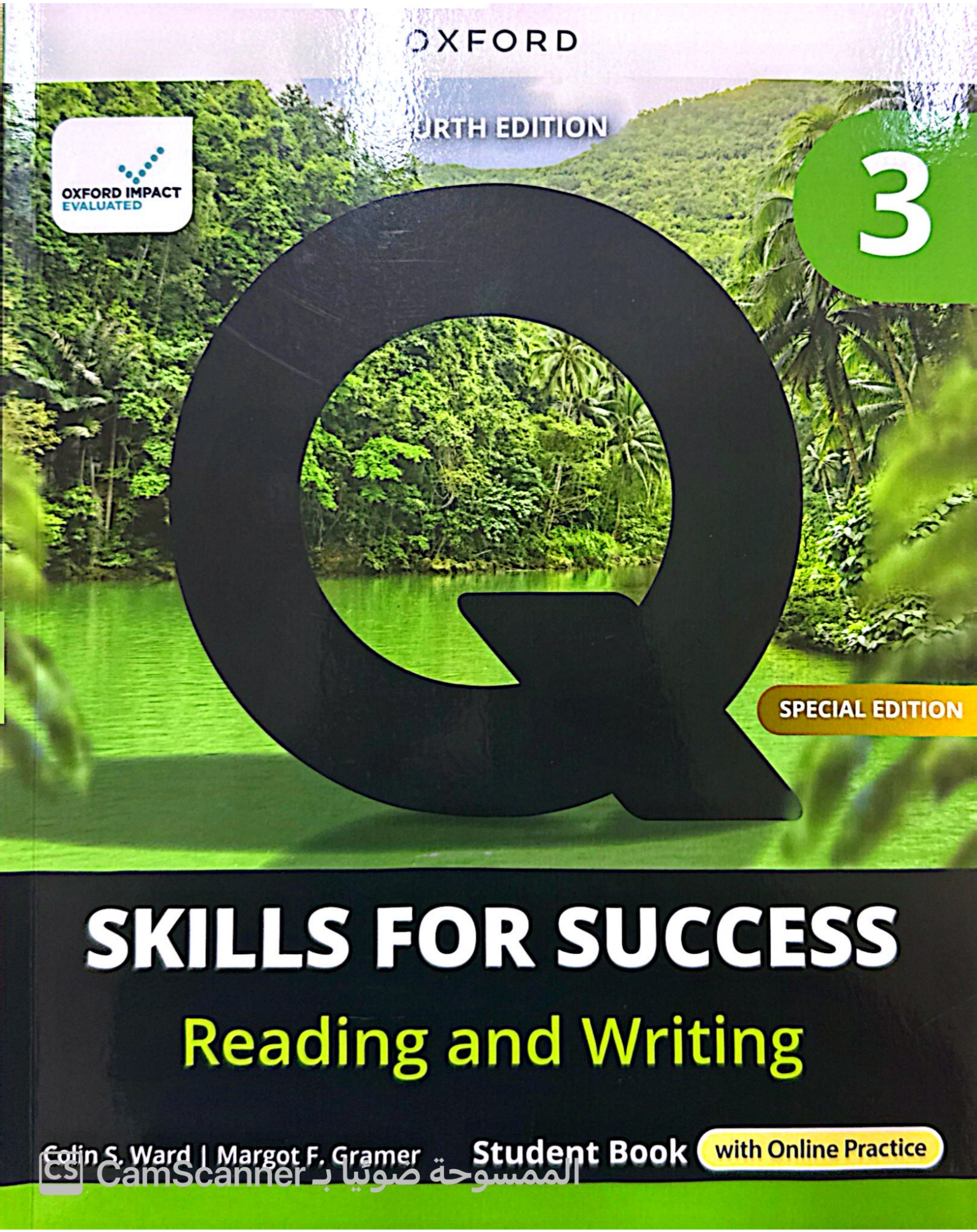


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An impact study was undertaken to understand the perceived impact of *Q: Skills for Success* on improving the metacognitive skills students need for academic study. 90% of teachers agreed that *Q: Skills for Success* played a significant part in improving the skills their students need for academic study. 81% of teachers agreed that it improved the softer skills students need to develop effective study techniques. 80% of teachers agreed that it helped to improve students' critical thinking skills, particularly in synthesizing and organizing ideas.

The Oxford Impact Framework is a systematic approach to evaluating the impact of Oxford University Press products and services. It was developed through a unique collaboration with the National Foundation for Educational Research (NFER) and is supported by the Oxford University Department of Education.

OXFORD IMPACT FRAMEWORK

EVALUATING EDUCATIONAL PRODUCTS AND SERVICES FROM OXFORD UNIVERSITY PRESS

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FOURTH EDITION



SKILLS FOR SUCCESS

Reading and Writing

Colin S. Ward | Margot F. Gramer

OXFORD
UNIVERSITY PRESS

SCOPE AND SEQUENCE

UNIT	READING	VOCABULARY
1 BUSINESS AND MARKETING Q How do I find my calling?	**Reading 1:** Lessons from a Rocket Scientist (p4) • Identifying main ideas and supporting details (p10) **Reading 2:** Can Social Media Work For You? (p11) **Video:** Dream Academy (p16)	• Using the dictionary to identify word forms (p17)
2 BIOLOGICAL SCIENCES Q What affects our food choices?	**Reading 1:** Knowing Your Tastes (p30) • Previewing a text (p35) **Reading 2:** Is It Okay to Be Picky? (p37) **Video:** Soul Food (p43)	• Using context to unders words (p44)
3 TECHNOLOGY Q How has technology affected our lives?	**Reading 1:** Cars That Think (p56) • Taking notes (p61) **Reading 2:** Classrooms without Walls (p62) **Video:** How Algorithms Change the World (p69)	• Synonyms (p70)
4 BUSINESS AND MARKETING Q How should companies be using our data?	**Reading 1:** Can Targeted Ads Change You? (p82) • Distinguishing facts from opinions (p87) **Reading 2:** Yes, Your Data Has a Price (p88) **Video:** A Social Media Challenge (p94)	• Suffixes (p95)
5 SOCIAL SCIENCES Q What makes a place worth preserving?	**Reading 1:** A Tour Around the World (p106) • Using referents to understand contrast (p111) **Reading 2:** The Town of Stone and Spices (p113) **Video:** Varadero Coral Reef (p120)	• Using the dictionary to fi the correct meaning (p12
6 BIOLOGICAL SCIENCES Q Why do people take risks?	**Reading 1:** The Lazy Brain (p132) • Using a graphic organizer (p138) **Reading 2:** The Biology of Risk-Taking (p139) **Video:** Intuition (p145)	• Phrasal verbs (p146)
7 ECONOMICS Q How can a company do good for others?	**Reading 1:** Senda: Creating a Path for the Love of Soccer (p160) • Using a timeline (p165) **Reading 2:** A New Business Model: Doing Well While Doing Good (p167) **Video:** Ecotourism (p174)	• Collocations with verbs (p175)
8 SPORTS SCIENCE Q What are the costs of success?	**Reading 1:** Fast Cars, Big Money (p186) • Scanning a text (p190) **Reading 2:** Practice Makes... Pain? (p191) **Video:** Up Your Game (p197)	• Collocations with adjecti + prepositions (p198)

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WRITING	GRAMMAR	GLOBAL SKILLS	UNIT ASSIGNMENT
• Organizing and developing a paragraph (p19) • Organizing and developing a paragraph (p20)	• Real conditional: present and future (p22)	• **Critical Thinking:** Identifying a causal chain (p9) • **Emotional Self-Regulation:** Visualizing your goals (p24)	• Write a "how to" paragraph (p24)
• Using descriptive adjectives (p46)	• Use and placement of adjectives (p48)	• **Critical Thinking:** Making inferences (p34) • **Creativity:** Improving your first draft (p50)	• Write a descriptive paragraph (p50)
• Writing a summary and a personal response (p72)	• Parallel Structure (p74)	• **Critical Thinking:** Identifying advantages and disadvantages (p60) • **Communication:** Developing your opinions (p76)	• Write a summary and a personal response paragraph (p76)
• Writing an opinion essay (p96)	• Compound sentences (p99)	• **Critical Thinking:** Using a Venn diagram (p92) • **Digital Literacies:** Protecting your privacy on social media (p101)	• Write an opinion essay (p101)
• Writing a descriptive essay (p122)	• Shifts between past and present time frames (p125)	• **Critical Thinking:** Justifying your opinion of a text (p118) • **Intercultural Competence:** Writing for international audiences (p127)	• Write a descriptive essay (p127)
• Stating reasons and giving examples (p148)	• Gerunds and infinitives (p152)	• **Critical Thinking:** Classifying information (p144) • **Emotional Self-Regulation:** Practicing self-reflection (p154)	• Write an analysis essay with reasons and examples (p154)
• Writing a cause/effect essay (p176)	• Complex sentences (p179)	• **Critical Thinking:** Adding details to support statements (p172) • **Collaboration:** Doing research in a group (p181)	• Write a cause/ effect essay (p181)
• Writing an argumentative essay (p199)	• Sentence fragments (p203)	• **Critical Thinking:** identifying problems and solutions (p195) • **Learning to Learn:** Learning from failure (p204)	• Write an argumentative essay (p204)

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Acknowledgements

Oxford University Press recognizes and appreciates the following institutions for their invaluable contribution and outstanding efforts in reviewing *Q: Skills for Success Fourth Edition*. Their commitment and dedication have played a pivotal role in enhancing the quality of these materials.

King Saud University
Deanship of the Common First Year
Department of English Language Skills

Imam Abdulrahman Bin Faisal University
Deanship of Preparatory Year and Supporting Studies
Department of English Language

Yanbu English Language and Preparatory Year Institute
English Language Department
Preparatory Year Program

Saudi Electronic University
English Language Department
Preparatory Year Program

University of Tabuk
English Language Teaching Institute

We would like to acknowledge the teachers from all over the world who participated in the development process and review of *Q: Skills for Success Fourth Edition*.

Saudi Arabia
Jameelah Abdulshakour, Taibah University
Yasir Raja'a Alenazi, University of Tabuk
Abdulrahman M. Alfahadi, University of Tabuk
Majid E. Alharithi, Umm Al-Qura University
Salah M. Ali, University of Tabuk
Rose A. Aljanada, Northern Border University
Mohammed Aljohani, Royal Commission for Jubail and Yanbu
Zahra Alsinan, Alasala Colleges
Farooq AlTameemy, Prince Sattam bin Abdulaziz University
Asma Alyousef, King Saud University
Hossam Galal Abou Elsoad, Al Faisal International Academy
Thando Fede, Aljouf University
Jeffrey Gibbons, Alasala Colleges
Tariq Hamed, Majmmah University
Hassen Jmaiel, Northern Border University
Jalal Joundi, University of Tabuk
Halil Kurek, King Saud University
Islam F. Mansour, Al Faisal International Academy
Taleb Mohana, University of Tabuk
Wali Muhammad, King Saud University
Syed Mujahid, Northern Border University
Mike Simbule, University of Tabuk
Salama Shohayb, Al-Faisal International Academy
Mukhled Atta Abu Shouk, Al Jouf University
Stephanie Thompson, Alasala Colleges
Eyhab Yaghi, Majmmah University

Canada
Susanne Campbell, Acadia University
Sharon Churchill, Acadia University
Jaymee Jensen, University of Calgary
Jeff Lowry, University of Calgary

Japan
Tov Fisher-Kirshner, Fujimigaoka Gakuen
Nicholas Giordano, Fujimigaoka High School for Girls
David Gray, Shinshu University
Darcy de Lint, Fukuoka Jo Gakuin University

Malaysia
Gary Cook, Sayfol International School

Mexico
Maria Mercado, Centro de Idiomas Tec de Monterrey
Wendy Juliette Saenz Salas, Universidad Autónoma de Chihuahua

South Korea
Mark Holden, Lycee International Xavier
Sun-Hee Kim, Korea University, University of Seoul
Young-Mi Kim, Yonsei University
Heesoo Park, Sungkyunkwan University
Yong-jun Park, Kangwon National University
Trishke Roos, Chungbuk National University
Scott Walters, Woosong University
Arthur Gregory Willers, Sogang University

Thailand
Paul Collins, Faculty of ICT, Mahidol University
Leong Jin Jee, Asia Pacific International University

Türkiye
Mehtap Arat, Kütahya Dumlupınar University
Esma Senel Bingul, Izmir Democracy University
Ceren Çakmak, Balcı Recep Tayyip Erdogan University
Mehtap Güven Çoban, İstanbul 29 Mayıs Üniversitesi
Hatice dila Gündoğdu, Kafkas University
İnci Kartal, Koç University
Elif Bergin Kaya, KTU School of Foreign Languages
Murat Şahin, Istanbul Medipol University
Rabia Sarısoy, Sivas Cumhuriyet Üniversitesi
Ozgehan Ustuk, Balikesir University
Fatih Yucel, Beykent University
Ipek Yucel, Izmir Democracy University

United States of America
Maria Ammar, Salt Lake Community College
Denis Charak, Private Tutor
Nan Clarke, North Carolina State University
Gillian Durham, Tidewater Community College
Mark Fisher, Lone Star College – Fairbanks
Alevtyna Kolomiyets, Cleveland State University
Brandon Kurtz, Pacific International Academy
Jessica Quinn, UCSD English Language Institute
Sirje Russell, Tidewater Community College
Sarah Shoemaker, Pacific International Academy

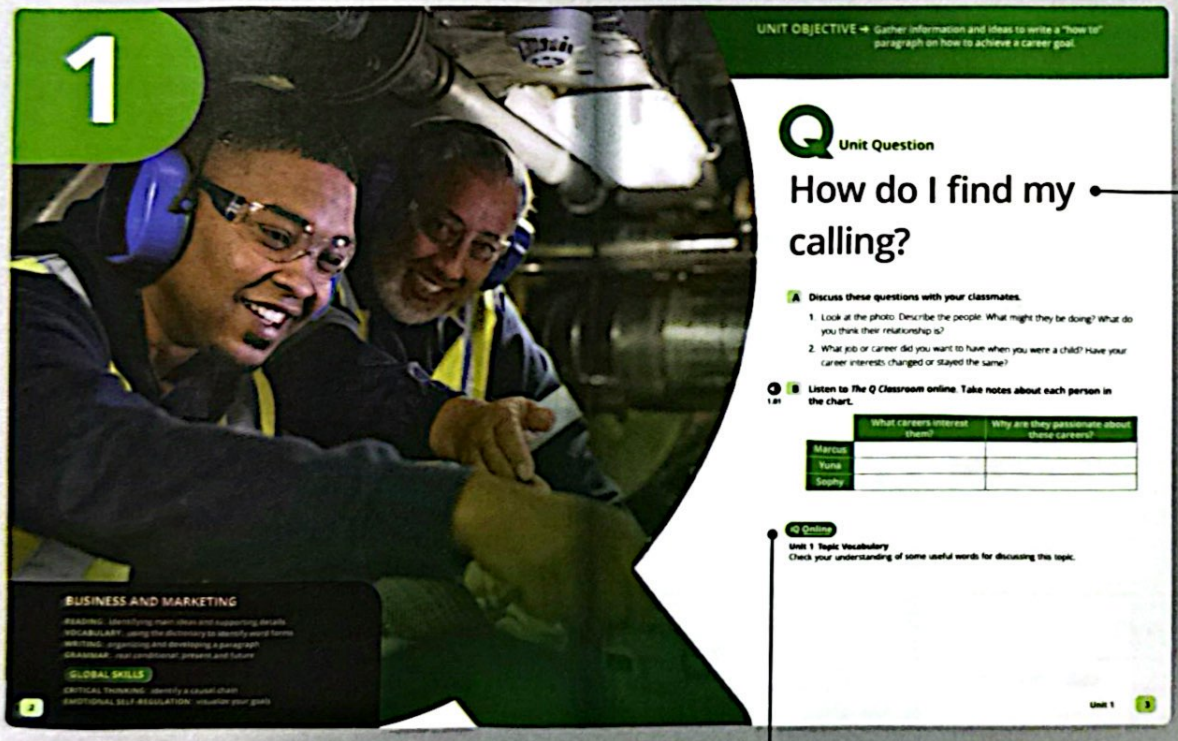
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How to use Skills for Success

Welcome to *Q: Skills for Success Fourth Edition*. This section explains how to use the course in and out of class to navigate the transition from secondary education to university and beyond.

