

SECOND
EDITION

INTRO

Q: Skills for Success
LISTENING AND SPEAKING

OXFORD



UNIT QUESTION

What are you interested in?

A Discuss these questions with your classmates.

1. What do you talk about with a new friend?
Circle the topics. Add one topic.

music	photos you see online
sports	family
movies	work
books	_____
videos you see online	

2. What activities do you like?
3. Look at the photo. What is this person doing? Are you interested in this activity?

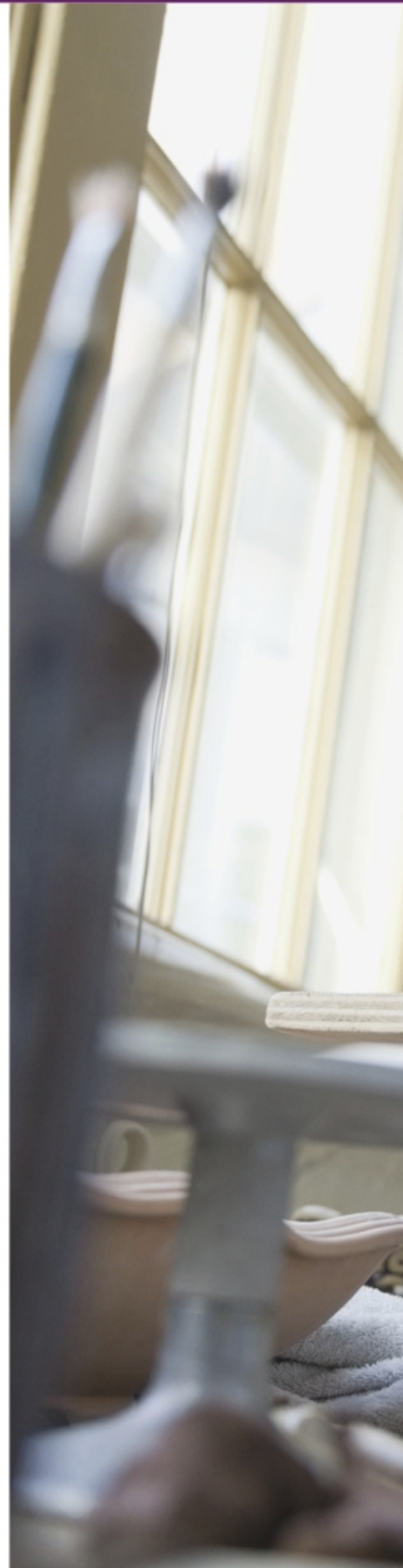


B Listen to *The Q Classroom* online. Then answer these questions.

1. What did the students say? What are they interested in?
2. Do the students like the same things you like?



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



UNIT OBJECTIVE

Listen to three conversations. Use information and ideas to interview a classmate. Then introduce him or her to the class.





LISTENING

Are You Interested in History?

UNIT OBJECTIVE

You are going to listen to three conversations at a school. Think about what interests you.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words and phrases from the listening. Read the definitions. Then circle the correct word or phrase to complete each conversation.

- belong to** (*verb*) to be a member of a group
- club** (*noun*) a group of people—they meet and do things together
- collect** (*verb*) to get and keep many things because you like them
- good at** (*phrase*) can do something well
- hobbies** (*noun*) activities—you do them for fun
- interested in** (*phrase*) enjoying an activity or a topic
- team** (*noun*) a group of people—they play a sport or a game together

Oxford 2000 keywords

1. A: Do you (collect / belong to) the math club?
B: Yes, I do. We meet on Thursdays.
2. A: I like basketball, but I can't play it well.
B: My roommate is very (good at / team) basketball. He can teach you.
3. A: Wow, you're a great soccer player! Are you on the soccer (hobbies / team)?
B: Thanks! Yes, I am.
4. A: What do you like to do?
B: Oh, I have a lot of (interested in / hobbies). I play tennis, I go hiking, and I like poetry.
5. A: Is there a book (team / club) at this school?
B: Yes, there is. We meet in the library every Wednesday night. It's fun!



hiking

6. A: You have a lot of postcards!

B: I (hobbies / collect) them. I have more than 2,000 postcards from all over the world.

7. A: I like the museum. Are you (belong to / interested in) history?

B: Yes. History is my favorite class.



B. Go online for more practice with the vocabulary.

C. Read the sentences. Circle *T* (true) or *F* (false). Then correct each false statement. Compare your answers with a partner.

1. T F I collect coins. _____

2. T F I belong to a book club. _____

3. T F I am interested in sports. _____

4. T F I am good at writing. _____

5. T F My hobbies are soccer and cooking. _____

D. PREVIEW You are going to listen to three conversations at a school. Look at the pictures. Match each question with the correct picture.



1. ____

2. ____

3. ____

a. Can I sit here?

b. Is that a good book?

c. Is this Professor Kim's history class?



WORK WITH THE LISTENING



It's nice to meet you.

A. Read the sentences. Then listen to all three conversations. Write *T* (true), *F* (false), or *N* (not enough information).

- ___ 1. All the speakers are students.
- ___ 2. All the speakers have hobbies.
- ___ 3. All the speakers know each other well.
- ___ 4. All the speakers live in the same city.
- ___ 5. Some of the speakers play sports.



B. Listen again. What are the people interested in? Check (✓) the correct activities.

1. Lin	<input type="checkbox"/> video games	<input type="checkbox"/> hiking	<input type="checkbox"/> books	<input type="checkbox"/> history
Jane	<input type="checkbox"/> video games	<input type="checkbox"/> hiking	<input type="checkbox"/> books	<input type="checkbox"/> history
2. David	<input type="checkbox"/> books	<input type="checkbox"/> cycling	<input type="checkbox"/> poetry books	<input type="checkbox"/> soccer
Alan	<input type="checkbox"/> books	<input type="checkbox"/> cycling	<input type="checkbox"/> poetry books	<input type="checkbox"/> soccer
3. Sam	<input type="checkbox"/> rugby	<input type="checkbox"/> baseball	<input type="checkbox"/> soccer	<input type="checkbox"/> tennis
Maro	<input type="checkbox"/> rugby	<input type="checkbox"/> baseball	<input type="checkbox"/> soccer	<input type="checkbox"/> tennis

C. Look at the chart in Activity B. Which people like the same activities?

- 1. _____ and _____ like history.
- 2. _____, _____, _____,
and _____ like books.
- 3. _____, _____, _____,
_____ and _____ like outdoor activities.



D. Read the sentences. Then listen again. Circle the correct answers.

- 1. a. Lin goes hiking with her friends every
(Thursday / weekend / afternoon).
- b. Jane belongs to the (book / history / hiking) club.

2. a. Alan's book club reads (one / ten / twelve) books a year.
b. David is on the (tennis / soccer / baseball) team.
3. a. Sam's father is on a (rugby / soccer / tennis) team.
b. Maro's favorite sport is (tennis / soccer / baseball).

E. Read these questions from the listening. What can you guess from the questions? Circle the correct answers.

1. "Excuse me. Can I sit here?"
 - a. The speakers know each other.
 - b. The speakers are both standing.
 - c. One speaker is sitting. One is standing.
2. "Hi, Alan. Is that a good book?"
 - a. The speakers know each other.
 - b. Alan has a book.
 - c. The speaker has a book.
3. "Hi, is this Professor Kim's history class?"
 - a. The speakers know each other.
 - b. The speakers are students.
 - c. This is the first day of class.



F. Go online to listen to *Ronaldinho, Brazilian Soccer Player* and check your comprehension.

Building Vocabulary Collocations for hobbies and interests

Some words usually go together. These are called **collocations**.

Verb + preposition + noun	Verb + noun
be good at volleyball / math	go shopping / hiking
be interested in books / sports	play sports / tennis / games
be on a team	read books / magazines
belong to a book club	ride a bicycle / a bike
get together with friends	take lessons
go to a museum / the beach / a park	watch a DVD / television
listen to the radio	
live in Tokyo	



- » **A. Complete the collocations with words from the box above. Then listen to check your answers.**

Alan lives _____₁ Toronto. He works at the after-school program at the community center in his town. Children come to the community center after school. Alan does many activities with them. It's a good job for him because he is interested _____₂ a lot of different things. He is good _____₃ sports. On sunny days, Alan and the kids _____₄ bikes or _____₅ hiking. Sometimes they go _____₆ the beach or the park. On rainy days, Alan and the kids _____₇ DVDs, or they _____₈ games like Scrabble and checkers. Sometimes they _____₉ to a museum together. After work, Alan sometimes gets _____₁₀ with friends, but he usually goes home to relax and _____₁₁ a book.



- B. Listen to the people talk about themselves. Write two sentences about each speaker. Use the words in parentheses.**

1. **Saud** (reads) _____
(is interested in) _____
2. **Khalid** (plays) _____
(rides) _____

- C. Write three sentences about you. Use collocations from the box on page 7.**



- D. Go online for more practice with collocations for hobbies and interests.**

Q?

SAY WHAT YOU THINK

A. Go around the class. Ask the questions from the chart. When someone answers *yes*, write down his or her name. Try to write a different name for each question.

A: Do you ride a bicycle to class?

B: Yes, I do.



I ride a bicycle to class.

Question	Name
1. Do you belong to a club?	
2. Are you interested in books?	
3. Do you play tennis?	
4. Are you good at math?	
5. Are you on a sports team?	
6. Do you ride a bicycle to class?	
7. Do you get together with friends on Thursdays?	
8. Do you take any lessons?	

Tip for Success

Use the word *too* to add information. It has the same meaning as *also*.

B. Share your answers with a group.

A: Eric belongs to a soccer club.

B: Alex belongs to a soccer club, too.

iQ ONLINE



C. Go online to watch a video about the Tate Modern Museum in London. Then check your comprehension.

galleries (*n.*) places where people can look at or buy art

modern (*adj.*) of the present time

sculptures (*n.*) art that is made from stone, wood, clay, or other material





UNIT OBJECTIVE

At the end of this unit, you are going to interview a classmate and introduce him or her to the class.

Grammar Part 1 Simple present of *be*

Tip for Success

Statements with *be* are followed by nouns (*a student*), adjectives (*tired*), or prepositional phrases (*from China*).

Use the verb *be* to identify and describe people and things.

Statements			
subject	<i>be</i>		
I	am / 'm		a student.
You / We / They	are / 're	(not)	tired.
He / She / It	is / 's		from China.

- A contraction makes two words into one word. It has an apostrophe (').
I am = I'm, You are = You're, They are = They're, He is = He's, She is = She's, It is = It's
- You usually use contractions in speaking.
- There are two negative contractions for *are not*.
are not = 're not / aren't
*They're **not** happy. They **aren't** tired.*
- There are two negative contractions for *is not*.
is not = 's not / isn't
*She's **not** American. He **isn't** from England.*

Yes / No questions			Answers
<i>be</i>	subject		
Are	you / we / they	in class?	Yes, I am . / No, we're not. / Yes, they are .
Is	he / she		No, she isn't . / Yes, he is .

Information questions				Answers
<i>wh-</i> word	<i>be</i>	subject		
What	is	she	interested in?	She's interested in sports.
Where	are	they	from?	They're from Morocco.
How old	are	you?		I'm 22 years old.

- You can give short answers or long answers:
A: How old are you? B: 18. / I'm 18 years old.

A. Complete each conversation with the correct form of *be*.

1. Mauro is an artist. He isn't (not) from Colombia. He _____ from Peru.
2. Rika and Emiko _____ students. Rika _____ in my English class.
Emiko _____ in my chemistry class. They _____ from Japan.
3. Feride _____ (not) American. She _____ Turkish.
4. I _____ (not) from England. I _____ from Ireland.
5. We _____ (not) interested in sports. We _____ interested in movies.

B. Put the words in the correct order. Then ask and answer the questions with a partner.

1. you / from / where / are _____ **Where are you from** _____ ?
2. interested / history / you / in / are _____ ?
3. at / you / are / what / good _____ ?
4. years / 20 / old / you / are _____ ?

Grammar Part 2 Simple present of other verbs

Use the simple present with other verbs to describe habits, facts, and feelings.

Affirmative statements

subject	verb	
I / You / We / They	play	soccer.
He / She	plays	tennis.

Negative statements

subject	do / does + not	verb	
I / You / We / They	do not / don't	play	baseball.
He / She	does not / doesn't		

- Use *do not* with *I, we, you, and they*.
- Use *does not* with *he, she, and it*.



Yes / No questions				Answers
<i>do / does</i>	subject	verb		
Do	you / we / they	like	tennis?	Yes, I do . / No, we don't . / Yes, they do .
Does	he / she			Yes, he does . / No, she doesn't .

Information questions				Answers
<i>wh- word</i>	<i>do / does</i>	subject		
What	do	you	play?	I play soccer.
Where	does	he	live?	He lives in Seoul.
When	do	they	study?	At 6:00.

You can give short answers or long answers for these questions, too:

A: *Where do you live?*

B: *In Tokyo. / I live in Tokyo.*

- C. Complete the conversations with the verbs from the box. Use the correct form. You will use some verbs more than once. Then practice with a partner.**

be go like live play take

- Sara: Mary, what _____ you interested in?
 Mary: Well, I _____ hiking on the weekends. And
 on Fridays, I _____ French lessons.
- Emma: _____ your brother interested in sports?
 Mika: Yes, he _____. He _____ soccer a lot.
- Anna: _____ your parents from China?
 Junko: No, they _____. They _____ from
 Japan, but they _____ in the United States now.
- Joe: _____ you good at Scrabble? I _____
 Scrabble a lot.
 Rob: No, I _____ good at Scrabble. But my brothers
 _____ Scrabble often.



Scrabble™

D. Put the words in the correct order. Then ask and answer the questions with a partner.

1. you / where / people / do / usually meet

2. know / do / on your street / people / you

3. your / do / what / you do / with / friends

4. you / go / friends / where / with / your / do



E. Go online for more practice with the simple present of *be* and other verbs.

F. Go online for the grammar expansion.

Pronunciation

Simple present third-person -s / -es

There are three ways to pronounce the final -s or -es of a simple present verb.



/ s /		/ z /		/ ɪz /	
gets	makes	listens	plays	watches	washes



A. Listen to the sentences. Circle the sound that you hear at the end of the verb. Then practice the sentences with a partner.

Critical Thinking Tip

Activity A asks you to **identify** the sound you hear. This is one way to show you understand the lesson.

- | | | | |
|--|-------|-------|--------|
| 1. He goes shopping on Saturdays. | / s / | / z / | / ɪz / |
| 2. Khalid works downtown. | / s / | / z / | / ɪz / |
| 3. Sam plays video games in the evening. | / s / | / z / | / ɪz / |
| 4. Sun-Hee sometimes watches TV after work. | / s / | / z / | / ɪz / |
| 5. Mary gets together with friends on Sundays. | / s / | / z / | / ɪz / |
| 6. Mika lives in Los Angeles. | / s / | / z / | / ɪz / |
| 7. David washes his car on Saturdays. | / s / | / z / | / ɪz / |
| 8. Miteb belongs to a golf club. | / s / | / z / | / ɪz / |



B. Write five sentences about your friends. Use the verbs in the box.

belongs gets goes plays takes washes watches

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

C. Read your sentences from Activity B to a partner. For each of your partner's sentences, circle the sound you hear.

- | | | |
|---------------------|---------------------|---------------------|
| 1. /s/ /z/ /ɪz/ | 3. /s/ /z/ /ɪz/ | 5. /s/ /z/ /ɪz/ |
| 2. /s/ /z/ /ɪz/ | 4. /s/ /z/ /ɪz/ | |



D. Go online for more practice with simple present third-person verbs ending in -s and -es.

Speaking Skill

Part 1 Keeping a conversation going

Adding information

Short answers to questions do not help conversations. Give extra information to keep your conversation going.



Answer is too short.

A: Rome is my favorite city. What's yours?

B: Shanghai.

A: I like cooking. How about you?

B: I like cooking, too.

Answer is good.

A: Rome is my favorite city. What's yours?

B: Shanghai. It has amazing buildings and delicious food!

A: I like cooking. How about you?

B: I like cooking, too. I often cook with friends on the weekends.

Tip for Success

Ask short questions like *How about you?* or *What's yours?* to get the other person's opinion or answer.

A. Write answers to the questions. Add extra information. Then ask and answer the questions with a partner.

1. A: What are your hobbies?
B: _____
2. A: I like soccer. How about you?
B: _____
3. A: What are you good at?
B: _____
4. A: *Great Expectations* is my favorite book. What's yours?
B: _____
5. A: Are you interested in history?
B: _____
6. A: I'm interested in cooking. How about you?
B: _____

Speaking Skill

Part 2 Keeping a conversation going

Taking time to think

Sometimes you can't answer a question right away. Use these special expressions before you answer. They tell people, "I am thinking."



Hmm. Let's see. Let me see. Let me think. Uh. Well.



B. Listen to the conversation. Complete the sentences with the expressions you hear. Then practice the conversation with a partner.



People surf at East Beach.

- Tom: Carlos, what's your favorite sport?
Carlos: _____₁, it's soccer. But I also like basketball. What's yours?
Tom: _____₂. It's probably volleyball. I play on the beach in the summer.
Carlos: Where's your favorite beach?
Tom: _____₃. Miami has a really good beach.
Carlos: _____₄, what's your favorite beach near here?



Tom: Ocean Beach is my favorite. It's beautiful! Do you know any beaches near here?

Carlos: _____⁵ _____⁶, I like East Beach. It has really big waves. People surf there.

C. Work with a partner. Practice the questions and answers in Activity A on page 15 again. Use special expressions like *Hmm* and *Let me think*.

A: What are your hobbies?

B: Let me think. I like games. I play Scrabble a lot.



D. Go online for more practice with keeping a discussion going.

Note-taking Skill

Writing important words

When you take notes, don't try to write down every word that you hear. Just write the important or meaningful words.

Read this sample from an interview.

Michael: What's your name?

Sung: My name is Sung-bo Shin.
You can call me Sung.

Michael: Where are you from?

Sung: I'm from Seoul, South Korea.

Michael: Do you have a job?

Sung: Yes, I do. I'm a construction worker.

Michael: What are you interested in?

Sung: I like to swim and run. I also like to paint.

Look at the interviewer's notes. The interviewer only wrote the important words.

Sung-bo Shin (Sung)
Seoul, South Korea
construction worker
swimming, running, painting

Unit Assignment

Interview and introduce a classmate

UNIT
OBJECTIVE



In this assignment, you are going to interview a classmate and introduce him or her to the class. Think about the Unit Question, "What are you interested in?" Use the listening, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 18.

CONSIDER THE IDEAS

A. What do you say in an introduction? Check (✓) the information.

- | | |
|---|--|
| <input type="checkbox"/> a greeting | <input type="checkbox"/> favorite book |
| <input type="checkbox"/> telephone number | <input type="checkbox"/> hobbies and interests |
| <input type="checkbox"/> country | <input type="checkbox"/> name |
| <input type="checkbox"/> job | |

B. Listen to this sample introduction. Then look at the list in Activity A. What information is in the introduction? Circle the ideas in Activity A.

Good afternoon. This is my friend Ivan. Ivan is from Russia. He is a computer engineer. Ivan is interested in hiking in the mountains. He goes hiking once a month. Ivan is good at soccer. He belongs to a soccer club and plays every weekend. He gets together with his friends to play volleyball. Ivan reads a lot of books. His favorite book is *Treasure Island*.

PREPARE AND SPEAK

A. FIND IDEAS Work with a partner. Follow these steps.

1. Add a question to the personal questionnaire below.

Personal Questionnaire

1. What's your name?
2. Where are you from?
3. What's your favorite book?
4. What's your favorite food?
5. What are your hobbies and interests?
6. What are you good at?
7.



- Use the questions to interview a partner. Write your partner's answers in the questionnaire on page 17. Write only the important words.
- When you answer the questions, give extra information (not just short answers). Use special expressions like *Hmm* and *Let me think*.

B. Compare notes with your partner.



C. Go online for more practice with taking notes on an interview.

D. ORGANIZE IDEAS Write three to five interesting sentences about your partner. Use the information from Activity A.

E. SPEAK Use your sentences to introduce your partner to the class. Include a greeting like "Good morning" and the introduction phrase "This is...." Look at the Self-Assessment checklist below before you begin.

Tip for Success

In your presentation, speak clearly so your classmates can hear you. Look at the audience.



Go online for your alternate Unit Assignment.

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"/>	My introduction was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used the verb <i>be</i> and simple present statements correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I included interesting information about my partner.
<input type="checkbox"/>	<input type="checkbox"/>	I took notes using only important words.





B. REFLECT Go to the Online Discussion Board to discuss these questions.

- What is something new you learned in this unit?
- Think about the Unit Question—What are you interested in? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

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

Nouns

club 
hobby
team  **AWL**

Verbs

belong to 
collect 

Phrases

good at 
interested in 

Collocations

be good at volleyball /
math
be interested in books /
sports
be on a team
belong to a book club
get together with friends
go to a museum /
the beach / a park
listen to the radio

live in Tokyo
go shopping / hiking
play sports / tennis /
games
read books / magazines
ride a bicycle / a bike
take lessons
watch a DVD / television

 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.


VOCABULARY I can understand collocations for hobbies and interests. (p. 7)

GRAMMAR I can use the simple present of *be* and other verbs. (pp. 10–12)

PRONUNCIATION I can pronounce simple present third-person *-s / -es*. (p. 13)

SPEAKING I can keep a conversation going. (pp. 14–15)

NOTE TAKING I can write important words when taking notes. (p. 16)

UNIT OBJECTIVE 

I can use information and ideas to interview a classmate and introduce him or her to the class.

LISTENING	▶ listening for examples
NOTE TAKING	▶ taking notes on examples
VOCABULARY	▶ using the dictionary: antonyms
GRAMMAR	▶ adjectives; adverbs + adjectives
PRONUNCIATION	▶ sentence stress
SPEAKING	▶ giving opinions



UNIT QUESTION

What makes a good school?

A Discuss these questions with your classmates.

1. How many students go to your school?
2. How many students are in your class?
3. Does your school have any clubs? Does your school have any sports teams?
4. Look at the photo. Does your school have classes like this one? What kinds of classes does your school have?





