad news: Oh, no! How awful! / That's too bad. / I'm sorry to hear that.
- To respond to good news: Congratulations! / That's great! / I'm so happy for you!

A. Listen to the excerpts from Listening 2. Complete them with expressions from the Speaking Skill box.

Ellen Sharpe: I saw people who had a lot of things, and I thought they were happy. I didn't appreciate my life.

Interviewer: _____
1. So, how did you become an expert on happiness?

Ellen Sharpe: Well, about five years ago, something happened that completely changed me.

Interviewer: _____?
2. What happened?

Ellen Sharpe: I don't remember everything, but I woke up in the hospital.

Interviewer: _____
3.

Ellen Sharpe: My parents and my brother came to visit me every day. Every time I saw them, I felt happy. They were all there when I really needed them.

Interviewer: _____!
4. It sounds like this experience really changed your attitude.

Ellen Sharpe: That's what the book is about. I want to help other people be happy, too.

Interviewer: _____
5. That's great advice, Ellen.

B. With a partner, practice reading the conversation in Activity A.

Tip for Success

Remember to ask for repetition if you don't understand something, and ask follow-up questions if you want more information.

C. Take turns asking and answering these questions with your partner. Use the expressions from the Speaking Skill box on page 76 to respond to your partner.

1. Do you think you are a happy person? Why or why not?
2. What do you appreciate most about your life?
3. Tell about a time when you had a happy ending to a bad situation.

Unit Assignment Have a group discussion

Q In this assignment, you will have a group discussion about bad situations with happy endings. As you prepare to speak, think about the Unit Question, "What makes a happy ending?" and refer to the Self-Assessment checklist on page 80.

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

CONSIDER THE IDEAS



Listen to Yuko and Diego talk about bad situations with happy endings. Check (✓) the correct information for each person.

Person	Bad situation	Happy ending
Yuko	1. <input type="checkbox"/> She was a flight attendant and there was a plane accident. <input type="checkbox"/> She missed an interview because she got hurt.	2. <input type="checkbox"/> She decided to become a nurse. <input type="checkbox"/> She was in the hospital for a month and got better.
Diego	3. <input type="checkbox"/> He failed a test. <input type="checkbox"/> He failed math class.	4. <input type="checkbox"/> He studied hard and became a math tutor. <input type="checkbox"/> He got into a good university and found a job he likes.

PREPARE AND SPEAK

- A. GATHER IDEAS** Think about three bad situations that had happy endings. They can be about you or someone you know. Make notes in the chart.

Bad situation	Happy ending

- B. ORGANIZE IDEAS** Complete these tasks as you prepare for your group discussion.
1. Choose one of the situations from your chart in Activity A to talk about with your group.
 2. Write sentences to explain the bad situation and its happy ending.
I was unhappy because... ...so it had a happy ending.
- C. SPEAK** Have a group discussion about bad situations with happy endings. Refer to the Self-Assessment checklist on page 80 before you begin.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>because</i> and <i>so</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I responded in conversations.
<input type="checkbox"/>	<input type="checkbox"/>	I stressed words correctly.

B. REFLECT Discuss these questions with a partner.

What is something new you learned in this unit?

Q Look back at the Unit Question, “What makes a happy ending?” 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

accident 
attitude  **AWL**
camp 
distance 
effect 
expert  **AWL**
hole 
secret 



Verbs

appreciate  **AWL**
remember

Adjectives

alive 
amazing
painful 

Adverbs

completely 
suddenly 

Phrase

get hurt

Expressions

I see.
Mm hmm.
Uh-huh.
Really?
Wow!
That's great.
That's interesting.
I'm sorry to hear that.
Oh, no! That's too bad.

 Oxford 2000 keywords

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 use information questions to understand a story. (p. 69)

VOCABULARY ● I can find related words in the dictionary. (p. 72)

GRAMMAR ● I can use *because* and *so*. (p. 74)

PRONUNCIATION ● I can recognize syllables and syllable stress. (p. 75)

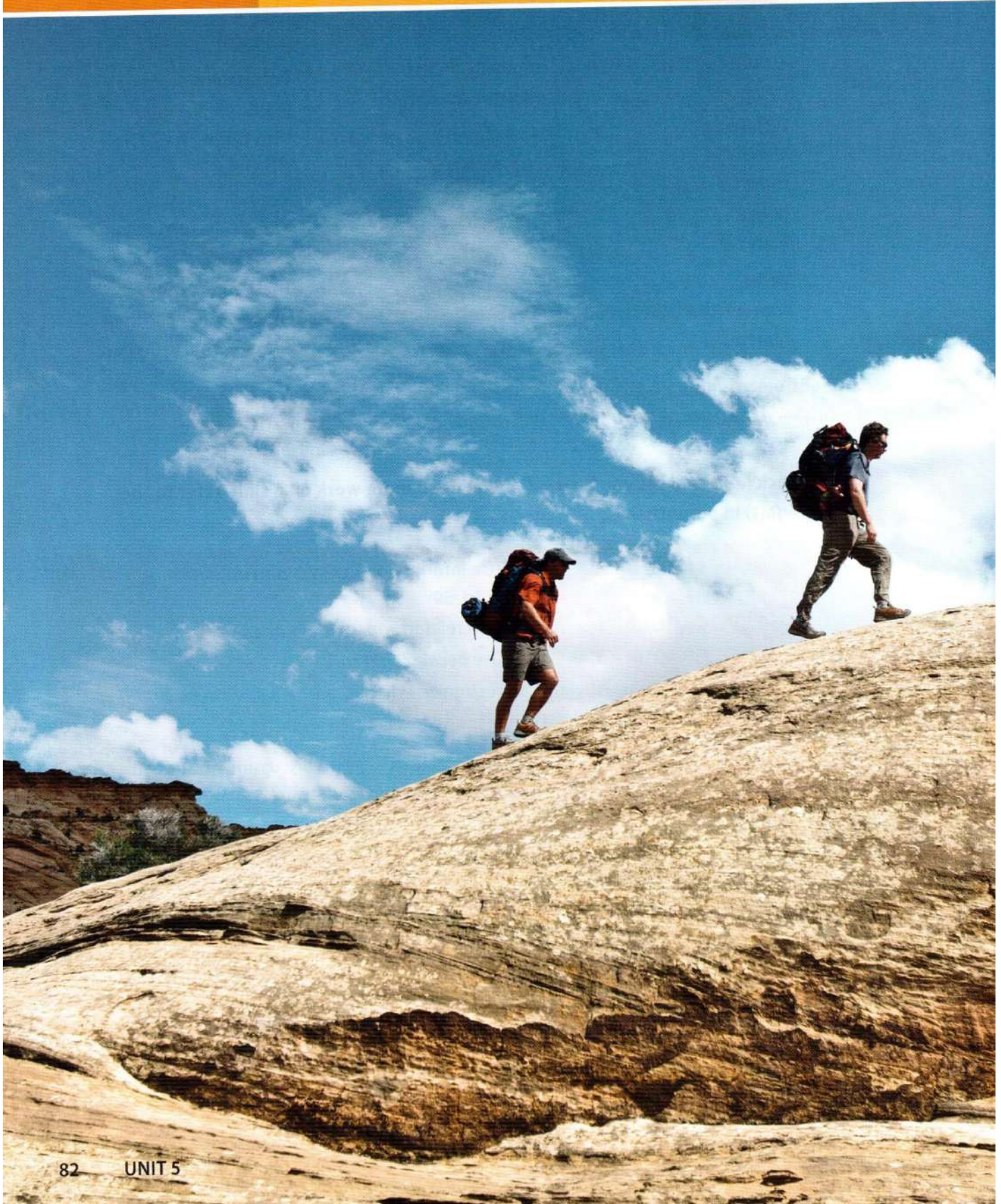
SPEAKING ● I can respond in a conversation. (p. 76)

LEARNING OUTCOME ● I can participate in a group discussion about bad situations with happy endings.

UNIT 5

Vacation Time

- LISTENING ● understanding numbers and dates
- VOCABULARY ● suffixes *-ful* and *-ing*
- GRAMMAR ● *be going to*
- PRONUNCIATION ● reduction of *be going to*
- SPEAKING ● introducing topics in a presentation



LEARNING OUTCOME

Give a presentation describing a tour to a popular travel destination.



Unit QUESTION

What is the best kind of vacation?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What did you do on your last vacation?

What are popular places for tourists in your home country?

Look at the photo. Would you enjoy this kind of vacation?
Why or why not?

B Discuss the Unit Question above with your classmates.

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

C Work with a partner. Look at the signs and complete the information below.

1.



location of signs:

meaning of signs:

2.



location of signs:

meaning of signs:

3.



location of signs:

meaning of signs:

D Look again at the signs in Activity C. In a group, discuss these questions.

1. Why do you think the signs were put up?
2. Do you think people need signs like these?
3. Do you have examples of interesting or funny signs? Draw or explain one to your group.