Unit Opener



Q Unit Question
The *Unit Question* is designed to make you think critically about the topic of the unit. You will develop your ideas, collaborate with classmates, and apply your growing knowledge as the unit progresses.

GLOBAL SKILLS
Global Skills are a key part of *Q: Skills for Success Fourth Edition*. They are based on the *OECD Learning Compass 2030* and allow you to develop your critical thinking, collaborative skills, digital literacies, and more. Each unit has two *Global Skills* learning objectives as well as *Global Skills* tips (see page vii).

iQ Online
Throughout the unit you will find signposts to *iQ Online Practice*. These indicate where further practice of a skill is available online. See page xi for more information about *iQ Online Practice*.

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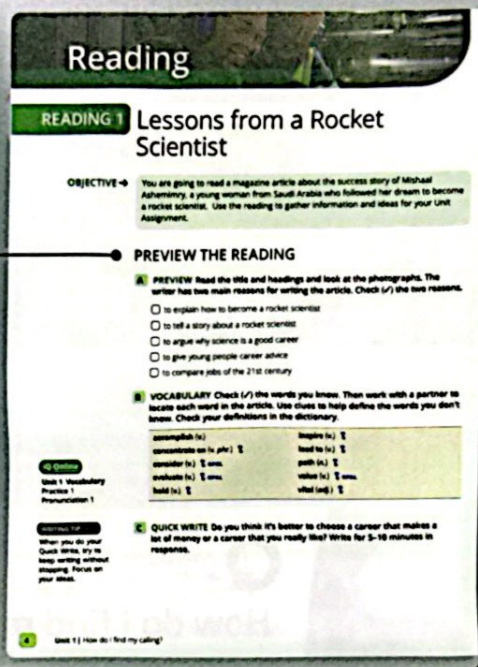
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Reading

Each unit has two reading texts: *Reading 1* and *Reading 2*. These are real world texts, about topics such as science, art, media, and social issues. The core unit vocabulary comes from these texts, giving you the practice you need for reading in academic life.

The ***Preview the Reading*** section introduces you to the topic of the reading and the core vocabulary, and includes pre-work exercises that will help you to understand the text.

The ***Work with the Reading*** section consists of comprehension activities that allow you to explore the text, use the core vocabulary in context, find detailed and general information, and develop your ideas about the *Unit Question*.


Reading

READING 1 Lessons from a Rocket Scientist

OBJECTIVE → You are going to read a magazine article about the success story of Mishael Ashemimry, a young woman from Saudi Arabia who followed her dream to become a rocket scientist. Use the reading to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

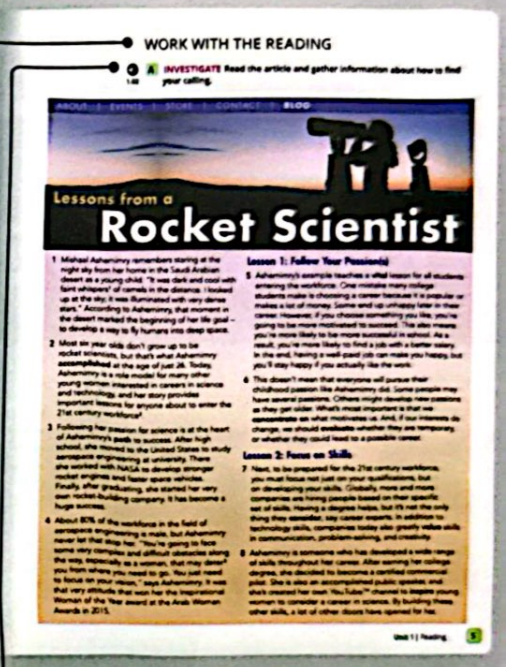
A PREVIEW Read the title and headings and look at the photographs. The writer has two main reasons for writing the article. Check (✓) the two reasons.

- ☐ to explain how to become a rocket scientist
- ☐ to tell a story about a rocket scientist
- ☐ to argue why science is a good career
- ☐ to give young people career advice
- ☐ to compare jobs of the 21st century

B VOCABULARY Check (✓) the words you know. Then work with a partner to locate each word in the article. Use clues to help define the words you don't know. Check your definitions in the dictionary.

accomplish (v.)	inspire (v.)
concentrate on (v. phr.)	lead to (v.)
consider (v.)	path (n.)
evaluate (v.)	value (v.)
hold (v.)	vital (adj.)

C QUICK WRITE Do you think it's better to choose a career that makes a lot of money or a career that you really like? Write for 5–10 minutes in response.


WORK WITH THE READING

A INVESTIGATE Read the article and gather information about how to find your calling.

Lessons from a Rocket Scientist

1 Mishael Ashemimry remembers staring at the night sky from her home in the Saudi Arabian desert as a young child. "It was dark and cool with faint whispers" of camels in the distance. I looked up at the sky; it was illuminated with glorious stars." According to Ashemimry, that moment in the desert marked the beginning of her life goal – to develop a way to fly humans into deep space.

2 Most six-year olds don't grow up to be rocket scientists, but that's what Ashemimry accomplished at the age of just 28. Today, Ashemimry is a role model for many other young women interested in careers in science and technology, and her story provides important lessons for anyone about to enter the 21st century workforce.

3 Following her passion for science is at the heart of Ashemimry's path to success. After high school, she moved to the United States to study aerospace engineering at a university. There she worked with NASA to develop stronger rocket engines and faster space vehicles. Finally, after graduating, she started her very own rocket-building company. It has become a huge success.

4 About 80% of the workforce in the field of aerospace engineering is male, but Ashemimry never let that stop her. "You're going to face some hard times and difficult choices along the way, especially as a woman, that may detract you from where you need to go. You just need to focus on your vision," says Ashemimry. It was that very attitude that won her the International Woman of the Year award at the Arab Women Awards in 2015.

Lesson 1: Follow Your Passion(s)

5 Ashemimry's example teaches a vital lesson for all students entering the workforce. "One mistake many college students make is choosing a career because it is popular or makes a lot of money. Some wind up unhappy later in their career, even if they've achieved success. If you choose something you like, you're going to be more motivated to succeed. That also means you're more likely to be more successful in school. As a result, you're more likely to find a job with a better salary. In the end, having a well-paid job can make you happy, but you'll stay happy if you actually like the work."

6 This doesn't mean that everyone will pursue their childhood passion like Ashemimry did. Some people may have several passions. Others might develop new passions as they get older. What's most important is that we concentrate on what motivates us. And, if our interests do change, we should reevaluate what they are temporary, or whether they could lead to a possible career.

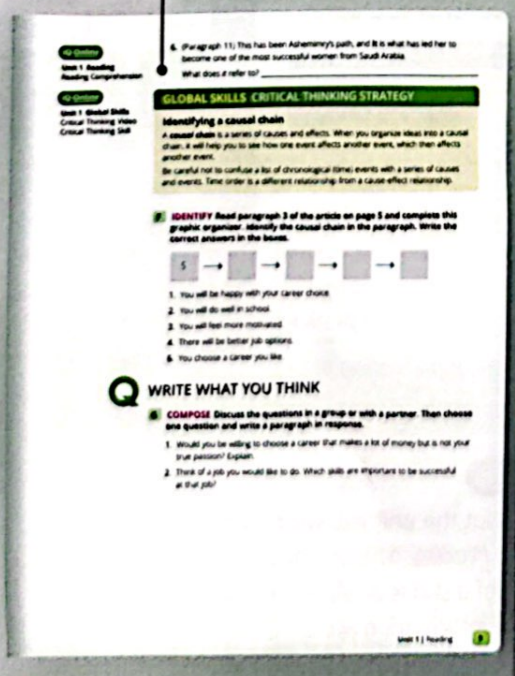
Lesson 2: Focus on Skills

7 Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills. Globally, more and more companies are hiring people based on their specific set of skills. Having a degree helps, but it's not the only thing they consider; top career experts. In addition to technology skills, companies today also greatly value skills in communication, problem-solving, and creativity.

8 Ashemimry is someone who has developed a wide range of skills throughout her career. After earning her college degree, she decided to become a certified commercial pilot. She is also an accomplished public speaker and started her own YouTube™ channel to inspire young women to consider a career in science. By building these other skills, a lot of other doors have opened for her.

Bloom's Taxonomy

The pink *Bloom's Taxonomy* verbs at the start of many of the activities in *Q: Skills for Success Fourth Edition* indicate the critical thinking strategy you are using to complete the activity.


6 (Paragraph 11) This has been Ashemimry's path, and it is what has led her to become one of the most successful women from Saudi Arabia.

What does it refer to? _____

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Identifying a causal chain

A *causal chain* is a series of causes and effects. When you organize ideas into a causal chain, it will help you to see how one event affects another event, which then affects another event.

Be careful not to confuse a list of chronological (time) events with a series of causes and events. Time order is a different relationship from a cause-effect relationship.

F IDENTIFY Read paragraph 3 of the article on page 5 and complete this graphic organizer. Identify the causal chain in the paragraph. Write the correct answers in the boxes.

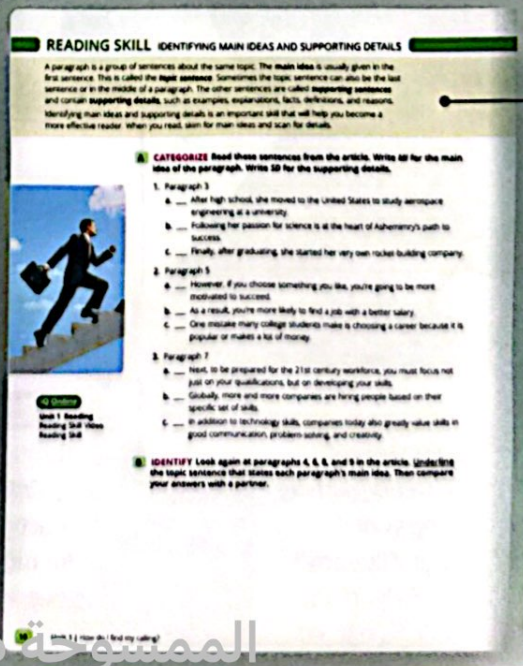
5 → ☐ → ☐ → ☐ → ☐

1. You will be happy with your career choice.
2. You will do well in school.
3. You will feel more motivated.
4. There will be better job options.
5. You choose a career you like.

Q WRITE WHAT YOU THINK

G COMPOSE Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.

1. Would you be willing to choose a career that makes a lot of money but is not your true passion? Explain.
2. Think of a job you would like to do. Which skills are important to be successful at that job?


READING SKILL IDENTIFYING MAIN IDEAS AND SUPPORTING DETAILS

A paragraph is a group of sentences about the same topic. The **main idea** is usually given in the first sentence. This is called the **topic sentence**. Sometimes the topic sentence can also be the last sentence or in the middle of a paragraph. The other sentences are called **supporting sentences** and contain **supporting details**, such as examples, explanations, facts, definitions, and reasons. Identifying main ideas and supporting details is an important skill that will help you become a more effective reader. When you read, skim for main ideas and scan for details.

A CATEGORIZE Read these sentences from the article. Write *MI* for the main idea of the paragraph. Write *SD* for the supporting details.

1. Paragraph 3
   a. ___ After high school, she moved to the United States to study aerospace engineering at a university.
   b. ___ Following her passion for science is at the heart of Ashemimry's path to success.
   c. ___ Finally, after graduating, she started her very own rocket-building company.
2. Paragraph 5
   a. ___ However, if you choose something you like, you're going to be more motivated to succeed.
   b. ___ As a result, you're more likely to find a job with a better salary.
   c. ___ One mistake many college students make is choosing a career because it is popular or makes a lot of money.
3. Paragraph 7
   a. ___ Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills.
   b. ___ Globally, more and more companies are hiring people based on their specific set of skills.
   c. ___ In addition to technology skills, companies today also greatly value skills in good communication, problem-solving, and creativity.

B IDENTIFY Look again at paragraphs 4, 6, 8, and 9 in the article. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.

READING SKILL

Each unit contains three skills strategies—a *Reading Skill*, a *Vocabulary Skill*, and a *Writing Skill*, followed by activities which allow you to practice the skill you've just learned.

GLOBAL SKILLS

CRITICAL THINKING STRATEGY

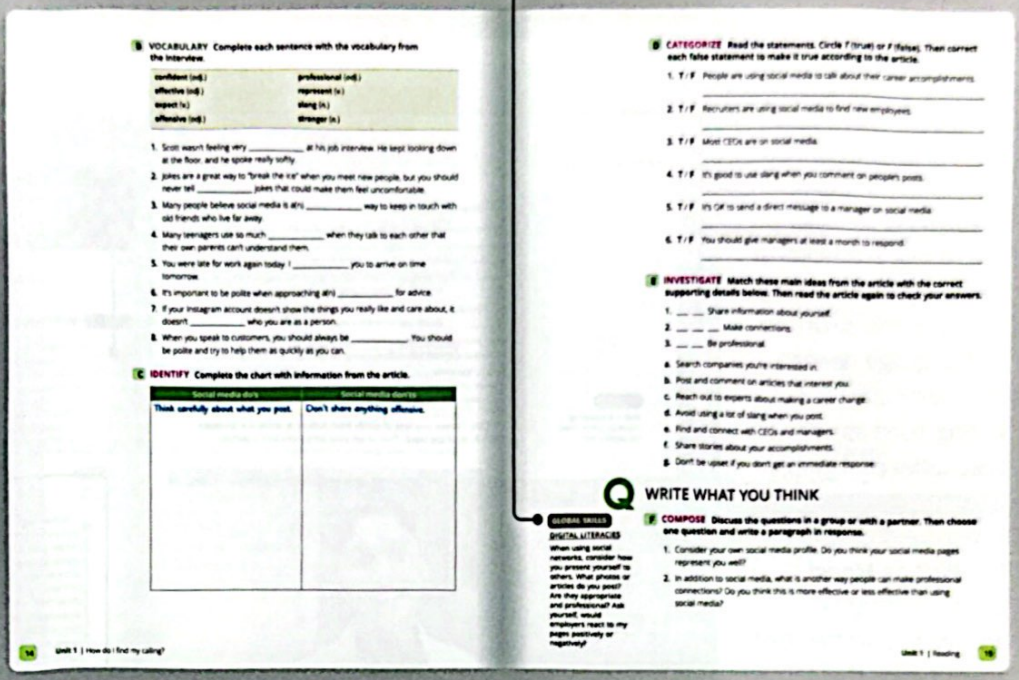
The *Critical Thinking Strategy* and activities provide step-by-step guidance in the critical analysis of texts.