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

1. What did the students say? What do each of the four students like in a school?
2. Who do you agree with? Which ideas are less important to you?



iQ ONLINE

C Go online to watch a video about schools in Japan. Then check your comprehension.



bow (v.) bend your head or body forward

quality (n.) how good or bad something is

retire (v.) to stop working because you are a certain age

VIDEO VOCABULARY

iQ ONLINE

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





LISTENING

Let's Take a Tour

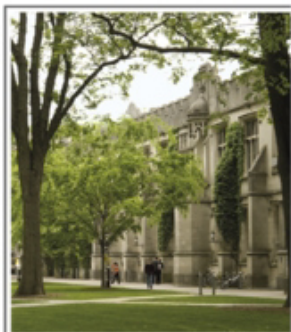
UNIT
OBJECTIVE



You are going to listen to someone give a campus tour to university students. Think about what makes a good school.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words and phrases from the listening. Read the sentences. Which explanation is correct? Circle *a* or *b*.



a school campus

1. My university has a big campus. It has more than 100 buildings.
 - a. A campus is all the buildings and areas at a school.
 - b. A campus is the students and the teachers at a school.
2. Matt can't go on the Internet in his room. He goes to a café to check his email.
 - a. Matt can go online in his room.
 - b. Matt can't go online in his room.
3. Mary has a great math professor. His classes are always interesting.
 - a. A professor is a university student.
 - b. A professor is a university teacher.
4. John gets good grades, so he is in special classes. His classes are difficult.
 - a. John's classes are different or unusual.
 - b. John's classes are normal or regular.
5. James is active. He plays soccer and basketball. He also belongs to the Spanish club.
 - a. James does a lot of things.
 - b. James has a lot of friends.
6. Writing is an important skill. Emma writes every day. She wants to be a good writer.
 - a. Playing tennis is also a skill.
 - b. Watching television is also a skill.
7. David is from France. For David, Korean is a foreign language.
 - a. French is also a foreign language for David.
 - b. Spanish is also a foreign language for David.

Tip for Success

The word *school* can refer to any educational institute. The words *college* and *university* often have the same meaning.

8. A **community** is a group of people. They live or work in the same area.
- A bus stop is a kind of community.
 - A town is a kind of community.

B. Complete the sentences with words from Activity A.

- At my school, all of the students study a _____. I'm in a Japanese class.
- Rob's university has a really small _____. You can walk across it in ten minutes.
- A class is a kind of _____. The teachers and students work together.
- I have to talk to my biology _____. I have a question about the test.
- My brother is very _____. He takes five classes, plays soccer, and is a volunteer.
- Reading is an important _____. Good students read well.



C. Go online for more practice with the vocabulary.

- D. PREVIEW** You are going to listen to a student give a tour of Watson University. Look at the map. Then match the names of the places with the definitions.



- | | |
|----------------------|-----------------------------------|
| 1. library ____ | a. Students live here. |
| 2. dormitory ____ | b. Students play games here. |
| 3. sports field ____ | c. There are a lot of books here. |
| 4. dining hall ____ | d. Students eat here. |



- E. Does your school have the four places in Activity D on page 23? What are some other places at your school?**

WORK WITH THE LISTENING



- A. Read the sentences. Listen to the tour. Write *T* (true) or *F* (false) for each statement. Then correct each false statement to make it true.**

___ 1. There is free Internet access in the dining hall.

___ 2. About half of the students live on campus.

___ 3. The school has about 2,000 students.

___ 4. The professors want students to sit and listen quietly.

___ 5. The university is in a small town.

___ 6. Students spend a lot of time in town.

- B. Read the questions. Then circle the correct answers.**

- Where are the students?
 - at Watson University
 - in Watkins City
 - in Washington
- What are the students doing?
 - talking with a professor
 - taking a tour of a campus
 - studying with friends
- What is special about this university?
 - It's very large, so there are many interesting classes.
 - Students come from many different countries.
 - It's small, so you can talk to your professors every day.

C. Go online to listen to *Student Exchange Programs* and check your comprehension.

Listening Skill

Listening for examples

People give examples with **like**. *Like* comes in the middle of a sentence.

□ I study in different places, **like** the library or my dormitory.

People also give examples with **for example**. *For example* can come at the beginning of a sentence.

□ Watson University has many interesting classes. **For example**, I have classes in French and history.



A. Listen again to the tour of Watson University. Circle the correct answers.



lacrosse

- What teams does Watson University have?
 - lacrosse and soccer
 - football and lacrosse
 - football and tennis
 - soccer and tennis
- Why are small classes important?
 - Small classes are very quiet.
 - Small classes are busy.
 - Professors know the students well.
 - Professors talk a lot.
- At Watson University, students are active. What example does Sarah give?
 - They make special lessons.
 - They give presentations.
 - They have discussion groups.
 - They work alone.
- Students learn important skills. What example does Sarah give?
 - study skills
 - listening skills
 - speaking skills
 - writing skills
- How can students help the community in the town of Watson?
 - go to dinner
 - become volunteers
 - go to the library
 - teach foreign languages

B. Go online for more practice with listening for examples.

Note-taking Skill Taking notes on examples



It is good to write down examples. Writing them in a chart helps you remember them. Listen to two students talk about college. Then look at the chart below. It shows examples of things the students talk about.




A. Listen again to the tour of Watson University. Work with a partner to complete the chart with examples.



B. Go online for more practice with taking notes on examples.

Antonyms are words with opposite meanings. For example, *good* and *bad* are antonyms. Most forms of words—nouns, verbs, adjectives, adverbs, and prepositions—can have antonyms.

The dictionary often gives antonyms in the definition of a word. In the example below, notice the antonyms of *hard*.

hard¹  /hard/ adjective (**hard-er, hard-est**)
1 not soft: *These apples are very hard.* • *I couldn't sleep because the bed was too hard.* ⇨ **ANTONYM soft**
2 difficult to do or understand: *The exam was very hard.* • *hard work* ⇨ **ANTONYM easy**
3 full of problems: *He's had a hard life.* ⇨ **ANTONYM easy**
4 not kind or gentle: *She is very hard on her children.* ⇨ **ANTONYM soft**

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

A. Write an antonym for each word. Use the words in the box. Use your dictionary to help you.

above	cheap	easy	strength
badly	complicated	negative	succeed

- hard _____
- fail _____
- below _____
- weakness _____
- positive _____
- simple _____
- expensive _____
- well _____

B. Read the sentences. Circle the correct words.

- Sun-Hee doesn't like her school. The classrooms are always (clean / dirty).
- In my history class, we have many discussions and presentations. I like it a lot. It's very (interesting / boring).
- One (strength / weakness) of my school is the library. It's very small, and it doesn't have a lot of books.
- The school is in a (safe / dangerous) part of town. Don't go out late at night.
- My school costs a lot of money. It's very (cheap / expensive).



We have many discussions.



6. In a good school, all of the students (fail / succeed).
7. Sarah lives (on / off) campus. Her dormitory is near the library.
8. My math class is really (easy / hard). I know all of the answers.

C. Choose three adjectives. Write a sentence for each adjective and its antonym.

My chemistry class is hard. Math is easy for me.




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



SAY WHAT YOU THINK

A. Give your opinion of the following statements. Circle Yes or No.



What makes a good school?

1. Yes No It's important to learn a foreign language in school.
2. Yes No It's important to have good friends at school.
3. Yes No Every school needs a lot of clubs and teams.
4. Yes No A good school has computers for students to use.
5. Yes No Every campus needs a library and a sports field.
6. Yes No Good schools have small classes.
7. Yes No A good school has a large campus.
8. Yes No A good school is a community.
9. Yes No A good school has new buildings.
10. Yes No Good schools are always in big cities.
11. Yes No In good schools, students can talk to teachers outside of class.
12. Yes No In a good class, students can ask the teacher questions.

Critical Thinking Tip

In Activity B, you **discuss** your answers. This helps you understand the information better.

B. Discuss your answers with a partner. Tell your partner your reasons for your opinions.



At the end of this unit, you are going to give a group presentation about a perfect school.

Grammar Adjectives; Adverbs + adjectives

Adjectives

- Adjectives describe nouns (people, places, things, or ideas).
 - An adjective can come after the verbs *be* or *have*. It describes the subject.

subject	<i>be</i>	adjective
The school	is	large.
The students	are	smart.

- An adjective can come before a noun. It describes the noun.

	adjective	noun
It's a	safe	school.
I have	good	classes.

- There are no singular or plural adjectives.
 - ✓ Correct: They are **interesting classes**.
 - ✗ Incorrect: They are **interestings classes**.
- Do not use an article (*the*, *a*, or *an*) before an adjective with no noun.
 - ✓ Correct: The class is **interesting**.
 - ✗ Incorrect: The class is an **interesting**.

Adverbs + adjectives

- Adverbs make adjectives stronger.
 - It's a **pretty interesting** class. It's a **very safe** school.
 - That school is **really safe!** This classroom is **extremely noisy!**
 - Use *pretty* in speaking and informal writing. Don't use it in papers for your classes.



2. You can use *pretty*, *really*, *very*, and *extremely* before:

[an adjective alone: That school is **really excellent**.

[an adjective + a noun: It's a **very active class**.

A. Read the paragraph. Find the ten adjective and adverb errors and correct them.

Well, I am now at my ^{new university} ~~university~~-new. It's in a large very city. It's pretty different from our small town. It's an extremely noisy, but I love it. There are excellents museums and parks. I live in an apartment expensive in the city. The building is beautiful really, but it's pretty old. My school is great, but my classes are big extremely. Some of my classes have 200 people in them! But my professors are a very good, and my classes are really interesting. We have a science laboratory great. I study biology there. Also, the people here are friendly very, but I miss my old friends.

B. Complete the conversation with adjectives or adverbs + adjectives.

Use your own ideas. Then practice with a partner.

A: Do you like this school?

B: Yes, I do. I think that it's a _____ school. What do you think?

A: I like it, too. The teachers are _____, and the classes are _____.

B: What do you think of the library?

A: I think that it's _____. What do you think of the campus?

B: I think that it's _____.



C. Go online for more practice with adjectives and adverbs + adjectives.

D. Go online for the grammar extension.

When you speak, you **stress** certain **important words**. This means you say them a little more loudly.

Important words—like nouns, adjectives, and adverbs—give the information in the sentences.

You do not usually stress words like pronouns, prepositions, *a / an / the*, the verb *be*, or the verb *do*.



There are **two sports fields**.

The **museum** is **not interesting**.

We **go to school** in a **really dangerous neighborhood**.

Do you **have a class today**?



A. Underline the stressed words. Listen and check your answers. Then practice the sentences with a partner.



fencing

1. Does the school have a fencing team?
2. I have two classes in the morning.
3. We want a safe and clean school.
4. The college is in a dangerous city.
5. The coffee shops have free Internet access.
6. What is a good school?
7. Our sports field is pretty big.
8. My school is really great!

B. Write five sentences about your school. Use adjectives and the adverbs *pretty, really, very, and extremely*.

C. Work with a partner. Read each other's sentences. Underline the stressed words. Then practice the sentences.

The campus is extremely large.



D. Go online for more practice with sentence stress.





Use the phrases *I think that...* and *In my opinion, ...* to give an opinion.

I think that students need computers.

In my opinion, small classes are important.

You can answer opinions with *I agree* or *I disagree* followed by your opinion.

A: **I think that** our school is great.

B: **I agree.** I think that the classes are interesting.

C: **I disagree.** In my opinion, the classes are too big.



A. Listen and complete the conversations. Use expressions from the box above. Compare answers with a partner.

- A: _____ a good school gives a lot of tests.
Then students study every day.

B: _____. Class discussions make students study.
- A: _____ sports are really important. Students need healthy bodies.

B: _____. Exercise is very important.
- A: _____ the food in our dining hall isn't very good. I don't like it!

B: _____. _____ it tastes terrible. I usually cook my own food.
- A: Our school isn't in a good neighborhood. _____ it's very dangerous. I hear police sirens all the time.

B: _____. You hear sirens because the police station is on the same street! _____ the school is very safe.

Tip for Success

When you write *In my opinion*, use a comma after it. Don't use a comma after *I think that*.



B. Write answers to the questions. Start your answers with *I think that* or *In my opinion*. Then ask and answer the questions with a partner.

- What is the perfect number of students in a foreign language class?

2. In your opinion, what makes a class interesting? Give two ideas.

3. Do you think it's better to work alone or with a group? Why?



C. Go online for more practice with giving your opinion.

Unit Assignment Plan a perfect school

UNIT
OBJECTIVE



In this assignment, you are going to plan a perfect school. This can be a high school, university, or other kind of school. Then you are going to present your plan to the class. Think about the Unit Question, "What makes a good school?" Use the listening, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 34.

CONSIDER THE IDEAS



Listen to a group present their ideas for a perfect school. Check (✓) the ideas that they give. Then compare answers with a partner.

- 1. The perfect school is large.
- 2. The classes are very small.
- 3. The school has a lot of clubs, like a book club and a soccer club.
- 4. There is a big gym.
- 5. Students get free computers.
- 6. The school is in a big city.
- 7. Apartments in town are cheap and beautiful.
- 8. Food on campus is cheap.

PREPARE AND SPEAK

Tip for Success

Examples can make your opinion strong and clear: *I think that a good school needs a sports field, like a soccer field. Students need exercise. It makes them healthy.*

A. **FIND IDEAS** Work with a group. Write answers for these questions. Use *I think that* and *In my opinion*, to share your ideas.

1. Is your perfect school big or small? How many students are in a class?
2. What does the school have? For example, does it have a swimming pool? Does it have computers?
3. Is your school in a big city or a small town? What can students do there?
4. What is special about your school? How is it different from other schools?





B. ORGANIZE IDEAS Work with your group. Prepare your presentation.

1. Each group member chooses at least one question from Activity A on page 33.
2. Write your part of the presentation. Include at least one example or detail for your idea.
3. First speaker: Use these sentences as your introduction.

Good (morning / afternoon / evening). Today we are presenting our plan for a perfect school.

4. Last speaker: Use these sentences as your conclusion.

That's the end of our presentation. Thank you for listening. Do you have any questions?

C. SPEAK Present your ideas to your class. Look at the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

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 gave my opinion clearly.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used adjectives and adverbs + adjectives correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I stressed words in sentences correctly.



B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What makes a good school? 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 have learned in this unit.














Nouns

campus
community  **AWL**
foreign language 
Internet 
professor
skill 
strength 
weakness 


Verbs

fail 
succeed 







Adjectives

active 
boring 
cheap 
clean 
complicated 
dangerous 
dirty 
easy 
expensive 
hard 
interesting 
negative  **AWL**
positive  **AWL**
safe 





simple 

special 

Adverbs

badly 
extremely 
pretty 
really 
very 
well 

Prepositions

above 
below 
off 
on 

 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 identify examples. (p. 25)

NOTE TAKING I can take notes on examples. (p. 26)

VOCABULARY I can use the dictionary to understand antonyms. (p. 27)

GRAMMAR I can use adjectives and adverbs + adjectives. (p. 29)

PRONUNCIATION I can stress important words. (p. 31)

SPEAKING I can give my opinion. (p. 32)

UNIT OBJECTIVE 

I can use information and ideas to present a plan about a perfect school.



UNIT QUESTION

How do you choose your food?

A Discuss these questions with your classmates.

1. Circle the adjectives that describe food. Compare with a partner.

active	spicy	dangerous	sour
delicious	close	healthy	difficult
fresh	important	salty	sweet

2. Describe your favorite food. Where do you shop for food?

3. Look at the photos. Where do these people get their food?





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

1. What did the students say about the foods they like?
2. Which student likes spicy food? Who doesn't eat sugar?
3. What foods do you like? For example, do you like spicy food? Why or why not?



iQ ONLINE

C Go online to watch the video about a family's food choices. Then check your comprehension.



grind (*v.*) to break something into very small pieces or a powder

inviting (*v.*) asking someone to come to an event or a place

locavore (*n.*) a person who eats only food grown or made near home

iQ ONLINE

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





LISTENING

Lifestyles and Food Choices

UNIT OBJECTIVE

You are going to listen to a reporter interview people in a supermarket. Think about how you choose your food.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from the listening. Read the definitions. Then complete the sentences below.

- avoid** (*verb*) 🔑 to try not to do something
- flavor** (*noun*) 🔑 the taste of food, like salty or sweet
- ingredient** (*noun*) one of the things that are used to make food
- nutritious** (*adjective*) good for you
- organic** (*adjective*) natural; organic food has only natural ingredients
- social** (*adjective*) 🔑 likes to be with other people
- vegetarian** (*noun*) a person who does not eat meat

🔑 Oxford 2000 keywords



ingredients

1. I put tomato sauce, garlic, cheese, and onions in my pasta. It has a lot of _____.
2. Fruits are _____. For example, oranges have vitamin C.
3. Rob is a _____ person. He spends a lot of time with his friends.
4. Amanda and Matt _____ food with a lot of fat. For example, they don't eat French fries or cheeseburgers.
5. Lemons are sour, but oranges have a sweet _____.
6. Sam doesn't eat chicken or beef. He's a _____.
7. John buys his food at a health-food store. He eats only _____ food.

Tip for Success

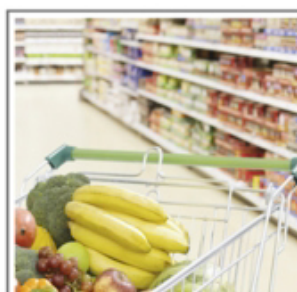
Artificial means not natural or real. Some food has artificial ingredients. These are made by people.

B. Answer the questions. Then compare with a partner.

1. What is an example of a food with a strong flavor? _____
2. Are you a vegetarian or do you eat meat? _____
3. How often do you eat organic food? _____
4. Do you avoid food with artificial ingredients? _____
Why or why not? _____
5. Name three foods that are very nutritious. _____

iQ ONLINE

C. Go online for more practice with the vocabulary.



D. PREVIEW You are going to listen to a reporter interview four people. She asks, "How do you choose your food?" She learns about the way the people live.



**What questions do you think about when you choose your food?
Check (✓) the questions.**

- | | |
|--|---|
| 1. <input type="checkbox"/> Is it good for me? | 5. <input type="checkbox"/> Does it taste good? |
| 2. <input type="checkbox"/> Does it have a lot of sugar in it? | 6. <input type="checkbox"/> How much does it cost? |
| 3. <input type="checkbox"/> Does it have a lot of fat in it? | 7. <input type="checkbox"/> Is it easy to get or use? |
| 4. <input type="checkbox"/> Is it organic? | 8. <input type="checkbox"/> Does it have meat in it? |



WORK WITH THE LISTENING



A. Listen to the four conversations. Write *T* (true) or *F* (false) for each sentence. Correct the false statements.

___ 1. Carlos eats all foods.

___ 2. Mika likes to make dinner for her friends.

___ 3. Matt eats a lot of fresh fruits and vegetables.

___ 4. Matt is 61 years old.

___ 5. Sarah likes to cook at home.

___ 6. Sarah is a busy student.



B. Look at the chart. Then listen again. Check (✓) the correct information about each person.



I'm very careful about food.

Carlos	Mika	Matt	Sarah	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. is a vegetarian.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. eats only organic food.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. likes to taste new flavors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. thinks meat is bad for you.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. doesn't have a kitchen.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. avoids food with a lot of fat and salt.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. chooses food that is easy to get or use.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. eats nutritious food, like fish.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. is 71 years old.

C. Write answers to the questions.

1. Which two speakers are the most similar? How?

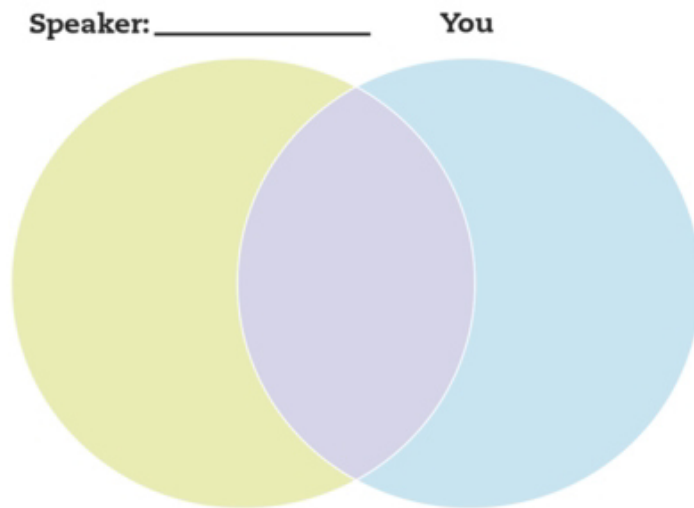
2. Which two speakers are the most different? How?

3. Which speaker is most similar to you? How?

4. Which speaker is most different from you? How?

5. Think about the unit video and the listening. How are Maggie Arroyos and Mika similar?

D. Complete the Venn diagram. Show how you and the speaker from question 3 in Activity C are similar and different.



E. Who is more careful about food choices? Number the people from 1 (most careful) to 4 (least careful). Talk with a partner. Compare and explain your answers.

___ Carlos ___ Matt
___ Mika ___ Sarah



F. Go online to listen to *Breakfast in Different Countries* and check your comprehension.

Building Vocabulary Prefixes and suffixes

A **prefix** comes at the beginning of a word. It changes the meaning of the word. A **suffix** comes at the end of a word. It often changes the part of speech. Learners' dictionaries usually give definitions for prefixes and suffixes. Other dictionaries often list them at the back.

The prefixes *non-* and *un-* mean "not." The suffix *-free* means "without," and it changes a noun (*sugar*) into an adjective (*sugar-free*). Look at the definitions.

Prefix

non-

not: *nonfiction* (= writing that is about real people, events) ♦ a *nonstop flight*

Suffix

-free

(in adjectives) not containing the (usually bad) thing mentioned: *sugar-free cola* ♦ *fat-free yogurt* ♦ a *smoke-free environment* ♦ a *tax-free savings account*

Prefix

un-

not; the opposite of: *unhappy* ♦ *untrue* (= not true) ♦ *unlock* ♦ *undress* (= to take clothes off)

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

A. Read the sentences. Complete each sentence with a word in the box.

nondairy	salt-free	unfriendly	unsafe
nonfat	sugar-free	unhealthy	unusual

1. I worry about foods with a lot of fat. I drink only _____ milk.
2. I eat a lot of junk food, like chips, cookies, and cake. I never exercise. I'm often sick. I'm very _____.
3. She doesn't talk to anyone. She's very _____.



I'm allergic to food with milk.

INGREDIENTS: Flour (bleached), potassium bromate, monoglycerides, lecithin, sodium benzoate (preservative), artificial flavor, hydrogenated palm oil, caramel color, propylene glycol, tricalcium phosphate, sodium bicarbonate, salt, potassium sorbate.

artificial ingredients

- 4. I'm allergic to food with milk, cheese, or butter. I eat only _____ food.
- 5. I don't eat food with a lot of salt in it. Salt is bad for my health. I try to eat _____ food.
- 6. I only eat organic food. I think food with artificial ingredients is _____.
- 7. I avoid food and drinks with sugar. I try to have only _____ food and drinks.
- 8. I like to try _____ foods. I don't like to eat the same kind of food every day.

B. Check (✓) the items in Activity A that are true for you. Then compare your answers with a partner.

C. Find three words with *non-*, *un-*, or *-free* in the dictionary. Write three true sentences about your life with those words.