LISTENING

LISTENING 1 | Places in Danger

VOCABULARY

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

Tip for Success

Pay attention to the title of a Listening. Think about it before you start listening. Ask yourself, *What is this about? What do I know about this topic?*

dangerous (*adjective*) may hurt you
destroy (*verb*) to break or ruin something
electric (*adjective*) using power that comes through wires
insect (*noun*) a small animal with six legs, such as an ant or a fly
local (*adjective*) of a place near you
pollution (*noun*) dirty air or water
shake (*verb*) to move quickly up and down or from side to side
tourist (*noun*) a person who visits a place on vacation

1. If you travel to Mexico, you should try the _____ food. Tacos are my favorite dish.
2. Suddenly, the building started to _____. We all ran outside.
3. Too many visitors could _____ these very old houses.
4. Many big cities have problems with _____. Cars and buses make the air dirty.
5. Many countries need _____ to help the local economy.
6. Do you think it's _____ to travel alone?
7. What kind of _____ is that? It's such a colorful bug.
8. Some city buses don't need to use gas. They're _____.

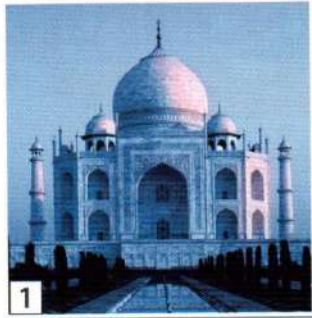


PREVIEW LISTENING 1

Places in Danger

You are going to listen to a podcast of a travel program called “Places in Danger.” The program talks about the negative effects of tourists visiting three famous places. Why do you think they are in danger?

Look at these famous places.



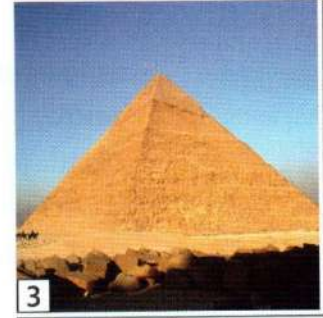
1

Taj Mahal, India



2

Galapagos Islands, Ecuador



3

The Great Pyramid, Egypt

LISTEN FOR MAIN IDEAS



CD 2
Track 3

Read the items. Then listen to the podcast. Circle the best answer to complete each main idea.

- The Taj Mahal became darker because of
 - bicycles near the building.
 - millions of tourists walking on it.
 - pollution from cars and buses.
- In the Galapagos Islands, planes and boats
 - bring insects that don't belong there.
 - carry dangerous liquids.
 - have a lot of accidents.
- The Great Pyramid is in danger because
 - it's made of many stones.
 - cars and buses shake the ground.
 - too many tourists walk there.



LISTEN FOR DETAILS

Read the sentences. Then listen again. Circle the correct information to complete each sentence.

1. The Taj Mahal was built for the (wife / daughter) of the Indian leader.
2. Only bicycles and electric (buses / cars) can go near the Taj Mahal.
3. The Galapagos Islands are home to thousands of (people / animals).
4. In the Galapagos Islands, airlines spray liquids to kill dangerous (insects / plants).
5. The Great Pyramid is fragile because of its (size / age).
6. Tourists must (drive / walk) to the Pyramid.



WHAT DO YOU THINK?

Discuss the questions in a group.

1. Were you surprised about the problems at these places? Why or why not?
2. Think of one more idea to help each place. Then share it with the class.
3. Name some famous places in your country. Do tourists cause any problems there?

Listening Skill

Understanding numbers and dates



It's important to understand numbers when you listen, for example, when you listen to detailed information on a TV or radio program or during a lecture.

Numbers ending in *-teen* or *-ty* can be difficult. You need to listen carefully for the stress patterns in these numbers. That way you can be sure you understand the numbers correctly.

- In numbers ending in *-ty*, the first syllable is stressed: FIF-ty.
- In numbers ending in *-teen*, the stress is on the last syllable: fif-TEEN.



Listen to these pairs of numbers.

- 14 / 40 15 / 50 16 / 60 17 / 70 18 / 80 19 / 90



Listen to these large numbers.

453	four hundred fifty-three
3,227	three thousand two hundred twenty-seven
15,609	fifteen thousand six hundred nine
275,000	two hundred seventy-five thousand
8,250,000	eight million two hundred fifty thousand



Listen to these dates.

1700 → seventeen hundred	1989 → nineteen eighty-nine
1809 → eighteen oh nine	2011 → twenty eleven (two thousand eleven)



A. Listen to these excerpts from Listening 1. Circle the numbers you hear.

Tip for Success

To practice listening for numbers and dates, watch the news in English every day. If you watch videos of the news online, you can repeat them many times.

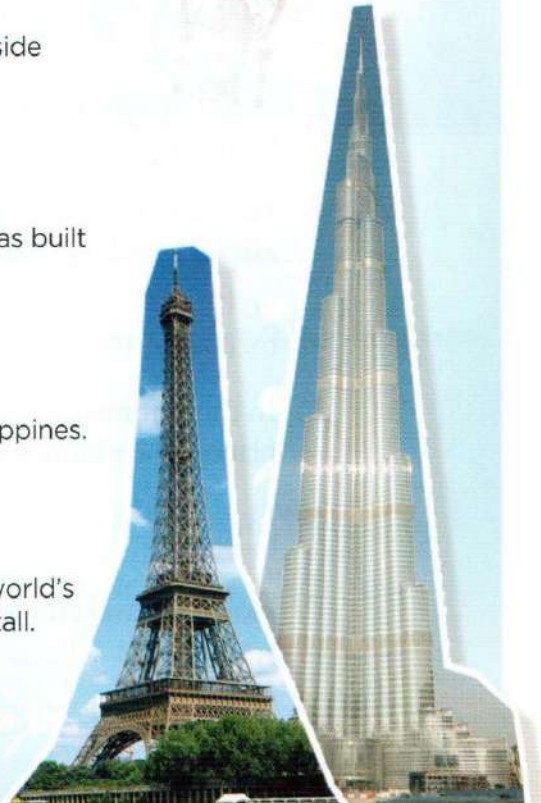
1. The Taj Mahal was built in (632 / 1632) by the leader of India. He built the amazing white building for his wife after she died. It took (2,000 / 20,000) workers and many years to finish the building. Each year, over (30,000 / 3,000,000) tourists visit this amazing white building.
2. The Galapagos Islands are in the Pacific Ocean near South America. The (19 / 90) main islands are home to thousands of plants and animals. About (17,500 / 175,000) tourists visit the islands every year.
3. The Great Pyramid is (450 / 4,500) years old. It is (137 / 1,037) meters high. Workers used over (200,000 / 2,000,000) stones to build the pyramid.

B. Complete the travel quiz with a partner. Then listen and check your answers.

**What do you know
about the world?**

Take this travel quiz, and find out!

1. Mt. Everest is ____ meters high.
 - a. 850
 - b. 8,850
 - c. 9,580
2. The Eiffel Tower in Paris was built in ____.
 - a. 1599
 - b. 1702
 - c. 1889
3. Burj Khalifa, the tallest building in the world, is ____ meters tall.
 - a. 818
 - b. 880
 - c. 8,018
4. The population of New York City is about ____.
 - a. 83,000
 - b. 8,300,000
 - c. 63,000,000
5. Only ____ tourists are allowed inside the Great Pyramid every day.
 - a. 13
 - b. 30
 - c. 300
6. The Colosseum in Rome, Italy was built around the year ____.
 - a. 17 CE
 - b. 70 CE
 - c. 700 CE
7. There are ____ islands in the Philippines.
 - a. 717
 - b. 7,107
 - c. 71,000
8. Angel Falls in Venezuela is the world's tallest waterfall. It's ____ meters tall.
 - a. 979
 - b. 1,065
 - c. 2,500

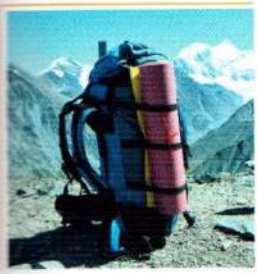


LISTENING 2 | A Helpful Vacation

VOCABULARY

Here are some words from Listening 2. Read the sentences. Circle the word or phrase that best defines each bold word.

1. After college, Yolanda wants work as a **volunteer**.
 - a. someone who works without pay
 - b. someone who does difficult work
2. We really enjoyed our trip to Europe. We saw lots of **pretty** towns and took some great pictures.
 - a. dangerous
 - b. beautiful
3. China has the largest **population** of all the world's countries.
 - a. number of people
 - b. number of buildings
4. The Great Pyramid is an **ancient** site. No one knows exactly how the Egyptians built it.
 - a. very small
 - b. very old
5. I'm going to France tomorrow, so I have to pack my bags and **prepare** for my trip.
 - a. get ready
 - b. get tired
6. We waited in the airport for a long time. There was a problem with the airplane and they had to **repair** it.
 - a. fix
 - b. destroy
7. In the summer, I work as a tour guide. I **lead** tourists to interesting places in my hometown.
 - a. take
 - b. shake
8. I love to travel and learn about different cultures. It's very **enjoyable**.
 - a. not fun
 - b. fun



PREVIEW LISTENING 2

A Helpful Vacation

Volunteer Vacations is a travel company that offers work and travel around the world. You are going to listen to the owner of the company giving a presentation about jobs for volunteers in Cusco, Peru.