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GLOBAL SKILLS

Each unit has one or two *Global Skills* tips which relate to an activity on the page. They develop your creativity, collaborative skills, digital literacies, and more.



B VOCABULARY Complete each sentence with the vocabulary from the interview.

confident (adj.)	professional (adj.)
effective (adj.)	represent (v.)
expect (v.)	slang (n.)
offensive (adj.)	stranger (n.)

1. Scott wasn't feeling very _____ at his job interview. He kept looking down at the floor, and he spoke really softly.
2. Jokes are a great way to "break the ice" when you meet new people, but you should never tell _____ jokes that could make them feel uncomfortable.
3. Many people believe social media is an _____ way to keep in touch with old friends who live far away.
4. Many teenagers use so much _____ when they talk to each other that their own parents can't understand them.
5. You were late for work again today! _____ you to arrive on time tomorrow.
6. It's important to be polite when approaching an _____ for advice.
7. If your Instagram account doesn't show the things you really like and care about, it doesn't _____ who you are as a person.
8. When you speak to customers, you should always be _____. You should be polite and try to help them as quickly as you can.

C IDENTIFY Complete the chart with information from the article.

Social media don'ts	Social media don'ts
Think carefully about what you post.	Don't share anything offensive.

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

1. T / F People are using social media to talk about their career accomplishments.
2. T / F Recruiters are using social media to find new employees.
3. T / F Most CEOs are on social media.
4. T / F It's good to use slang when you comment on people's posts.
5. T / F It's OK to send a direct message to a manager on social media.
6. T / F You should give managers at least a month to respond.

E INVESTIGATE Match these main ideas from the article with the correct supporting details below. Then read the article again to check your answers.

1. ___ ___ Share information about yourself.
2. ___ ___ Make connections.
3. ___ ___ Be professional.

a. Search companies you're interested in.
b. Post and comment on articles that interest you.
c. Reach out to experts about making a career change.
d. Avoid using a lot of slang when you post.
e. Find and connect with CEOs and managers.
f. Share stories about your accomplishments.
g. Don't be upset if you don't get an immediate response.

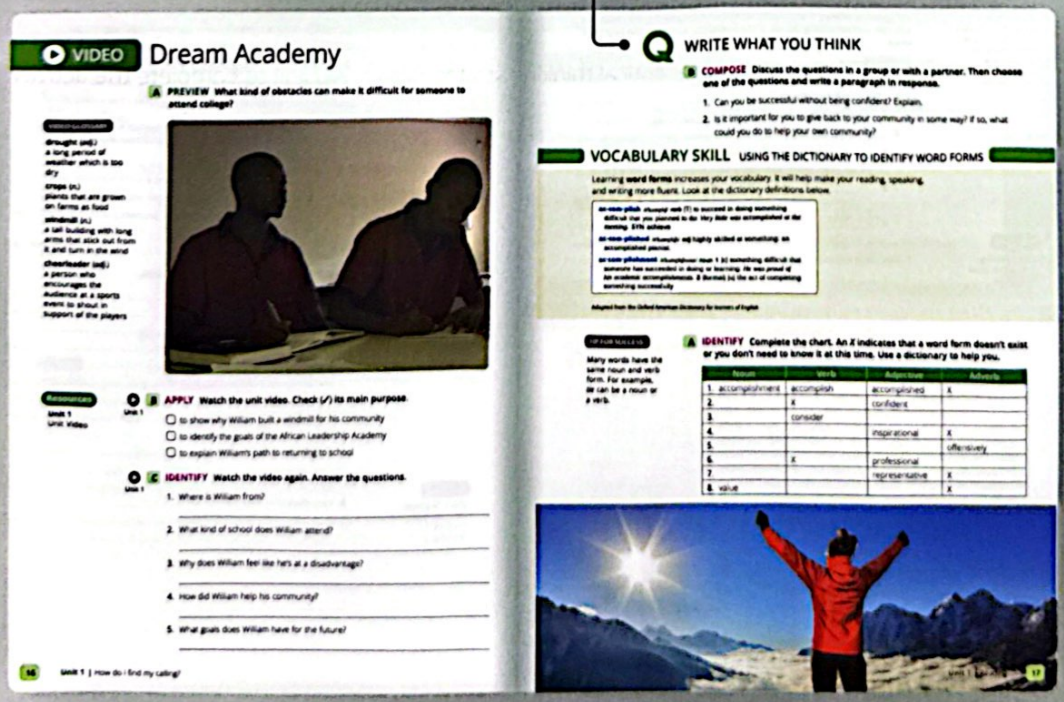
Q WRITE WHAT YOU THINK

GLOBAL SKILLS
DIGITAL LITERACIES
When using social networks, consider how you present yourself to others. What photos or articles do you post? Are they appropriate and professional? Ask yourself, would employers react to my pages positively or negatively?

F COMPOSE Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.

1. Consider your own social media profile. Do you think your social media pages represent you well?
2. In addition to social media, what is another way people can make professional connections? Do you think this is more effective or less effective than using social media?

The ***Write What You Think*** section comes after *Reading 1*, *Reading 2*, and *Video*. There are one or more short writing questions, to allow you to think about the *Unit Question* and how the text or video relates to this. They help you apply your growing knowledge and plan your thoughts in preparation for the *Unit Assignment*.



VIDEO Dream Academy

A PREVIEW What kind of obstacles can make it difficult for someone to attend college?

VOCABULARY SUPPORT
drought (adj.) a long period of weather which is too dry
crops (n.) plants that are grown on farms as food
windmill (n.) a tall building with long arms that stick out from it and turn in the wind
cheerleader (adj.) a person who encourages the audience at a sports event to shout in support of the players

Resources Unit 1 Unit Video

B APPLY Watch the unit video. Check (✓) its main purpose. Unit 1
- ☐ to show why William built a windmill for his community
- ☐ to identify the goals of the African Leadership Academy
- ☐ to explain William's path to returning to school

C IDENTIFY Watch the video again. Answer the questions. Unit 1
1. Where is William from?
2. What kind of school does William attend?
3. Why does William feel like he's at a disadvantage?
4. How did William help his community?
5. What goals does William have for the future?

Q WRITE WHAT YOU THINK

D COMPOSE Discuss the questions in a group or with a partner. Then choose one of the questions and write a paragraph in response.

1. Can you be successful without being confident? Explain.
2. Is it important for you to give back to your community in some way? If so, what could you do to help your own community?

VOCABULARY SKILL USING THE DICTIONARY TO IDENTIFY WORD FORMS

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

an·com·plish (*transitive verb*, IT) to succeed in doing something difficult that you planned to do; they later was accomplished at the meeting. SYN achieve

an·com·plished (*adjective*) highly skilled at something; an accomplished pianist

an·com·plishment (*countable/uncountable noun* 1 (a) something difficult that someone has succeeded in doing or learning; He was proud of his academic accomplishments. 2 (*formal*) (a) the act of completing something successfully

Adapted from the Oxford American Dictionary for learners of English

TIP FOR SUCCESS
Many words have the same noun and verb form. For example, *life* can be a noun or a verb.

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

Noun	Verb	Adjective	Adverb
1. accomplishment	accomplish	accomplished	X
2.	X	confident	
3.	consider		
4.		inspirational	X
5.			offensively
6.	X	professional	
7.		representative	X
8. value			X

VIDEO

Each unit features a documentary video related to the unit topic. A preview activity introduces you to the topic of the video, and comprehension activities check your understanding while you watch.

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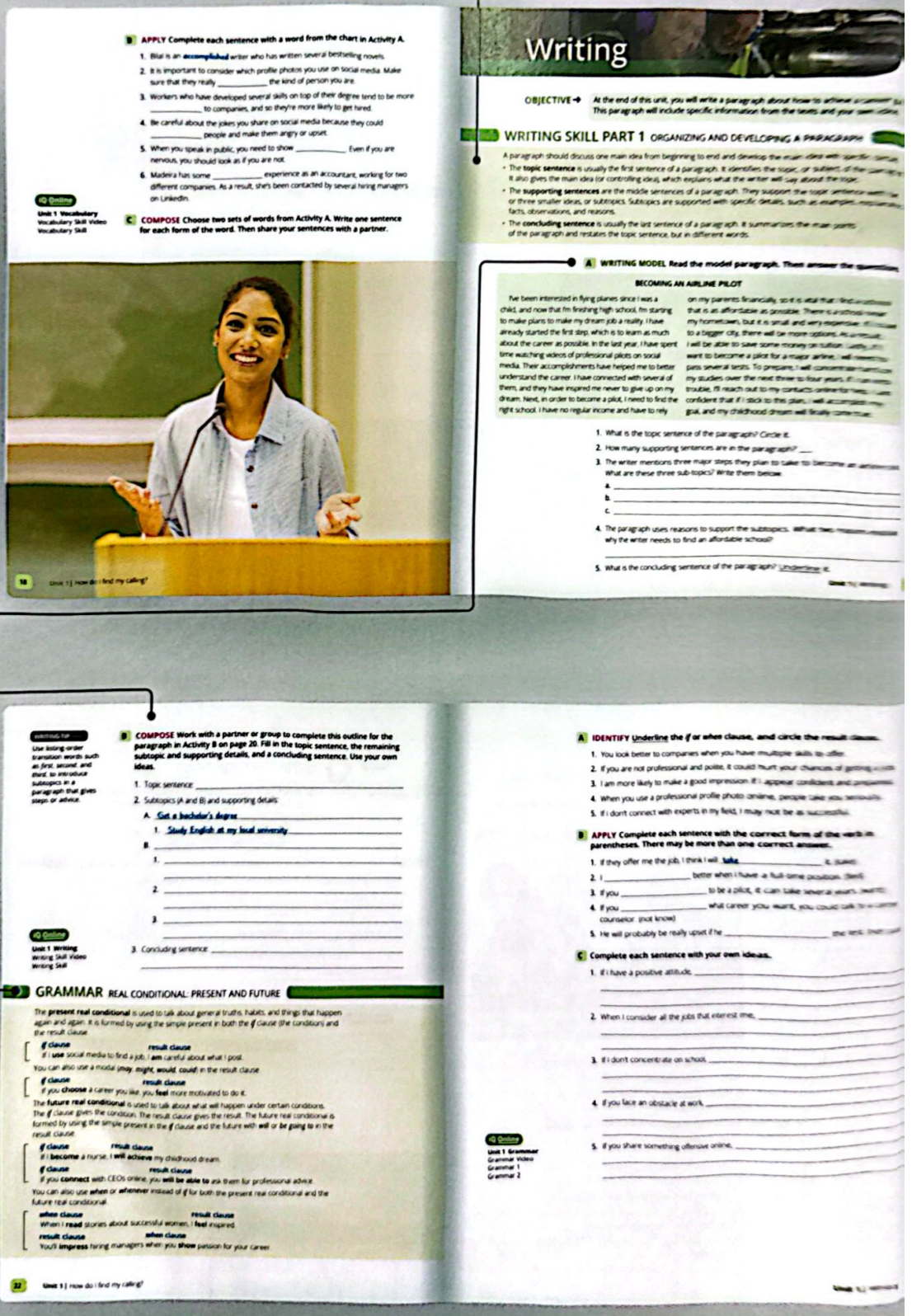
Writing

WRITING SKILL
The *Writing Skill* helps to improve your writing by looking at the structure and language needed for a particular kind of writing, such as writing a descriptive paragraph.

The ***Writing Model*** shows you the *Writing Skill* applied to a written text. The activities that follow allow you to practice identifying and using the *Writing Skill*.

The ***Compose*** task is an opportunity for you to practice the *Writing Skill* in your own writing.

GRAMMAR
Each unit presents a new grammar point and provides opportunities to practice using it.



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UNIT ASSIGNMENT

The *Unit Assignment* brings together everything you've learned in the unit—the ideas from the reading texts and videos, plus the unit grammar, skills, and vocabulary.

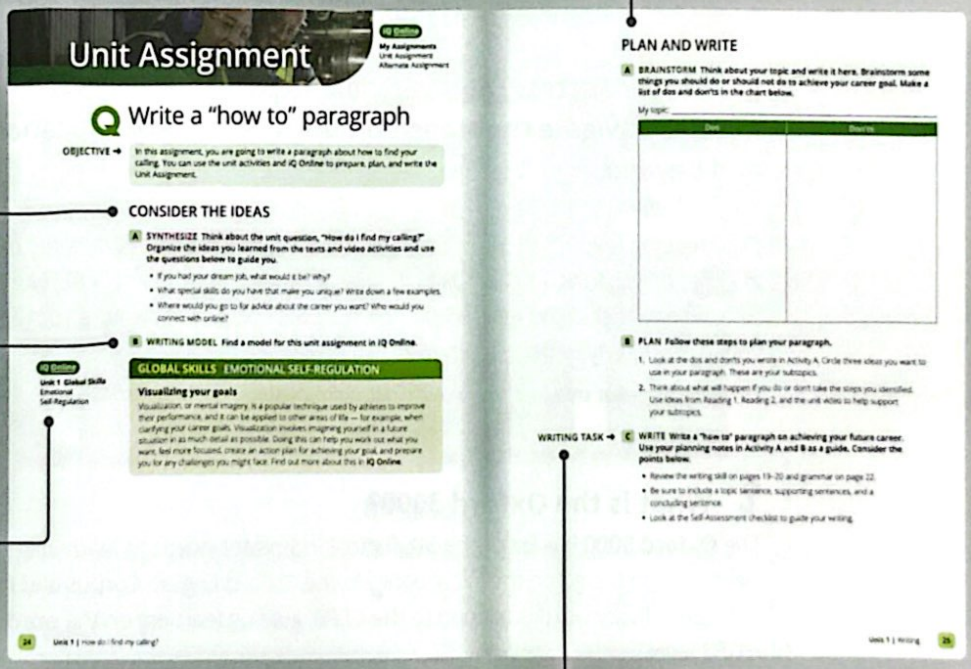
In the ***Plan and Write*** section, you will brainstorm ideas for the *Unit Assignment* and then plan what you are going to write.

In the ***Consider the Ideas*** section, you bring together (synthesize) the ideas you've developed over the course of the unit in preparation for the *Unit Assignment*.