D. Go online for more practice with prefixes and suffixes.

Pronunciation

Stressed syllables

In words with two or more syllables, you usually **stress one syllable**. You say the syllable with more energy. In these words, the bold syllables are stressed.

or • **gan** • ic

veg • **e** • tar • i • an

un • **friend** • ly



A. Listen to the words. Circle the stressed syllables. Then practice with a partner.

1. de • li • cious

6. su • gar • free

2. al • ler • gic

7. gar • den

3. un • health • y

8. din • ner

4. ed • u • ca • tion

9. non • dai • ry

5. in • gre • di • ent

10. com • mu • ni • ty





B. Listen to the sentences. Circle the stressed syllables in words with two or more syllables.

1. In my opinion, artificial ingredients are unsafe.
2. He doesn't eat chicken or beef.
3. He wants to lose weight, so he's on a diet.
4. This soup has an unusual flavor.
5. Are these cookies sugar-free?
6. She grows organic tomatoes in her garden.



C. Listen again. Underline the stressed words in the sentences.

iQ ONLINE

D. Go online for more practice with stressed syllables.

Listening Skill

Listening for reasons

Speakers use reasons to explain their actions. In conversations, speakers often use *why* to ask for reasons. They use *because* to give reasons.



A: **Why** do you eat sugar-free food?

A: **Why** don't you eat fast food?

B: **Because** sugar is bad for your teeth.

B: **Because** it has artificial ingredients in it.

Listen for these two key words—*why* and *because*—to understand reasons.



A. Read the sentences. Then listen to the conversations. Circle the answer to each question.

1. Why does John buy only organic apples?
 - a. Because they are cheap.
 - b. Because they're good for him.
 - c. Because he likes the flavor.
 - d. Because they're sweet.
2. Why does Amanda avoid fattening foods?
 - a. Because she doesn't like them.
 - b. Because she wants to lose weight.
 - c. Because they're bad for her health.
 - d. Because she's allergic.
3. Why does James want to go out for dinner?
 - a. Because his friend is a terrible cook.
 - b. Because he is a terrible cook.
 - c. Because it's cheap.
 - d. Because he doesn't have any food at home.



fattening foods

4. Kay's Kitchen is Anna's favorite restaurant. Why?
- a. Because it's near her house. c. Because their food is cheap.
b. Because their food is delicious. d. Because it's organic.

B. Are you similar to John, Amanda, James, or Anna? Tell your classmates.

I think I'm similar to John. We both like organic food.

iQ ONLINE

C. Go online for more practice with listening for reasons.



SAY WHAT YOU THINK

A. Answer these questions.

FOOD SURVEY

1. Do you eat meat? Why or why not?
.....

2. Do you eat fast food? Why or why not?
.....

3. Do you eat organic food? Why or why not?
.....

 **4.** Do you eat food with artificial ingredients? Why or why not?
.....

5. What kind of food do you usually eat? Why do you choose it?
.....

6. What's your favorite food? Why?
.....

7. What kinds of food do you avoid? Why?
.....

8. What do you usually eat for breakfast?
.....





Tip for Success

You can use *Why don't you...?* or *Why doesn't he / she...?* to ask why someone doesn't do something.

B. Discuss your answers with a partner.

A: Do you eat meat?

B: Yes, I do.

A: Why?

B: Because it's delicious and I like the flavor.





At the end of this unit, you are going to design a survey about food and interview a classmate.

Grammar Verbs + gerunds or infinitives

- Gerunds and infinitives are usually words for activities.
 - A gerund is a **base verb** + **-ing**: *eating, cooking, baking*.
 - An infinitive is **to** + a **base verb**: *to eat, to cook, to bake*.

- Verbs + gerunds** You can use gerunds after these verbs.

subject	verb	gerund
We	enjoy	cooking.
I	avoid	buying fast food.

- Verbs + infinitives** You can use infinitives after these verbs.

subject	verb	infinitive
He	tries	to eat only organic food.
We	need	to make dinner.
They	want	to eat only healthy food.

- Verbs + gerunds or infinitives** You can use gerunds or infinitives after these verbs.

subject	verb	gerund or infinitive
He	likes	to eat at home. eating at home.
We	hate	to shop at Bob's Market. shopping at Bob's Market.
They	love	to go out to dinner. going out to dinner.
I	can't stand	to cook. cooking.



A. Listen to the sentences. What do you hear? Circle the gerund or infinitive.

- | | |
|-----------------------------|------------------------|
| 1. <u>to cook</u> / cooking | 6. to avoid / avoiding |
| 2. to eat / eating | 7. to cook / cooking |
| 3. to shop / shopping | 8. to eat / eating |
| 4. to buy / buying | 9. to eat / eating |
| 5. to eat / eating | 10. to go / going |

B. Complete the conversation with the correct infinitive or gerund forms. In some sentences, both a gerund and an infinitive are correct.

Mary: Sun-Hee, I have to make dinner for my husband's parents on Friday night. I'm so nervous. Can you help me?

Sun-Hee: Sure, I love _____₁ (cook). What kinds of food do they like _____₂ (eat)?

Mary: Well, my mother-in-law enjoys _____₃ (try) new things, but my father-in-law avoids _____₄ (eat) a lot of different things. For example, he's allergic to dairy foods, and he tries _____₅ (avoid) foods with a lot of salt.

Sun-Hee: What do they like?

Mary: Um, they like chicken and fish. And they like vegetables.

Sun-Hee: All right. I have a great recipe for roast chicken and vegetables. It's spicy, but it's not very salty.

Mary: That sounds perfect! Thanks so much. I try _____₆ (cook), but I'm not very good in the kitchen.

Sun-Hee: No problem. What time do you want _____₇ (start)?

Mary: How about 3:00?

Sun-Hee: Great! I'll see you then!



spicy



C. Complete the sentences with information about food. Use a verb + infinitive or gerund in each sentence. Share your ideas with a partner.

avoid	buy	drink	feel	go	have	make
bake	cook	eat	find	grow	listen	tell

- I want *to grow a garden at home.* _____
- I need _____
- I try _____
- I like _____
- I love _____
- I hate _____



- D. Go online for more practice with verbs + gerunds or infinitives.**
E. Go online for the grammar expansion.

Unit Assignment

Design a survey and interview a classmate

UNIT
OBJECTIVE

In this assignment, you are going to design a survey and interview a classmate about his or her food choices. Think about the Unit Question, "How do you choose your food?" Use the listening, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 50.

CONSIDER THE IDEAS



Listen to the interview. Match the questions to the student's answers.

- | | |
|--|--|
| 1. What's your favorite food? ____ | a. Because I'm allergic to them. |
| 2. Do you think organic food is good for you? ____ | b. Nonfat yogurt. |
| 3. Why do you avoid strawberries? ____ | c. I don't know. |
| 4. What do you usually eat for breakfast? ____ | d. Because it fills me up and gives me energy. |
| 5. Why do you choose nonfat yogurt? ____ | e. Pizza. |



It fills me up.

PREPARE AND SPEAK

A. FIND IDEAS Work with a partner. Write ten interview questions.

- Write questions about food likes, dislikes, choices, and opinions.
- Include questions with gerunds and infinitives.

B. ORGANIZE IDEAS Work with your partner and prepare your survey.

1. Look at your ten questions from Activity A. Circle your four best questions. Include at least one opinion question.
2. Write your questions. Leave room for answers and follow-up questions.

Note-taking Skill

Taking notes on an interview

Before you interview someone, write your interview questions on a piece of paper. Leave room below each question for notes and follow-up answers. Don't write complete sentences for the answers. Write only the most important words.

Read this sample from an interview.

Q: What are your favorite foods?

A: Well, I like pizza a lot. I also really like teriyaki chicken. Cherries are my favorite fruit.

Q: What foods do you eat every day?

A: Let's see. I eat yogurt every morning for breakfast. I also have rice with my dinner every day. Sometimes I have rice at lunchtime, too.

Look at the sample notes below. Notice the note-taker left room for notes about the speaker's answers and wrote only the most important words.

Q: What are your favorite foods?

A: pizza, teriyaki chicken, cherries

Q: What foods do you eat every day?

A: yogurt, rice



C. Go online for more practice with taking notes on an interview.



Tip for Success

When you want more information, you can ask a **follow-up question**. For example:
Why is it your favorite?
Why not?

When you are answering an interviewer's questions, remember to use the phrases *In my opinion*, and *I think that* to give your opinion. Review the Speaking Skill box in Unit 2 on page 32.

Critical Thinking Tip

Activity C asks you to tell the class about your answers. You have to **summarize** the information. This shows you understand the ideas.

D. SPEAK Follow these steps. Look at the Self-Assessment checklist below before you begin.

1. Each partner works individually. Use the questions to interview another student in your class. Take notes on his or her answers.
2. Look over your notes. Are they clear? Make changes and add words to make your notes clearer.
3. Work with your partner. Check your notes. Did you write your partner's answers correctly?
4. Compare your answers with your partner's answers. How are the answers the same or different? Share your ideas with the class.

iQ ONLINE

Go online for your alternate Unit Assignment.

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"/>	Our interview questions were clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used gerunds and infinitives correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I gave reasons for my opinions when answering questions.

iQ ONLINE


B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—How do you choose your food? 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 have learned in this unit.

Nouns











flavor 
ingredient
vegetarian













Adjectives

nondairy
nonfat
nutritious
organic
salt-free
social 
sugar-free
unfriendly 

unhealthy
unsafe
unusual 

Verbs

avoid 
bake 
buy 
cook 
drink 
eat 
enjoy 
feel 
find 
go 

grow 
hate 
have 
like 
listen 
love 
make 
need 
(can't) stand
start 
tell 
try 
want 

Conjunction

because 

 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.

VOCABULARY I can use prefixes and suffixes. (p. 42)


PRONUNCIATION I can recognize stressed syllables. (p. 43)

LISTENING I can listen for reasons. (p. 44)

GRAMMAR I can use gerunds and infinitives correctly. (p. 46)

NOTE TAKING I can take notes during an interview. (p. 49)

SPEAKING I can give an opinion. (p. 50)

UNIT OBJECTIVE 

I can use information and ideas to design a survey and interview a classmate.



UNIT QUESTION

What makes something fun?

A Discuss these questions with your classmates.

1. Complete the chart. Then compare charts with a partner.

What is...	
a fun activity?	
a boring activity?	
an exciting activity?	
a dangerous activity?	
an interesting activity?	

2. Look at the photo. Describe what the person is doing. Why do people do this type of activity?

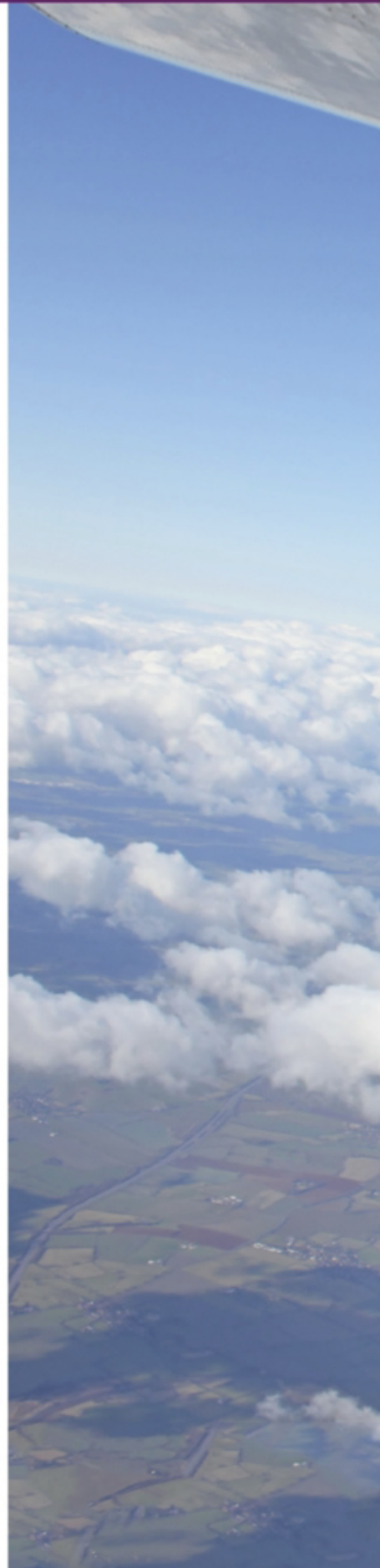


B Listen to *The Q Classroom* online. Then answer these questions.

1. What did the students say? What are some things they like to do?
2. Do you like the same things that they like?



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





Note-taking Skill Taking notes on reasons

Remember: In conversations, speakers give reasons to explain their activities. They ask for reasons with *why*. They use words like *because* and *because of* to show they are giving a reason. After *because*, use a complete sentence. After *because of*, use a noun or noun phrase.

Why do you go to the mall?

I go to the mall **because** there are a lot of great shops!

I go to the mall **because of** the great shops!

Use a T-chart to take notes about activities and reasons. The T-chart below shows an activity and a reason for the example sentences above. A T-chart can help you organize your ideas.

Activity	Reasons
go to the mall	a lot of great shops



A. Listen to two students talking in a shopping mall. Then complete the T-chart below with activities and reasons.



Activity	Reasons
the man comes to the mall	1. <u>to buy clothes</u>
	2. _____
	3. _____
	4. _____
the woman comes to the mall	5. _____
	6. _____



B. Go online for more practice with taking notes on reasons.



LISTENING

Why Do You Come to the Park?

UNIT OBJECTIVE

You are going to listen to an interview about a famous park. Think about what makes something fun.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from the listening. Read these sentences. Then complete the sentences on page 56 with the underlined words.

Vocabulary Skill Review

In Unit 2, you learned about using the dictionary to find antonyms. Can you find antonyms for the vocabulary words *modern*, *outdoors*, *crowded*, and *relaxing*?



Tom likes modern literature.



Toshi loves to look at architecture.



Do you want to go to an exhibition?



In the summer, we sometimes eat outdoors.



There is a great hiking path in the woods near my house.



Sun-Hee likes to be in nature. She loves trees and flowers.



James doesn't like crowded streets. There are too many people!



Keith likes to read on the weekend. It's very relaxing.



1. I like to read a book in the evening. It's _____.
2. I don't like _____ cars. I like older cars.
3. There are a lot of people here! It's really _____.
4. Let's walk on my favorite _____ in the park. It goes around the lake.
5. I love to spend time in _____. I like to look at the trees, the grass, and the animals.
6. This _____ is really great! I love to visit museums.
7. I like to play basketball _____. I don't like to play in a gym.
8. I like the _____ in Dubai, especially the tall buildings.



B. Go online for more practice with the vocabulary.

C. PREVIEW You are going to listen to a reporter talk about Ibirapuera Park (pronounced *ee-BIH-ra-poo-AIR-ah*), a large park in the city of São Paulo, Brazil.



São Paulo, Brazil



Ibirapuera Park

Check (✓) the places you think are in Ibirapuera Park.

- | | | | |
|-----------------------------------|------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> a beach | <input type="checkbox"/> a lake | <input type="checkbox"/> paths | <input type="checkbox"/> a shopping mall |
| <input type="checkbox"/> a museum | <input type="checkbox"/> a library | <input type="checkbox"/> roads | <input type="checkbox"/> sports fields |
| <input type="checkbox"/> gardens | <input type="checkbox"/> museums | <input type="checkbox"/> architecture | <input type="checkbox"/> a swimming pool |

WORK WITH THE LISTENING



A. Look at the list of places. Check (✓) the things that are in Ibirapuera Park. Then compare your answers with a partner. How many of your predictions were correct?

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> architecture | <input type="checkbox"/> hiking paths | <input type="checkbox"/> roads |
| <input type="checkbox"/> a beach | <input type="checkbox"/> a lake | <input type="checkbox"/> a shopping mall |
| <input type="checkbox"/> food stalls | <input type="checkbox"/> a library | <input type="checkbox"/> sports fields |
| <input type="checkbox"/> gardens | <input type="checkbox"/> museums | <input type="checkbox"/> a swimming pool |

Skill Review

Listening for reasons

Remember: In conversations, speakers often use *why* to ask for reasons. They use *because* to give reasons. Review the Listening Skill box in Unit 3 on page 44.



B. LISTEN AND TAKE NOTES Listen again to the students talking about why they like Ibirapuera Park. Then complete the chart.

Activity	Reasons
Isabel comes to the park.	She thinks it's fun.
Carlos comes to the park.	

C. Read the questions. Circle the correct answer.

1. What does Isabel like to look at in the park?
 - a. the trees
 - b. the gardens
 - c. the important buildings
 - d. the beautiful structures



2. Why does Isabel like the food stalls?
 - a. They're delicious and they're outdoors.
 - b. The food is cheap.
 - c. They're in the Museum of Modern History.
 - d. She tries new food each time.

3. What does Carlos not do in the park?
 - a. go hiking on the paths
 - b. go swimming in a lake
 - c. ride his bike
 - d. enjoy spending time in nature

4. What does Carlos like to look at?
 - a. the trees and gardens
 - b. the important buildings
 - c. the city around the park
 - d. the beautiful structures



D. Go online to listen to *Where Do You Like to Go for Vacation?* and check your comprehension.

Building Vocabulary

Collocations with *do*, *play*, and *go*

Words for activities often follow the verbs *do*, *play*, or *go*.

- They **do gymnastics** on Saturdays.
- She **plays basketball** at her school.
- He **goes skiing** in the mountains.

<i>Do</i>	<i>Play</i>	<i>Go</i> *
do aerobics	play baseball	go hiking
do crosswords	play Scrabble	go jogging
do gymnastics	play soccer	go shopping
do judo	play tennis	go skiing
do nothing	play video games	go swimming

*You usually use the verb *go* with a gerund (verb + *-ing*).

Tip for Success

The word *let's* introduces suggestions.

A. Complete the conversations with *play, do, or go*.

1. Sara: Emma, I'm bored. Let's do something.

Emma: Sure. Let's _____ shopping.

Sara: I don't like shopping. Let's _____ video games.

Emma: No, I'm not good at video games. Uh, do you want to _____ hiking?

Sara: OK. That's a great idea!



shopping

2. John: Mike, I want to lose weight. What do you do for exercise?

Mike: I _____ judo. I have a class twice a week.

John: Do you still _____ gymnastics?

Mike: No, it was too difficult.



judo



3. Sandra: Mei, do you want to _____ swimming with me?

Mei: No, thanks. I have training.

Sandra: Oh, do you _____ a sport?

Mei: Yes, I _____ soccer. Hey, do you want to
_____ skiing this weekend?

Sandra: Sure, that sounds like fun!



skiing

Critical Thinking **Tip**

In Activity B, you practice the collocations. This helps you remember vocabulary better.

B. Answer the questions with information about yourself. Include the verbs *play, do, or go* in every sentence. Then ask and answer the questions with a partner.

1. A: What do you like to do on weekends?

B: I like to _____.

2. A: What do you like to do at night?

B: I like to _____.

3. A: What else do you like to do for fun?

B: I like to _____.

4. A: What do you hate to do?

B: I really hate to _____.



C. Go online for more practice with collocations with *do, play, and go*.



SAY WHAT YOU THINK

A. Give your opinion about fun. Circle Yes or No for each sentence.

What makes something fun?



1. Fun activities teach you something. Yes No
2. Fun activities are always active. Yes No
3. Dangerous activities are sometimes fun. Yes No
4. Relaxing activities are not fun. Yes No
5. You need to be with other people to have fun. Yes No
6. It's fun to spend time in nature. Yes No

B. Discuss the questions with a group.

1. What is your favorite park? Why is it your favorite?
2. Why are parks important?

iQ ONLINE



C. Go online to watch a video about a special park in New York City. Then check your comprehension.

garden (*n.*) a place for growing flowers or vegetables

ground (*n.*) the surface of the Earth

tourist (*n.*) a person who visits a place on vacation

track (*n.*) long lines of metal that trains ride on

VIDEO VOCABULARY

D. Think about the video and the listening as you discuss these questions.

1. Which park do you want to go to? Why?
2. How are the two parks different? How are they the same?
3. Are these parks fun places? Why or why not?





UNIT OBJECTIVE

At the end of this unit, you are going to have a group discussion about fun places in your area.

Grammar Subject and object pronouns

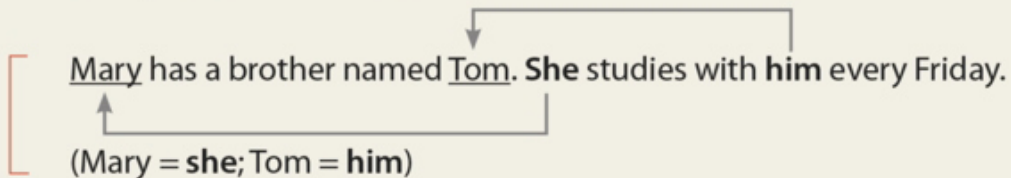
- Subjects and objects can be nouns.
 - Subjects come before verbs in statements.
 - Objects come after verbs or prepositions, like *at*, *in*, and *on*.

subject	verb	object	preposition + object
Kate	likes	the book .	
My brother	runs	—	in the park .

- Pronouns replace nouns.
 - You use some pronouns for subjects.
 - You use other pronouns for objects.

	subject pronoun	object pronoun
singular	I have a great soccer coach.	He helps me .
	You are good at swimming.	I want to go with you .
	He goes hiking a lot.	I sometimes see him in the park.
	She is good at math.	I like studying with her .
	I like the park. It's really big.	My friends like it too.
plural	We go shopping on Sundays.	Our friends meet us at the mall.
	You play baseball a lot.	I sometimes see you at the field.
	They are great soccer players.	I like to watch them .

- You usually use pronouns *he / him*, *she / her*, *it / it*, *we / us*, and *they / them* after you know the noun.



A. Circle the correct pronoun.

1. (He / Him) goes hiking on Saturdays.
2. Let's go to the mall with (they / them) tomorrow.
3. (We / Us) like to spend time at the park.
4. Sarah's friends make (she / her) laugh.
5. I like this flower. (He / It) is beautiful.
6. John and (I / me) love to play tennis.
7. James plays baseball with Sam and (I / me).
8. Fun activities sometimes teach (we / us) something.

B. Complete each sentence with a pronoun for the underlined word.

1. That TV show is really exciting. I watch _____ every week.
2. Isabel's sister loves to go hiking. _____ goes every weekend.
3. The free exhibitions are wonderful. I really love _____.
4. I see my grandmother on Wednesdays. I have lunch with _____.
5. My classes are very interesting, but _____ are difficult.
6. Faisal and Miteb go jogging in the park. Then _____ have lunch.
7. We play basketball in the gym. Sometimes, our friends join _____.
8. I want to play tennis with you. _____ are an excellent player.



jogging

C. Look back at Activities A and B. Write an S over all the subject pronouns. Write an O over all the object pronouns.



D. Complete the conversation with the correct subject and object pronouns.

Sarah: Maria, how do _____₁ like your cooking class?

Maria: I love _____₂! My teacher is great. She's from France, and _____₃ really knows how to cook. What's new with you?

Sarah: I'm taking a writing class.

Maria: Oh, do _____₄ write stories?

Sarah: No, but _____₅ write poetry. The class is really fun. I like the other students. _____₆ are very talented.

Maria: That's great. Hey, my friends and I are going to the beach this weekend. Do _____₇ want to come with _____₈?