Look at the pictures. Check (✓) the activities you think the volunteers will do.



Tourists at Machu Picchu



Volunteers painting a school



Volunteer teacher



Peruvian beach

LISTEN FOR MAIN IDEAS



Read the items. Then listen to the information. Check (✓) the things that the volunteers are going to do.

- | | |
|--------------------------------|---------------------------|
| ___ a. work on a farm | ___ f. relax on the beach |
| ___ b. visit Machu Picchu | ___ g. help sick people |
| ___ c. study Spanish | ___ h. teach at a school |
| ___ d. visit museums | ___ i. repair a school |
| ___ e. live with a host family | |

LISTEN FOR DETAILS

Listen again. Circle the correct answer.

1. The population of Cusco is about _____.
 - a. 35,000
 - b. 350,000
 - c. 3,500,000
2. Machu Picchu is _____.
 - a. a pretty city
 - b. not near the mountains
 - c. three hours from Cusco
3. The trip starts on _____.
 - a. June 13
 - b. June 30
 - c. July 5
4. The group is going to study Spanish for _____.
 - a. two weeks
 - b. three weeks
 - c. four weeks
5. At the school, volunteers can _____.
 - a. teach Spanish
 - b. study music
 - c. teach English
6. Volunteers say that teaching the children is _____.
 - a. amazing
 - b. enjoyable
 - c. not fun

WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Do you think this volunteer tour sounds like an exciting vacation? Why or why not?
2. Do you want to take a volunteer tour? Where do you want to go?
3. How can you help in another place?

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

1. What are some of the good and bad effects of tourists visiting famous places? Add more *good* and *bad* effects to the T-chart below.

Good	Bad
<u>brings money to local people</u>	<u>causes pollution</u>
_____	_____
_____	_____

2. What activities can volunteer tourists do to help the people in your country or where you live?

Vocabulary Skill

Suffixes *-ful* and *-ing*



Suffixes are letters or groups of letters at the end of a word. Suffixes can change the tense (*-ed*, *-ing*), the number (*-s*, *-es*), or the part of speech of a word. Learning different suffixes is a good way to build your vocabulary.

- The suffix *-ful* changes a noun to an adjective.

beauty → **beautiful** The Taj Mahal is a **beautiful** white building.
wonder → **wonderful** The restaurants in Bangkok are **wonderful**.

- The suffix *-ing* can change a verb to an adjective.

excite → **exciting** Tokyo is an **exciting** place. There are many fun things to do.
interest → **interesting** Our visit to Machu Picchu was very **interesting**.

A. Read the sentences. Write the adjective form of each word in parentheses.

1. If you go to Peru, you should visit Machu Picchu. The old stone buildings are _____ (amaze).
2. Until about 1920, the Galapagos Islands were very _____ (peace). Only animals lived there, no people.
3. Sometimes tourists can be _____ (help) to the place they visit. They create jobs for local people.

-
4. We visited Venice, Italy during our last vacation. It is a very _____ (charm) city.
 5. I don't want to just go to the beach for my vacation. I want to do something _____ (meaning), like volunteer work.
 6. The Great Pyramid is in danger because of the _____ (rise) number of tourists in Egypt.
 7. Did you enjoy your volunteer tour? I want to take one next year. I heard it's a very _____ (interest) experience.
 8. Tourists can't touch anything inside the Great Pyramid. It's very fragile, so you have to be _____ (care).

B. Write four sentences about a tourist place you visited. Use the words to form adjectives with *-ing* or *-ful*.

1. _____ (wonder)
2. _____ (amaze)
3. _____ (excite)
4. _____ (beauty)

C. Share your sentences with a partner. Ask follow-up questions about the vacations or places.

A: Beijing is a wonderful city.

B: Oh, when did you go there?

A: Last summer. It was hot there.



Be going to statements

We use *be going to* + base verb to talk about the future, usually about our future plans.

- Tomorrow, we're **going to visit** the Taj Mahal.
- I'm **going to take** a volunteer tour this summer.

- To form the future with *be going to*, use *am*, *is*, or *are* + *going to* + the base form of the verb.

- She **is going to study** Spanish for two weeks.
- They **are going to repair** a school in Peru.

- To make a negative statement, use *not* before *going to*.

- I **am not going to stay** in a hotel.
- We **are not going to go** shopping today.

- In speaking and informal writing, we often use contractions.

- John's **going to fly** to the Galapagos Islands in the morning.
- The museum **isn't going to be** open tomorrow.

Be going to questions

- Form *yes/no* questions by changing the order of the subject and *be*.

- They are going to** volunteer in Peru.
- Are they going to** volunteer in Peru?

- Form information questions by adding the *wh-* word and changing the order of the subject and *be*.

- Where are they going to** volunteer?

A. Read the email about a tree-planting tour in Nepal. Complete the sentences using the correct form of *be going to* and the verbs in parentheses. Use contractions.

From: jen.miller22@greatmail.com
✉

To: ken_fujiwaka@gmail.com

Subject: Summer plans

Hi Ken,

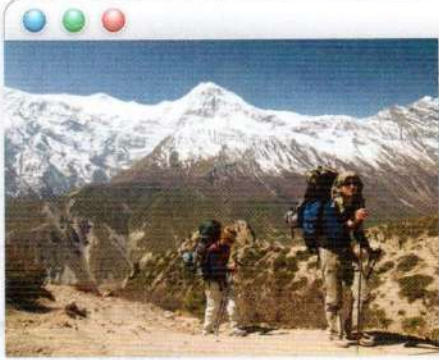
I'm writing to tell you about my exciting summer plans. I'm going to join a volunteer tour to Nepal! Here are some of the things we _____.

On the first day we _____ a bus to Gorkha, the old capital of Nepal. It _____ a long trip—five hours! I hope it doesn't rain.

The tour Web site says on a clear day, you can see Mt. Everest from the bus window! We _____ three days hiking and camping in the Himalayas. Our guide _____ us about the mountain plants and animals. Then our group _____ in a small town and help the local people plant trees. I think that _____ the most enjoyable part of the trip. Well, I have to go.

I _____ a blog, so you can read all about the trip!

Take care,
Jen





B. Match the questions with the answers. Then listen to the conversations and check your answers.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>___ 1. What are you going to do in China?</p> <p>___ 2. Where are we going to stay?</p> <p>___ 3. Can we go to the Great Pyramid today?</p> | <p>a. No, we're going to go shopping.</p> <p>b. Yes, he's going to go to Hawaii.</p> <p>c. We're going to return on May 16th.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|

- ___ 4. How long is your trip? d. You're going to live with a local family.
- ___ 5. Is John going to take a vacation this year? e. I'm going to do volunteer work in Shanghai.

C. Write questions. Use *be going to*. Then ask and answer the questions with a partner.

1. What / you / do this weekend
What are you going to do this weekend _____ ?
2. you / study English / this weekend
 _____ ?
3. What / you / do / during the next holiday
 _____ ?
4. Where / you / travel / next summer?
 _____ ?

Pronunciation

Reduction of *be going to*



CD 2
Track 13

When using **be going to**, speakers, especially in the United States, often pronounce *going to* as *gonna*. They reduce the sounds.

Listen and repeat these sentences. The speaker reads them twice. Pay attention to the pronunciation of *going to* the first time you hear each sentence, and the pronunciation of *gonna* the second time.

1. We're going to visit Italy next year.
2. She isn't going to come with us.
3. I'm going to stay with a family in Madrid.
4. They aren't going to join a tour.

Note: We never write *gonna* in academic or professional writing.

A. Write answers to the questions. Use *be going to*. Then take turns asking and answering the questions with a partner. Use the reduced pronunciation of *going to*.

1. A: When are you going to take your next vacation?

B: _____.

2. A: Where are you going to go?

B: _____.

3. A: Who are you going to travel with?

B: _____.

4. A: What are you going to do there?

B: _____.

B. Imagine you are going to take a volunteer tour. Use the questions in Activity A to plan your trip. Ask and answer the questions about your trip with your partner.

Speaking Skill

Introducing topics in a presentation



When you give a presentation, you want it to be organized so that your audience can follow what you are saying. Here are some useful expressions for organizing a presentation.

- To introduce the first topic:

[Let's start with...
The first thing I'm going to talk about is...

- To change to a new topic:

[Now let's move on to...
Next I'm going to explain...

- To introduce the last topic:

[Finally, let's talk about...
To wrap up, I'll tell you about...

- To introduce the next speaker (when there is more than one):

[Now Pamela is going to tell you about...
Now Jun Ho is going to take over.

Tip Critical Thinking

Activity A asks you to **decide** on the best order. You decide by looking at everything you know about a subject. **Deciding** helps you put information together in a useful way.

A. Work with a partner. Imagine you work for a tour company. You are going to present the tour to a group of tourists. Decide on the best order to present these topics. Number them 1 to 6.

- ___ the volunteer activities
- ___ the cost of the trip
- ___ the food
- ___ the first day
- ___ the flight information
- ___ the schedule of places to visit

B. Take turns making sentences using the phrases in the Speaking Skill box on page 98 and the topics in Activity A. Follow the order you decided in Activity A.