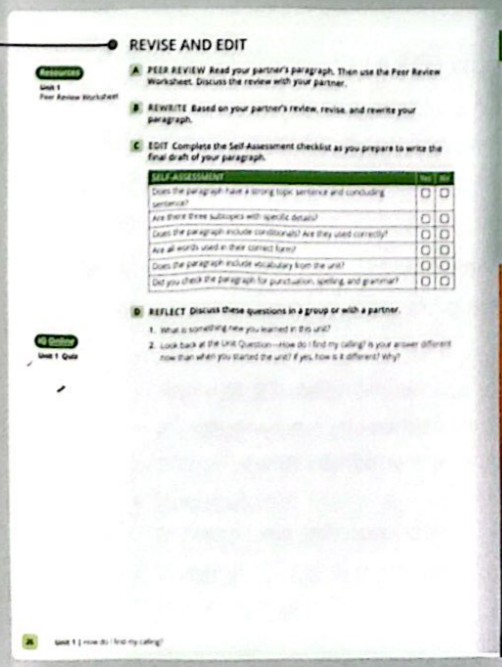
A ***Writing Model***, found on *iQ Online Practice*, provides a sample response to the *Unit Assignment* which you can use for reference.

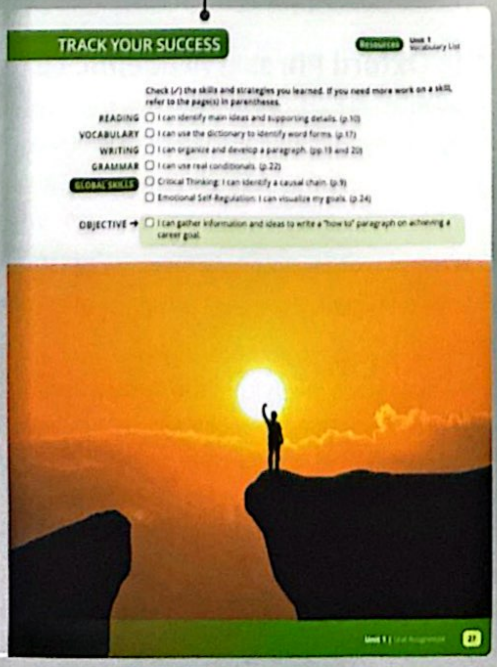
GLOBAL SKILLS

The *Global Skills* on *iQ Online Practice* deepens your understanding of the *Unit Assignment* and allows you to think about it in a new way.



In the ***Writing Task***, you write a first draft of your assignment. Step-by-step instructions guide you through this.





In ***Track Your Success***, you revisit the unit objectives to consider which skills and strategies you now have a good understanding of, and which ones you may want to look at again.

In the ***Revise and Edit*** section, you work with a partner to review and revise your assignment before assessing your own work and reflecting on what you have learned in the unit as a whole.

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Oxford 3000™ and Oxford Phrasal Academic Lexicon (OPAL)

Q: *Skills for Success Fourth Edition* helps you develop the vocabulary you need to navigate the transition from secondary education to university and beyond.

Each reading text introduces a set of core vocabulary items, the majority of which can be found in either the Oxford 3000 or Oxford Phrasal Academic Lexicon (OPAL) word lists. These are high-frequency General and Academic English words so you can be sure you're learning the words you're most likely to need to know for your studies.

You can find out more at **www.oxfordlearnersdictionaries.com/about/wordlists/**

What is the Oxford 3000?

The **Oxford 3000** is a list of the 3000 most important words to learn in English. The words have been chosen based on their frequency in the Oxford English Corpus and relevance to learners of English. Every word is aligned to the CEFR, guiding learners on the words they should know at A1-B2 level.

Core vocabulary items that come from the Oxford 3000 word list are shown by this icon:

How is the Oxford 3000 useful?

The keywords make an excellent starting point for learning vocabulary. With most keywords, there is more to learn about them than just the meaning. Often these words have many meanings, have a large family of words connected to them, or are used in a variety of patterns.

OPAL What is the Oxford Phrasal Academic Lexicon (OPAL)?

The Oxford Phrasal Academic Lexicon, or OPAL for short, is a collection of four different word lists that together provide an essential guide to the most important words to know in English for Academic Purposes (EAP):

- **Written words**
- **Spoken words**
- **Written phrases**
- **Spoken phrases**

The written words and phrases are taken from the Oxford Corpus of Academic English (OCAE) – a corpus of 71 million words composed of academic texts published by Oxford University Press across the areas of physical sciences, life sciences, social sciences, and arts and humanities.

Core vocabulary items that come from the Oxford Phrasal Academic Lexicon word list are shown by this icon: **OPAL**

How is the OPAL useful?

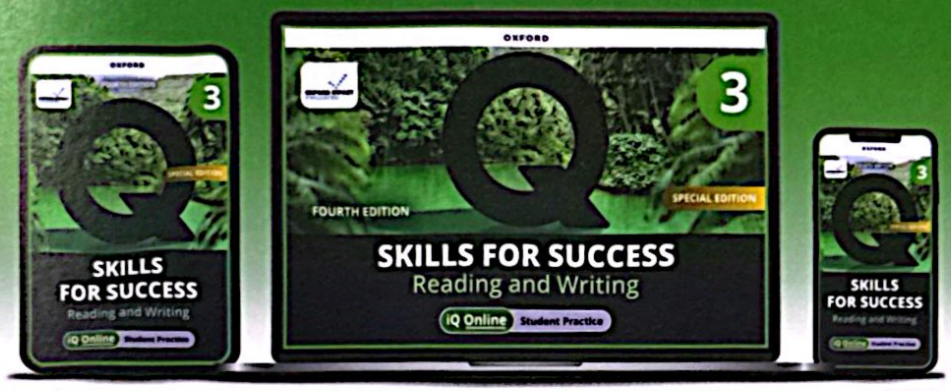
The OPAL provides you with a checklist of essential vocabulary that you need to learn to understand lectures, contribute to academic discussions, and to write essays and reports.

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Digital Components on Oxford English Hub

Q: Skills for Success Fourth Edition **digital resources give you the freedom to study wherever and whenever you choose. Develop your skills with interactive practice opportunities and track your progress with real-time feedback. Find all your digital resources in one place, on Oxford English Hub.**



Student Book e-book

- Interactive bite-sized activities from the Student Book, with automated marking
- All Student Book audio and video

iQ Online Practice

- Interactive practice with real-time feedback
- All Student Book videos, plus video presentations on grammar, vocabulary, reading, writing, and Global Skills
- Unit quizzes and unit assignments

Resources

- All Student Book audio and video
- Extra videos to develop skills and language from the Student Book
- Audio and video scripts
- Peer review worksheets
- Extensive reading
- Writing tools

iQ Online

Signposts in your Student Book indicate opportunities to go online to reinforce your learning.

When you log into iQ Online Practice you will find:

- **An Introduction lesson that explains how to find your way around iQ Online Practice and how to get the most out of your practice.**
- **Interactive practice, organized by unit, with videos and activities to help you develop the skills you've learned in the Student Book:**
  - **Topic Vocabulary** – expand your vocabulary with useful words for discussing the unit topic
  - **Reading** – practice the *Reading Skill* and develop your reading comprehension skills
  - **Vocabulary** – check your understanding of core vocabulary and practice your pronunciation
  - **Writing** – practice the *Writing Skill* and read a model response to the *Unit Assignment*
  - **Grammar** – check your understanding of the grammar point
  - **Global Skills** – practice the *Critical Thinking Strategy* and watch a *Global Skills* presentation that will help you with your *Unit Assignment*
  - **Unit Quiz** – check your progress before you move on to the next unit

Practicing regularly will improve your language level. To help you get the most from your practice, make sure you:

- Make time in your calendar to practice regularly.
- Try again if you get a low score in an activity.
- Use the quizzes at the end of each unit to review your progress.

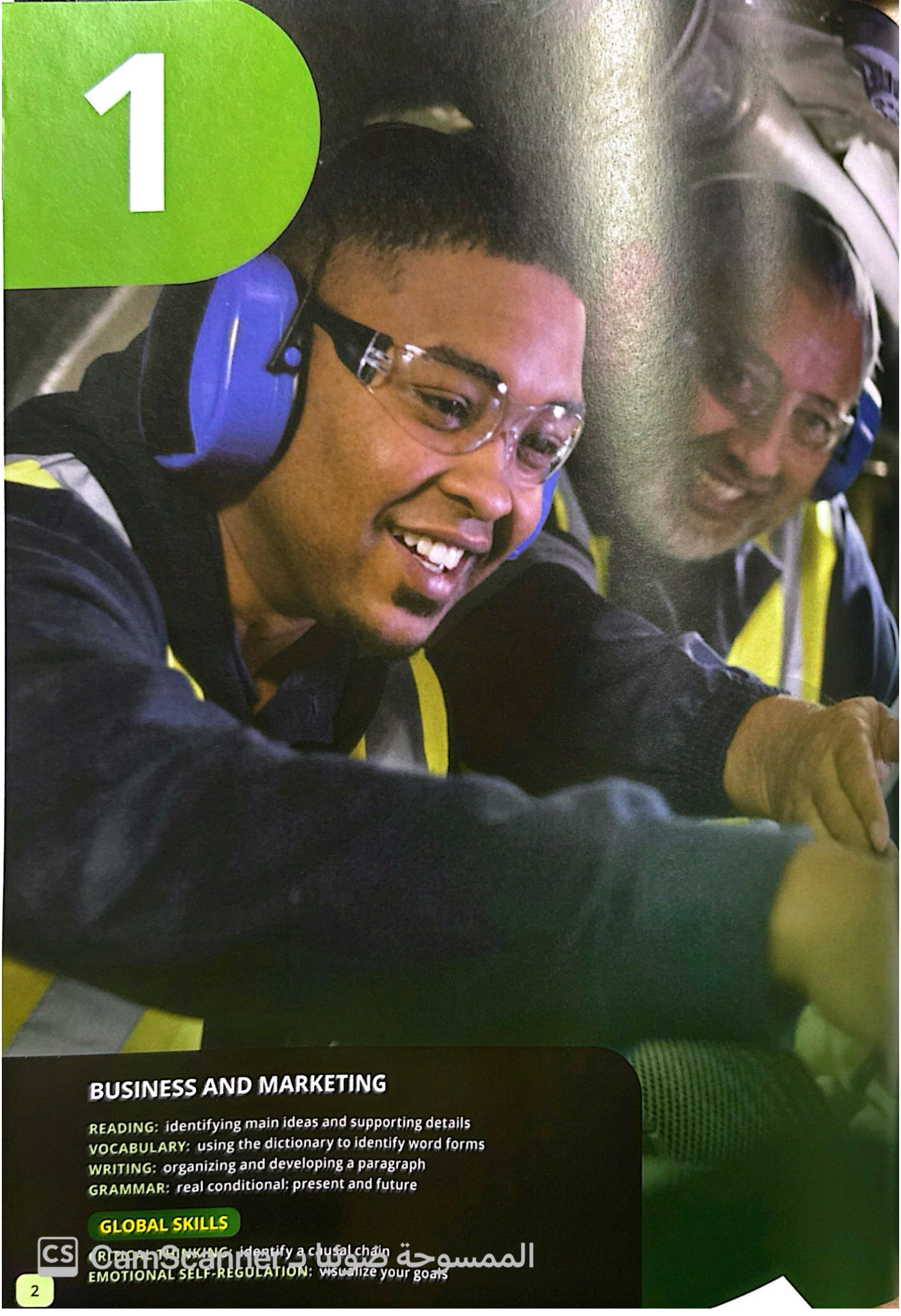
Resources

All the Resources you will need for the course can be found on *Oxford English Hub*. Signposts in your Student Book indicate when you will need a resource which can be found on *Oxford English Hub*.

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1



BUSINESS AND MARKETING

READING: identifying main ideas and supporting details
VOCABULARY: using the dictionary to identify word forms
WRITING: organizing and developing a paragraph
GRAMMAR: real conditional: present and future

GLOBAL SKILLS

CRITICAL THINKING: identify a causal chain
EMOTIONAL SELF-REGULATION: visualize your goals

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UNIT OBJECTIVE → Gather information and ideas to write a "how to" paragraph on how to achieve a career goal.

Q Unit Question

How do I find my calling?

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

1. Look at the photo. Describe the people. What might they be doing? What do you think their relationship is?
2. What job or career did you want to have when you were a child? Have your career interests changed or stayed the same?

1.01 **B** **Listen to *The Q Classroom* online. Take notes about each person in the chart.**

	What careers interest them?	Why are they passionate about these careers?
Marcus		
Yuna		
Sophy		

iQ Online

Unit 1 Topic Vocabulary
Check your understanding of some useful words for discussing this topic.

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Reading

READING 1 Lessons from a Rocket Scientist

OBJECTIVE → You are going to read a magazine article about the success story of Mishaal Ashemimry, a young woman from Saudi Arabia who followed her dream to become a rocket scientist. Use the reading to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Read the title and headings and look at the photographs. The writer has two main reasons for writing the article. Check (✓) the two reasons.

- ☐ to explain how to become a rocket scientist
- ☐ to tell a story about a rocket scientist
- ☐ to argue why science is a good career
- ☐ to give young people career advice
- ☐ to compare jobs of the 21st century

B VOCABULARY Check (✓) the words you know. Then work with a partner to locate each word in the article. Use clues to help define the words you don't know. Check your definitions in the dictionary.

accomplish (*v.*)	inspire (*v.*)
concentrate on (*v. phr.*)	lead to (*v.*)
consider (*v.*) OPAL	path (*n.*)
evaluate (*v.*) OPAL	value (*v.*) OPAL
hold (*v.*)	vital (*adj.*)

iQ Online

Unit 1 Vocabulary Practice 1
Pronunciation 1

WRITING TIP

When you do your Quick Write, try to keep writing without stopping. Focus on your ideas.

C QUICK WRITE Do you think it's better to choose a career that makes a lot of money or a career that you really like? Write for 5–10 minutes in response.

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WORK WITH THE READING

1.02 **A INVESTIGATE** Read the article and gather information about how to find your calling.



1 Mishaal Ashemimry remembers staring at the night sky from her home in the Saudi Arabian desert as a young child. "It was dark and cool with faint whispers[1] of camels in the distance. I looked up at the sky; it was illuminated with very dense stars." According to Ashemimry, that moment in the desert marked the beginning of her life goal – to develop a way to fly humans into deep space.

2 Most six year olds don't grow up to be rocket scientists, but that's what Ashemimry **accomplished** at the age of just 26. Today, Ashemimry is a role model for many other young women interested in careers in science and technology, and her story provides important lessons for anyone about to enter the 21st century workforce[2].

3 Following her passion for science is at the heart of Ashemimry's **path** to success. After high school, she moved to the United States to study aerospace engineering at university. There she worked with NASA to develop stronger rocket engines and faster space vehicles. Finally, after graduating, she started her very own rocket-building company. It has become a huge success.

4 About 80% of the workforce in the field of aerospace engineering is male, but Ashemimry never let that stop her. "You're going to face some very complex and difficult obstacles along the way, especially as a woman, that may deter[3] you from where you need to go. You just need to focus on your vision," says Ashemimry. It was that very attitude that won her the Inspirational Woman of the Year award at the Arab Woman Awards in 2015.

Lesson 1: Follow Your Passion(s)

5 Ashemimry's example teaches a **vital** lesson for all students entering the workforce. One mistake many college students make is choosing a career because it is popular or makes a lot of money. Some end up unhappy later in their career. However, if you choose something you like, you're going to be more motivated to succeed. This also means you're more likely to be more successful in school. As a result, you're more likely to find a job with a better salary. In the end, having a well-paid job can make you happy, but you'll stay happy if you actually like the work.