Sarah: Sure, that sounds fun and relaxing.



beach



E. Go online for more practice with subject and object pronouns.

F. Go online for the grammar expansion.

Pronunciation Reduced pronouns



You usually say pronouns quickly, with no stress. When you say *he*, *him*, *her*, and *them*, you don't usually pronounce the beginning sounds. You "reduce" the words.

I think **he's** at the park. I don't see **him**.
Is that **her** bike? Let's call **them**.

You do pronounce the "h" of *he* when it's the first word in a sentence.

He's at the park.



A. Complete the conversations with *he, him, her, and them*. Then listen and check your answers. Practice the conversations with a partner. Say the reduced forms.



1. A: John is a fun guy. How do you know _____? Does _____ play soccer with you?
 B: No. I know _____ from school. How do you know _____?
 A: _____ spends time at the park near my house. Sometimes _____ plays basketball there with my friends and me.
2. A: Anna's sister Emma is here this weekend. Do you know _____?
 B: Yes, I do. I really like _____.
 A: Me too. Do you think Anna and Emma want to go for a walk with us this afternoon?
 B: Maybe. Let's call _____.

B. Write four sentences with *he, him, her, and them*. Then take turns reading your sentences with a partner.

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



C. Go online for more practice with reduced pronouns.



Speaking Skill Agreeing and disagreeing

Use these expressions to **agree** with another person's opinion.



Agreeing with a positive opinion

A: I like swimming.
B: I do too. / Me too.*

Agreeing with a negative opinion

A: I don't like swimming.
B: I don't either. / Me neither.*

* *Me too* and *Me neither* sound more informal.

Use these expressions to **disagree** with another person's opinion. These expressions sound more friendly or polite.

Disagreeing politely

A: I think that the building is pretty.
B: Oh, I don't know.

A: I love that park. How about you?
B: I'm not sure.



I do too.



I'm not sure.



A. Listen to the short conversations. Check (✓) *Agree* or *Disagree* for each conversation. Then listen again and write the expression that you hear.

	Agree	Disagree	Expression
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	

B. Write six sentences about things that you like or don't like. Then read them to a partner. Your partner will agree or disagree.

1. I really like _____.
2. I don't like _____.
3. I think _____.
4. I think _____.
5. I enjoy _____.
4. I hate _____.



C. Go online for more practice with agreeing and disagreeing.

Unit Assignment

Have a group discussion about fun places in your area

UNIT
OBJECTIVE



In this assignment, you are going to have a group discussion about the "top five" fun places in your area. Think about the unit question, "What makes something fun?" Use the listening, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 68.

CONSIDER THE IDEAS



A. Listen to a group discuss the fun places in their area. What places do they talk about? Check (✓) the six places. Then compare with a partner.

- | | |
|--|--|
| <input type="checkbox"/> the city park | <input type="checkbox"/> the Modern History Museum |
| <input type="checkbox"/> the swimming pool | <input type="checkbox"/> the shopping mall |
| <input type="checkbox"/> the library | <input type="checkbox"/> the beach |
| <input type="checkbox"/> the gym | <input type="checkbox"/> downtown |
| <input type="checkbox"/> hiking trails | <input type="checkbox"/> a garden |

B. Do you agree with the answers in Activity A? Are they fun places? Which places do you think are fun? Discuss your answers with a partner.



PREPARE AND SPEAK

- A. FIND IDEAS** What are your five favorite places in your area? Complete the chart with your ideas. Give reasons for each place.

Name of fun place	Why is it a fun place?
1.	
2.	
3.	
4.	
5.	

Tip for Success

You can share ideas and give suggestions with the expressions *How about...?* and *What about...?*

- B. ORGANIZE IDEAS** Choose three ideas from Activity A. Practice different ways to share your ideas. You can use these phrases.

I think that the park is a really fun place because there's a lake.

How about the park? It has hiking paths.

- C. SPEAK** Work with a group. Discuss your ideas. Look at the Self-Assessment checklist below before you begin.
- Share your three places and your reasons.
 - Listen carefully to others' ideas. Agree or disagree with them.
 - As a group, choose the best five places.



Go online for your alternate Unit Assignment.

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"/>	My information was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I made notes using a T-chart.
<input type="checkbox"/>	<input type="checkbox"/>	I used subject and object pronouns correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used expressions for agreeing and disagreeing.
<input type="checkbox"/>	<input type="checkbox"/>	I used reduced words correctly.

B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What makes something fun? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

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

<p>Nouns architecture exhibition AWL nature path </p> <p>Adjectives crowded modern relaxing AWL</p> <p>Adverb outdoors</p> <p>Collocations do aerobics</p>	<p>do crosswords do gymnastics do judo do nothing go hiking go jogging go shopping go skiing go swimming play baseball play basketball play Scrabble play soccer play video games</p>	<p>Phrases I do too. I don't either. I'm not sure. Me neither. Me too. Oh, I don't know.</p> <p>Pronouns he - him I - me it - it she - her they - them we - us you - you </p>
--	--	--

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.

NOTE TAKING	<input type="checkbox"/> I can take notes on reasons. (p. 54)
LISTENING	<input type="checkbox"/> I can listen for reasons. (p. 57)
VOCABULARY	<input type="checkbox"/> I can understand collocations with <i>do</i> , <i>play</i> , and <i>go</i> . (p. 58)
GRAMMAR	<input type="checkbox"/> I can use subject and object pronouns correctly. (p. 62)
PRONUNCIATION	<input type="checkbox"/> I can reduce the pronouns <i>he</i> , <i>him</i> , <i>her</i> , and <i>them</i> . (p. 64)
SPEAKING	<input type="checkbox"/> I can agree and disagree. (p. 66)
UNIT OBJECTIVE	<input type="checkbox"/> I can use information and ideas to have a group discussion about fun places in my area.



UNIT QUESTION

What makes a good home?



A Discuss these questions with your classmates.

1. Which words are places to live? Circle them.
Add two more places.

apartment	house	park
dormitory	mansion	restaurant
garage	office	studio
hotel	_____	_____

2. Use two adjectives to describe your home.
3. Look at the photos. Describe each place.
What makes each one a good place to live?





B Listen to *The Q Classroom* online. Match the ideas from the box to the students. Then answer the questions.



- a. A good home is quiet.
- b. I want to be right next to the beach.
- c. My roommates are nice.
- d. Location is important.

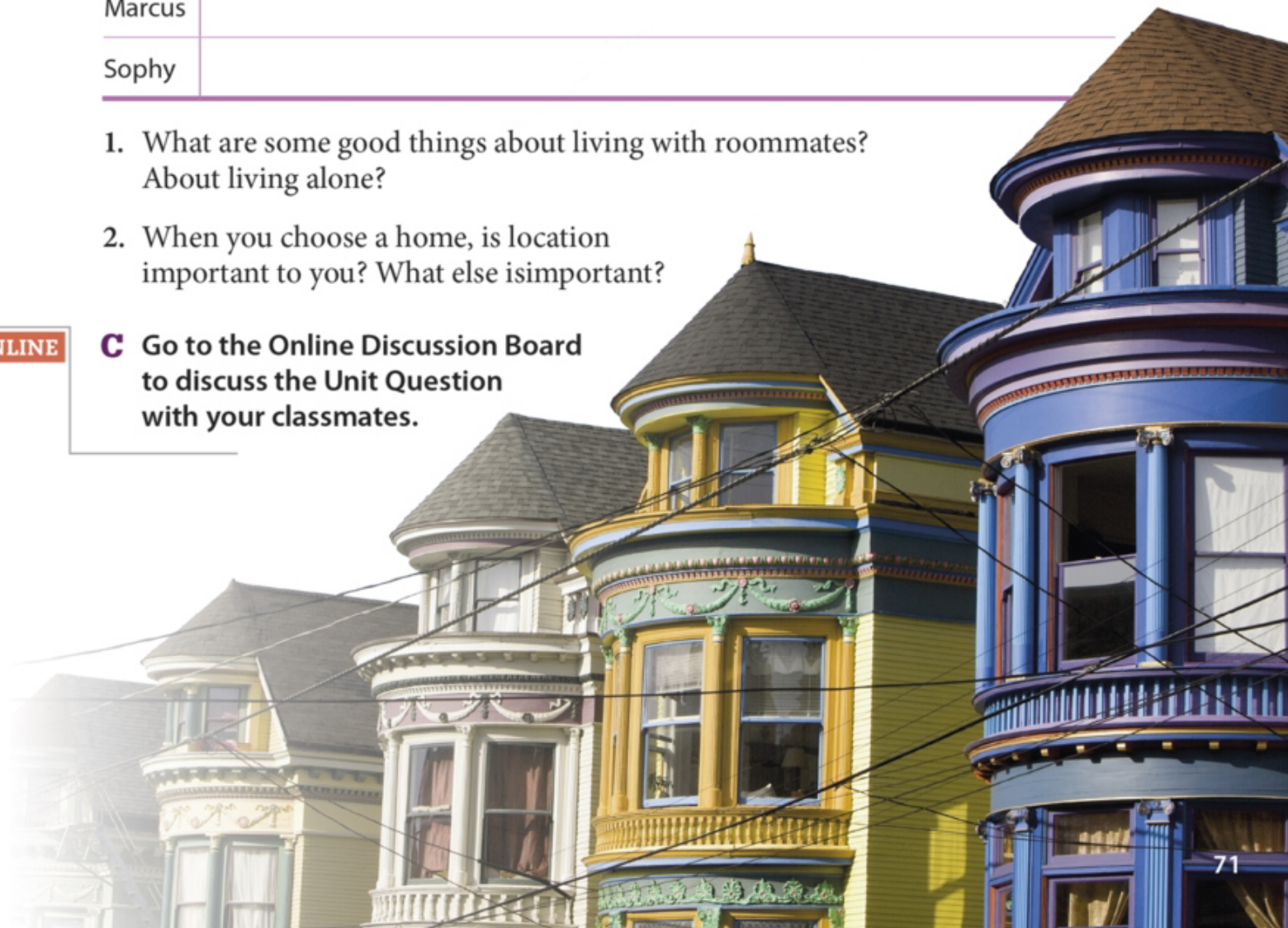
What makes a good home?

Yuna	<i>c. My roommates are nice.</i>
Felix	
Marcus	
Sophy	

1. What are some good things about living with roommates?
About living alone?
2. When you choose a home, is location important to you? What else is important?



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





LISTENING 1 | How Do You Like Your Home?

UNIT
OBJECTIVE



You are going to listen to a conversation about choosing a home. Think about what makes a good home.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 1. Read the sentences. Which explanation is correct? Circle *a* or *b*.

1. Rob watches loud TV shows. His apartment is noisy.
 - a. Rob's apartment is quiet.
 - b. Rob's apartment isn't quiet.
2. Marta likes her private room, but she sometimes gets lonely.
 - a. Marta doesn't share her room with someone.
 - b. Marta shares her room with someone.
3. Matt's apartment is in a great location. It's on a quiet street near his school.
 - a. His apartment is cheap and very large.
 - b. His apartment is in a convenient place.
4. Sara has a comfortable chair. She likes to sit in it.
 - a. The chair is very soft.
 - b. The chair is very hard.
5. David's rent is really expensive, so he wants to get a roommate.
 - a. David's apartment is free.
 - b. David pays a lot of money for his apartment.
6. Jamal and Saud are roommates. They both live in Room 215.
 - a. Jamal and Saud live together.
 - b. Jamal and Saud have a class together.
7. Walaa lives with her extended family, including her parents, her grandmother and grandfather, and two cousins.
 - a. Walaa lives with many family members.
 - b. Walaa lives with some friends from school.

8. Our city doesn't have public transportation. People usually walk or drive.
- The city has no streets or sidewalks.
 - The city has no buses or trains.

iQ ONLINE

B. Go online for more practice with the vocabulary.



C. PREVIEW You are going to listen to Amanda talk to her classmates. She wants to move closer to school, and she wants some advice.

Write two good things about your home and two bad things about your home.

I like my *roommates*.

My *apartment is noisy*.

Good: _____

Bad: _____

WORK WITH THE LISTENING



A. Listen to the three conversations. Write the correct name below each picture. Does the person like his or her home? Check (✓) Likes or Dislikes.

Carlos

John

Mary



1. _____

Likes

Dislikes

2. _____

Likes

Dislikes

3. _____

Likes

Dislikes



B. Look at these statements. Which are good points and which are bad points? Write each statement in the correct part of the chart.

The rent is expensive.	It's far from school.
I don't pay any rent.	It's near public transportation.
It's noisy.	I like the people I live with.
It's comfortable.	It's not private.
It's near school and classes.	It's near coffee shops and stores.

	John	Mary	Carlos
Good Points:			
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bad Points:			
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



C. Listen again. Check (✓) the correct name for each point in the chart. You will check some items more than once.

D. Circle the best answer to each question.

1. Which statement best describes John's home?
 - a. It has a good location, but the people are not friendly.
 - b. It's small and noisy, but the people are nice.
 - c. The location is good, but it's expensive.
 - d. It's far from school, but it has a garage for his car.

2. Which statement best describes Mary's home?
 - a. It's small, and it's in a bad location.
 - b. It's far from school, but it's close to public transportation.
 - c. It's close to school, but it's in a dangerous neighborhood.
 - d. It's in a good location, but it's expensive.

3. Which statement best describes Carlos's home?
 - a. It's free, and he lives alone.
 - b. It's in a good location, but it's expensive.
 - c. It's free, and it's close public transportation.
 - d. It's noisy and crowded, but it's close to school.

4. What does Amanda want?
 - a. a cheap apartment close to school
 - b. an expensive apartment close to public transportation
 - c. a small apartment close to work
 - d. a large apartment with a lot of roommates

E. How is your home similar to or different from the speakers' homes? Complete the chart.

	Similarities to my home	Differences from my home
John's home		
Mary's home		
Carlos's home		

F. Which home do you like: John's, Mary's, or Carlos's? Why?

I like ____'s home because...



G. Go online to listen to *Choosing a House* and check your comprehension.





SAY WHAT YOU THINK

A. Read the sentences. What is important to you? Check (✓) five sentences. Then rank them from 1 to 5. (Put a 1 next to the most important thing.)

Critical Thinking Tip

In Activity A, you rank items. Ranking helps you think about what is important to you.

What Do You Want in a Home?

- ___ I want to live in a convenient location, near stores and restaurants.
- ___ I don't want to pay a lot of rent.
- ___ I want a private room.
- ___ I want to live with my extended family.
- ___ I want to live with good friends.
- ___ I want to have nice neighbors.
- ___ I want a home near public transportation.
- ___ I want to live near a garden or park.

B. Work with a partner. Compare your answers in Activity A. Do you and your partner agree or disagree?

Listening Skill

Listening for opinions



An **opinion** is something that a person thinks or feels. Speakers sometimes use *I think (that)* when they give an opinion.

I **think that** this house is very beautiful. I **think** the location is very good.

Sometimes speakers give opinions with the words they choose. Listen for verbs (*like, love, and hate*), adjectives (*cheap, expensive, beautiful, and ugly*) or the word *only*.

I **love** this apartment. It's **expensive**.

The rent is **only** \$400 a month. (= I think that the rent is low.)



**A. Listen to the conversations. What opinions do you hear?
Check (✓) them.**



1. Rob and Sam look at an apartment.
 - Rob and Sam like the location.
 - They think the apartment is too far from school.
 - They think that the rent is expensive.
 - They think the rent is good.
2. Mary talks to her mother.
 - Mary likes taking the bus.
 - Mary doesn't like taking the bus.
 - Mary likes her neighbors.
 - Mary doesn't like her neighbors.
3. Matt visits James's new house.
 - Matt likes James's new house.
 - Matt doesn't like James's new house.
 - James thinks that there are a lot of bedrooms.
 - James thinks that there aren't a lot of bedrooms.
4. Kate gets a new apartment.
 - Kate likes the living room in her new apartment.
 - Kate doesn't like the living room in her new apartment.
 - Mika thinks the apartment is in a good location.
 - Mika thinks the apartment is in a bad location.



B. Go online for more practice with listening for opinions.



When you are listening to people talk about the pros (good things) and cons (bad things) about a topic, you can use a T-chart to take notes. Remember to write only the important words in your notes.

Read this sample from a conversation.

- A: So, how do you like your new apartment?
- B: Well, it's in a great location. It's close to school. Also, the rent is cheap.
- A: That sounds great.
- B: Yeah. I really like my roommates, too. The only problem is there's one bathroom for four people!

Look at the notes below. Notice the note-taker wrote the pros on one side of the chart and the cons on the other side.

Pros	Cons
<p><i>good location</i></p> <p><i>cheap rent</i></p> <p><i>likes roommates</i></p>	<p><i>one bathroom, four people</i></p>



A. Listen again to Listening 1. Complete the T-chart with the pros and cons for John's home. Look at Activity B on page 74 to help you.

Pros	Cons







B. Go online for more practice with taking notes on pros and cons.



You are going to listen to a town meeting about building housing for students. Think about what makes a good home.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete the sentences below.

affordable (*adjective*) not expensive
condition (*noun*)  something in good condition is not damaged or broken
demand (*noun*)  a need or want
entertainment (*noun*)  fun or free-time activities
housing (*noun*) apartments, houses, and homes
increase (*verb*)  to become bigger
landlord (*noun*) a person—he or she rents homes to people for money
shortage (*noun*) not enough of something

 Oxford 2000 keywords

Vocabulary Skill Review

In Unit 4, you learned about collocations with *do*, *play*, and *go*. Look at the sentences in Activity A. Can you find any collocations with *play*?

1. This house is in bad _____. There are holes in the walls, and it has two broken windows.
2. I have to talk to my _____. The lock on my front door is broken. I want him to fix it.
3. This apartment isn't _____. It's just too expensive!
4. We are having a water _____. People need to save water.
5. _____ in this area is a big problem. There aren't enough apartments or houses.
6. Rents _____ every year. I have to pay two percent more this year.
7. There is a big _____ for dormitory rooms this year. Everyone wants to live in the dorms.
8. Video games are my favorite type of _____. I try to play video games every weekend.



B. Go online for more practice with the vocabulary.





C. PREVIEW You are going to listen to Dr. Ross Chan. He is at a town meeting. He wants the city of Jackson to build more housing for students.

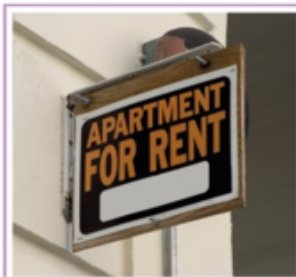
Read the sentences below. Check (✓) the possible problems.

- There are not many dormitories.
- Many apartments aren't affordable for students.
- Some cheap apartments are near entertainment, like restaurants.
- Some apartments are near the campus and in safe areas.
- Rents are not increasing.
- Some inexpensive housing is in bad condition.

WORK WITH THE LISTENING



A. Listen to Dr. Chan. He mentions three housing choices for students. What are they? Circle the correct letters.



- a. Students can live in cheap apartments downtown.
- b. They can live with many friends in a house.
- c. They can live in cheap hotel rooms.
- d. They can go to a different university.
- e. They can live at home with their families.

**B. Complete the notes. Write your answers from Activity A on the lines.
Then write the pros and cons for each housing choice in the T-chart.**

Housing choice 1: _____

Pros	Cons

Housing choice 2: _____

Pros	Cons

Housing choice 3: _____

Pros	Cons





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

- ___ 1. The new campus is large.
- ___ 2. There are a lot of fun things to do downtown.
- ___ 3. The apartments downtown are not in good condition.
- ___ 4. More people want to live downtown.
- ___ 5. The neighborhoods near campus are safe.
- ___ 6. All students can live with their families.
- ___ 7. The new university can increase business in Jackson.
- ___ 8. The city doesn't want the university to grow.



the city of Jackson



SAY WHAT YOU THINK

A. Look at the pros and cons in your T-charts in Activity B on page 81. Which housing choice do you think is the best? Why? Write three reasons. Then discuss your answer with a partner.

Best choice: _____

Reason 1: _____

Reason 2: _____

Reason 3: _____



B. Go online to watch the video about recycled homes. Then check your comprehension.

empty (*adj.*) having nothing or nobody inside

green construction (*n. phr.*) building things in a way that helps the environment

recycled (*adj.*) used again

C. Think about the video, Listening 1, and Listening 2 and discuss these questions.

1. What are the three most important things for a home?
2. What are three possible problems with a home?
3. Do you think the buildings in the video would be a good solution for the city of Jackson? Why or why not?

Building Vocabulary Compound nouns

Compound nouns are two-word nouns. The first noun is like an adjective. It describes the second noun. You write some compound nouns as one word and some as two words.

One word: bathtub, streetcar, backyard

Two words: shopping mall, police officer, public transportation

A. Read the sentences. Circle the compound nouns.



He parks in the driveway.

1. He parks his car in the driveway, not in the garage.
2. The apartment has three bedrooms and two bathrooms.
3. There is a swimming pool in the backyard.
4. They like to sit by the fireplace and read.
5. She doesn't have a mailbox, so she gets her mail from the post office.
6. I need to buy a smoke alarm for the living room.
7. There is a drugstore near my home.
8. There is a bookshelf in the dining room.



B. Read the definitions. Then write a compound noun from the Building Vocabulary box or from Activity A on page 83.

Tip for Success

To make a plural compound noun, add an -s to the end of the compound noun. Don't add an -s to the first word in the noun.
Correct: *post offices*
Incorrect: *posts offices*

1. _____ People get their mail from this place.
2. _____ People put their books in this.
3. _____ You can park your car here.
4. _____ You burn wood in it for heat.
5. _____ This is an open area behind a house.
6. _____ You buy medicine here.
7. _____ You can buy clothes, books, and other items here.
8. _____ This is a kind of transportation in a city.



C. Go online for more practice with compound nouns.

Pronunciation

Stress in compound nouns



In compound nouns, the stress is usually on the **first** word of the compound.

post office

bookshelf

drugstore



A. Listen to the compound nouns. The speaker will say each compound noun twice. Which pronunciation is correct? Circle *a* or *b*.

- | | | |
|------------------|----|----|
| 1. swimming pool | a. | b. |
| 2. bookshelf | a. | b. |
| 3. bedroom | a. | b. |
| 4. shopping mall | a. | b. |
| 5. driveway | a. | b. |
| 6. post office | a. | b. |
| 7. grandson | a. | b. |
| 8. mailbox | a. | b. |
| 9. living room | a. | b. |
| 10. fireplace | a. | b. |



swimming pool



fireplace

B. Write six sentences with the compound nouns in Activity A. Then read your sentences to a partner.

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



C. Go online for more practice with stress in compound nouns.





At the end of this unit, you are going to design your perfect home and present your design to the class.

Grammar

Part 1 Prepositions of location

Prepositions of location answer the question, “Where?”

Use **in** with countries and cities.

The Eiffel Tower is **in Paris**.

Use **on** with the names of streets and roads.

The apartment is **on Oak Street**.