The first thing I'm going to talk about is the schedule...

Unit Assignment Plan and present a travel tour

Q In this assignment, you are going to work in a group to plan a vacation for tourists and then present the tour to your class. As you plan your presentation, think about the Unit Question, "What is the best kind of vacation?" and refer to the Self-Assessment checklist on page 100.

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

CONSIDER THE IDEAS



A. Listen to two tour guides present information about a tour to Nepal. Number the topics in order.

- ___ Schedule
- ___ Activities
- ___ Lodging
- ___ Cost
- ___ Food



B. Listen again and write notes in your notebook about the details for each topic in Activity A. Then compare your notes with a partner.

PREPARE AND SPEAK

A. GATHER IDEAS Work with a group. Imagine you work for a tour company.

1. Choose a travel destination and plan a tour to that place. Think of a place you know well or do some research on a new destination.
2. Make notes in your notebook, including information on schedule, lodging, food, activities, and cost.

Tip for Success

Here are some useful phrases for adding information when your co-presenter is speaking:

May I say one more thing? / I'd like to add one point. / Can I add something?

B. ORGANIZE IDEAS With your group, plan a presentation to give information about your tour. Use visuals such as a poster or photos in your presentation. Decide who will talk about each topic. Use your notes from Activity A.

C. SPEAK Practice your presentation. Refer to the Self-Assessment checklist below before you begin. Then give your presentation to the class or to another group.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me.
<input type="checkbox"/>	<input type="checkbox"/>	I used <i>be going to</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I introduced topics in a presentation.
<input type="checkbox"/>	<input type="checkbox"/>	I pronounced <i>be going to</i> correctly.

B. REFLECT Discuss these questions with a partner.

What is something new you learned in this unit?



Think about the Unit Question, “What is the best kind of vacation?” 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

insect 
pollution 
population
tourist 
volunteer 

Verbs

destroy 
lead 
prepare 
repair 
shake 

Adjectives

ancient 
dangerous 
electric 
enjoyable 
local 
pretty 

Phrases

Let's start with...
The first thing I'm going to talk about is...
Now let's move on to...
Now (name) is going to tell you about...
To wrap up, I'll tell you about...
Finally, let's talk about...

 Oxford 2000 keywords

 Academic Word List

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

- LISTENING** ● I can understand numbers and dates. (pp. 87–88)
- VOCABULARY** ● I can recognize and use the suffixes *-ful* and *-ing*. (p. 93)
- GRAMMAR** ● I can recognize and use *be going to*. (p. 95)
- PRONUNCIATION** ● I can recognize and use the reduced pronunciation of *be going to*. (p. 97)
- SPEAKING** ● I can introduce topics in a presentation. (p. 98)
- LEARNING OUTCOME** ● I can give a presentation describing a tour to a popular travel destination.

UNIT
6

Laughter

LISTENING ● listening for specific information

VOCABULARY ● synonyms

GRAMMAR ● simple present for informal narratives

PRONUNCIATION ● simple present third-person *-s/-es*

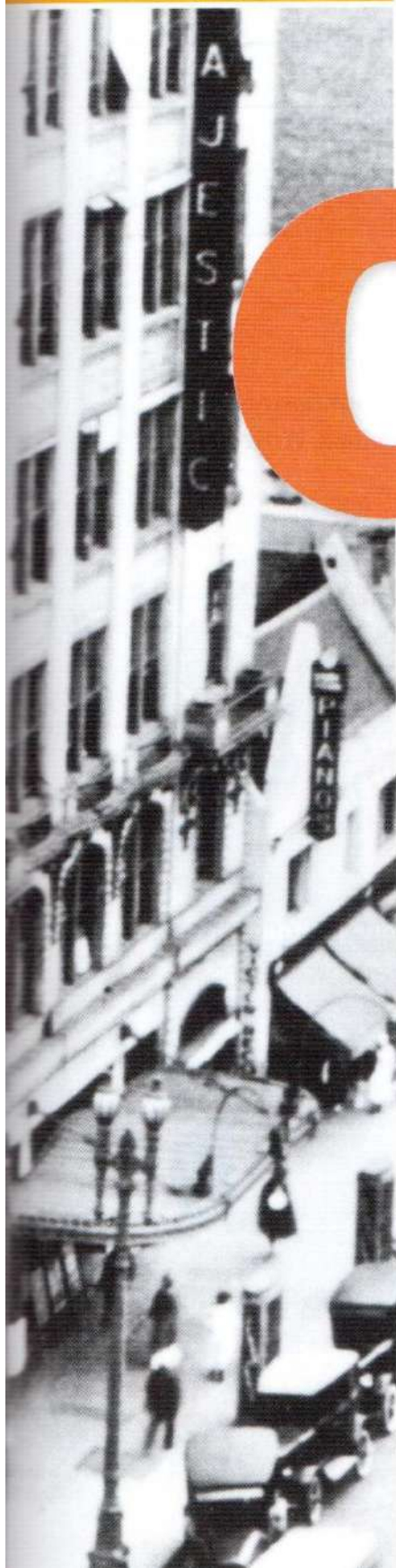
SPEAKING ● using eye contact, pause, and tone of voice





LEARNING OUTCOME

Use appropriate eye contact, tone of voice, and pauses to tell a funny story or a joke to your classmates.



Q



Unit QUESTION

Who makes you laugh?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What funny movie or TV show do you like?

Do you tell jokes or make other people laugh?

Look at the photo. Do you think it is funny?

Why or why not?

B Discuss the Unit Question above with your classmates.

» Listen to *The Q Classroom*, Track 16 on CD 2, to hear other answers.

- C** Look at the photo. The group is laughing at something they see on the laptop. What are possible reasons they are laughing? Write your ideas. Then discuss them with a partner.



A: I think they are laughing at a new YouTube video.

B: I think they are looking at someone's childhood pictures.

- D** Look at the chart. Write your answers. Then with your partner, take turns asking for and giving information from the chart. Write your partner's answers in the chart.

Who Makes You Laugh?



Write the name of ...

You

Your partner

1. a friend who is funny

2. a teacher who is funny

3. someone in your family who makes you laugh

4. someone in your class who is funny

LISTENING 1 | Jackie Chan—Action-Comedy Hero

VOCABULARY

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

1. Robin Williams, Woody Allen, and Chris Rock are all famous **comedians**.
2. Jackie Chan can jump and kick really high. He is very **powerful**.
3. My boss has a great **sense of humor**. She makes everyone laugh.
4. Angelina joined the drama club at school. She wants to be a **professional** actor someday.
5. That TV show was popular in the U.S. **However**, it was not successful in other parts of the world.
6. The movie was a big **hit**. People waited in long lines to see it in the theater.
7. We're going to see the new comedy **film** at the theater. Do you want to come?
8. The Smiths' new house is **huge**. It has ten bedrooms!
 - a. _____ (*noun*) movie
 - b. _____ (*adverb*) but
 - c. _____ (*adjective*) very big
 - d. _____ (*adjective*) doing something for money as a job
 - e. _____ (*noun*) people whose job is to make people laugh
 - f. _____ (*adjective*) having a lot of strength
 - g. _____ (*noun*) a person or thing that a lot of people like
 - h. _____ (*noun*) the ability to laugh at things and think they are funny



PREVIEW LISTENING 1

Jackie Chan—Action-Comedy Hero

You are going to listen to a radio program about Jackie Chan, a popular action-comedy film star. Look at the photos. Why do you think people will say Jackie Chan is funny? Give two reasons.



CD 2
Track 17

LISTEN FOR MAIN IDEAS

Listen and number the topics in the order the speaker talks about them. There are two topics you will not use.

Tip for Success

Photos can help you predict the topic and main ideas of a listening.

- | | |
|-----------------------------------|-----------------------------|
| ___ a. School days | ___ d. University |
| ___ b. Family | ___ e. International career |
| ___ c. Professional acting career | ___ f. Birthplace |

CD 2
Track 18

LISTEN FOR DETAILS

Listen again. Circle the correct information.

1. Jackie Chan was born in (April / August).
2. Chan's real name means "born in (Hong Kong / Beijing)."
3. In the mid-1970s, he started his (school days / acting career).
4. He became a star first in (Hollywood / Hong Kong).
5. Chan's first Hollywood films were (not popular / very popular).
6. Chan starred in *Rush Hour* in (1978 / 1998).



WHAT DO YOU THINK?

Discuss the questions in a group.

1. Why do people think Jackie Chan is funny? Do you think this type of sense of humor is funny?
2. Do you like *Kung Fu* or other similar movies? Why or why not?
3. Who are famous comedy stars from your country? Why do you think they are popular?

Listening Skill

Listening for specific information



Listening for specific information means listening for the important details you need. We listen for specific information especially when we listen to news or weather reports, transportation schedules, and instructions. Specific information includes details such as:

- names of people or places
- numbers, dates, or times (See Unit 5 Listening Skill, pages 87–88.)
- events



A. Read the information below. Then listen to Listening 1 again and write the missing information.

1. Jackie Chan's birth date: _____.
2. When he moved to Hollywood: _____.
3. What Americans thought of Chan in *Rush Hour*: _____.
4. Three reasons why he is funny:
 - a. He smiles and _____.
 - b. He's so _____.
 - c. Fans love watching _____.