6 This doesn't mean that everyone will pursue their childhood passion like Ashemimry did. Some people may have several passions. Others might develop new passions as they get older. What's most important is that we **concentrate on** what motivates us. And, if our interests do change, we should **evaluate** whether they are temporary, or whether they could lead to a possible career.

Lesson 2: Focus on Skills

7 Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills. Globally, more and more companies are hiring people based on their specific set of skills. Having a degree helps, but it's not the only thing they **consider**, say career experts. In addition to technology skills, companies today also greatly **value** skills in communication, problem-solving, and creativity.

8 Ashemimry is someone who has developed a wide range of skills throughout her career. After earning her college degree, she decided to become a certified commercial pilot. She is also an accomplished public speaker, and she's created her own YouTube™ channel to **inspire** young women to consider a career in science. By building these other skills, a lot of other doors have opened for her.

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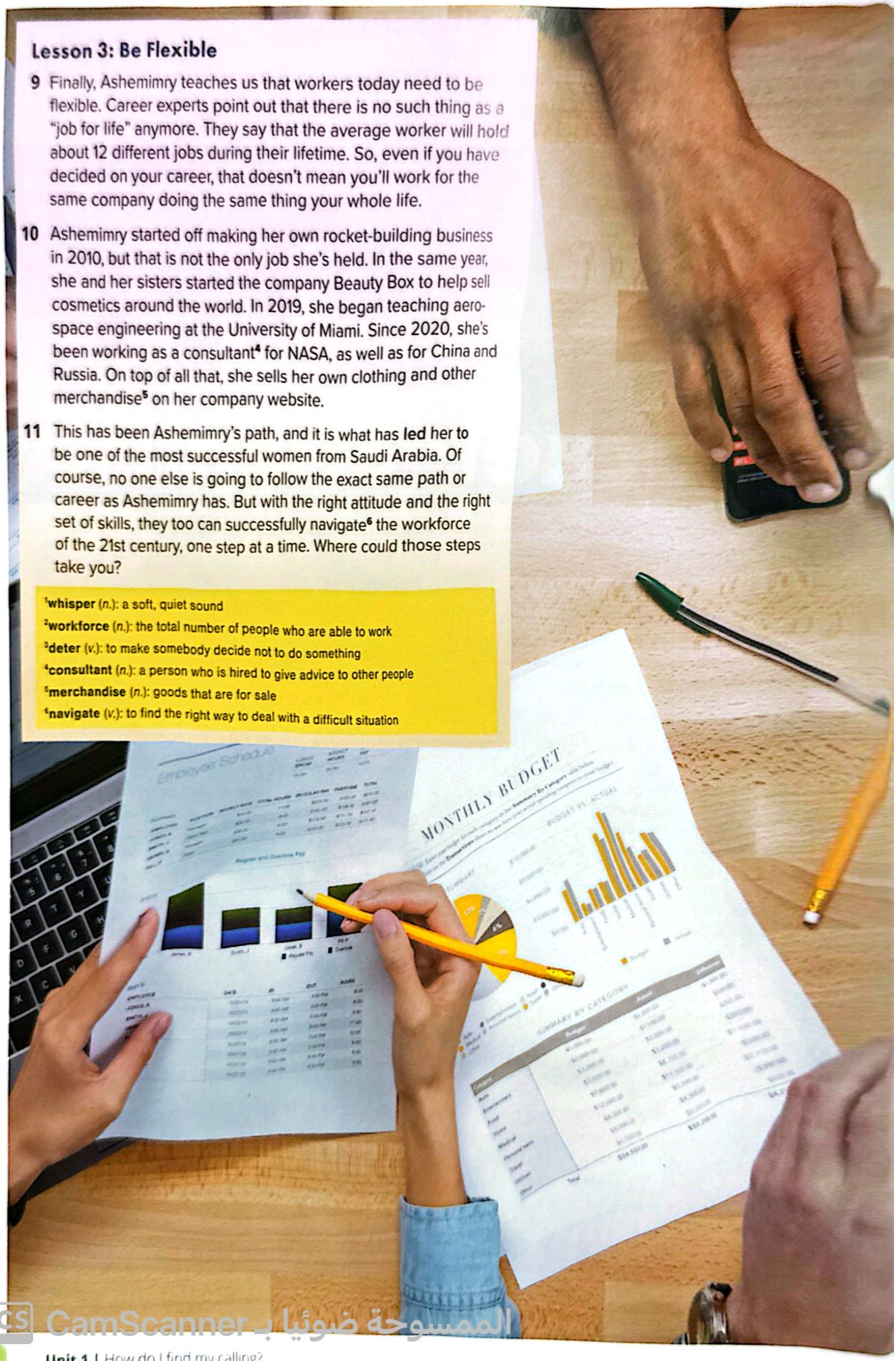
Lesson 3: Be Flexible

9 Finally, Ashemimry teaches us that workers today need to be flexible. Career experts point out that there is no such thing as a "job for life" anymore. They say that the average worker will hold about 12 different jobs during their lifetime. So, even if you have decided on your career, that doesn't mean you'll work for the same company doing the same thing your whole life.

10 Ashemimry started off making her own rocket-building business in 2010, but that is not the only job she's held. In the same year, she and her sisters started the company Beauty Box to help sell cosmetics around the world. In 2019, she began teaching aerospace engineering at the University of Miami. Since 2020, she's been working as a consultant[4] for NASA, as well as for China and Russia. On top of all that, she sells her own clothing and other merchandise[5] on her company website.

11 This has been Ashemimry's path, and it is what has **led** her to be one of the most successful women from Saudi Arabia. Of course, no one else is going to follow the exact same path or career as Ashemimry has. But with the right attitude and the right set of skills, they too can successfully navigate[6] the workforce of the 21st century, one step at a time. Where could those steps take you?

[1]**whisper** (*n.*): a soft, quiet sound
[2]**workforce** (*n.*): the total number of people who are able to work
[3]**deter** (*v.*): to make somebody decide not to do something
[4]**consultant** (*n.*): a person who is hired to give advice to other people
[5]**merchandise** (*n.*): goods that are for sale
[6]**navigate** (*v.*): to find the right way to deal with a difficult situation



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VOCABULARY SKILL REVIEW

Look at the sentences in Activity B. How many of the vocabulary words in bold are nouns? How many are verbs?

B VOCABULARY Read the sentences. Then match each bold word with its definition below.

1. ___ I've **considered** many different careers, but it is hard for me to decide on the one that will make me the happiest.
2. ___ The president **holds** one of the most important and difficult positions in a company. Having this job requires a great amount of responsibility.
3. ___ Last year, I finally **accomplished** my goal to become a nurse. It was a long and difficult journey, but I am so proud of myself for never giving up.
4. ___ When companies hire new employees, they **evaluate** their education and their experience to see if they are a good match.
5. ___ There are many things I like about my boss, but I think the thing I **value** the most is her ability to treat everyone with respect.
6. ___ After working for several years, I've decided to return to college. I hope that having a degree will **lead to** better job opportunities for me in the future.
7. ___ Asad wants to study computer science. First, he must **concentrate on** improving his English so he can begin taking college classes.
8. ___ My best friend studied in France for a year and loved it. His experience has **inspired** me to study there as well.
9. ___ If you want to be an engineer, it is **vital** that you are good at math because it requires a lot of complex calculations.
10. ___ The **path** to become a medical doctor is long and can take ten years or more to complete.

a. (*v. phr.*) to be an introduction to or cause of something
b. (*n.*) a plan of action or way of achieving something
c. (*v.*) to succeed in doing something difficult that you planned to do
d. (*v.*) to give someone a feeling of wanting and being able to do something
e. (*v.*) to think about something, often before making a decision
f. (*v.*) to have something, usually in an official way
g. (*adj.*) very important or necessary
h. (*v.*) to think something or someone is very important and worth a lot
i. (*v.*) to form an opinion on the amount, value, or quality of something
j. (*v. phr.*) to give all of your attention or effort to do something

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C **RESTATE** **Circle the main idea of the article.**

1. Mishaal Ashemimry is successful because she started her own rocket-building company.
2. Mishaal Ashemimry developed several skills in addition to earning her college degrees.
3. It was difficult for Mishaal Ashemimry to study aerospace engineering as a woman.
4. Mishaal Ashemimry is a good role model for people entering the 21st century workforce.

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

1. **T / F** Ashemimry discovered her career passion as a teenager.

   _____

2. **T / F** Ashemimry started her rocket company at 26.

   _____

3. **T / F** Some people discover their passions as adults.

   _____

4. **T / F** Companies value skills as well as degrees.

   _____

5. **T / F** Ashemimry's YouTube channel teaches women how to become pilots.

   _____

6. **T / F** Most people have ten jobs in their lifetime.

   _____

7. **T / F** Ashemimry sells clothing and merchandise online.

   _____

TIP FOR SUCCESS

Use pronoun referents, such as it and they, to continue an idea in a following sentence.

E **IDENTIFY** **Read these sentences from the article. Then answer the questions. Find the sentences in the article to help you.**

1. (Paragraph 1) I looked up at the sky; **it** was illuminated with very dense stars.

   What does *it* refer to? _____

2. (Paragraph 3) **It** has become a huge success.

   What does *it* refer to? _____

3. (Paragraph 5) One mistake many college students make is choosing a career because **it** is popular or makes a lot of money.

   What does *it* refer to? _____

4. (Paragraph 6) And, if our interests do change, we should evaluate whether **they** are temporary, or whether **they** could lead to a possible career.

   What does *they* refer to? _____

5. (Paragraph 7) Having a degree helps, but it's not the only thing **they** consider, say career experts.

   Who does *they* refer to? _____

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iQ Online

Unit 1 Reading
Reading Comprehension

6. (Paragraph 11) This has been Ashemimry's path, and **it** is what has led her to become one of the most successful women from Saudi Arabia.

   What does *it* refer to?

   _____

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Identifying a causal chain

A ***causal chain*** is a series of causes and effects. When you organize ideas into a causal chain, it will help you to see how one event affects another event, which then affects another event.

Be careful not to confuse a list of chronological (time) events with a series of causes and events. Time order is a different relationship from a cause-effect relationship.

F **IDENTIFY** **Read paragraph 5 of the article on page 5 and complete this graphic organizer. Identify the causal chain in the paragraph. Write the correct answers in the boxes.**



1. You will be happy with your career choice.
2. You will do well in school.
3. You will feel more motivated.
4. There will be better job options.
5. You choose a career you like.



WRITE WHAT YOU THINK

G **COMPOSE** **Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.**

1. Would you be willing to choose a career that makes a lot of money but is not your true passion? Explain.
2. Think of a job you would like to do. Which skills are important to be successful at that job?

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READING SKILL IDENTIFYING MAIN IDEAS AND SUPPORTING DETAILS

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

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



iQ Online

Unit 1 Reading
Reading Skill Video
Reading Skill

A CATEGORIZE **Read these sentences from the article. Write *MI* for the main idea of the paragraph. Write *SD* for the supporting details.**

1. Paragraph 3
   a. ___ After high school, she moved to the United States to study aerospace engineering at a university.
   b. ___ Following her passion for science is at the heart of Ashemimry's path to success.
   c. ___ Finally, after graduating, she started her very own rocket-building company.
2. Paragraph 5
   a. ___ However, if you choose something you like, you're going to be more motivated to succeed.
   b. ___ As a result, you're more likely to find a job with a better salary.
   c. ___ One mistake many college students make is choosing a career because it is popular or makes a lot of money.
3. Paragraph 7
   a. ___ Next, to be prepared for the 21st century workforce, you must focus not just on your qualifications, but on developing your skills.
   b. ___ Globally, more and more companies are hiring people based on their specific set of skills.
   c. ___ In addition to technology skills, companies today also greatly value skills in good communication, problem-solving, and creativity.

B IDENTIFY **Look again at paragraphs 4, 6, 8, and 9 in the article. Underline the topic sentence that states each paragraph's main idea. Then compare your answers with a partner.**

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READING 2

Can Social Media Work For You?

OBJECTIVE → You are going to read an interview with a career counselor who talks about using social media to network and find jobs. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Read the title and the questions the interviewer asks. Check (✓) all the topics you expect the interview to cover.

- ☐ how social media has affected the job market
- ☐ how job seekers are using social media
- ☐ how to find jobs through friends
- ☐ how to make a video interview
- ☐ what not to do on social media

ACADEMIC LANGUAGE

The corpus shows that *expect* and *professional* are more common in academic writing than academic speaking.

OPAL
Oxford Phrasal Academic Lexicon

B VOCABULARY Check (✓) the words you know. Use a dictionary to define any new or unknown words. Then discuss how the words will relate to the unit with a partner.

confident (*adj.*)	professional (*adj.*) OPAL
effective (*adj.*) OPAL	represent (*v.*) OPAL
expect (*v.*) OPAL	slang (*n.*)
offensive (*adj.*)	stranger (*n.*)

iQ Online

Unit 1 Vocabulary
Practice 2
Pronunciation 2

C QUICK WRITE What advice would you give to someone looking to make a career change? What should he or she do and not do? Think about things like what qualifications they might need and how to get them, how they might get experience in a new career before committing to the change and what difficulties they might experience. Write for 5–10 minutes in response.



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WORK WITH THE READING

1.03 **A** **INVESTIGATE** Read the interview and gather information about how to make a good first impression.

Can Social Media work For You?

Oliver Lee is a career counselor working in Ottawa, Canada. He has spent the last 25 years helping people prepare for the job of their dreams. Oliver notes that in today's working world, social media is giving job seekers a lot more ways to attract the attention of companies and find jobs. Unfortunately, there are still many people who don't know how to do it properly. CareersToday.com sat down with Oliver in a little café in downtown Ottawa, and here's what he had to say.

CareersToday: So, you say social media has been a real "game changer" for today's 21st century workers. What do you mean by that?

Oliver: That's right. Employers have depended on social media for a while now. When companies interview you, they're looking at your social media pages to help get an idea of who you are as a person. What are your interests and skills? Do you seem **professional**? But now, social media is doing a lot more for the job seekers themselves.

CareersToday: That's a very interesting shift[1]. So, how exactly is social media helping the job seeker?

Oliver: Probably the most interesting change is job seekers are sharing more about themselves. Today's generation of workers grew up on social media like TikTok and X. Now, more and more of you are not just using it to tell personal stories. You're also talking about your career passions and telling stories about your accomplishments. Companies come across these posts, and, if they like what you have to say, they could message you for an interview. This has opened a lot more doors to job seekers than in the past.

CareersToday: That's great to hear, but what about those who don't want to tell their whole story to the world?

Oliver: Oh, there are still other ways to get the attention of recruiters[2]. They spend a lot of time on LinkedIn and other social media sites to see what articles you're sharing. They look at the comments you post. So the advice is, think carefully about what you're reading, writing, and sharing online. Does it **represent** you well? Does it show passion for your career? If so, recruiters will feel more **confident** about offering you a position.

CareersToday: Excellent advice. Is there any other way to get their attention?

Oliver: Yes! Another **effective** step is to make as many connections as possible. Join groups that share your career interests. Research the companies you're interested in working for. Find out who the CEOs and managers are, and ask them to connect. Then they'll be in your network, and you'll be visible[3] to the people who make hiring decisions. Most CEOs and hiring managers are on social media these days, so you have a good chance of getting someone's attention.