Use **at** with a place in a city or a specific address.

The study group meets **at my house**. My house is **at 333 Oak Street**.

A. Circle the correct preposition.

1. Sam is staying (in / on / at) his brother’s apartment.
2. Emma lives (in / on / at) Shanghai.
3. Hassan’s house is (in / on / at) Oak Street.
4. The post office is (in / on / at) 415 First Street.
5. The bank is (in / on / at) Ocean Avenue.
6. The university is (in / on / at) Miami.

B. Answer the questions with information about you. Use *in*, *on*, and *at* in your answers. Practice the questions and answers with a partner.

1. A: What country do you live in?

B: _____.

2. A: What city do you live in?

B: _____.

3. A: What street do you live on?

B: _____.

4. A: What address do you live at?

B: _____

Grammar Part 2 Prepositions of location

Look at the map and read the paragraph. Notice the bold prepositions of location.

The bank is **next to** the library. The library is **between** the bank and the gift shop. The gift shop is **across** (the street) **from** the bookstore. The bookstore is **on the corner of** Oak Street and Central Avenue. The parking lot is **behind** the supermarket.



A. Look at the map. Complete the sentences with prepositions of location.

1. The library is _____ the bank.
2. The gift shop is _____ Oak Street and Central Avenue.
3. The playground is _____ Jackson Park.



- The museum is _____ the bookstore and the coffee shop.
- The coffee shop is _____ the supermarket.
- Jackson Park is _____ Oak Street and Central Avenue.
- The bookstore is _____ the museum.
- The bank is _____ Jackson Park.

B. There is an error in each sentence. Find the errors and correct them.

- My apartment building is ~~on~~^{at} 698 Pine Street.
- The bookstore is in the corner of Central Avenue and Oak Street.
- The library is between to the bank and the gift shop.
- The bank is across the street to Jackson Park.
- The playground is behind of Jackson Park.
- The museum is next from the coffee shop.

C. Write sentences about places in your city. Use the prepositions of location.

- (on the corner of) _____

- (across the street from) _____

- (behind) _____
- (between) _____
- (next to) _____



D. Go online for more practice with prepositions of location.

E. Go online for the grammar expansion.

UNIT
OBJECTIVE

In this assignment, you are going to design your perfect home and present your design to the class. Think about the unit question, “What makes a good home?” Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 90.

CONSIDER THE IDEAS



Listen to the presentation. Check (✓) the ideas that the speakers give.

1. What is the inside of the house like?

- | | |
|--|---|
| <input type="checkbox"/> four bedrooms | <input type="checkbox"/> comfortable chairs and sofas |
| <input type="checkbox"/> three bathrooms | <input type="checkbox"/> a big television |
| <input type="checkbox"/> a big kitchen | <input type="checkbox"/> big windows |
| <input type="checkbox"/> a big living room | |

2. What is the outside of the home like?

- | | |
|--|--|
| <input type="checkbox"/> a big backyard | <input type="checkbox"/> trees and flowers |
| <input type="checkbox"/> a big front yard | <input type="checkbox"/> a big driveway |
| <input type="checkbox"/> a table with chairs | <input type="checkbox"/> a swimming pool |

3. What is the neighborhood like?

- | | |
|--|---|
| <input type="checkbox"/> near a shopping mall | <input type="checkbox"/> near a supermarket |
| <input type="checkbox"/> across the street from a park | <input type="checkbox"/> quiet |
| <input type="checkbox"/> near public transportation | <input type="checkbox"/> nice neighbors |

PREPARE AND SPEAK

A. FIND IDEAS Work with a group of three. Make a chart like the one above. Talk about the questions in the chart and write down your ideas. During your discussion, name pros and cons of living in different places. Use expressions for giving your opinions, agreeing, and disagreeing.

Skill Review

Agreeing and disagreeing

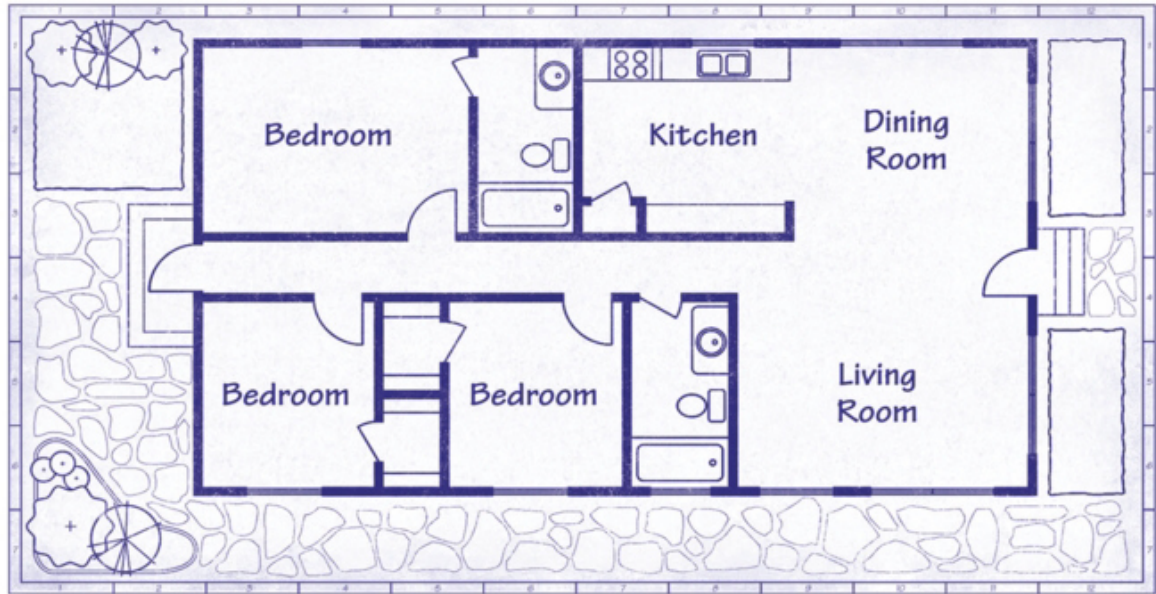
Remember: During your discussion, you can agree and disagree politely using the expressions below. Review the Speaking Skill box in Unit 4 on page 66.

- | | | | |
|---|--------------------|---------------------|-------------------------------|
| [| Agreeing | I do too. / Me too. | I don't either. / Me neither. |
| | Disagreeing | Oh, I don't know. | I'm not sure. |



B. ORGANIZE IDEAS Look at your chart in Activity A. Choose the four most important items in each column. Follow these steps.

1. Draw a map of your perfect home.
 - Draw the rooms inside the house.
 - Draw the outside of the house.
 - Show some of the neighborhood.
2. Each person chooses one part of the home to describe.
3. Practice your presentation.



C. SPEAK Put your home drawing on the wall. Take turns presenting information about your home. Look at the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

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"/>	My information was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used prepositions of location correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I listened for the opinions of my group members.
<input type="checkbox"/>	<input type="checkbox"/>	I agreed and disagreed with opinions appropriately.

B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What makes a good home? Is your answer different now than when you started this unit? If yes, how is it different? Why?

TRACK YOUR SUCCESS

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

<p>Nouns</p> <p>backyard</p> <p>bathroom </p> <p>bathtub</p> <p>bedroom </p> <p>bookshelf</p> <p>condition </p> <p>demand </p> <p>driveway</p> <p>drugstore</p> <p>entertainment </p> <p>extended family</p> <p>fireplace</p> <p>housing</p> <p>landlord</p>	<p>location AWL</p> <p>mailbox</p> <p>police officer</p> <p>post office</p> <p>public transportation</p> <p>rent </p> <p>roommate</p> <p>shopping mall</p> <p>shortage</p> <p>smoke alarm</p> <p>streetcar</p> <p>swimming pool</p> <p>Verb</p> <p>increase </p>	<p>Adjectives</p> <p>affordable</p> <p>comfortable </p> <p>noisy </p> <p>private </p> <p>Prepositions</p> <p>across from </p> <p>at </p> <p>behind </p> <p>between </p> <p>in </p> <p>near </p> <p>next to </p> <p>on </p> <p>on the corner of</p>
---	--	--

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="checkbox"/>	I can identify opinions. (p. 76)
NOTE TAKING	<input type="checkbox"/>	I can take notes on pros and cons. (p. 78)
VOCABULARY	<input type="checkbox"/>	I can use compound nouns. (p. 83)
PRONUNCIATION	<input type="checkbox"/>	I can pronounce compound nouns correctly. (p. 84)
GRAMMAR	<input type="checkbox"/>	I can use prepositions of location. (pp. 86–87)
SPEAKING	<input type="checkbox"/>	I can agree and disagree. (p. 89)
UNIT OBJECTIVE	<input type="checkbox"/>	I can use information and ideas to design a home and give a presentation.



UNIT QUESTION

What do you do to stay healthy?

A Discuss these questions with your classmates.

- Check (✓) the statements that are true for you. Then compare with a partner. How do you think these things affect your health?

<input type="checkbox"/> I eat a lot of sweets.	<input type="checkbox"/> I watch television every day.
<input type="checkbox"/> I exercise a lot.	<input type="checkbox"/> I am on a sports team.
<input type="checkbox"/> I drink a lot of water.	<input type="checkbox"/> I worry a lot.
- Look at the photo. How does this person stay healthy?

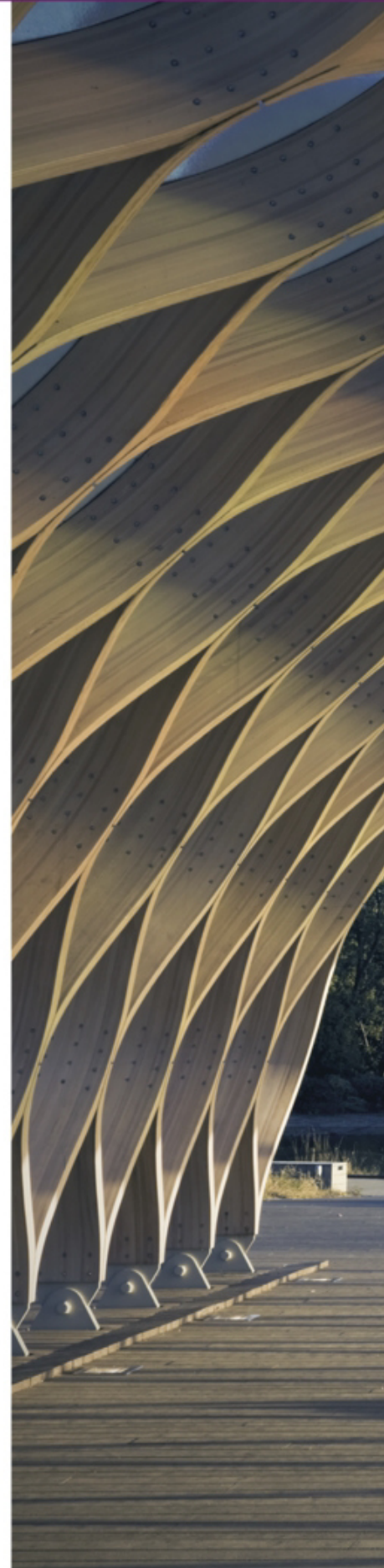


B Listen to *The Q Classroom* online. Then answer these questions.

- What did the students say? Who do you think has the healthiest habits?
- Which student are you most like? How?



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












LISTENING 1 | Health Watch

UNIT OBJECTIVE

You are going to listen to an interview about stress. Think about how you stay healthy.

PREVIEW THE LISTENING

A. **VOCABULARY** Here are some words from Listening 1. Read the definitions. Then complete the sentences below.

- diet** (*noun*) the food that you usually eat
- energy** (*noun*)  the ability to be active and not become tired
- lonely** (*adjective*)  sad because you are not with other people
- manage** (*verb*)  to control something
- reduce** (*verb*)  to make something smaller
- run-down** (*adjective*) very tired and not healthy, often because you are working too hard
- stress** (*noun*)  a feeling of being very worried because of problems in your life

 Oxford 2000 keywords

Vocabulary Skill Review

In Unit 3, you learned about prefixes and suffixes. Look at the sentences in Activity A. Can you find any words with the prefix *un-*? What do you think the suffix *-ful* means?

1. Ziyad is sad because he feels _____. He doesn't have many friends in his new city.
2. Kate works 60 hours a week. She wants to _____ her time at work to 40 hours a week.
3. Lin is feeling a lot of _____ right now. She has three exams this week!
4. I don't have any _____. I feel tired all the time.
5. Sam has an unhealthy _____. He has pizza and soda for lunch every day. He hardly ever eats vegetables.



pizza and soda

6. Anna doesn't _____ her schedule very well. She's always late and she often forgets to do her homework.
7. Hiroshi is working two jobs and taking four classes. He looks really _____.



B. Go online for more practice with the vocabulary.

C. PREVIEW You are going to listen to an interview with Dr. Michael Smith about stress. When do people feel stress? Check (✓) your answers and add one more idea.



People can feel stress when...

- | | |
|--|---|
| <input type="checkbox"/> they have money problems. | <input type="checkbox"/> they have healthy diets. |
| <input type="checkbox"/> they want good grades. | <input type="checkbox"/> they are lonely. |
| <input type="checkbox"/> they work long hours. | <input type="checkbox"/> _____ |

WORK WITH THE LISTENING



A. Listen to the interview. Circle the correct answers.

- What is the main topic of this interview?

a. exercise	b. stress
c. money	d. students
- What is the **big** cause of stress these days?

a. People are too busy.	b. People don't have jobs.
c. People eat bad food.	d. People are lonely.
- What are two causes of stress for many students?

a. money and health	b. diet and no exercise
c. work and grades	d. grades and children



___ 4. Students don't have many problems with stress.

___ 5. Some people have stress because of worrying.

___ 6. Stress sometimes makes people sick.

___ 7. Exercise does not reduce stress.

___ 8. Laughter helps to reduce stress.



E. Go online to listen to *Exercise for Your Health* and check your comprehension.



SAY WHAT YOU THINK

When do you feel stress? Add one idea to the chart. Check (✓) your answers. Then discuss your answers with a partner.

	A lot of stress	A little stress	Not any stress
With my family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my neighbors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
With my friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Frequency means “How often?” When you listen, try to hear these frequency adverbs and expressions.

Adverbs of frequency	always, usually, often, sometimes, hardly ever, never
Expressions with <i>every</i>	every day, every week, every year
Other expressions	once a week, twice a month, three times a year eight hours a day, four hours a week



- A: Do you **always** exercise at the gym?
 B: No, **sometimes** I jog in the park.
 A: How often do you exercise?
 B: **Three times** a week.



A. Listen to eight parts of a conversation. Circle the words and expressions you hear. (Three items have two answers.)



- | | | |
|--------------------|--------------|--------------------|
| 1. always | sometimes | every week |
| 2. never | every day | once a week |
| 3. twice a week | never | sometimes |
| 4. six days a week | twice a week | every day |
| 5. always | sometimes | three times a week |
| 6. once a week | usually | twice a week |
| 7. usually | once a day | always |
| 8. every week | once a day | three times a week |

Note-taking Skill Taking notes in a chart

In Unit 4 on page 54, you learned about using a T-chart. When you listen, sometimes you hear a lot of information. For example, two or three people talk about their lives. For complicated information, a T-chart is too simple. Use a bigger chart. Look at the chart below. The more complicated information about each person is clearly organized.

Name	Healthy Habits	Unhealthy Habits
Jin	eats a lot of vegetables	doesn't work out at all
Tania	runs every day	eats a lot of junk food



A. Listen to three students talk about their healthy and unhealthy habits. Then complete the chart with the missing information.

Name	Healthy Habits	Unhealthy Habits
Emma	works out five days a week	
Amal		
John		



B. Go online for more practice with taking notes in a chart.

LISTENING 2 | How Often Do You Work Out?



You are going to listen to an interview about health habits. Think about how you stay healthy.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read the sentences. Which explanation is correct? Circle *a* or *b*.

- Emma has good exercise **habits**. She works out five days a week.
 - Emma exercises very often.
 - Emma has nice exercise clothes.



I watch what I eat.

2. John likes to stay in shape. He goes to the gym almost every day.
 - a. John spends a lot of time indoors.
 - b. John takes care of his body and health.
3. Fatima wants to prepare dinner for us. She is an excellent cook.
 - a. Fatima wants to go out for dinner.
 - b. Fatima wants to make dinner.
4. Miteb goes to the gym regularly. He works out every evening after work.
 - a. Miteb exercises very often.
 - b. Miteb doesn't exercise every week.
5. Nour goes running at least three times a week. If he has time, he runs more.
 - a. Nour sometimes runs only twice a week.
 - b. Nour sometimes runs four times a week.
6. I watch what I eat. For example, I don't eat food with a lot of fat or sugar.
 - a. The speaker chooses her food carefully.
 - b. The speaker chooses cheap and convenient food.
7. Amal sells houses for a living. She works five days a week.
 - a. Amal sells houses as a job.
 - b. Amal's house is too big. She wants to sell it.
8. I started exercising last month, and I want to keep it up. I feel a lot better.
 - a. The speaker wants to continue exercising this month.
 - b. The speaker wants to stop exercising this month.



I started exercising.



B. Go online for more practice with the vocabulary.



C. **PREVIEW** You are going to listen to an interview with three people at a gym about their health habits.

What do people with good health habits do? What do people with bad health habits do? Write your ideas in the chart. Then compare your ideas with a partner.

Critical Thinking Tip

In Activity C, you **compare** the actions of people with good health habits and people with bad health habits. Comparing things is a way to understand them more deeply.

People with good health habits...	People with bad health habits...
<i>watch what they eat</i>	<i>eat junk food</i>

WORK WITH THE LISTENING



A. Listen to the interviews with Matt, Kate, and Rob. Match each person with the correct description.

- 1. Matt ___ a. is a lawyer.
- 2. Kate ___ b. is a manager at a store.
- 3. Rob ___ c. is a history teacher.



B. Look at the chart. Then listen again. Check (✓) the correct information for each person. (You will check more than one column.)

	Sleeps at least eight hours a night	Exercises at least three times a week	Doesn't work too much	Eats healthy food
1. Matt	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rob	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Complete the chart. Compare your answers with a partner.

Name	Healthy habits	Unhealthy habits
Matt		
Kate		
Rob		

D. Use your notes from Activity C to answer the questions below. Check (✓) the correct name. Then compare your answers with a partner.

	Kate	Matt	Rob
1. Who is a vegetarian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Who works out for two hours every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Who eats junk food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Who works seven days a week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Who sleeps ten hours a night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Who hates exercising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Who reads and walks in the park to relax?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Who works 12 to 13 hours a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Who sleeps only five hours a night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- ___ 1. Matt hardly ever exercises.
- ___ 2. Kate works out three days a week or more.
- ___ 3. Rob chooses his food carefully.



- ___ 4. Matt works only five hours a day.
- ___ 5. Rob teaches business management.
- ___ 6. Kate often gets eight hours of sleep.
- ___ 7. Kate likes walking in the park and reading.
- ___ 8. Rob likes exercising.



SAY WHAT YOU THINK

A. Make true statements about your health habits. Circle your answers and add your own idea. Then check (✓) your good habits.

Good Habits

- 1. I **exercise** / **don't exercise** regularly.
- 2. I **eat** / **don't eat** fresh fruits and vegetables.
- 3. I **eat** / **don't eat** a lot of junk food.
- 4. I **sleep** / **don't sleep** at least eight hours a night.
- 5. I **work** / **don't work** too much.
- 6. I **watch** / **don't watch** what I eat.
- 7. I **do** / **don't do** relaxing activities.
- 8. Your idea: _____

B. Before you watch the video, discuss these questions with a group.

- 1. Do you have a healthy diet? Why or why not?
- 2. What healthy foods do you eat? What unhealthy foods do you eat?
- 3. Do you take vitamins? Why or why not?



C. Go online to watch a video about vitamins. Then check your comprehension.

manufacturer (n.) a person or a company that makes something
produce (v.) to make or grow something
supplement (n.) something that you add; an addition

VIDEO VOCABULARY

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

1. What are your healthy habits?
2. What are your unhealthy habits?
3. How well do you manage stress?

Building Vocabulary Adjectives ending in -ed

Tip for Success

Adjectives ending in *-ed* look like past tense verbs. A verb usually comes after a noun or subject pronoun. (*Anna surprised us.*) An adjective usually comes after a form of *be*. (*Anna is surprised.*)

Many adjectives end with *-ed*. These adjectives come from verbs. They usually describe a feeling or an emotion.

Verbs	John <u>worries</u> a lot.	Anna likes to <u>relax</u> at the park.
Adjectives	John is worried .	Anna is relaxed .

Here are some other adjectives ending with *-ed*.

bored confused excited interested relaxed surprised tired

A. Read the sentences. Complete each sentence with the adjective form of the word in bold.

1. Mary **worries** about school. She is always _____.
2. Soccer games **excite** James. He is _____ to play soccer today.
3. Running doesn't **interest** me. I'm not _____ in running.



4. Sam **relaxes** on the weekends. On Saturdays, he is usually

_____.

5. These questions **confuse** me. I'm _____.

B. Complete each conversation with a word from the box. Then practice the conversations with a partner. You won't use all of the words.

bored excited interested relaxed surprised tired worried

1. A: What's wrong?

B: Oh, I'm a little _____. I stayed awake really late last night.

2. A: I'm _____. Let's do something fun.

B: Do you want to play tennis?

3. A: Guess what! My brother wants to go to the gym with us tomorrow!

B: Wow, I'm _____! He hates exercising!

4. A: I'm _____ about the final exam. This class is really difficult for me.

B: I plan to study with Isabel and Emma tonight. You can join us. Are you _____?

A: Yes, I am! Thanks!



iQ ONLINE

C. Go online for more practice with adjectives ending in -ed.

**UNIT OBJECTIVE**

At the end of this unit, you are going to make a health survey and discuss it with a partner.

Grammar**Modals *can* and *should***

1. A modal comes before a base form verb. Modals can be affirmative or negative.*

I should eat more fruit.
modal base verb

I can't sleep some nights.
modal base verb

Don't put an *-s* at the end of the verb.

✓ Correct: He **can play** tennis well. ✗ Incorrect: He **can plays** tennis well.

2. Use *can* / *can't* to talk about possibility or ability.

Stress **can make** people gain weight. Rob **can't swim**.

3. Use *should* / *shouldn't* to give advice.

You **should exercise** every day. You **shouldn't worry** all the time.

*The full forms of *shouldn't* and *can't* are *should not* and *cannot*.



He works too much.

A. Complete the conversation with *can*, *can't*, *should*, and *shouldn't*. Then practice with a partner.

Hyo: I'm worried about Martin. He looks really tired. He works too much.

Jamal: I know. He _____₁ work so much.

Hyo: You're right. He _____₂ sleep more, too. He sleeps about four hours a night! And he doesn't exercise.

Jamal: He _____₃ come to the gym with me. There's a great swimming pool there.

Hyo: Well, he _____₄ swim, but he wants to learn. Does your gym have swimming lessons?