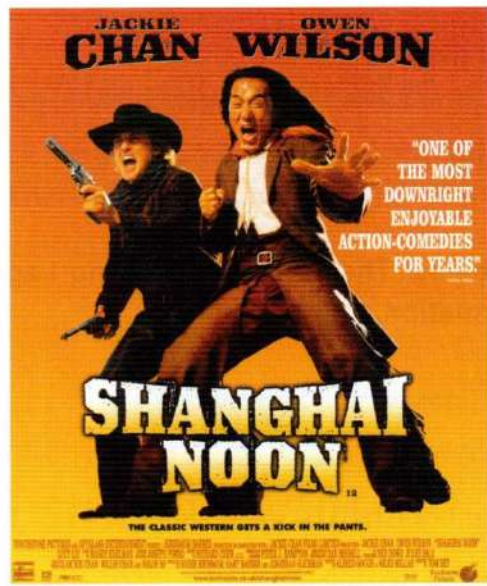
Tip for Success

Many radio stations put their radio programs on their websites. You can listen to them as many times as you like. This is a great way to practice listening.

B. Listen to the end of the radio program. Write the missing information.

Chan made two more *Rush Hour* movies in _____¹ and _____². He also starred with actor Owen Wilson in the comedy movies *Shanghai Noon* and *Shanghai Knights*. There are plans for a _____³ *Shanghai* movie sometime in the future, called *Shanghai Dawn*. In _____⁴, Chan starred in the Hong Kong drama *The Shinjuku Incident*. In this movie, Chan plays a more serious character—a Chinese worker who lives in _____⁵. Does this serious role mean that Chan is giving up comedy? His fans hope not. They think _____⁶ is what Jackie does best.

So long for now, listeners. Tune in next week when we'll ...



LISTENING 2 | Can Anyone Be Funny?

VOCABULARY

Here are some words from Listening 2. Read the sentences. Circle the best definition for each bold word.

1. Sometimes I don't **understand** jokes in English. I feel confused about what is funny.
 - a. to know what something means
 - b. to listen carefully to
2. Rei has a great sense of humor. She will **probably** laugh when I tell her the joke.
 - a. not really
 - b. almost certainly
3. Oh, no! I brought the **wrong** book to English class. This is my Spanish book.
 - a. incorrect
 - b. interesting
4. Do you think it's funny to **make fun of** other people?
 - a. to talk quietly to
 - b. to laugh at in an unkind way
5. Marisol is **afraid** to stand in front of an audience. She feels very nervous.
 - a. scared
 - b. happy
6. Some people don't like to show their **feelings**. They don't laugh or cry in front of other people.
 - a. emotions such as happiness and anger
 - b. parts of the body
7. When you give a presentation, it's important to **make eye contact** with the audience.
 - a. to look in the eyes of
 - b. to avoid the eyes of
8. Close your eyes and **imagine** that you are at the beach.
 - a. to make a picture in your mind
 - b. to draw a picture on paper



PREVIEW LISTENING 2

Can Anyone Be Funny?

You are going to listen to a TV interview with Larry Tate, the owner of a comedy theater. In the interview, he discusses the question, “Can anyone be funny?”

What’s your opinion?

- Anyone can be funny. Only some people can be funny.



LISTEN FOR MAIN IDEAS

Read the items. Then listen to the interview. Circle the answer to complete the advice that Larry Tate gives.

1. Try to find
 - a. someone who will laugh.
 - b. the humor in everyday life.
 - c. funny family members.
2. You shouldn’t be shy about
 - a. being a comedian.
 - b. telling funny stories.
 - c. meeting new people.
3. It’s good to make fun of
 - a. other people.
 - b. children.
 - c. yourself.
4. To be funny, people should
 - a. use their voices, faces, and bodies.
 - b. wear funny clothes.
 - c. show lots of pictures.



LISTEN FOR DETAILS

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

- ___ 1. Tate thinks only professional comedians can be funny.
- ___ 2. He says it’s funny to talk about situations that make you feel embarrassed.

- ___ 3. The joke about his son is true.
- ___ 4. He says that making fun of yourself helps people relax.
- ___ 5. The joke about his wife is true.
- ___ 6. He thinks it's bad to show your feelings.

Q WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. Do you agree that anyone can be funny? Why or why not?
2. Do you think Tate's advice is good? What other advice would you give to help people be funny?
3. What are favorite funny topics in your culture?

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

1. How is the humor in a comedy film different than in a live theater? How are they the same?
2. Often in both movies and live comedy comedians make fun of themselves (their appearance, their culture, etc.). Do you like to laugh at yourself? Why or why not?

Vocabulary Skill

Synonyms



Synonyms are words that have almost the same or a similar meaning. The dictionary often gives synonyms in the definition of a word. In the examples, a synonym is given for *funny* while for *movie* only a definition is provided.

fun-ny /'fʌni/ *adjective* (**funnier**, **funniest**)
1 making you laugh or smile: *a funny story* • *He's so funny!* **SYNONYM** **amusing**
2 strange or surprising: *There's a funny smell in this room.*

movie /'muvi/ *noun*
1 [*count*] a story shown in moving pictures that you see in theaters or on television: *Would you like to see a movie?*

You can build your vocabulary by learning synonyms for words you already know. Learning synonyms will help you understand more when you listen.

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

A. Read the sentences. Write a synonym from the box for each underlined word. You may use some synonyms more than once. Use your dictionary to help you.

famous funny huge laugh feelings

1. Did you see the movie *King Kong*? It's about an enormous gorilla.
enormous: _____
2. My friend Tomás is hilarious. He always makes me laugh.
hilarious: _____
3. Jackie Chan started acting when he was eight years old. But he didn't become well known in the U.S. until the 1980s.
well known: _____
4. An actor needs to be able to show different emotions such as anger or excitement.
emotions: _____
5. Those two students are rude. They sit in the back of the class and giggle.
giggle: _____
6. Children often make silly faces to make other kids laugh.
silly: _____

B. Look in the dictionary to find one more synonym for each of these words. Write a sentence with each new synonym.

1. Word: huge Synonym: _____
Sentence: _____
2. Word: laugh Synonym: _____
Sentence: _____
3. Word: funny Synonym: _____
Sentence: _____

C. Work with a partner. Read your synonyms and sentences from Activity B to your partner.

SPEAKING

Grammar

Simple present for informal narratives



When you tell a short, informal narrative, like a story or a joke, you can use the simple present even if the story happened in the past.

A man **walks** into a shop and **sees** a little rabbit. He **asks** the shopkeeper, "Does your rabbit bite?"

The shopkeeper **says**, "No, my rabbit doesn't bite."

The man **touches** the rabbit, and the rabbit **bites** him.

"Ouch!" He **says**, "You said your rabbit doesn't bite!"

The shopkeeper **replies**, "That isn't my rabbit!"



A. Complete these jokes with the simple present form of the verbs in the box. Then listen and check your answers.

1. reply bring go say order

A man and a woman _____^{1.} to a restaurant for lunch. The woman _____^{2.} a bowl of soup. A few minutes later, the waiter _____^{3.} the soup to the table. The man _____^{4.}, "Excuse me. Your finger is in my wife's soup." The waiter _____^{5.}, "Oh, that's OK. It isn't too hot."



2. ask think answer say be

A woman _____^{1.} at the doctor's office. The doctor _____^{2.} her, "What's the trouble?" The woman _____^{3.}, "I hurt everywhere. It hurts when I touch my head. It hurts when I touch my leg, and it hurts when I touch my arm." The doctor _____^{4.} for a moment. Then he _____^{5.}, "I know what's wrong... Your finger is broken!"



3. tell say ask look see stop

A man ______{1.} his car at a traffic light.
 A policeman stops next to him and ______{2.} a penguin in the car. The policeman ______{3.} the man, "You can't drive with a penguin in your car. Take that penguin to the zoo." The man ______{4.}, "Yes, sir. I will." The next day, the policeman sees the man's car again. And the penguin is still in the car. The policeman ______{5.}, "Why do you have that penguin? I told you to take it to the zoo!" The man ______{6.} at the policeman and says, "I did that, and we had a great time. Today we're going to the movies."



Tip Critical Thinking

In Activity B, you have to learn a joke and tell it. **Restating**, or saying something again in your own words, is a good way to share information.

- B. Work in a group. Choose a joke from Activity A. Study the joke and try to remember it. You can write some notes below to help you. Take turns telling the jokes using the simple present. Look at your classmates; don't read from your book.**



The **simple present third-person singular** form of a regular verb ends in either *-s* or *-es*.

He eats a lot. She washes her hands.

The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds:

- The *-s* = /z/ when the sound is **voiced** (with sound). This includes all vowel sounds, and the consonants: /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/ (**sing**), /r/, /ð/ (**breath**, **father**), and /v/.
- The *-s* = /s/ when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, and /t/.
- The *-s/-es* = /əz/ when the final sound has an *-s* or *-z* like sound, including: /dʒ/ (**judge**), /s/, /ʃ/ (**wish**), /tʃ/ (**watch**), and /z/.