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CareersToday: That sounds like a really great strategy for the job seekers who have found their calling. What about people looking to make a career change? Is there anything they can do?

Oliver: Again, connections, connections, connections! Reach out to people who can give you advice about the career you're interested in. Ask lots of questions. *What got you interested in your career? Do you have any advice for someone just starting out?* LinkedIn is a great place to start. You'd be surprised how helpful people can be there. Most of them are comfortable sharing their knowledge with people who show a genuine[4] interest, even if they're a **stranger**.

CareersToday: You've given us a lot of good advice here on what job seekers *should* do on social media. Is there anything they *shouldn't* do?

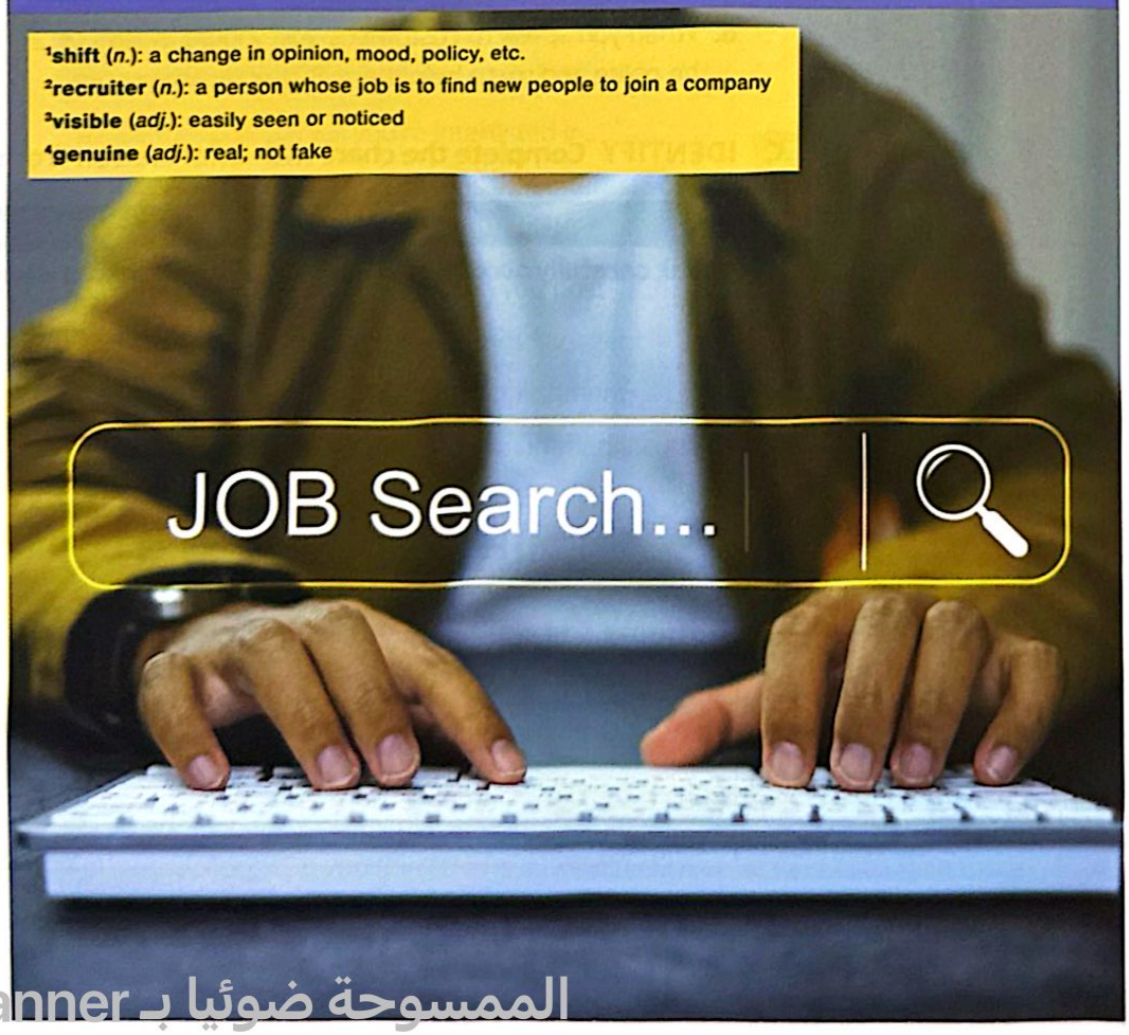
Oliver: Yes, there are always *dos* and *don'ts!* For one, don't say or share anything that might be **offensive** to others. Remember that people are looking at what you share, including hiring managers. Also avoid using **slang**. You want to sound as professional as possible.

CareersToday: Great points. Anything else?

Oliver: Yes, one more big *don't.* When you connect with someone, don't **expect** them to answer you right away. Everyone is busy! Especially CEOs and managers! If you ask a question and don't hear back, it's OK to follow up. But give it some time—at least a week. Remember, you're the one asking them for advice, not the other way around!

Leave a reply

[1]**shift** (*n.*): a change in opinion, mood, policy, etc.
[2]**recruiter** (*n.*): a person whose job is to find new people to join a company
[3]**visible** (*adj.*): easily seen or noticed
[4]**genuine** (*adj.*): real; not fake



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B **VOCABULARY** **Complete each sentence with the vocabulary from the interview.**

confident (*adj.*)	**professional** (*adj.*)
effective (*adj.*)	**represent** (*v.*)
expect (*v.*)	**slang** (*n.*)
offensive (*adj.*)	**stranger** (*n.*)

1. Scott wasn't feeling very _____ at his job interview. He kept looking down at the floor, and he spoke really softly.
2. Jokes are a great way to "break the ice" when you meet new people, but you should never tell _____ jokes that could make them feel uncomfortable.
3. Many people believe social media is a(n) _____ way to keep in touch with old friends who live far away.
4. Many teenagers use so much _____ when they talk to each other that their own parents can't understand them.
5. You were late for work again today. I _____ you to arrive on time tomorrow.
6. It's important to be polite when approaching a(n) _____ for advice.
7. If your Instagram account doesn't show the things you really like and care about, it doesn't _____ who you are as a person.
8. When you speak to customers, you should always be _____. You should be polite and try to help them as quickly as you can.

C **IDENTIFY** **Complete the chart with information from the article.**

Social media do's	Social media don'ts
Think carefully about what you post.	Don't share anything offensive.

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

1. **T / F** People are using social media to talk about their career accomplishments.

_____

2. **T / F** Recruiters are using social media to find new employees.

_____

3. **T / F** Most CEOs are on social media.

_____

4. **T / F** It's good to use slang when you comment on people's posts.

_____

5. **T / F** It's OK to send a direct message to a manager on social media.

_____

6. **T / F** You should give managers at least a month to respond.

_____

E **INVESTIGATE** **Match these main ideas from the article with the correct supporting details below. Then read the article again to check your answers.**

1. ___ ___ Share information about yourself.
2. ___ ___ ___ Make connections.
3. ___ ___ Be professional.

a. Search companies you're interested in.
b. Post and comment on articles that interest you.
c. Reach out to experts about making a career change.
d. Avoid using a lot of slang when you post.
e. Find and connect with CEOs and managers.
f. Share stories about your accomplishments.
g. Don't be upset if you don't get an immediate response.



WRITE WHAT YOU THINK

GLOBAL SKILLS

DIGITAL LITERACIES

When using social networks, consider how you present yourself to others. What photos or articles do you post? Are they appropriate and professional? Ask yourself, would employers react to my page positively or negatively?

F **COMPOSE** **Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.**

1. Consider your own social media profile. Do you think your social media pages represent you well?
2. In addition to social media, what is another way people can make professional connections? Do you think this is more effective or less effective than using social media?

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VIDEO Dream Academy

VIDEO GLOSSARY

drought (*n.*)
a long period of weather which is too dry

crops (*n.*)
plants that are grown on farms as food

windmill (*n.*)
a tall building with long arms that stick out from it and turn in the wind

cheerleader (*n.*)
a person who encourages the audience at a sports event to shout in support of the players

A PREVIEW What kind of obstacles can make it difficult for someone to attend college?



Resources
Unit 1
Unit Video

Unit 1

B APPLY Watch the unit video. Check (✓) its main purpose.

- ☐ to show why William built a windmill for his community
- ☐ to identify the goals of the African Leadership Academy
- ☐ to explain William's path to returning to school

Unit 1

C IDENTIFY Watch the video again. Answer the questions.

1. Where is William from?

_____

2. What kind of school does William attend?

_____

3. Why does William feel like he's at a disadvantage?

_____

4. How did William help his community?

_____

5. What goals does William have for the future?

_____

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WRITE WHAT YOU THINK

D **COMPOSE** Discuss the questions in a group or with a partner. Then choose one of the questions and write a paragraph in response.

1. Can you be successful without being confident? Explain.
2. Is it important for you to give back to your community in some way? If so, what could you do to help your own community?

VOCABULARY SKILL USING THE DICTIONARY TO IDENTIFY WORD FORMS

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

ac·com·plish /əˈkɑmplɪʃ/ *verb* [T] to succeed in doing something difficult that you planned to do: *Very little was accomplished at the meeting.* **SYN achieve**

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

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

Adapted from the *Oxford American Dictionary for learners of English*

TIP FOR SUCCESS

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

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

Noun	Verb	Adjective	Adverb
1. accomplishment	accomplish	accomplished	X
2.	X	confident	
3.	consider		
4.		inspirational	X
5.			offensively
6.	X	professional	
7.		representative	X
8. value			X



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B APPLY **Complete each sentence with a word from the chart in *Activity A.***

1. Bilal is an *accomplished* writer who has written several bestselling novels.
2. It is important to consider which profile photos you use on social media. Make sure that they really _____ the kind of person you are.
3. Workers who have developed several skills on top of their degree tend to be more _____ to companies, and so they're more likely to get hired.
4. Be careful about the jokes you share on social media because they could _____ people and make them angry or upset.
5. When you speak in public, you need to show _____. Even if you are nervous, you should look as if you are not.
6. Madeira has some _____ experience as an accountant, working for two different companies. As a result, she's been contacted by several hiring managers on LinkedIn.

iQ Online

Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

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



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Writing

OBJECTIVE → At the end of this unit, you will write a paragraph about how to achieve a career goal. This paragraph will include specific information from the texts and your own ideas.

WRITING SKILL PART 1 ORGANIZING AND DEVELOPING A PARAGRAPH

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

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

A WRITING MODEL Read the model paragraph. Then answer the questions.

BECOMING AN AIRLINE PILOT

I've been interested in flying planes since I was a child, and now that I'm finishing high school, I'm starting to make plans to make my dream job a reality. I have already started the first step, which is to learn as much about the career as possible. In the last year, I have spent time watching videos of professional pilots on social media. Their accomplishments have helped me to better understand the career. I have connected with several of them, and they have inspired me never to give up on my dream. Next, in order to become a pilot, I need to find the right school. I have no regular income and have to rely on my parents financially, so it is vital that I find a school that is as affordable as possible. There is a school near my hometown, but it is small and very expensive. If I travel to a bigger city, there will be more options. As a result, I will be able to save some money on tuition. Lastly, if I want to become a pilot for a major airline, I will need to pass several tests. To prepare, I will concentrate hard on my studies over the next three to four years. If I run into trouble, I'll reach out to my contacts online for help. I am confident that if I stick to this plan, I will accomplish my goal, and my childhood dream will finally come true.

1. What is the topic sentence of the paragraph? Circle it.
2. How many supporting sentences are in the paragraph? ___
3. The writer mentions three major steps they plan to take to become an airline pilot. What are these three sub-topics? Write them below.
   a. _____
   b. _____
   c. _____
4. The paragraph uses reasons to support the subtopics. What two reasons explain why the writer needs to find an affordable school?
   _____
5. What is the concluding sentence of the paragraph? Underline it.

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B **ANALYZE** Complete the paragraph below. Choose the correct topic sentence and supporting details from the box. Use the information from th article in Reading 2 to develop your ideas. One sentence will not be used.

a. For example, I plan to keep a blog and share it on social media.

b. I can ask them advice on how to grow and succeed as a writer.

c. To become a professional writer, there are several steps I plan to follow.

d. I plan to study English at my local university.

MY NEXT STEP

[1] ___ First, I will need to get a bachelor's degree. [2] ___ Also, if I study locally, I will be able to live with my parents and save money. Another important step is to grow my network. I expect to have regular contact with my professors, who will be able to set me on the right path. On top of that, I will connect with professional writers on LinkedIn. [3] ___. In conclusion, becoming an accomplished writer will require a lot of dedication, but I am willing to do whatever it takes.

WRITING SKILL PART 2 ORGANIZING AND DEVELOPING A PARAGRAPH

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

Example of an outline

1. **Topic sentence**: I've been interested in flying planes since I was a child, and now that I'm finishing high school, I'm starting to make plans to make my dream job a reality.
2. **Subtopics and supporting details:**
   - A. learn about my career
     1. watch videos of professional pilots on YouTube
     2. connected with pilots on social media
   - B. choose the right school
     1. find an affordable school in the city
     2. save money on tuition
   - C. pass the pilot tests
     1. concentrate on my studies
     2. reach out to contacts online for help
3. **Concluding sentence**: I am confident that if I stick to this plan, I will accomplish my goal, and my childhood dream will finally come true.

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A WRITING MODEL Read the model paragraph. Then complete the outline below. Use short phrases to rephrase the ideas.

MAKING A VIDEO RESUME

With so many employers online these days, more and more people are relying on video resumes to make themselves stand out. It wasn't too hard to create my own video resume, but it did require time and a little creativity. First, I did some research. I looked at other people's video resumes on LinkedIn. Then I took notes about what I liked and didn't like. I learned that if you include interesting images and music, it makes your video a lot more effective. Next, I wrote a script which I used to tell my story. I thought about everything I wanted to talk about, such as my degree, my work experience, and my skills. I wrote it all down on paper, and I made sure not to use any slang. I practiced it until I remembered it word-for-word. Finally, I made the video. If you don't have everything perfect, it's not going to look professional. You need to have good lighting and sound. I used my phone because it has a good camera and microphone. Then I used my computer to produce the final video. I think my video resume looks professional and represents me well, and I hope it will inspire hiring managers to contact me for a job soon!

1. Topic sentence:
   It wasn't too hard to create my own video resume, but it did require time and a little creativity.
2. Subtopics and supporting details:
   A. did research
      1. looked at video resumes on LinkedIn
      2. _____
   B. wrote a script
      1. _____
      2. _____
      3. _____
   C. _____
      1. need good lighting and sound
      2. _____
      3. _____
3. Concluding sentence: _____



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WRITING TIP

Use listing-order transition words such as *first*, *second*, and *third*, to introduce subtopics in a paragraph that gives steps or advice.