Jamal: Yes, it does. He _____₅ take lessons in the evenings or on the weekends.



Hyo: Oh, good. You _____⁶ call him and tell him that.

I _____⁷ come, too. I need to learn how to swim.

Jamal: Yes, that's a great idea!

B. Write three sentences about stress in your life and your bad habits.
(Look at the information you wrote in the *Say What You Think* Activities on pages 104 and 105.)

1. _____

2. _____

3. _____

C. Take turns reading your sentences with a partner. Give your partner advice. Use *should* and *shouldn't*.

A: I feel a lot of stress because I worry about grades.

B: Hmm. You should...



D. Go online for more practice with the modals *can* and *should*.

E. Go online for the grammar expansion.

Pronunciation

Stressing important words

Speakers sometimes stress important words, like nouns, verbs, and adverbs of frequency. Speakers use stress to:

- **answer a question.** Speakers stress the words with the answer to the question.
- **correct mistakes.** Speakers stress the word they are correcting.



Answering a question

A: How often do you exercise?

B: I exercise **every day**.

Correcting a mistake

A: I can swim.

B: You can't swim?

A: No, I **can** swim.



A. Underline the stressed words in the conversation. Listen to check your answers. Then practice the conversations with a partner.

1. A: Are you worried? B: No, I'm feeling relaxed.
2. A: Do you go to the gym on Fridays? B: No, I go on Saturdays.
3. A: Should I drive downtown? B: No, you should walk!
4. A: Do you exercise every day? B: No, I only exercise on the weekends.
5. A: I can't play tennis.
B: You can play tennis? Let's go!
A: No, I can't play tennis.



fast food

B. Write answers to the questions. Then circle the stressed words in your answers.

1. How often do you exercise?
2. How much stress do you have in your life?
3. What do you worry about?
4. How often do you eat fast food?

C. Work with a partner. Ask and answer the questions in Activity B together.



D. Go online for more practice with stressing important words.

Speaking Skill

Asking for repetition

Use these expressions to ask for repetition when you don't understand something.

Excuse me?	Sorry. What did you say?
A: Do you worry about money?	A: There's a new health-food restaurant downtown.
B: Excuse me?	B: Sorry. What did you say?
A: Do you sometimes worry about money?	A: There's a new restaurant downtown. They have health food.
B: No, not really.	B: Oh, that sounds good!



We often use the expression *I'm sorry. Could you repeat that?* when we have asked for information but don't understand the answer.

We often ask for repetition of **numbers** because many numbers have similar sounds.

I'm sorry. Could you repeat that?

A: How much does the health club cost?

B: It's \$30 a month.

A: I'm sorry. Could you repeat that?

B: Sure. It's \$30 every month.



A. Listen to Martin talk to his doctor. Answer the questions.

1. What are Martin's symptoms?
 - a. He is always worried and unhappy.
 - b. He is always tired and often sick.
2. How many hours does he work every week?
 - a. 15 or 16
 - b. 50 or 60
3. How often does Martin take vacations?
 - a. every month
 - b. never
4. What does he sometimes do for exercise?
 - a. He swims.
 - b. He runs.

B. Work with a partner. Ask and answer these questions about health. Ask for repetition.

1. What do you worry about?
2. How often do you feel tired?
3. How many hours do you work or study?
4. What should you do more of?
5. What are five things that you can do to stay healthy?



C. Go online for more practice with asking for repetition.



In this assignment, you are going to make a health survey. Then you are going to discuss the survey with a partner. Think about the Unit Question, “What do you do to stay healthy?” Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 112.



CONSIDER THE IDEAS

Listen to some students discuss their survey. Check (✓) the questions that you hear.

- 1. How many hours do you work every week?
- 2. How many hours do you sleep every night?
- 3. How often do you exercise?
- 4. What do you do with your friends?
- 5. What do you do to relax?

PREPARE AND SPEAK

A. **FIND IDEAS** Work with a partner. Write six questions about health habits. Include questions about diet, sleep, and work.

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

B. **ORGANIZE IDEAS** With your partner, look at your health questions from Activity A. Choose the three best questions and add them below and on page 112.

Question 1: _____

Student 1: _____

Student 2: _____

Student 3: _____



Question 2: _____

Student 1: _____

Student 2: _____

Student 3: _____

Question 3: _____

Student 1: _____

Student 2: _____

Student 3: _____

C. SPEAK Follow these steps. Look at the Self-Assessment checklist below before you begin.

1. Work individually. Ask three students your questions. Write their answers above. You and your partner should talk to different people.
2. Share your survey answers with your partner. Discuss your survey results.



Go online for your alternate Unit Assignment.

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"/>	My information was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used a chart to take notes.
<input type="checkbox"/>	<input type="checkbox"/>	I used the modals <i>can</i> , <i>can't</i> , <i>should</i> , and <i>shouldn't</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used adjectives ending with <i>-ed</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I listened for frequency expressions.







B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What do you do to stay healthy? Is your answer different now than when you started this unit? If yes, how is it different? Why?




TRACK YOUR SUCCESS

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

Nouns

cause 
diet
energy  **AWL**
habit 
stress  **AWL**

Verbs

keep (something) up
manage 
prepare 
reduce 

Adjectives

bored 
confused 
excited 
interested 
lonely 
relaxed  **AWL**
run-down
surprised 
tired 
worried 

Adverbs

at least 
regularly 

Phrases

for a living
stay in shape
watch what (I) eat

Modals

can 
should 

 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 identify frequency words and expressions. (p. 98)

NOTE TAKING I can use a chart to take notes. (p. 100)

VOCABULARY I can understand some adjectives ending in *-ed*. (p. 105)

GRAMMAR I can use the modals *can* and *should*. (p. 107)

PRONUNCIATION I can stress important words in a sentence. (p. 108)

SPEAKING I can ask for repetition. (p. 109)

**UNIT
OBJECTIVE**



I can use information and ideas to make a health survey and discuss it with a partner.

NOTE TAKING	▶ taking notes in an informal outline
LISTENING	▶ review: listening for frequency
VOCABULARY	▶ using the dictionary: word families
GRAMMAR	▶ past of <i>be</i> ; simple past affirmative statements
PRONUNCIATION	▶ <i>-ed</i> endings
SPEAKING	▶ using open questions



UNIT QUESTION

What makes a city special?

A Discuss these questions with your classmates.

1. What are three special places in your city or town?
2. What activities can you do in your city or town?
3. What is your favorite city? Why?
4. Look at the photo. What do you see? What is special about this city? Why do people come here?



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

1. What did the students say makes a city special?
2. Which things that you listed in Activity A did the students mention?
3. Which do you like better, big cities or small towns?



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



UNIT OBJECTIVE



Listen to a radio program and a speech. Use information and ideas to give a presentation about a special city.



It's important to take organized notes that show you how ideas are related. An **informal outline** is an easy way to see how one idea is related to another idea. It's also easy to find information in your notes when you study.

Read this sample from a radio show.

David: Thanks for joining us on *Travel Talk*, Amy. What city did you visit?
 Amy: I'm happy to be here, David. I visited Seoul, South Korea, last month. It's a beautiful city with interesting architecture. There are big skyscrapers downtown. And there are some traditional wooden houses, too.

Look at the page of notes. Notice the note-taker used an informal outline. The bigger, more important ideas are close to the left margin of the paper. Details about each big idea are below and to the right.

City
Seoul
Architecture
skyscrapers
some traditional buildings

A. Read the rest of the conversation. Take informal notes on the food and activities in Seoul.

David: Did you like the food?
 Amy: The food was great. It was spicy and delicious. I really liked the noodles and the beef.
 David: What kinds of things did you do?
 Amy: Well, I did a lot of shopping. Seoul has some great department stores. There are also some fun outdoor markets.
 David: That sounds like fun. What else did you do?
 Amy: I went hiking one day in the mountains.



B. Go online for more practice with taking notes in an informal outline.



LISTENING 1 | Travel Talk

UNIT
OBJECTIVE



You are going to listen to a radio program about three special cities. Think about what makes a city special.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 1. Read the sentences. Which explanation is correct? Circle *a* or *b*.

- The climate of Tunisia includes hot and dry summers.
 - The weather is hot and dry in Tunisia in the summer.
 - The beaches of Tunisia are hot and dry in the summer.
- The average tourist stays at this hotel for one week, but Anna really likes it here. She is staying two weeks.
 - Anna is like most tourists at the hotel.
 - Anna is not like most tourists at the hotel.
- Many tourists visit Kyoto because it is a center for Japanese culture. They go to Kyoto to have good Japanese food, visit museums, and see beautiful old buildings.
 - You can learn a lot about Japanese customs and culture in Kyoto.
 - You can do a lot of shopping in Kyoto.
- You can walk through the gardens at the park. You can also go to lectures there. You can listen to someone give a talk about a subject you are interested in.
 - A lecture is a kind of talk.
 - A garden is a kind of talk.
- Mary recently visited Shanghai. She was there last month.
 - Mary visited Shanghai a short time ago.
 - Mary visited Shanghai a long time ago.
- Rome has several historic buildings. For example, the famous Forum is in Rome. It is about 2,000 years old.
 - Rome has many important new buildings.
 - Rome has many important old buildings.



Kyoto



the Roman Forum



7. Rio de Janeiro has many skyscrapers. One of them is Ventura Corporate Towers. It has 38 floors. Some skyscrapers have more than 40 floors.
- There are a lot of big offices in Rio.
 - There are a lot of tall buildings in Rio.



B. Go online for more practice with the vocabulary.

- C. PREVIEW** You are going to listen to a radio program about three special cities. Look at the pictures. Match each description with the correct picture. Write the letters.

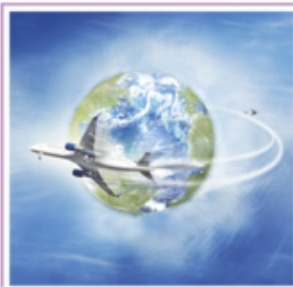


- ___
 - ___
 - ___
- Ubud is on an island in Bali, in Indonesia.
 - Bruges is a historic city in Belgium. It has canals and colorful houses.
 - New York City is a busy city in the United States.

WORK WITH THE LISTENING



A. Listen to the radio program. The interviewer talks to three people. Match each person with the correct city.



- | | |
|---------------|-------------------------|
| 1. David ___ | a. Bruges |
| 2. Amanda ___ | b. Ubud |
| 3. Sam ___ | c. New York City |
| 4. Mika ___ | d. does not name a city |



B. Listen again and complete the outline below.

Amanda:

City: _____

Architecture

Food

delicious

Activities

Other information

on Bali in Indonesia, warm climate, cool and comfortable forests, center for culture

Sam:

City: _____

Architecture

Food

Activities

museums

Mika:

City: _____

Architecture

Food

Activities

shopping, eating at restaurants and cafés

Other information

big, modern, busy, over 8 million people



C. Look at the outline in Activity B on page 119. Check (✓) the topics that each speaker talks about.

	climate	architecture	food	shopping	museums	lectures	walks
Amanda							
Sam							
Mika							

D. Read the descriptions of the people. Match each person with the best vacation city. Use the information in your notes in Activity B.

a. Ubud b. Bruges c. New York

- ___ 1. Eric likes modern cities. He loves to go to museums. He also loves to go shopping and eat different kinds of food.
- ___ 2. Theresa loves to go to places with beautiful, warm weather.
- ___ 3. Jonas likes European cities. He is interested in European history.
- ___ 4. (describe yourself) _____
- _____



E. Go online to listen to *Come to Istanbul!* and check your comprehension.

Skill Review Listening for frequency

Remember: Frequency means “How often?” When you listen, try to hear frequency adverbs and expressions like *usually* and *every night*. Review the Listening Skill box in Unit 6 on page 98.



F. Read the sentences. Then listen to the radio program again. Circle the answer to complete each statement.

1. The average temperature in Bali is ____.
a. cool b. very warm c. very hot
2. The speaker enjoyed going to lectures and taking walks ____.
a. every evening b. every weekend c. every week
3. According to the speaker, Bruges has ____.
a. amazing architecture b. a big shopping mall c. skyscrapers
4. The speaker thinks Bruges ____ in the world.
a. is the best place b. has the best chocolate c. has the best food
5. The speaker visited New York ____.
a. last week b. last month c. last year
6. One of the speaker's favorite things about New York is ____.
a. the people b. the shopping c. the museums



G. Go online for more practice with listening for frequency.



SAY WHAT YOU THINK

A. Work with a partner. Choose a city that you both know. Complete the chart individually.

City: _____	Not good	OK	Good
1. culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. architecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. weather	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Discuss your chart with your partner. Give reasons for your answers.

A: I think the culture in Tokyo is good.

B: I agree. You can go to a lot of museums there.





You are going to listen to a speech about a town. Think about what makes a city special.

PREVIEW THE LISTENING

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

1. I'm not a resident of this city, so I can't borrow books from this library. I can only borrow books from my city's library.
 2. The City leaders want to improve public transportation. They plan to buy twenty buses and ten trains this year.
 3. The Eiffel Tower in Paris is my favorite monument. I also like the Great Wall of China.
 4. This city has so many interesting sights. Let's go to the Natural History Museum this afternoon and the night market this evening.
 5. Go to the top of the Empire State Building at night. The view of the city is beautiful.
 6. The City leaders want more nature in the park. They asked landscapers to create new gardens.
 7. Flights to London are really cheap right now. Let's buy tickets. It's a great opportunity!
 8. The park has a variety of activities. We can hike, play basketball, or ride bikes.
- a. _____ (*noun*) interesting places in a city or town—tourists like to visit them
 - b. _____ (*verb*) to make something better
 - c. _____ (*noun*) all the things you can see from a place
 - d. _____ (*noun*) a large structure or building—it helps people remember a person or event from the past
 - e. _____ (*noun*) a lot of different things
 - f. _____ (*verb*) to make something
 - g. _____ (*noun*) a person—he or she lives in a city, neighborhood, or building
 - h. _____ (*noun*) a chance to do something

B. Go online for more practice with the vocabulary.



C. PREVIEW You are going to hear the mayor of Seacliff give a speech about changes in the town during the past year. Look at the photo of a town meeting. Circle the correct words in the sentences.



1. These people are (visitors / residents).
2. They are (at city hall / in a classroom).

WORK WITH THE LISTENING



A. Listen to the speech. Check (✓) the correct problem and solution for each place. (You will not check all the items.)

Problems	Parks and beaches	Historic buildings and monuments	Downtown area
1. They were dirty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. They were not safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. They were in bad condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The shops and restaurants were old.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Business was bad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solutions			
6. Volunteers cleaned the areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The city hired more police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Residents gave the city money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The city made repairs and improvements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. New shops and restaurants opened.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





B. Read the sentences. Then listen again. Circle the correct words to complete the sentences.

1. Seacliff is a (busy / quiet) city.
2. Many years ago, (a lot of tourists / no tourists) visited Seacliff.
3. The city started having problems because of (money / a bad mayor).
4. One historic building in the city is (the hospital / city hall).
5. There is a monument to (the first mayor / the first doctor) of Seacliff.
6. A lot of the downtown shops closed (last year / a few years ago).
7. Seacliff has a new (college / hotel).
8. There are more (residents / jobs) in Seacliff now.

Critical Thinking

Tip

In Activity C, you **infer** or **make inferences**. This means you make guesses based on information that you hear.

C. What can you infer from these statements from Listening 2? Circle the correct answers. Some items have more than one answer.

1. "Our beaches and parks were very dirty."
 - a. Seacliff is next to the ocean.
 - b. Seacliff is in the mountains.
 - c. Seacliff has more than one park.
 - d. Seacliff has a lot of visitors.
2. "We have several historic buildings and monuments in Seacliff."
 - a. Seacliff is a small town.
 - b. Seacliff is a big city.
 - c. Seacliff is an old town.
 - d. Seacliff is a new town.
3. "We improved the downtown area. . . .Tourists started coming and that created a lot of jobs for our residents."
 - a. A lot of the people in Seacliff didn't have jobs last year.
 - b. The people in Seacliff don't have jobs now.
 - c. People don't like to go downtown because it's crowded.
 - d. There were not a lot of jobs downtown last year.



SAY WHAT YOU THINK

A. Discuss these questions in a group.

1. Do you think Seacliff is a nice place to visit? Why or why not?
2. Is Seacliff a nice place to live? Why or why not?



B. Go online to watch the video about Dubai. Then check your comprehension.

artificial (*adj.*) not natural; made by people
financial (*adj.*) relating to money
luxury (*adj.*) very expensive and of good quality

C. Think about video, Listening 1, and Listening 2 as you look at the survey. What does a city need to be special? Check (✓) five things. Number them from 1 (most important) to 5 (least important). Then discuss your answers with a partner.



What does a city need to be special?

<input type="checkbox"/> ___ Beautiful architecture <input type="checkbox"/> ___ Clean and safe parks <input type="checkbox"/> ___ Delicious food <input type="checkbox"/> ___ Good shopping <input type="checkbox"/> ___ Interesting sights <input type="checkbox"/> ___ Natural beauty, like mountains or beaches	<input type="checkbox"/> ___ Good views <input type="checkbox"/> ___ A lot of job opportunities <input type="checkbox"/> ___ A lot of culture <input type="checkbox"/> ___ Great museums <input type="checkbox"/> ___ Friendly residents <input type="checkbox"/> ___ A variety of shops and restaurants
--	---



Word families are groups of similar words. Word families can include nouns, verbs, adjectives, and adverbs. For example, look at the related forms of this word:

Verb:	correct
Adjective:	correct
Noun:	correction
Adverb:	correctly

When you look up a word in the dictionary, look for other forms of the word. You can find other word forms in, above, and below the definition. For example, look at the different words forms in, above, and below *locate* and *special*.

lo-cate **AWL** /'lʊkət/ *verb* (lo-cates, lo-cat-ing, lo-cat-ed)

to find the exact position of someone or something: *Rescue helicopters are trying to locate the missing sailors.*

▶ **lo-cated** **AWL** /'lʊkətəd/ *adjective*
in a place: *The factory is located near the river.*

lo-ca-tion **AWL** /lʊ'keɪʃn/ *noun* [count]

a place: *The house is in a quiet location at the top of a hill.*

spe-cial¹  /'speʃl/ *adjective*

1 not usual or ordinary; important for a reason:

2 for a particular person or thing: *He goes to a special school for deaf children.*

spe-cial-ize /'speʃl-aɪz/ *verb* (spe-cial-izes, spe-cial-iz-ing, spe-cial-ized)

specialize in something to study or know a lot about one subject, type of product, etc.: *He specialized in criminal law.*

spe-cial-ly /'speʃl-i/ *adverb*

for a particular purpose or reason: *a specially designed chair*

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

A. Circle the correct word form in each sentence. Use the definitions above to help you.

1. This is (special / specially / specialize) food from China. It's sweet.
2. We can't find Khalid. We are trying to (locate / location / located) him.
3. John and Sam are chefs. They (special / specially / specialize) in food from Turkey.
4. Melbourne is in a great (locate / location / located). It's next to the ocean and close to beautiful mountains.
5. My parents cooked me a (special / specially / specialize) meal for my graduation.

6. The museum is (locate / location / located) near city hall.
7. Our lunch is (special / specially / specialize) prepared. The chef cooked it just for us!

B. Write the part of speech for each word. Then complete the sentences with the words. Use the dictionary to help you.

- a. architect _____
- b. architecture _____
- c. lecturer _____
- d. lecture _____
- e. recent _____
- f. recently _____
- g. variety _____
- h. various _____



Matt designs buildings.



The restaurants in China were all great.

- Matt designs buildings. He is a(n) _____.
- I tried _____ restaurants in China, and they were all great.
- In Cairo, we visited a(n) _____ of monuments.
- Toshi _____ returned from Tokyo.
- The _____ from the college gave a very interesting talk on the history of Saudi Arabia.
- I want to study the _____ in Istanbul. The buildings there are beautiful.
- Mary is a wonderful public speaker. She wants to _____ at universities.
- I met Carlos on my _____ trip to Rio.



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





At the end of this unit, you are going to give a presentation about a special city.

Grammar

Past of *be*; Simple past affirmative statements

Past of *be*

Use the past of *be* to identify and describe people and things in the past.

Affirmative and negative statements

subject	<i>be</i>	(not)	
I	was		very happy.
You We They	were	(not)	busy yesterday.
He She It	was		in Ubud last week.

- You can contract negative statements:
 - was not = wasn't were not = weren't
- Past time expressions answer the question, *When*?
 - last + time:** last week, last month
 - time + ago:** three days ago, one year ago

Yes / No questions

<i>be</i>	subject	
Was	he	in China?
Were	they	excited?

Short answers

<i>yes</i>	<i>no</i>
Yes, he was .	No, he wasn't .
Yes, they were .	No, they weren't .

Information questions

<i>wh- word</i>	<i>be</i>	subject
How	were	Paris and Rome?
What	was	your favorite city?
When	was	the lecture?

Answers

They were great!
Istanbul was my favorite city.
The lecture was last week.

Simple past affirmative statements

The simple past describes completed actions in the past.

Regular past verbs end in *-ed*. The simple past form is the same for all subjects.

- I **visited** Brazil last year.
- They **liked** their trip to Tokyo.
- He **shopped** downtown yesterday.
- We **stayed** at a nice hotel.

Spelling simple past verbs

like–liked	stay–stayed	try–tried
shop–shopped	travel–traveled	visit–visited

A. Put the words in the correct order. Use the correct simple past form of *be* in each question. Then ask and answer the questions with a partner.

1. you / where / yesterday / be ?

2. last week / be / you / on vacation ?

3. be / last trip / how / your ?

4. last vacation / it / be / on / your / cold ?

5. be / when you were young / what / your favorite city ?

6. in this city / you / be / last year ?



B. Complete Sarah's email about her trip to Istanbul. Use the past form of the words in the box.

shop stay travel try visit walk



the Grand Bazaar
in Istanbul

To: annatwo@email.org

From: sarahfive@email.org

Subject: My trip to Istanbul

Dear Anna,

I'm back from my vacation! I _____¹ to Istanbul last month. My trip was so much fun! I _____² in a really nice hotel. There was a view of a beautiful park outside my window. I _____³ a lot of great museums. I also _____⁴ around the city every day. The food was delicious. I _____⁵ baklava for the first time. It's a dessert made with nuts and syrup. On my last day, I _____⁶ at a big market. There were so many pretty scarves, shoes, and bags. Let's get together soon. I have a gift for you!

See you soon!

Sarah

C. Write about a city you visited. Complete the sentences. Then read your sentences to a partner.

1. I traveled to _____.
2. I visited _____.
3. I tried _____.
4. I loved _____.
5. I stayed _____.
6. There was / were _____.



D. Go online for more practice with the past of *be* and simple past affirmative statements.

E. Go online for the grammar expansion.

There are three ways to pronounce the *-ed* ending of a simple past verb.