Read and listen to the examples in the chart.

If the base verb ends in...	Base verb	he/she/it
a voiced sound, pronounce the third person singular with /z/	say tell give answer	says tells gives answers
an unvoiced sound, pronounce the third person singular with /s/	laugh look stop eat	laughs looks stops eats
an <i>-s</i> or <i>-z</i> like sound, pronounce the third person singular with /əz/	change miss wash watch	changes misses washes watches

A. Read each joke and underline every third-person singular simple present verb. Write /z/, /s/, or /əz/ above each -s or -es to indicate the pronunciation.

1. In the shop

A man walks into a shop and sees a little rabbit. He asks the shopkeeper, "Does your rabbit bite?"

The shopkeeper says, "No, my rabbit doesn't bite."

The man pets the rabbit, and the rabbit bites him.

"Ouch!" He says, "You said your rabbit doesn't bite!"

The shopkeeper replies, "That isn't my rabbit!"



Tip for Success

You can use the simple present third-person -s and -es pronunciation rules for the pronunciation of plural forms, too. For example, the plural of boot is boots. The -s is an unvoiced /s/ sound.

2. At school

A five-year-old boy asks his teacher to help him put on his boots. The teacher says, "Of course," and she starts to help the boy. She pushes and pulls on the boots, but they don't go on the boy's feet. She gets very tired, so she takes a rest.

The little boy says, "Teacher, these aren't my boots."

"Why didn't you tell me?" the teacher asks.

The boy replies, "They're my brother's boots. My mom made me wear them today."

The teacher pushes and pulls on the boots some more, and finally, she gets them on the boy's feet.

"OK! Now, where are your gloves?" she asks the boy.

The boy answers, "I put them in my boots!"

B. Work with a partner. Take turns reading the jokes aloud. Use the correct pronunciation of the third-person singular endings.

When you tell a story or a joke, there are different ways to make it more interesting.

- **Make eye contact with the listener(s).** This will help you connect with your audience and keep them interested.
- **Use your voice to express different feelings.** This helps the listener understand the feelings of the people in the story.
- **Pause—stop speaking for a moment—**before you say the punch line (the end of a story or joke). This can help to make the ending a surprise.



CD 2
Track 25

Listen to the example.

...The man touches the rabbit, and the rabbit bites him.

"Ouch!" He says, "You said your rabbit doesn't bite!"

surprised/angry tone of voice

The shopkeeper replies, "That isn't my rabbit!"

↑
pause



CD 2
Track 26

A. Listen to the excerpts from the jokes. Underline the places where the speaker uses tone of voice. Draw an arrow (↑) where the speaker pauses.

1. One day, I'm at home. I turn on the TV and sit down on the sofa. My wife asks, "What are you doing?" I say, "Nothing." She says, "You did that yesterday." So I answer, "Yeah, I know. I wasn't finished."
2. The woman answers, "I hurt everywhere. It hurts when I touch my head. It hurts when I touch my leg, and it hurts when I touch my arm." The doctor thinks for a moment. Then he says, "I know what's wrong... Your finger is broken!"

B. Work with a partner. Read the excerpts from Activity A aloud. Practice making eye contact, using tone of voice, and pausing.

C. Read these excerpts from jokes. Underline the places where you can use tone of voice. Draw an arrow (↑) where you can pause.

1. A few minutes later, the waiter brings the soup to the table. The man says, “Excuse me. Your finger is in my soup.” The waiter replies, “Oh, that’s OK. It isn’t too hot.”
2. The next day, the policeman sees the man’s car again. The penguin is in the car. The policeman asks, “Why do you have that penguin? I told you to take it to the zoo.” The man looks at the policeman and says, “Yes, thank you. I did that, and we had a great time! Today we’re going to the movies!”

D. Work in a group. Take turns reading aloud the excerpts in Activity C. Remember to make eye contact, use tone of voice, and pause before the end.

Unit Assignment Tell a joke or a funny story

Q In this assignment, you are going to tell a funny story or joke to a group (or to the class). Use some of the tips from this unit to add interest and humor. Think about the question, “Who makes you laugh?” and refer to the Self-Assessment checklist on page 120 as you prepare to tell your joke or story.

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

CONSIDER THE IDEAS

Complete the tasks.

1. Read the joke and try to guess the punch line (the last line). Then listen to check your answer.

A tourist visits Sydney, Australia. He wants to go to the beach. But he doesn’t know how to get there. He sees a policeman. He waves to the policeman and says, “Excuse me! Can you help me?”

The policeman comes over and says, “Yes, sir. How can I help you?”

The tourist says, “Can you tell me the fastest way to get to the beach?”

The policeman asks, "Are you walking or driving?"

The tourist answers, "Driving."

The policeman answers, _____

_____.



CD 2
Track 27

2. Listen to an Australian comedian tell the joke in task 1. Write the punch line.



CD 2
Track 28

3. Listen again and discuss these questions with a partner.
- Do you understand the joke?
 - Do you think the comedian was good? Why or why not?
 - Where in the joke did the comedian use tone of voice or pause? Underline where his tone of voice changed and draw an arrow (↑) where there was a pause.

PREPARE AND SPEAK

A. GATHER IDEAS Think of a joke or a funny story you want to tell. It can be a joke or a story you know or a funny story about something that happened to you or someone you know.

B. ORGANIZE IDEAS Make notes about your joke or story in your notebook. Remember that you can use the simple present. Then complete the tasks below.

- Underline places in your joke or story where you can use tone of voice. Draw an arrow (↑) in places where you can pause.
- Practice telling your jokes or stories with your partner. Use eye contact, tone of voice, and pauses to make the joke more interesting.

C. SPEAK Tell your joke or story to a group or to the class. Refer to the Self-Assessment checklist on page 120 before you begin.

CHECK AND REFLECT

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

SELF-ASSESSMENT		
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	I was able to speak easily about the topic.
<input type="checkbox"/>	<input type="checkbox"/>	My partner/group/class understood me and thought I was funny.
<input type="checkbox"/>	<input type="checkbox"/>	I used simple present to tell a story/joke.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from the unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used eye contact, pause, and tone of voice when telling a story/joke.
<input type="checkbox"/>	<input type="checkbox"/>	I pronounced the third-person <i>-s/-es</i> correctly.

B. REFLECT Discuss these questions with a partner.

What is something new you learned in this unit?


Q Think about the Unit Question, “Who makes you laugh?” Are there more people now who make you laugh? Who are they? Why do they make you laugh?

Track Your Success

Circle the words you learned in this unit.

Nouns


comedian

feelings 

film 


hit 


Verb

imagine 

understand 


Adjectives

afraid 

huge 


powerful 

professional 

wrong 

Adverbs

however 

probably 

Phrases

make eye contact

make fun of

sense of humor

 Oxford 2000 keywords

AWL Academic Word List

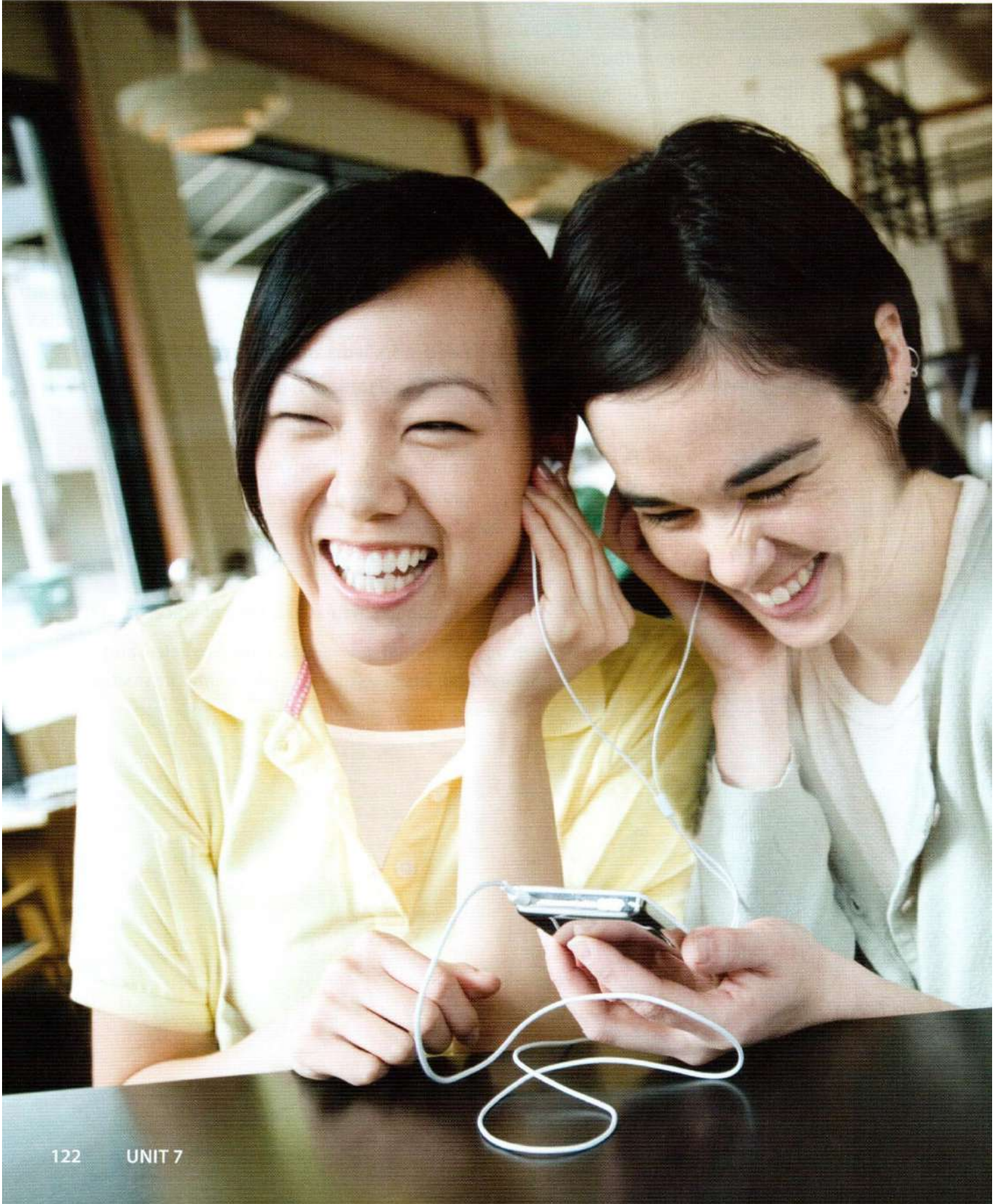
Check (✓) the skills you learned. If you need more work on a skill, refer to the page(s) in parentheses.