B **COMPOSE** **Work with a partner or group to complete this outline for the paragraph in Activity B on page 20. Fill in the topic sentence, the remaining subtopic and supporting details, and a concluding sentence. Use your own ideas.**

1. Topic sentence: _____
2. Subtopics (A and B) and supporting details:
   - A. *Get a bachelor's degree* _____
     1. *Study English at my local university* _____
     _____
   - B. _____
     1. _____
     2. _____
     3. _____
3. Concluding sentence: _____
   _____

iQ Online

Unit 1 Writing
Writing Skill Video
Writing Skill

GRAMMAR REAL CONDITIONAL: PRESENT AND FUTURE

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

***if* clause**	**result clause**
If I **use** social media to find a job,	I **am** careful about what I post.

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

***if* clause**	**result clause**
If you **choose** a career you like,	you **may feel** more motivated to do it.

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

***if* clause**	**result clause**
If I **become** a nurse,	I **will achieve** my childhood dream.
if clause	**result clause**
If you **connect** with CEOs online,	you **will be able to** ask them for professional advice.

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

***when* clause**	**result clause**
When I **read** stories about successful women,	I **feel** inspired.
result clause	***when* clause**
You'll **impress** hiring managers	when you **show** passion for your career.

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

1. You look better to companies when you have multiple skills to offer.
2. If you are not professional and polite, it could hurt your chances of getting a job.
3. I am more likely to make a good impression if I appear confident and prepared.
4. When you use a professional profile photo online, people take you seriously.
5. If I don't connect with experts in my field, I may not be as successful.

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

1. If they offer me the job, I think I will take it. (take)
2. I _____ better when I have a full-time position. (feel)
3. If you _____ to be a pilot, it can take several years. (want)
4. If you _____ what career you want, you could talk to a career counselor. (not know)
5. He will probably be really upset if he _____ the test. (not pass)

C Complete each sentence with your own ideas.

1. If I have a positive attitude, _____
2. When I consider all the jobs that interest me, _____
3. If I don't concentrate on school, _____
4. If you face an obstacle at work, _____
5. If you share something offensive online, _____

iQ Online

Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

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Unit Assignment

iQ Online
My Assignments
Unit Assignment
Alternate Assignmer

Write a "how to" paragraph

OBJECTIVE → In this assignment, you are going to write a paragraph about how to find your calling. You can use the unit activities and **iQ Online** to prepare, plan, and write the Unit Assignment.

CONSIDER THE IDEAS

A **SYNTHESIZE** **Think about the unit question, "How do I find my calling?" Organize the ideas you learned from the texts and video activities and use the questions below to guide you.**

- If you had your dream job, what would it be? Why?
- What special skills do you have that make you unique? Write down a few examples.
- Where would you go to for advice about the career you want? Who would you connect with online?

B **WRITING MODEL** **Find a model for this unit assignment in iQ Online.**

iQ Online

Unit 1 Global Skills
Emotional
Self-Regulation

GLOBAL SKILLS EMOTIONAL SELF-REGULATION

Visualizing your goals

Visualization, or mental imagery, is a popular technique used by athletes to improve their performance, and it can be applied to other areas of life — for example, when clarifying your career goals. Visualization involves imagining yourself in a future situation in as much detail as possible. Doing this can help you work out what you want, feel more focused, create an action plan for achieving your goal, and prepare you for any challenges you might face. Find out more about this in **iQ Online**.

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PLAN AND WRITE

A BRAINSTORM Think about your topic and write it here. Brainstorm some things you should do or should not do to achieve your career goal. Make a list of dos and don'ts in the chart below.

My topic: _____

Dos	Don'ts

B PLAN Follow these steps to plan your paragraph.

1. Look at the dos and don'ts you wrote in Activity A. Circle three ideas you want to use in your paragraph. These are your subtopics.
2. Think about what will happen if you do or don't take the steps you identified. Use ideas from Reading 1, Reading 2, and the unit video to help support your subtopics.

WRITING TASK → **C WRITE** Write a "how to" paragraph on achieving your future career. Use your planning notes in Activity A and B as a guide. Consider the points below.

- Review the writing skill on pages 19–20 and grammar on page 22.
- Be sure to include a topic sentence, supporting sentences, and a concluding sentence.
- Look at the Self-Assessment checklist to guide your writing.

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REVISE AND EDIT

Resources

Unit 1
Peer Review Worksheet

A PEER REVIEW Read your partner's paragraph. Then use the Peer Review Worksheet. Discuss the review with your partner.

B REWRITE Based on your partner's review, revise, and rewrite your paragraph.

C EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph.

SELF-ASSESSMENT	Yes	No
Does the paragraph have a strong topic sentence and concluding sentence?	☐	☐
Are there three subtopics with specific details?	☐	☐
Does the paragraph include conditionals? Are they used correctly?	☐	☐
Are all words used in their correct form?	☐	☐
Does the paragraph include vocabulary from the unit?	☐	☐
Did you check the paragraph for punctuation, spelling, and grammar?	☐	☐

D REFLECT Discuss these questions in a group or with a partner.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How do I find my calling? Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ Online

Unit 1 Quiz

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TRACK YOUR SUCCESS

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

READING ☐ I can identify main ideas and supporting details. (p.10)

VOCABULARY ☐ I can use the dictionary to identify word forms. (p.17)

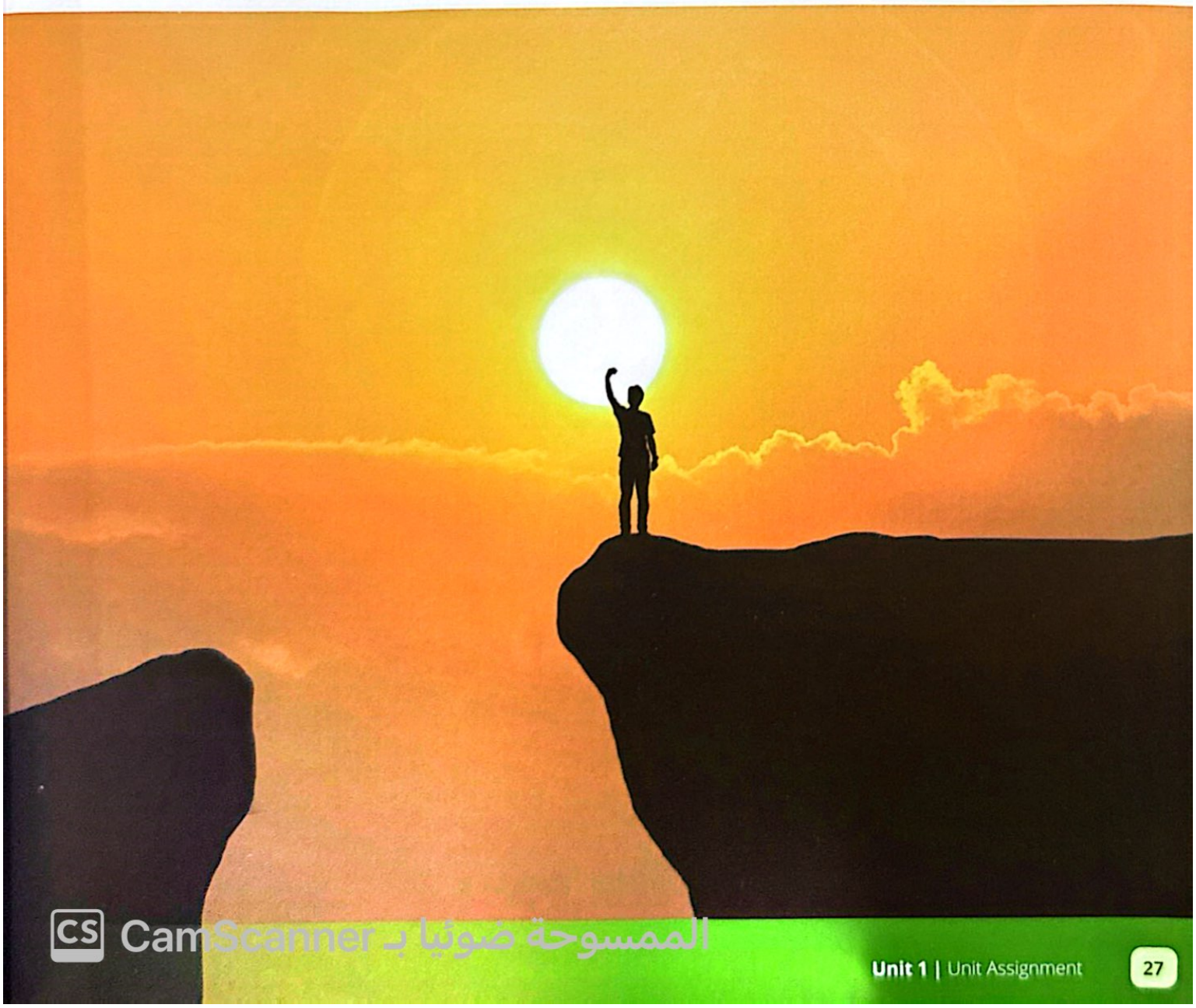
WRITING ☐ I can organize and develop a paragraph. (pp.19 and 20)

GRAMMAR ☐ I can use real conditionals. (p.22)

GLOBAL SKILLS ☐ Critical Thinking: I can identify a causal chain. (p.9)

☐ Emotional Self-Regulation: I can visualize my goals. (p.24)

OBJECTIVE → ☐ I can gather information and ideas to write a "how to" paragraph on achieving a career goal.



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2



BIOLOGICAL SCIENCES

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

GLOBAL SKILLS

CRITICAL THINKING: make inferences
CREATIVITY: make lively first drafts

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UNIT OBJECTIVE → Read the articles and gather information and ideas to write a descriptive paragraph about your favorite dish.

Q Unit Question

What affects our food choices?

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

1. Look at the photo. Which foods do you know? Which look good to you?
2. What kinds of food do you eat every day? What kinds of food do you eat on special occasions?

2.01 **B** **Listen to *The Q Classroom* online. Complete the chart with the factor that affects each student's food choices and the example they give.**

	What affects our food choices?	His or her example
Sophy	freshness	vegetables from the garden
Yuna		
Marcus		
Felix		

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Unit 2 Topic Vocabulary
Check your understanding of some useful words for discussing this topic.

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Reading

READING 1 Knowing Your Tastes

OBJECTIVE → You are going to read an article from a food magazine about why people like and dislike certain foods. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A **PREVIEW** Read the title and headings. Then look at the pictures. The author has two main reasons for writing the article. Check (✓) the two reasons.

- ☐ to describe different kinds of foods
- ☐ to compare different kinds of tasters
- ☐ to argue why people should eat well
- ☐ to give advice about people's food choices
- ☐ to explain the causes of overeating

B **VOCABULARY** Check (✓) the words you know. Then work with a partner to locate each word in the article. Use clues to help define the words you don't know. Check your definitions in the dictionary.

at risk (*prep. phr.*)	**recognize** (*v.*) OPAL
balanced (*adj.*) OPAL	**sensitive** (*adj.*) OPAL
be made up of (*v. phr.*)	**system** (*n.*) OPAL
identify (*v.*) OPAL	**typically** (*adv.*) OPAL
likely (*adj.*) OPAL	

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Unit 2 Vocabulary
Practice 1
Pronunciation 1

C **QUICK WRITE** What is an important food or dish in your culture? Write for 5–10 minutes in response.

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WORK WITH THE READING

2.02 **A INVESTIGATE** Read the article and gather information about what makes food taste good.



Food Likes and Dislikes

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

How the Tongue Works

2 The human tongue **is made up of** a group of muscles and taste buds that work together to **recognize** foods. The average adult tongue has 10,000 taste buds, which are tiny bumps[1] located on the tongue. Tiny hairs on the end of the taste buds tell us whether food is sweet, sour, bitter, or salty. The taste buds send messages to the brain as chemicals from the food enter the nose. Together, the taste buds and nose tell the brain exactly what the tongue is tasting. This complex **system** helps humans survive by recognizing which foods are safe and which might be dangerous.

Nontasters, Medium Tasters, Supertasters

3 Although all humans have taste buds, we do not all have the same number of them. *Medium tasters* **typically** have 10,000 taste buds. These "average tasters" make up about 50% of the world population. *Nontasters*, 25% of the population, have half the number of taste buds as medium tasters. The remaining 25% are *supertasters*. Supertasters have four to six times as many taste buds as nontasters and twice as many as medium tasters (see Figure 1). Research shows that supertasters are more **likely** to be women and from Asia, Africa, and South America.

Different Worlds for Different Tasters

4 Supertasters live in a very colorful world of tastes, nontasters live in a gray world, and medium tasters are somewhere between the two. Supertasters think that a lot of foods are too strong. In addition to having more taste buds, supertasters are born with a gene[2] that makes them **sensitive** to bitter foods. So, they dislike broccoli, cauliflower, grapefruit, and even coffee. With more taste buds, they can more easily feel fatty foods in their mouths. As a result, they stay away from high-fat food items like French fries and sweets. They are also very sensitive to pain on the tongue, so they avoid spicy food. Nontasters, on the other hand, experience fewer tastes in general, so they can enjoy hot foods like chili and pepper with much less pain.

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Supertasters, Nontasters, and Diet

5 As a rule, humans avoid foods that taste bad and eat foods that give them pleasure. Since supertasters avoid bitter fruits and vegetables, their diets are sometimes not **balanced**, which could put them more **at risk** for certain types of cancers. However, they also dislike fatty and sweet foods, so they tend to be thinner and at lower risk for heart disease and diabetes[3]. In contrast, nontasters like foods high in fat because their tongues do not react negatively to them. All people should pay attention to what they eat, but nontasters and supertasters must be more aware of the foods they are consuming or avoiding and find other ways to make up the difference.

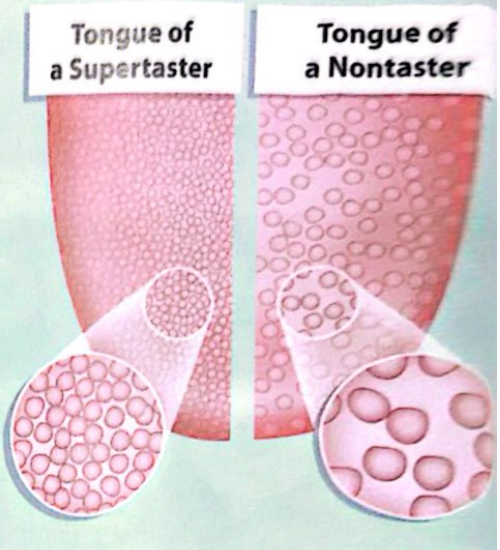


Figure 1

What Kind of Taster Are You?

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

[1]**bump** (*n.*): a part of flat surface that is raised above the rest of it
[2]**gene** (*n.*): a part of a cell in a living thing that decides its characteristics
[3]**diabetes** (*n.*): a serious disease in which a person's body cannot control the level of sugar in the body

VOCABULARY SKILL REVIEW

In Unit 1, you learned how to identify word forms with a dictionary. Look at all the words in the sentences. Which words are adjectives? Which words are nouns used like adjectives?

B VOCABULARY Complete each sentence with the vocabulary *from* the article. You may need to change the form of some of the words.

at risk (*prep. phr.*)	**identify** (*v.*)	**sensitive** (*adj.*)
balanced (*adj.*)	**likely** (*adj.*)	**system** (*n.*)
be made up of (*v. phr.*)	**recognize** (*v.*)	**typically** (*adv.*)

1. I did not _____ the taste of the cake at first. It took me a minute to rea that it tasted like blackberries.
2. Water _____ hydrogen and oxygen.
3. The human digestive _____ includes the mouth and stomach. It helps change the food we eat into energy.
4. People who don't eat well are more _____ to get sick than people with healthy diets.
5. People who eat healthy foods and exercise _____ have fewer health problems than people who don't.
6. Anita took a test to _____ the best diet for her body.
7. Most health experts agree that a(n) _____ diet should include differe types of foods, such as meat, fruits, vegetables, bread, and cheese.
8. People who don't eat well are _____ of getting sick.
9. Abdullah's teeth are very _____ to cold, so he usually drinks water at room temperature.