/t/		/d/		/ɪd/	
walked	liked	traveled	loved	visited	wanted



A. Listen to the sentences. Circle the sound that you hear at the end of the verb. Then practice the sentences with a partner.



They collected shells.

- They collected shells on the beach in Oman. /t/ /d/ /ɪd/
- We tried to go to the Natural History Museum. /t/ /d/ /ɪd/
- He shopped all afternoon. /t/ /d/ /ɪd/
- We started our tour at noon. /t/ /d/ /ɪd/
- I worked in Dubai last year. /t/ /d/ /ɪd/
- Heavy traffic caused problems in Los Angeles. /t/ /d/ /ɪd/

B. Write four sentences about a special city. Use verbs from the box.

enjoyed	needed	shopped	stayed	visited
liked	relaxed	started	tried	wanted

- _____
- _____
- _____
- _____

C. Read your sentences from Activity B to a partner. Circle the sounds you hear in your partner's sentences.

1. /t/ /d/ /ɪd/	3. /t/ /d/ /ɪd/
2. /t/ /d/ /ɪd/	4. /t/ /d/ /ɪd/



D. Go online for more practice with *-ed* endings.



Look at the two conversations below. In Conversation 1, Isabel asks a **closed question** (a *yes / no* question), and Sun-Hee answers “Yes.” In Conversation 2, Isabel asks an **open question** (a *wh-* question). Sun-Hee gives her more information. Open questions make a conversation more interesting.


Conversation 1: Closed question

A: I visited Hong Kong last week.

B: Was it fun?

A: Yes.

Conversation 2: Open question

A: I visited Hong Kong last week.

B: How was it?

A: It was great. I visited a lot of interesting sights, and I tried new food.



A. Listen to the conversation. Complete the questions. Then practice with a partner.



the Acropolis in Athens

Emma: John, _____₁ Greece?

John: Fantastic! I liked Athens a lot. The museums and architecture were great. And the view from the top of the Acropolis was amazing!

Emma: _____₂?

John: Well, Greeks eat a lot of bread, cheese, olives, and vegetables. For meat, they eat a lot of lamb. I love all of those foods, so I was very happy!

Emma: That sounds great, John.

John: _____₃ your trip to Mexico City?

Emma: It was good, but I was really busy.

John: That's too bad. _____₄ Mexico City _____₅?

Emma: Well, it's huge! It's very busy, and the traffic is sometimes awful.

John: Uh-huh. _____₆ the food?

Emma: It was delicious. We had fresh vegetables and fruit every day.

John: That's great!



traffic in Mexico City

Tip for Success

Remember to use adverb phrases for time, like *two months ago* and *last year*.

B. Look at the sentences you wrote in Grammar Activity C on page 130. Discuss your trip with a partner. Use open questions to find out more information.

A: I traveled to Seoul last year.

B: What was it like?

A: It was fantastic. Seoul is a beautiful city. I visited...



C. Go online for more practice with using open questions.

Unit Assignment Give a presentation about a special city

UNIT OBJECTIVE



In this assignment, you are going to choose a special city and give a presentation about it. Think about the Unit Question, "What makes a city special?" Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 134.

CONSIDER THE IDEAS

What does this advertisement show about London? Check (✓) the things on page 134. Then share with a partner.



- | | |
|--|---|
| <input type="checkbox"/> 1. interesting sights | <input type="checkbox"/> 8. job opportunities |
| <input type="checkbox"/> 2. good shopping | <input type="checkbox"/> 9. friendly residents |
| <input type="checkbox"/> 3. natural beauty | <input type="checkbox"/> 10. culture |
| <input type="checkbox"/> 4. great museums | <input type="checkbox"/> 11. a variety of restaurants |
| <input type="checkbox"/> 5. beautiful architecture | <input type="checkbox"/> 12. beautiful views |
| <input type="checkbox"/> 6. historic buildings | <input type="checkbox"/> 13. clean and safe parks |
| <input type="checkbox"/> 7. important monuments | <input type="checkbox"/> 14. good public transportation |

PREPARE AND SPEAK

A. FIND IDEAS Work with a group of four. Think of a list of special cities. Why is each city special? Take notes.

B. ORGANIZE IDEAS With your group, look at your notes from Activity A.

- Choose only one city to present to the class. Why is this city special? Write three or four reasons.
- Describe an experience you had there. What did you do? Where did you go?
- If you want, cut out or print photos of your city. Make an advertisement like the one on page 133.
- Each person chooses a reason to describe and gives information about an experience there.
- Practice your presentation.

C. SPEAK Take turns presenting information about your city. Look at the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

Tip for Success

Remember: Give extra information to make your presentation more interesting.

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"/>	My information was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used the past tense correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I pronounced past tense verbs with <i>-ed</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I asked open questions during our discussions.

B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What makes a city special? Do you have a different opinion now? If yes, how is your opinion different? Why?

TRACK YOUR SUCCESS

Circle the words you have learned in this unit.

<p>Nouns</p> <p>architect</p> <p>climate </p> <p>correction</p> <p>culture  AWL</p> <p>lecture AWL</p> <p>lecturer AWL</p> <p>location AWL</p> <p>monument</p> <p>opportunity </p> <p>resident AWL</p> <p>sight </p>	<p>skyscraper</p> <p>variety </p> <p>view </p> <p>Adjectives</p> <p>average </p> <p>correct </p> <p>historic</p> <p>located AWL</p> <p>recent </p> <p>special </p> <p>various </p>	<p>Verbs</p> <p>correct </p> <p>create  AWL</p> <p>improve </p> <p>locate AWL</p> <p>specialize</p> <p>Adverbs</p> <p>correctly </p> <p>recently </p> <p>specially</p>
--	---	--

 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.

NOTE TAKING	<input type="checkbox"/>	I can take notes in an informal outline. (p. 116)
LISTENING	<input type="checkbox"/>	I can identify frequency words and expressions. (p. 120)
VOCABULARY	<input type="checkbox"/>	I can use the dictionary to identify word families. (p. 126)
GRAMMAR	<input type="checkbox"/>	I can use the past of <i>be</i> and simple past affirmative statements. (p. 128)
PRONUNCIATION	<input type="checkbox"/>	I can pronounce <i>-ed</i> endings. (p. 131)
SPEAKING	<input type="checkbox"/>	I can use open questions. (p. 132)
UNIT OBJECTIVE	<input type="checkbox"/>	I can use information and ideas to give a presentation about a special city.



UNIT QUESTION

What are the most important events in someone's life?

A Discuss these questions with your classmates.

1. Look at the photos. What important events do you see?
2. What events are important to you? Complete the statements. Add one more event.
 - a. I was born in _____ (year) in _____ (place).
 - b. I started studying English when I was _____ years old.
 - c. I traveled to _____ when I was _____ years old.
 - d. _____





B Listen to *The Q Classroom* online. Match the ideas in the box to the students. Then answer the questions.

- a. getting your first job
- b. getting my first soccer ball
- c. starting college
- d. getting my driver's license

Important events	
Yuna	
Marcus	
Sophy	a. getting your first job
Felix	

1. Did the students have different answers from yours?
2. How old do you think the students are? Why do you think so?

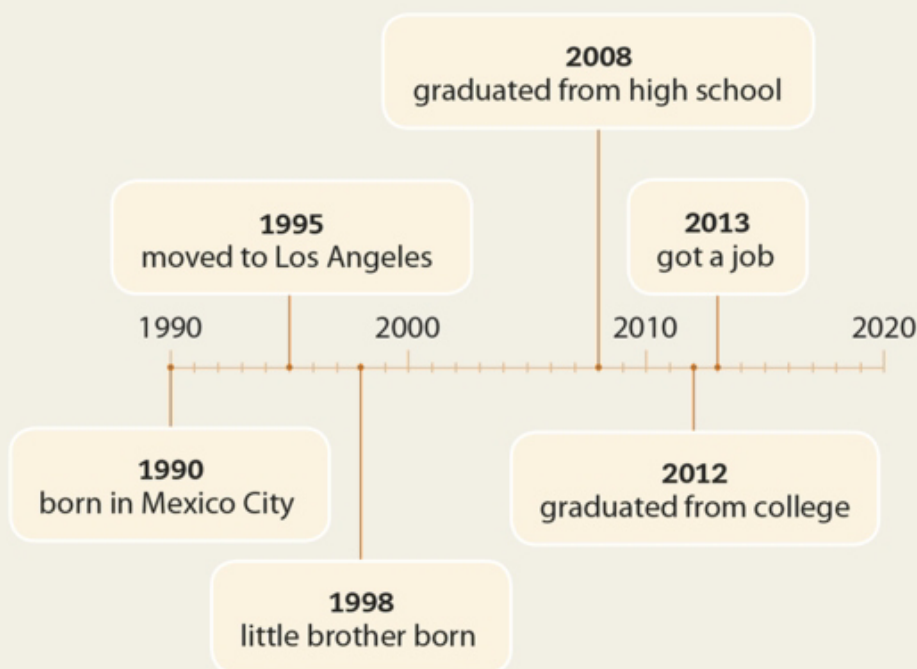


C Go to the Online Discussion Board to discuss the Unit Question with your classmates.



Note-taking Skill Taking notes in a timeline

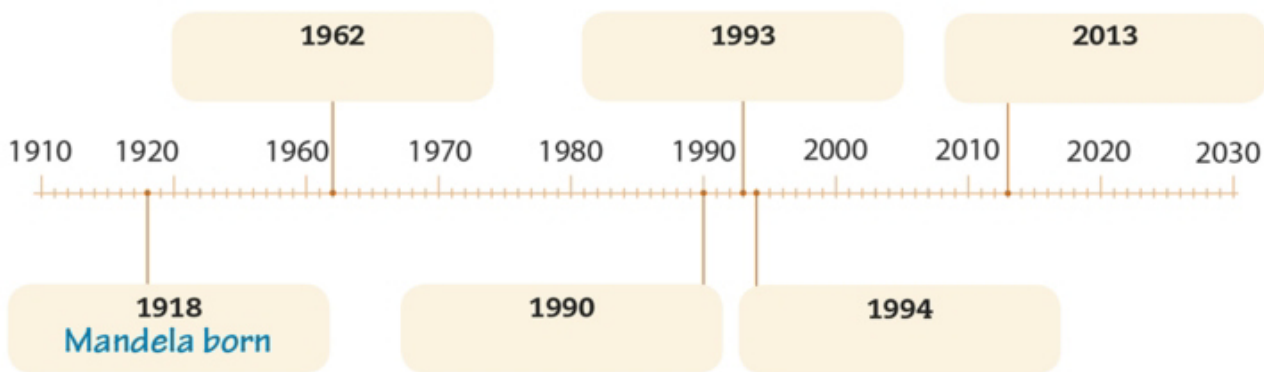
A **timeline** is a list of important events and the times that they happened. You can take notes in a timeline to list the order of events. Look at the sample timeline of Lina's life.



A. Listen to two people talk about the life of Nelson Mandela. Then complete the timeline.



Nelson Mandela



B. Go online for more practice taking notes in a timeline.



LISTENING 1 | Henrietta Leavitt: Understanding the Stars

UNIT
OBJECTIVE



You are going to listen to a radio program about a scientist who made an important discovery. Think about the most important events in someone's life.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 1. Read the sentences. Which explanation is correct? Circle *a* or *b*.



genius



astronomer

- Jena is a mathematical genius. She's very young, but she can do difficult math problems.
 - Jena has difficulty in school.
 - Jena is extremely intelligent.
- Mary is an astronomer. She spends many nights looking at the sky.
 - Mary is a kind of scientist.
 - Mary is a kind of writer.
- Martin died in 2010. He was 100 years old!
 - Martin stopped living in 2010.
 - Martin began living in 2010.
- There are millions of stars in the sky at night! The sun is the closest star to Earth.
 - A star is the same thing as a planet.
 - A star is a large ball of burning gas a long way from us.
- Brightness changes for different stars. Some give off a lot of light, but others are difficult to see from Earth.
 - Brightness is how much light something gives off.
 - Brightness is how big something is.
- The distance between the cities of Dallas and Fort Worth is very small. You can drive from downtown Dallas to downtown Fort Worth in about 30 minutes.
 - Dallas is far from Fort Worth.
 - Dallas is near Fort Worth.
- Benjamin Franklin discovered important facts about electricity. He showed that lightning is electricity.
 - He read about electricity and understood the facts.
 - He found new information about electricity.



8. The **universe** is really big! It contains planets, stars, and moons.
 - a. The universe is Earth, our moon, and the sun.
 - b. The universe is everything that exists.

iQ ONLINE

B. Go online for more practice with the vocabulary.

Tip for Success

A *milestone* is an important event in someone's life.

C. PREVIEW You are going to listen to a radio program about Henrietta Leavitt, a scientist. You will hear many milestones from her life.



Henrietta Leavitt

1. Who do you think is a genius? What makes him or her a genius?
2. What famous scientists do you know of? Write down at least four names.

WORK WITH THE LISTENING



A. Listen to the radio program. Answer the questions.



1. What kind of scientist was Henrietta Leavitt?
 - a. biologist
 - b. chemist
 - c. astronomer
2. What was her big discovery?
 - a. the size of stars
 - b. the brightness of stars
 - c. the number of stars
3. How does Dr. Watkins describe Leavitt?
 - a. hard working and smart
 - b. sad and intelligent
 - c. famous and hard working

4. What do we know now because of Leavitt's work?
- All stars are really bright.
 - The universe is really big.
 - There are millions of stars.



B. Listen again. Write the milestone for each year.

1868 _____

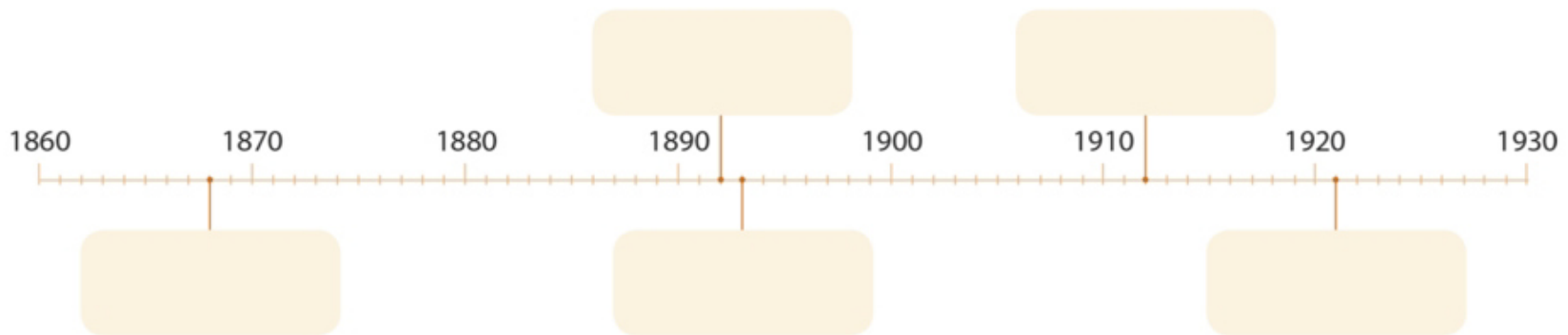
1892 _____

1893 _____

1912 _____

1921 _____

C. Complete the timeline with information from Activity B.



D. Listen again. Circle the best answer to complete each sentence.

- Leavitt was born in ____.
 - New Hampshire
 - New York
 - Massachusetts
 - Maine
- Leavitt went to school at ____.
 - Radcliffe College
 - the University of Massachusetts
 - the University of California
 - Harvard University



3. Leavitt got a job at ____.
 - a. Yale University
 - b. the University of Massachusetts
 - c. the University of California
 - d. Harvard University
4. Leavitt studied ____ of stars.
 - a. the distance
 - b. the brightness
 - c. the size
 - d. the length
5. Other scientists discovered the ____ because of Leavitt's work.
 - a. distance of stars from the Earth
 - b. number of stars in the universe
 - c. size of stars in the universe
 - d. brightness of stars in the sky



E. Go online to listen to *Author Mario Vargas Llosa* and check your comprehension.



SAY WHAT YOU THINK

A. Do you agree with these statements? Write A (agree) or D (disagree).

- ___ 1. Harvard University treated Henrietta Leavitt fairly.
- ___ 2. Geniuses are different from other people.
- ___ 3. Everyone should study astronomy.
- ___ 4. Everyone is born with special talents.
- ___ 5. Schools should help all students find their talents.
- ___ 6. Parents should help their children find their talents.

B. Discuss your answers with a partner. Give reasons for your opinions.

Two or more events happen in a **sequence**. First one thing happens. Then another thing happens. These words and expressions can help you listen for sequence.



Sam was born **in 1992**. His family lived in Egypt, but they moved a lot.
First, they moved to Chile.
Then they lived in Singapore.
When Sam was 12, his family went to Shanghai.
Finally, they moved to Seoul. They live there now.



A. Listen to the conversation. Number the events in the correct order (1–6).

- ___ a. Her family moved to Boston, Massachusetts.
- ___ b. She got a job in a store in San Francisco, California.
- 1 c. John's grandmother was born in Jamestown, New York.
- ___ d. Her family lived in Philadelphia, Pennsylvania.
- ___ e. Her family moved to Miami, Florida.
- ___ f. She moved to Los Angeles, California.



John and his grandmother



B. Listen to parts of the conversation again. Circle the expressions you hear.

- | | | |
|-------------------|---------|-----------------------|
| 1. first | in 1950 | then |
| 2. in 1955 | first | when I was a teenager |
| 3. when I was ten | in 1960 | then |
| 4. when I was 18 | then | in 1968 |
| 5. in 1972 | finally | when I was 22 |
| 6. finally | then | in 1980 |



C. Go online for more practice listening for sequence.





You are going to listen to a presentation about a writer. Think about the most important events in someone's life.

PREVIEW THE LISTENING

A. VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete each sentence.

attend (*verb*) to go to a place, especially a school

government (*noun*)  the group of people who rule a country

graduate (*verb*) to finish your studies at school (usually high school or college)

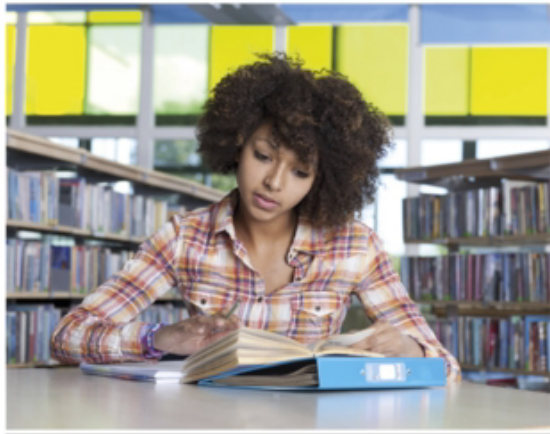
literature (*noun*)  books, plays, and poetry

novel (*noun*)  a book about people and things that are not real

politics (*noun*)  work and ideas connected with government

retire (*verb*) to stop working because you are a certain age

 Oxford 2000 keywords



Jose's students read a lot of books.

1. Jose teaches _____. His students read a lot of books.
2. Sam works for the Canadian _____. He meets a lot of world leaders.
3. Adel wants to _____ from his company next March when he turns 65 years old.
4. Sarah _____ Boston University. She takes classes there.

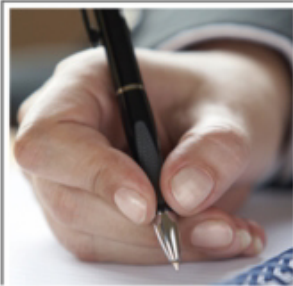
5. My favorite _____ is *A Tale of Two Cities* by Charles Dickens. I read it every year.
6. There are always a lot of stories about _____ in the news. Today there was a story about the new president of Mexico.
7. Rasha plans to _____ from college this year. She should start looking for a job.

B. Answer these questions. Then ask and answer the questions with a partner.

1. What high school did (or do) you attend? _____
2. When did you (or will you) graduate from high school? _____
3. Do you enjoying reading literature? _____
4. What is your favorite novel? _____



C. Go online for more practice with the vocabulary.



D. PREVIEW You are going to listen to a presentation about Naguib Mahfouz (pronounced *na-HEEB ma-FOOS*), a famous writer. Before listening, discuss these questions with a partner.

1. Who is your favorite writer? Why is this writer your favorite?
2. What are the Nobel Prizes?



Naguib Mahfouz



WORK WITH THE LISTENING



A. Read the questions. Listen to the people. Then circle the correct answers.

1. Where are the people?
 - a. in an office
 - b. in a store
 - c. in a classroom
 - d. in a house
2. What are the people doing?
 - a. listening to a student presentation
 - b. reading reports on famous people
 - c. discussing political topics
 - d. listening to their professor
3. What does Hassan talk about?
 - a. the history of Egypt
 - b. the Nobel Prize
 - c. the novel *Palace Walk*
 - d. the writer Naguib Mahfouz



B. Read the sentences. Then listen again. Write *T* (true) or *F* (false) for each sentence. Then correct each false statement to make it true.

- ___ 1. Naguib Mahfouz grew up in Cairo.
- ___ 2. He came from a large family.
- ___ 3. His mother took him to parks.
- ___ 4. His father was a government employee.
- ___ 5. He worked for the Egyptian government.
- ___ 6. He had three children.
- ___ 7. He wrote only a few novels.
- ___ 8. He wrote for 70 years.

Tip for Success

Listen carefully for numbers and dates. They will give you important information about Naguib Mahfouz.

C. Read the questions. Circle the correct answers.

1. What novel by Naguib Mahfouz does Hassan mention?
a. *Parting Talk* c. *Parents' Park*
b. *Palace Walk* d. *Plant Talk*
2. What two subjects was Naguib Mahfouz interested in as a child?
a. history and literature c. history and politics
b. literature and politics d. mathematics and history
3. In what year did he graduate from college?
a. 1904 c. 1923
b. 1913 d. 1934
4. How old was he when he got married?
a. 23 c. 34
b. 32 d. 43
5. How many novels did he write?
a. 23 c. 34
b. 32 d. 43
6. Which Nobel Prize did he win?
a. History c. Literature
b. Peace d. Politics
7. How old was he when he died?
a. 64 c. 84
b. 74 d. 94

**D. Listen to the conversation again. Number the events in the correct order (1-7).**

- ___ His mother took him to museums.
- ___ He got married.
- ___ He retired from the Ministry of Culture.
- ___ He graduated from Cairo University.
- ___ He died at the age of 94.
- 1 Naguib Mahfouz was born in Cairo, Egypt.
- ___ He won the Nobel Prize for Literature.





SAY WHAT YOU THINK

A. What were some milestones in your life? Check (✓) them below. Add one more idea. Then discuss with a partner.

Critical Thinking Tip

In Activity A, you **choose** your important milestones. *Choosing* means you have to make decisions. You use your own experiences and knowledge to make choices.

I GOT MY FIRST CAR.



I VISITED A FOREIGN COUNTRY FOR THE FIRST TIME.

I GRADUATED FROM HIGH SCHOOL OR COLLEGE.

I STARTED COLLEGE.