- LISTENING** ● I can listen for specific information. (p. 107)
- VOCABULARY** ● I can recognize and use synonyms. (p. 111)
- GRAMMAR** ● I can recognize and use the simple present for informal narratives. (p. 113)
- PRONUNCIATION** ● I can recognize and use the simple present third-person -s/-es. (p. 115)
- SPEAKING** ● I can use eye contact, pause, and tone of voice. (p. 117)
- LEARNING OUTCOME** ● I can use appropriate eye contact, tone of voice, and pauses to tell a funny story or a joke to my classmates.

UNIT 7

Music

- LISTENING ● listening for signal words
- VOCABULARY ● using the dictionary
- GRAMMAR ● gerunds as subjects or objects
- PRONUNCIATION ● questions of choice
- SPEAKING ● asking for and giving opinions



LEARNING OUTCOME


Participate in a group interview about how important music is in your lives.



Unit QUESTION

Why is music important to you?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
 - How often do you listen to music?
 - What kind of music do you usually listen to?
 - Look at the photo. What are the women doing?
- B** Discuss the Unit Question above with your classmates.
-  Listen to *The Q Classroom, Track 29* on **CD 2**, to hear other answers.



C Do you know these types of music? Listen to the excerpts and number the type of music in the order you hear it.

- ___ Classical
- ___ Jazz
- ___ Pop
- ___ Rock

D Ask questions. Find a different classmate for each activity. Ask one follow-up question to get more information.

A: Excuse me. Do you play a musical instrument?

B: Yes, I do.

A: Great. What do you play?

Find a classmate who...	Name	More information
1. plays a musical instrument		
2. listens to music while studying		
3. enjoys dancing		
4. likes the same music as you		
5. likes to sing		
6. listens to music while exercising		

E What did you learn about your classmates? Share two things with the class.



LISTENING

LISTENING 1 | Mind, Body, and Music

Tip for Success

Remember to use the context of the sentence to help you figure out the meaning of a new vocabulary word.

VOCABULARY

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

1. Your **brain** holds information and feelings.
2. Paolo is a great musician. He can play five different **instruments**.
3. One **benefit** of listening to music is that it can make you feel happy.

B. REFLECT Discuss these questions with a partner.




What is something new you learned in this unit?

Q Think about the Unit Question, “Why is music important to you?” 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 
brain 
human 
instrument 
rhythm
team 
tune 

Verbs

concentrate AWL 
escape 
express
forget 
improve 
Adjectives
active 
private 
traditional AWL

Phrases

lower stress
Do you think...?
Don't you agree?
How do you feel about...?
I think...
I don't think...
I feel that...
In my opinion,...
What do you think of...?

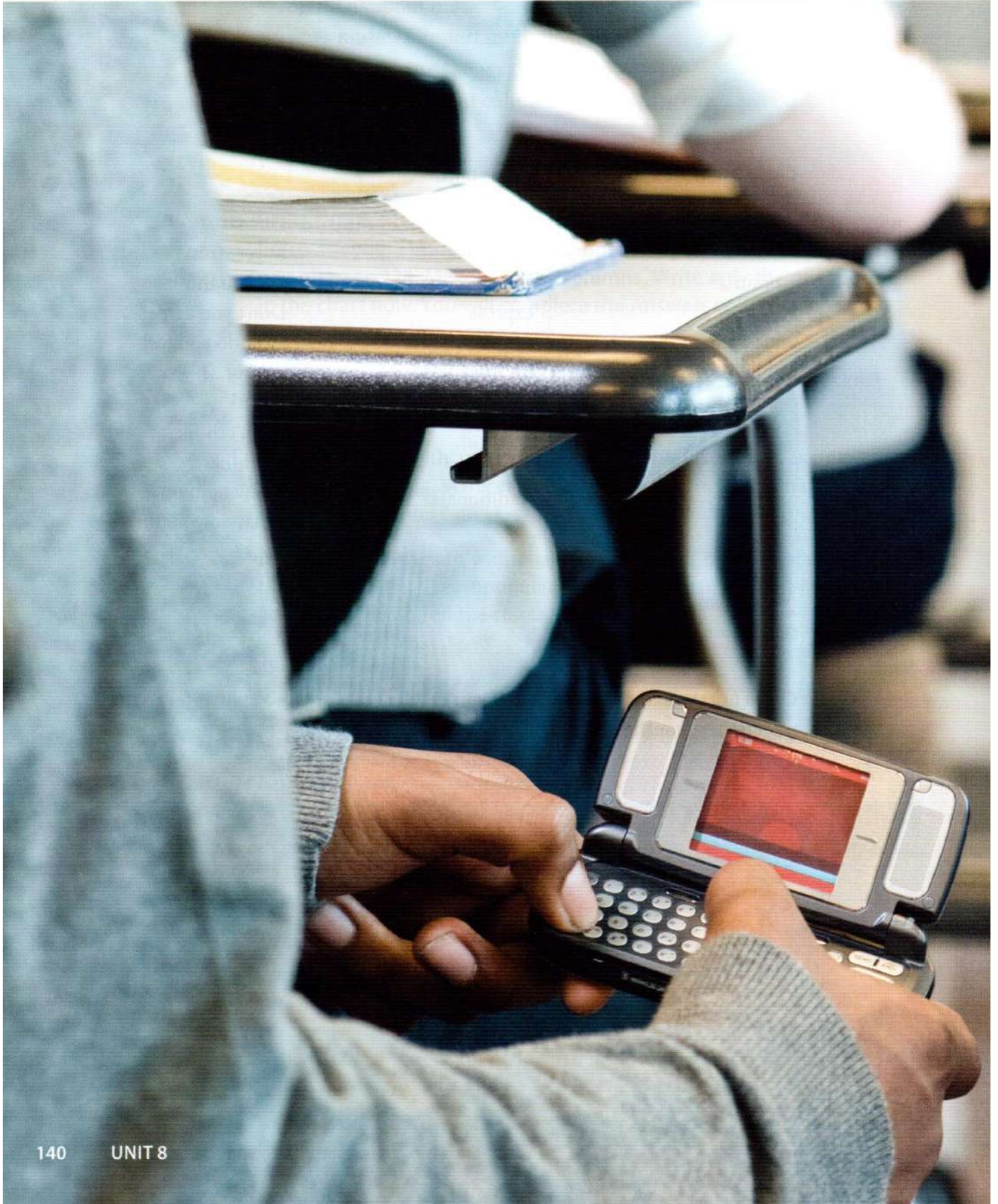
 Oxford 2000 keywords

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	<input type="radio"/> I can listen for signal words. (p. 127)
VOCABULARY	<input type="radio"/> I can choose the correct dictionary definition. (p. 132)
GRAMMAR	<input type="radio"/> I can use and recognize gerunds as subjects or objects. (p. 134)
PRONUNCIATION	<input type="radio"/> I can use correct intonation in questions of choice. (p. 135)
SPEAKING	<input type="radio"/> I can ask for and give opinions. (p. 136)
LEARNING OUTCOME	<input type="radio"/> I can participate in a group interview about how important music is in our lives.

- LISTENING ● making inferences
- VOCABULARY ● percentages and fractions
- GRAMMAR ● conjunctions *and* and *but*
- PRONUNCIATION ● linking consonants to vowels
- SPEAKING ● sourcing information



LEARNING OUTCOME

Conduct a survey to gather opinions on honesty and dishonesty, and then report your results to the class.



Unit QUESTION

When is honesty important?

PREVIEW THE UNIT

A Discuss these questions with your classmates.

What are some examples of honest things that people do?

What are some examples of dishonest things that people do?

Look at the photo. What is the student 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** Look at the survey below. How wrong are these actions? Check (✓) your opinion.

Are you honest?

Answer the eight questions to see how honest you are!

	Not Wrong	A little wrong	Very wrong
1. Saying you are younger or older than you really are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Borrowing something from a friend or family member without asking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sharing quiz or test answers with a classmate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Parking in a no-parking zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Finding money on the street and keeping it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Copying a school report from the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Getting music or movies from the Internet without paying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Going in front of a long line of people without waiting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Results

Tip Critical Thinking

In Activity C, you have to **judge** an action. **Judging** right or wrong is an important critical thinking skill and it helps you share your opinions in Activity D.

- D** Work with a partner. Share your opinions about the actions in Activity C.

A: I think saying you are younger or older than you really are is very wrong.

B: I think it's only a little wrong.



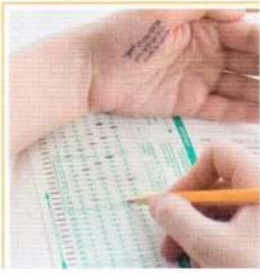
LISTENING

LISTENING 1 | Dishonesty in Schools

VOCABULARY

Here are some words from Listening 1. Read the sentences. Write each bold word next to the correct definition.

1. He didn't study but he got an A on the test. Did he **cheat**?
 2. The teacher took a **survey** to find out how many students use the Internet. All of the students answered *yes*.
 3. **According to** a magazine article, most people tell lies sometimes.
 4. Recent **technology**, such as the Internet and cell phones, make communication fast and easy.
 5. About a **quarter** of the class is international students.
 6. Many musicians want to **prevent** people from getting music for free on the Internet.
 7. I want to get a good **grade** on my final exam in math.
 8. I feel sad when I hear stories about children who don't have enough food. I think it's wrong for children to **suffer**.
- a. _____ (*noun*) the number or letter that shows how well you have done in school
 - b. _____ (*verb*) to do something that is not honest or fair
 - c. _____ (*noun*) questions to find out what people think or do
 - d. _____ (*noun*) knowledge about science and about how things work
 - e. _____ (*fraction*) twenty-five percent
 - f. _____ (*verb*) to feel pain, sadness, or another unpleasant feeling
 - g. _____ (*phrase*) as something or someone says
 - h. _____ (*verb*) to stop someone from doing something or to stop something from happening



PREVIEW LISTENING 1

Dishonesty in Schools

You are going to listen to a TV news report about cheating in schools.

What percentage of U.S. high school students do you think say they cheat?

- 25% 50% 75%

LISTEN FOR MAIN IDEAS



Read the paragraphs. Then listen and check (✓) the paragraph that best summarizes the main idea of the news report.

- ___ 1. Many countries have problems with cheating. Some universities in China stop wireless phone messages, so students can't send text messages.
- ___ 2. Cheating is a problem in many schools. New technology makes it easier to cheat. Schools and teachers are thinking of ways to stop cheating.
- ___ 3. Teachers believe their students are honest, so they feel upset when students cheat. Students who cheat receive a zero on their work.

LISTEN FOR DETAILS



Read the sentences. Then listen again and circle the best answer to complete each sentence.

1. According to the survey, 75 percent of (high school / university) students cheat in school.
2. The survey found that (less than / more than) half of students copy reports from the Internet.
3. The reporter is interviewing teachers at a (high school / university).
4. Some of Ms. Smith's students used cell phones to (send messages / call classmates) with the test answers.
5. Ms. Smith thinks it may be (possible / impossible) to prevent students from using the Internet or sending text messages.
6. A university in (China / Europe) put cameras in all of its classrooms.



WHAT DO YOU THINK?

Discuss the questions in a group.

1. According to the teachers in the news story, why is cheating bad?
2. Do you think cheating is a problem in schools? Why or why not?
3. Do you think it is possible to stop students from cheating? How?

Listening Skill

Making inferences



Sometimes speakers don't give their opinions directly. To understand what a speaker thinks or feels about a topic, we need to "read between the lines," or use the context to decide what the speaker is really saying. We call this **making an inference**. For example, in Listening 1 one of the teachers is speaking about her students' cheating.

Well, I didn't want to believe it at first. They were students I thought were truthful.

She doesn't say directly how she felt about the cheating, but you can understand that she felt sad or upset.

You can also make inferences about people's attitudes by listening for tone of voice.



A. Listen to the excerpts from Listening 1. Circle the correct statement.

1. Wendy Smith
 - a. thinks technology is the cause of cheating.
 - b. does not allow students to use the Internet.
2. Wendy Smith
 - a. doesn't believe her high school students.
 - b. believes students who cheat will suffer.
3. Don Quinn
 - a. thinks it's OK to copy from the Internet.
 - b. doesn't think his students cheat.
4. Don Quinn
 - a. doesn't think cheating is a big problem at the school.
 - b. wants to put cameras in the classrooms.
5. Wendy Smith
 - a. disagrees with Don Quinn.
 - b. thinks students shouldn't get grades.



- B.** Compare answers with a partner. Explain the reasons for your answers in Activity A. What information helped you get the answers? Listen again if necessary.

LISTENING 2 | What's the Right Thing to Do?

VOCABULARY

Here are some words from Listening 2. Read the sentences. Circle the best definition for each bold word.

1. If you find money in the street, I think you should take it to the police. Even if it's just a **little bit** of money.
 - a. a large amount
 - b. a small amount
2. I found a great article online. Is it OK to use part of it in my report? I don't want to use the whole article—just a **section** of it.
 - a. a part of something
 - b. all of something
3. I'll finish my final report this week. It's a 20-page paper, and I have 15 pages **so far**.
 - a. until now
 - b. last year
4. Police officers have a big **responsibility**. They have to keep the city and its people safe.
 - a. a free-time activity
 - b. an important job to do
5. To tell a **lie** is not an honest thing to do.
 - a. something you say that you know is not true
 - b. something you say to appreciate another person
6. It only costs around one dollar to **download** a song on this website.
 - a. make a copy from the Internet
 - b. put a picture on the Internet
7. Sorry. You can't park here. It's **illegal**. This is a no-parking zone.
 - a. OK sometimes
 - b. not allowed by law

8. Teachers don't really know how many of their students cheat. That's because many students cheat on tests, but they don't **get caught**.
- be found doing something wrong
 - find a report on the Internet



PREVIEW LISTENING 2

What's the Right Thing to Do?

You are going to listen to three conversations. One conversation is about school, one is about getting a job, and one is about using the Internet. What are ways people are sometimes dishonest in those situations? Add one idea to each.

At school: sharing test answers.

Getting a job: lying about your education.

Using the Internet: putting false information on a website.

LISTEN FOR MAIN IDEAS



Read the items. Then listen to the conversations. Circle the answer that tells what each person did.

- André
 - copied his friend's test answers.
 - copied his friend's report.
 - copied articles from the Internet.
- Stephen
 - told a lie to his manager at work.
 - gave false information on his resume.
 - made a mistake when he was a server.
- A woman
 - downloaded 24 articles without paying.
 - sold music on the Internet for two million dollars.
 - downloaded 24 songs without paying.

LISTEN FOR DETAILS

Read the items. Then listen again and circle the answer that best completes each sentence.

1. André is writing a report about
 - a. languages in different countries.
 - b. education in England.
 - c. English education in different countries.
2. For his report, André used
 - a. sections of different articles.
 - b. a whole article.
 - c. two different articles.
3. At Horizon Restaurant, Stephen was a
 - a. server.
 - b. manager.
 - c. server and manager.
4. Stephen thinks what he did
 - a. is very wrong.
 - b. isn't really a lie.
 - c. probably won't help him get the job.
5. According to the article, the woman had to pay
 - a. \$80,000 for each song.
 - b. \$8,000 for each song.
 - c. \$80 million total.
6. At the end of the conversation, Drew thinks
 - a. downloading music without paying for it is wrong.
 - b. downloading music without paying for it isn't so wrong.
 - c. musicians make too much money.



WHAT DO YOU THINK?

A. Discuss the questions in a group.

1. What is your opinion about these actions? Do you think they are wrong?
 - copying a report from the Internet
 - giving false information on a resume
 - downloading music from the Internet
2. Is it always better to be honest? Explain.

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

1. Why do you think people sometimes cheat or are dishonest?
2. Give your opinion about these statements:

It's OK to tell a lie when the truth might hurt someone's feelings.

You have to be a little dishonest to be a successful person.

Vocabulary Skill

Percentages and fractions



Percentages and fractions are different ways of talking about an amount that is part of a whole (one half, 50 percent). When you give survey results or facts from an article, it's helpful to understand and know how to say numbers in these ways.

You can express amounts as either percentages or fractions. Here are some common examples:

(25%)	twenty-five percent	=	(1/4)	a quarter/one quarter
(33%)	thirty-three percent	=	(1/3)	a third/one third
(50%)	fifty percent	=	(1/2)	a half/one half
(66%)	sixty-six percent	=	(2/3)	two thirds
(75%)	seventy-five percent	=	(3/4)	three quarters