I MOVED AWAY TO STUDY.

I GOT MARRIED.

I STARTED A FAMILY.



I MOVED TO A NEW CITY.

I GOT MY FIRST JOB.

I RECEIVED A PROMOTION AT WORK.

I BOUGHT A HOUSE OR APARTMENT.

IMPORTANT MILESTONES IN MY LIFE



B. Before you watch the video, answer these questions in a group.

1. Should very young geniuses study with children their age?
2. How old should someone be to go to college?

iQ ONLINE



C. Go online to watch a video about a genius. Then check your comprehension.

cancer (*n.*) a very dangerous disease that makes very small parts in the body (cells) grow too fast

exam (*n.*) a test

grade (*n.*) a class level, for example, 4th grade

VIDEO VOCABULARY

D. Think about the video, Listening 1, and Listening 2. Then discuss these questions in a group.

1. What are the biggest milestones in people's lives?
2. What was your first important milestone?
3. What was your most recent milestone?
4. What were the two most important milestones in your life? Why were they important?

There are many phrases with the word *get*. In these phrases, *get* often means *receive* or *become*. The past tense form of *get* is *got*.

John **got married** in 2009.

Anna **got a job** at a big company.

More phrases with *get*

get along	get hurt/injured	get lost
get better/worse	get in touch	get sick
get engaged	get in trouble	
get hired	get laid off (lose a job)	



Ahmed and Feride

A. Complete the sentences. Use a phrase with *get* in the simple past.

- Ahmed and Feride _____ in 2001. Now they have two children.
- Miteb _____ last week. He has a terrible cold.
- Sun-Hee _____ at work because she was late yesterday. Her boss said, "Don't be late again!"
- Sam and Anna _____ last night. Their wedding will be in June.
- James _____ because his company had a lot of problems. He is now looking for a new job.
- Kayo _____ with an old friend yesterday. She bumped into her in the park.
- Emma _____ at work. She broke her leg.
- Rob and Sam _____ well when they were young. But they aren't friends now.



9. We _____ on our way to the museum. We don't know this city very well.

10. James _____. Now he is a manager at a restaurant.



James is a manager now.

B. Complete the sentences about yourself, a friend, or a family member. Then discuss with a partner.

1. _____ got engaged _____.

2. _____ got married _____.

3. _____ got laid off _____.

4. _____ got hired _____.

5. _____ got a job _____.

6. _____ got injured _____.



C. Go online for more practice using phrases with *get*.

**UNIT OBJECTIVE**

At the end of this unit, you are going to give a presentation about important milestones in a classmate's life.

Grammar Simple past with regular and irregular verbs

The simple past describes completed actions in the past.

- I **graduated** from college two years ago.
- I **started** playing tennis when I was ten years old.

Many verbs have irregular past forms. They don't end in *-ed*.

Irregular past forms

begin	began	eat	ate	have	had	read	read
buy	bought	get	got	make	made	see	saw
come	came	go	went	meet	met	take	took
do	did	grow	grew	put	put	think	thought

Affirmative statements

subject	verb	
I / You / We / They	moved	to Chile last year.
He / She / It	came	at noon yesterday.

- For affirmative statements, use the same past form for all subjects.

Negative statements

subject	<i>did + not</i>	verb	
I / You / We / They	did not	move	to Chile.
He / She / It	didn't	come	yesterday.

- For negative statements, use *did not* + the base verb for both regular and irregular verbs.

Yes / No questions

<i>did</i>	subject	verb	
Did	you	get	a new job?
	he	like	the novel?

Short answers

<i>yes</i>	<i>no</i>
Yes, I did .	No, I didn't .
Yes, he did .	No, he didn't .



Information questions					Answers
<i>wh-</i> word	<i>did</i>	subject	verb		past verb
Where		you	go	to school?	I went to school in Tokyo.
When	did	he	start	his new job?	He started last Saturday.
What		they	buy?		They bought a new car.

A. Complete each sentence. Use the correct simple past form. Some sentences are negative.



Ian has a new car.

- James _____ (not / go) to Beijing last year.
- Emma _____ (eat) a delicious meal at the new restaurant.
- Kate and Matt _____ (have) a baby in November.
- Ian _____ (buy) a new car yesterday.
- Carlos _____ (not / get) laid off from his job.
- Turki _____ (not / graduate) from college in June.
- May _____ (take) a cooking class.
- Amal _____ (retire) from teaching two years ago.
- Sun-Hee _____ (not / give) Anna a book yesterday.
- Lisa _____ (become) a doctor three years ago.



Anita called me yesterday.

B. Look at the underlined information in the answers below. What question does the information answer—when, what, where, or why? Write a question for each answer.

- Question: _____
Answer: Anita called me yesterday.
- Question: _____
Answer: He got lost because he didn't have a map.

3. Question: _____

Answer: He went to Shanghai for vacation.

4. Question: _____

Answer: He bought his son a bicycle as a present.

C. What did you do yesterday? What didn't you do? Write sentences. Use the verbs in the box. Then read your sentences to a partner.

buy	do	give	have	read	study
come	eat	go	play	see	watch

Things I did

1. _____

2. _____

Things I didn't do

3. _____

4. _____



D. Go online for more practice with the simple past.

E. Go online for the grammar expansion.

Pronunciation

Numbers with *-teen* and *-ty*



Numbers ending in *-teen* (13 and 14) and numbers ending in *-ty* (30 and 40) can be difficult to pronounce. These numbers sound similar, but you pronounce the second syllable differently.

Numbers with *-teen*

The second syllable starts with a hard "t" sound and ends with "n."

13 "thir-teen"

14 "four-teen"

15 "fif-teen"

Numbers with *-ty*

The second syllable uses a soft "d" sound, like "dee."

30 "thir-dee"

40 "four-dee"

50 "fif-dee"





A. Listen to the sentences. Circle the number that you hear. Then practice the sentences with a partner.

1. My cousin is (13 / 30) years old.
2. She was born in (1916 / 1960).
3. The shirt cost (15 / 50) dollars.
4. She graduated at the age of (18 / 80).
5. The president died in (1913 / 1930).
6. The plane ticket was (414 / 440) dollars.
7. His great-grandfather was born in (1914 / 1940).
8. The train left at (4:15 / 4:50).



The train left at...

B. For each item, write a sentence with one of the numbers. Then read your sentences to a partner. Listen to your partner's sentences. What number do you hear?

1. (13 / 30) _____
2. (14 / 40) _____
3. (15 / 50) _____
4. (16 / 60) _____
5. (17 / 70) _____

Tip for Success

If you don't understand a number, you can ask a question like, "Did you say *thirteen*—*one-three*?"



C. Go online for more practice with numbers with *-teen* and *-ty*.

UNIT
OBJECTIVE

In this assignment, you are going to interview a classmate and give a presentation. Think about the Unit Question, “What are the most important events in someone’s life?” Use Listening 1, Listening 2, the unit video, and your work in this unit. Look at the Self-Assessment checklist on page 156.

CONSIDER THE IDEAS

Read the sentences about the milestones in Toshi’s life. Match each milestone with the correct detail.



Toshi

Milestones

1. Toshi’s family moved to Tokyo. ____
2. He joined a soccer team in middle school. ____
3. His grandfather died. ____
4. He started taking tennis lessons. ____
5. He started college in Osaka. ____
6. He came to London to study English. ____

Details

- a. He got stronger and faster, and he made a lot of friends on his soccer team.
- b. He studied computer engineering, and he learned a lot from his professors.
- c. He was Toshi’s best friend. He always had time to talk to Toshi.
- d. Tokyo had good middle schools. His old city didn’t have good schools.
- e. He made new friends from different countries, and his English improved a lot.
- f. He really enjoyed learning something new. He still plays tennis a lot.

Skill Review

Using open questions

Remember: Ask open questions to get answers with more information. Review the Speaking Skill box in Unit 7 on page 132.

A: In 2006, I went to India.

B: What was it like?

A: I came to this school last year.

B: Why did you choose this school?



PREPARE AND SPEAK

A. FIND IDEAS Interview your partner. Follow these steps.

1. Start with a general question like, “What were the important events in your life?”
2. Ask follow-up questions for details and reasons, for example, “When did that happen?” and “Why was that important?”
3. Get information about at least six milestones. Draw a timeline and record your partner’s milestones and details.

B. ORGANIZE IDEAS Choose four of your partner’s milestones to present to your class.

- Make an outline for your presentation.
- Include at least two details about each milestone.

C. SPEAK Tell your class about your partner’s milestones. Look at the Self-Assessment checklist below before you begin.



Go online for your alternate Unit Assignment.

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"/>	My information was clear.
<input type="checkbox"/>	<input type="checkbox"/>	I drew a clear timeline.
<input type="checkbox"/>	<input type="checkbox"/>	I used vocabulary from this unit.
<input type="checkbox"/>	<input type="checkbox"/>	I used the past tense correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I used expressions with <i>get</i> correctly.
<input type="checkbox"/>	<input type="checkbox"/>	I pronounced numbers correctly.










B. REFLECT Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Think about the Unit Question—What are the most important events in someone’s life? Is your answer different now than when you started this unit? If yes, how is it different? Why?



TRACK YOUR SUCCESS

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

Nouns

astronomer
brightness
distance 
genius
government 
literature 
novel 
politics 
star 
universe 

Verb

attend
die 
discover 
graduate
retire

Phrases

get along
get better/worse
get engaged
get hired
get hurt/injured
get in touch
get in trouble
get a job
get laid off
get lost
get married
get sick

 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.

NOTE TAKING I can take notes using a timeline. (p. 138)

LISTENING I can identify a sequence. (p. 143)

VOCABULARY I can understand many phrases with *get*. (p. 149)

GRAMMAR I can use the simple past with regular and irregular verbs. (p. 151)

PRONUNCIATION I can pronounce numbers with *-teen* and *-ty*. (p. 153)



SPEAKING I can use open questions. (p. 155)

UNIT
OBJECTIVE



I can use information and ideas to interview a classmate and give a presentation.

AUDIO TRACK LIST

Audio can be found in the *iQ Online* Media Center. Go to iQOnlinePractice.com. Click on the Media Center . Choose to stream or download  the audio file you select. Not all audio files are available for download.

Page	Track Name: Q2e_00_LS_	Page	Track Name: Q2e_00_LS_
2	U01_Q_Classroom.mp3	71	U05_Q_Classroom.mp3
6	U01_Listening_ActivityA.mp3	73	U05_Listening1_ActivityA.mp3
6	U01_Listening_ActivityB.mp3	74	U05_Listening1_ActivityC.mp3
7	U01_Listening_ActivityD.mp3	76	U05_ListeningSkill_Examples.mp3
8	U01_BuildingVocabulary_ActivityA.mp3	77	U05_ListeningSkill_ActivityA.mp3
8	U01_BuildingVocabulary_ActivityB.mp3	78	U05_NoteTakingSkill_ActivityA.mp3
13	U01_Pronunciation_Examples.mp3	80	U05_Listening2_ActivityA.mp3
13	U01_Pronunciation_ActivityA.mp3	82	U05_Listening2_ActivityC.mp3
14	U01_SpeakingSkill_Example1.mp3	84	U05_Pronunciation_Examples.mp3
15	U01_SpeakingSkill_Example2.mp3	84	U05_Pronunciation_ActivityA.mp3
15	U01_SpeakingSkill_ActivityB.mp3	89	U05_UnitAssignment.mp3
17	U01_UnitAssignment.mp3		
<hr/>			
21	U02_Q_Classroom.mp3	92	U06_Q_Classroom.mp3
24	U02_Listening_ActivityA.mp3	95	U06_Listening1_ActivityA.mp3
25	U02_ListeningSkill_Examples.mp3	96	U06_Listening1_ActivityB.mp3
25	U02_ListeningSkill_ActivityC.mp3	96	U06_Listening1_ActivityC.mp3
26	U02_NoteTakingSkill_Examples.mp3	98	U06_ListeningSkill_Examples.mp3
26	U02_NoteTakingSkill_ActivityA.mp3	98	U06_ListeningSkill_ActivityA.mp3
31	U02_Pronunciation_Examples.mp3	99	U06_ListeningSkill_ActivityB.mp3
31	U02_Pronunciation_ActivityA.mp3	100	U06_NoteTakingSkill_ActivityA.mp3
32	U02_SpeakingSkill_Examples.mp3	102	U06_Listening2_ActivityA.mp3
32	U02_SpeakingSkill_ActivityA.mp3	102	U06_Listening2_ActivityB.mp3
33	U02_UnitAssignment.mp3	108	U06_Pronunciation_Examples.mp3
		109	U06_Pronunciation_ActivityA.mp3
		110	U06_SpeakingSkill_ActivityA.mp3
		111	U06_UnitAssignment.mp3
<hr/>			
37	U03_Q_Classroom.mp3	114	U07_Q_Classroom.mp3
40	U03_Listening_ActivityA.mp3	118	U07_Listening1_ActivityA.mp3
40	U03_Listening_ActivityB.mp3	119	U07_Listening1_ActivityB.mp3
43	U03_Pronunciation_Examples.mp3	121	U07_SkillReview_ActivityF.mp3
43	U03_Pronunciation_ActivityA.mp3	123	U07_Listening2_ActivityA.mp3
44	U03_Pronunciation_ActivityB.mp3	124	U07_Listening2_ActivityB.mp3
44	U03_Pronunciation_ActivityC.mp3	131	U07_Pronunciation_Examples.mp3
44	U03_ListeningSkill_Examples.mp3	131	U07_Pronunciation_ActivityA.mp3
44	U03_ListeningSkill_ActivityA.mp3	132	U07_SpeakingSkill_Examples.mp3
47	U03_Grammar_ActivityA.mp3	132	U07_SpeakingSkill_ActivityA.mp3
48	U03_UnitAssignment.mp3		
<hr/>			
52	U04_Q_Classroom.mp3	137	U08_Q_Classroom.mp3
54	U04_NoteTakingSkill_ActivityA.mp3	138	U08_NoteTakingSkill_ActivityA.mp3
57	U04_Listening_ActivityA.mp3	140	U08_Listening1_ActivityA.mp3
57	U04_Listening_ActivityB.mp3	141	U08_Listening1_ActivityB.mp3
64	U04_Pronunciation_Examples.mp3	141	U08_Listening1_ActivityD.mp3
65	U04_Pronunciation_ActivityA.mp3	143	U08_ListeningSkill_Examples.mp3
66	U04_SpeakingSkill_Examples.mp3	143	U08_ListeningSkill_ActivityA.mp3
66	U04_SpeakingSkill_ActivityA.mp3	143	U08_ListeningSkill_ActivityB.mp3
67	U04_UnitAssignment.mp3	146	U08_Listening2_ActivityA.mp3
		146	U08_Listening2_ActivityB.mp3
		147	U08_Listening2_ActivityD.mp3
		153	U08_Pronunciation_Examples.mp3
		154	U08_Pronunciation_ActivityA.mp3

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HOW TO USE iQ ONLINE

iQ ONLINE extends your learning beyond the classroom. This online content is specifically designed for you! *iQ Online* gives you flexible access to essential content.

Activities include

- Additional practice and support
- **Videos**—watch anytime, anywhere
- **Online tests** assigned by your teacher.

Progress reports show what skills you have learned and where you still need more practice.

The screenshot shows the iQ ONLINE interface. At the top left is the logo "Q: Skills for Success SECOND EDITION". At the top right are navigation links: "Home", "Edit Profile", "Log out", and "Help". The main content area features six colored tiles: "Activities" (green), "Progress" (yellow), "Email" (blue with a notification badge of 7), "Discussion Board" (purple), "Media Center" (orange), and "Resources" (red). Each tile has an icon and a label below it. Callout boxes provide details for each tile: "Activities" (Additional practice, videos, online tests), "Progress" (Skill reports), "Email" (Teacher and classmate communication), "Discussion Board" (Class discussion), "Media Center" (Audio content), and "Resources" (iQ ONLINE icon for Student Book activities).

Email your teacher and your classmates.

Use the Class Discussion Board to discuss the Unit Question and more.

The *iQ Online* icon **iQ ONLINE** can direct you to resources linked to a Student Book activity.

The audio icon  directs you to the Media Center to listen to the audio.

SEE THE INSIDE FRONT COVER FOR HOW TO REGISTER FOR *iQ ONLINE* FOR THE FIRST TIME.

Take Control of Your Learning

You have the choice of where and how you complete the activities. Access your activities and view your progress at any time.

Your teacher may

- assign *iQ Online* as homework,
- do the activities with you in class, or
- let you complete the activities at a pace that is right for you.

iQ Online makes it easy to access everything you need.

Set Clear Goals

STEP 1 If it is your first time, look through the site. See what learning opportunities are available.

STEP 2 The Student Book provides the framework and purpose for each online activity. Before going online, notice the goal of the exercises you are going to do.

STEP 3 Stay on top of your work, following the teacher's instructions.

STEP 4 Use *iQ Online* for review. You can use the materials any time. It is easy for you to do follow-up activities when you have missed a class or want to review.

Manage Your Progress

The activities in *iQ Online* are designed for you to work independently. You can become a confident learner by monitoring your progress and reviewing the activities at your own pace. You may already be used to working online, but if you are not, go to your teacher for guidance.

Check 'View Reports' to monitor your progress. The reports let you track your own progress at a glance. Think about your own performance and set new goals that are right for you, following the teacher's instructions.

iQ Online is a research-based solution specifically designed for English language learners that extends learning beyond the classroom. I hope these steps help you make the most of this essential content.




Chantal Hemmi, EdD TEFL
Center for Language Education and Research
Sophia University, Japan

Pronunciation -ed endings

There are three ways to pronounce the *-ed* ending of a simple past verb.

/ɪ/		/ɪd/		/ɪd/	
walked	liked	traveled	loved	visited	wanted

A. Listen to the sentences. Circle the sound that you hear at the end of the verb. Then practice the sentences with a partner.



They collected shells.

- They collected shells on the beach in Oman. /ɪ/ /ɪd/ /ɪd/
- We tried to go to the Natural History Museum. /ɪ/ /ɪd/ /ɪd/
- He shopped all afternoon. /ɪ/ /ɪd/ /ɪd/
- We started our tour at noon. /ɪ/ /ɪd/ /ɪd/
- I worked in Dubai last year. /ɪ/ /ɪd/ /ɪd/
- Heavy traffic caused problems in Los Angeles. /ɪ/ /ɪd/ /ɪd/

B. Write four sentences about a special city. Use verbs from the box.

enjoyed	needed	shopped	stayed	visited
liked	relaxed	started	tried	wanted

- _____
- _____
- _____
- _____

C. Read your sentences from Activity B to a partner. Circle the sounds you hear in your partner's sentences.

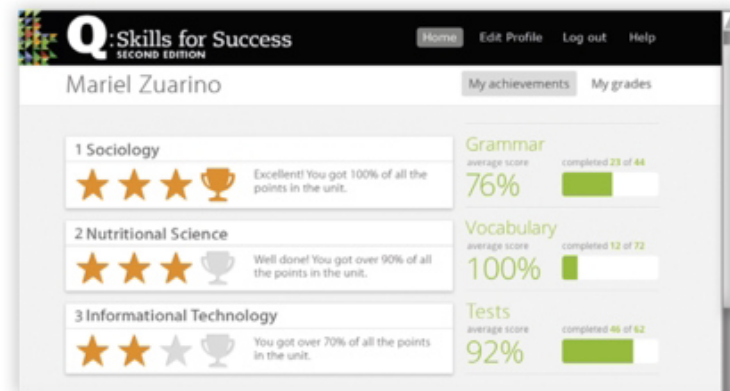
1. /ɪ/ /ɪd/ /ɪd/	3. /ɪ/ /ɪd/ /ɪd/
2. /ɪ/ /ɪd/ /ɪd/	4. /ɪ/ /ɪd/ /ɪd/

D. Go online for more practice with -ed endings.

iQ ONLINE

Listening and Speaking 131

Notice the icon. It directs you to the online materials linked to the Student Book activities.




Q: Skills for Success
SECOND EDITION

Home Edit Profile Log out Help

Mariel Zuarino My achievements My grades







1 Sociology ★★☆☆ Excellent! You got 100% of all the points in the unit.	Grammar average score 76% completed 23 of 44
2 Nutritional Science ★★☆☆ Well done! You got over 90% of all the points in the unit.	Vocabulary average score 100% completed 12 of 12
3 Informational Technology ★★☆☆ You got over 70% of all the points in the unit.	Tests average score 92% completed 46 of 62

 The keywords of the **Oxford 2000** have been carefully selected by a group of language experts and experienced teachers as the words which should receive priority in vocabulary study because of their importance and usefulness.

AWL The **Academic Word List** is the most principled and widely accepted list of academic words. Averil Coxhead gathered information from academic materials across the academic disciplines to create this word list.

The **Common European Framework of Reference for Languages (CEFR)** provides a basic description of what language learners have to do to use language effectively. The system contains 6 reference levels: **A1, A2, B1, B2, C1, C2**. CEFR leveling provided by the Word Family Framework, created by Richard West and published by the British Council. <http://www.learnenglish.org.uk/wff/>




UNIT 1

belong to (v.) , A2
 club (n.) , A1
 collect (v.) , A1
 good at (phr.) , A1
 interested in (phr.) , A2
 team (n.)  **AWL**, A1

UNIT 2

active (adj.) , A1
 community (n.)  **AWL**, A1
 foreign language (n.) , A1
 Internet (n.) , A1
 skill (n.) , A1
 special (adj.) , A1





UNIT 3

avoid (v.) , A1
 flavor (n.) , B1
 social (adj.) , A1










UNIT 4

exhibition (n.) **AWL**, A2
 modern (adj.) , A1
 nature (n.) , A1
 path (n.) , A1
 relaxing (adj.)  **AWL**, B1

UNIT 5

comfortable (adj.) , A2
 condition (n.) , A1
 demand (n.) , A1
 entertainment (n.) , B1
 increase (v.) , A1
 location (n.) **AWL**, A2
 noisy (adj.) , A2
 private (adj.) , A1
 rent (n.) , A2

UNIT 6

at least (adv.) , A2
 energy (n.)  **AWL**, A1
 habit (n.) , B1
 lonely (adj.) , B1
 manage (v.) , A1
 prepare (v.) , A1
 reduce (v.) , A1
 regularly (adv.) , A1
 stress (n.)  **AWL**, A2

UNIT 7

average (adj.) , A2
 climate (n.) , B1
 create (v.)  **AWL**, A1
 culture (n.)  **AWL**, A1
 improve (v.) , A1

lecture (n.) **AWL**, B1
 opportunity (n.) , A1
 recently (adv.) , A1
 resident (n.) **AWL**, A2
 sight (n.) , B1
 variety (n.) , A1
 view (n.) , A1

UNIT 8

die (v.) , A1
 discover (v.) , A1
 distance (n.) , A1
 government (n.) , A1
 literature (n.) , A2
 novel (n.) , A2
 politics (n.) , A1
 star (n.) , A1
 universe (n.) , B1