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C **IDENTIFY** **Choose the answer to each question.**

1. What is the main idea of the article?
   a. As a rule, humans eat foods that taste good and avoid foods that taste bad.
   b. The kind of taster you are can affect your food choices and health.
   c. Supertasters live in an exciting world of tastes, but nontasters live in a boring world.
   d. Supertasters have about 20,000 taste buds, double the amount that medium tasters have.

2. Which statement is true about taste buds?
   a. They send messages to the tongue.
   b. The average person has 5,000 taste buds.
   c. They are large bumps on the tongue.
   d. They tell the brain how food tastes.

3. Which statement is true about the number of taste buds a person has?
   a. How many taste buds you have has no effect on taste.
   b. The number of taste buds you have can cause you to like or dislike certain foods.
   c. The more taste buds you have, the more you enjoy spicy foods.
   d. People with a lot of taste buds never eat fruits or vegetables.

4. Which statement is true about the three different kinds of tasters?
   a. Finding out what kind of taster you are can help you make important decisions about your diet.
   b. Supertasters are more likely to be men from Asia, Africa, and South America.
   c. You need a complex test to show you what kind of taster you are.
   d. Unlike nontasters and supertasters, medium tasters do not have to care about the kinds of food they eat.

D **EXPLAIN** **Answer the questions. Write the paragraph number where the answer is found. Then discuss your answers with a partner.**

1. What four tastes can taste buds identify? Paragraph: ___

_____

2. How many taste buds do nontasters have? Paragraph: ___

_____

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

_____

4. What types of foods do supertasters avoid? Paragraph: ___

_____

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

_____

_____

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E **IDENTIFY** **Read these sentences from the article. Then answer the questions. Find the sentences in the article to help you.**

1. (Paragraph 3) Although all humans have taste buds, we do not all have the same number of **them**.

   Who or what does *them* refer to?

   a. humans b. taste buds c. nontasters

2. (Paragraph 4) So, **they** dislike broccoli, cauliflower, grapefruit, and even coffee.

   Who or what does *they* refer to?

   a. foods b. medium tasters c. supertasters

3. (Paragraph 4) **They** are also very sensitive to pain on the tongue, so they avoid spicy food.

   Who or what does *they* refer to?

   a. spicy food b. supertasters c. medium tasters

4. (Paragraph 5) However, **they** also dislike fatty and sweet foods, so **they** tend to be thinner and at lower risk for heart disease and diabetes.

   Who or what does *they* refer to?

   a. nontasters b. medium tasters c. supertasters

5. (Paragraph 5) In contrast, nontasters like foods high in fat because their tongues do not react negatively to **them**.

   Who or what does *them* refer to?

   a. high-fat foods b. nontasters c. taste buds

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Unit 2 Reading
Reading Comprehension

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Unit 2 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Making inferences

When you **make inferences**, you are using your knowledge to think beyond the ideas that the author states in the text. Inferring means analyzing the information that is provided in a text to find out other information that was not given to you. In other words, you are looking for ideas that are suggested by the author, but not directly stated.

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F **INTERPRET** **Answer the questions. Then compare your answers with a partner.**

1. Medium tasters have about 10,000 taste buds. How many taste buds do supertasters have?

   _____

2. Can people decide to be a supertaster? Why or why not?

   _____

3. Supertasters do not enjoy bitter foods or foods high in fat. They also dislike sweet foods. What kinds of foods do you think supertasters like to eat?

   _____

4. Nontasters like spicy foods and high-fat foods. What kinds of health risks do you think nontasters have because of their diet?

   _____



WRITE WHAT YOU THINK

WRITING TIP

Remember to use your topic sentence to state your main idea.

G **COMPOSE** **Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.**

1. Do you think you are a nontaster, medium taster, or supertaster? Why?
2. What foods do you really like or dislike? Choose one food and describe what you like or dislike about it.

READING SKILL PREVIEWING A TEXT

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

Previewing usually includes these steps:

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

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

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

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A **IDENTIFY** **Look at Reading 2 on pages 38–39. Follow these steps as you preview the text.**

Step 1: Read the title and headings.

1. What is the title of the text?

_____

2. There are three headings. What are they?

_____

_____

_____

Step 2: Look at the photographs. What are they of?

_____

Step 3: Read the first and last paragraphs. Read them quickly. Underline the main ide of each paragraph.

B **RECOGNIZE** **What is the topic of the text?**

_____

C **RESTATE** **What ideas are discussed in the text?**

_____

_____

_____

_____

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Unit 2 Reading
Reading Skill Video
Reading Skill



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READING 2 Is It Okay to Be Picky?

OBJECTIVE → You are going to read an advice column article for parents about children's eating habits. Use the article to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Read the first three paragraphs of the article. What does it mean to be a "picky eater"? Check (✓) your answer.

- ☐ someone who chooses to eat healthy foods
- ☐ someone who only likes certain foods
- ☐ someone who eats a lot of fruit

ACADEMIC LANGUAGE

The corpus shows that words like *influence* and *option* are more commonly used in academic writing than in speaking.

OPAL
Oxford Phrasal Academic Lexicon

B VOCABULARY Check (✓) the words you know. Use a dictionary to define any new or unknown words. Then discuss how the words will relate to the unit with a partner.

adapt to (*v. phr.*) OPAL	**influence** (*v.*) OPAL	**option** (*n.*) OPAL
arrange (*v.*)	**method** (*n.*) OPAL	**satisfy** (*v.*) OPAL
be attracted to (*v. phr.*)	**occasion** (*n.*)	**traumatic** (*adj.*)
be willing to (*v. phr.*)		

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Unit 2 Vocabulary
Practice 2
Pronunciation 2

C QUICK WRITE Were you a picky eater when you were a young child? Write for 5–10 minutes in response.

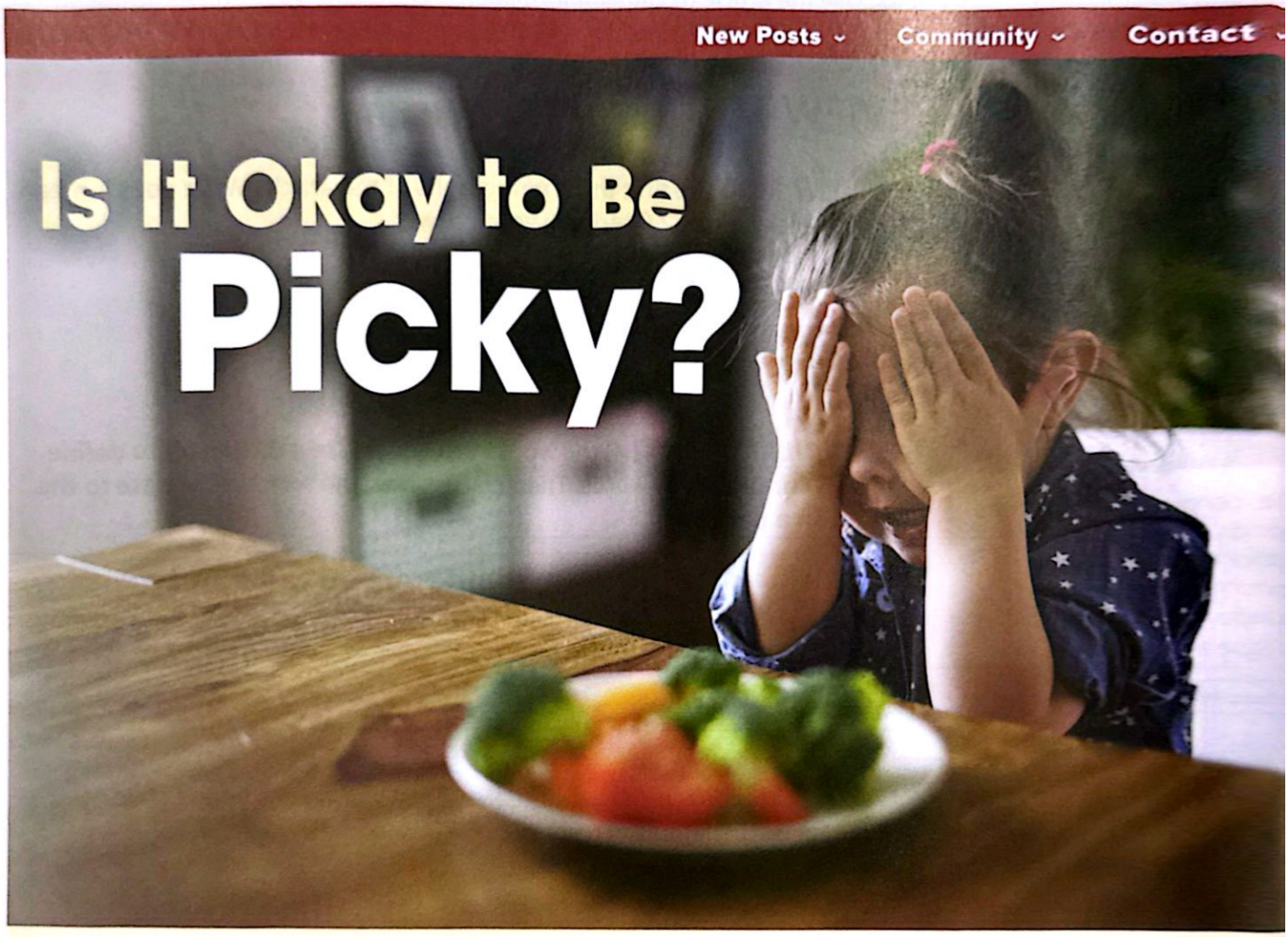


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WORK WITH THE READING

2.03 **A INVESTIGATE** Read the article and gather information about what affects our food choices.



1 I receive lots of messages from parents asking me what to do about their children's eating habits. But the biggest one is always, "Why is my child so picky?" Today, I'm here to explain just what makes children picky eaters and what you can and can't do about it (as well as some advice for you picky parents, too!).

Sweet-Toothed Shanaya

2 *"My 4-year-old, Shanaya, absolutely refuses to eat most raw vegetables. But she'll eat any kind of fruit I give her – bananas, apple, mango, you name it! Is there anything I can do to get her to eat more vegetables?"*

3 Don't be surprised if your child prefers fruits to vegetables. Scientists say this is absolutely normal. Young children **are** naturally **attracted to** sugary foods because they are high in calories. Because your four-year-old is growing so quickly, she needs as much energy as possible, and energy only comes from one thing—calories!

4 Also, you might be surprised to learn that little ones cannot taste sweetness as easily as we can. To **satisfy** your daughter's sweet tooth, giving her fruit is actually one of the best **options** because it contains natural sugars, which are healthier than processed sugars.

5 So, does this mean no vegetables at all? Of course not. However, the fact is most vegetables are naturally bitter, and children are more sensitive to bitter tastes. Scientists actually think this dislike of bitter tastes is for their own natural protection because bitter things are more likely to be toxic or dangerous.

6 This is another reason young children tend to prefer sweeter foods like fresh fruit. One solution here is to introduce raw vegetables with something sweet at the same time. If you do that, your child might **be** more **willing to** try the vegetables, too!

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Gavin, a Fish-n-Chips kid in Japan

7 *"My wife and I moved from England to Japan last year. We have a six-year-old son, Gavin, and we're having a hard time getting him to eat the typical food here, like sushi. Should we let him stick to the food he's used to or push him to try new things?"*

8 Most Japanese children eat sushi because their parents introduce it to them when they're three or four years old. By the time they're your son's age, eating sushi is as normal to them as eating fried fish and chips is to Gavin.

9 However, trying to **adapt to** the foods of a completely different culture is not always easy. Older children are used to the common foods of their culture. On top of that, they have already developed their own preferences. For example, some might be "supertasters," and may naturally avoid bitter foods like broccoli (and Japanese bitter melon).

10 Regarding your son, it's fine to encourage him to try more Japanese foods, but don't force him to. Studies have shown that parents who are too strict about foods can produce children who are overly picky as adults. Sometimes, forcing your child to eat something he doesn't like can cause problems later. Dr. Zuker, a psychologist from Duke University, notes that "Food memories are very powerful memories." You don't want those memories to be **traumatic**!

11 That said, there are definitely other ways to be encouraging. One of the best **methods** is to involve them in family meal planning and cooking. Look at new recipes together, go grocery shopping together, and cook together. We are more likely to eat food we have picked out and prepared ourselves.

12 It's also important to **arrange** meals together, as a family. Sit around the table and tell each other about your day. (And put your phones away!) Meals are not just about the food—they're also a social **occasion**. The more interactive and comfortable the experience is, the more likely your child will be open to trying new things.

Picky Parents

13 *"I'm ashamed to say that I'm a picky eater, but I'm the parent. Am I being a bad role model for my two children?"*

14 For one, know that you're not alone! In a recent survey out of Duke University, about 75% of "picky eaters" said their feelings started when they were children. Remember that you might not always have a choice about what you like or don't like. You also might be one of those supertasters!

15 However, as a parent, your children look up to you, so be aware of what example you're showing them. When you and your family are invited to dinner at a friend's house, be polite about the food they serve you. You may not like all the food, but you still need to remember your role as a parent. Maybe you can't always **influence** their food choices, but you still need to teach them manners.



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B VOCABULARY Here are some words from the article. Read the sen
Then write each bold word next to the correct definition. You may n
change the form of some of the words.

1. I only eat meat on certain **occasions**, such as when I am invited to a friend for dinner. Otherwise, I prefer fruits and vegetables.
2. It's usually easier to **adapt to** a new country when you understand the cul can speak the language.
3. My mother always gave me two **options** as a child. I could eat what she ma or I could go to bed hungry!
4. Drinking juice can certainly **satisfy** your desire for something sweet, but rea healthier to just have a piece of fruit.
5. His mom **arranged** the vegetables on his plate to make them look like a beautiful butterfly.
6. Some people always order the same thing at their favorite restaurant. In co more adventurous eaters **are willing to** try a new dish each time.
7. Many people go through **traumatic** events as children, such as the death o parent or grandparent.
8. Honestly, I might not **be attracted to** the look of jackfruit, but I do really like way the inside tastes.
9. At many restaurants, grilling is a common **method** for cooking both vegetab and meats.
10. The kinds of food we eat as children can **influence** the foods we prefer as a

a. _____ (*adj.*) causing someone to feel great unhappiness or shock
b. _____ (*n.*) a particular time when something happens
c. _____ (*v.*) to have or do what is necessary for something
d. _____ (*v.*) to put something in a particular order or in a particular p
e. _____ (*n.*) a particular way of doing something
f. _____ (*v.*) to affect the way someone thinks or behaves
g. _____ (*v. phr.*) to be interested in something
h. _____ (*v. phr.*) to change your behavior because the situation you a has changed
i. _____ (*v. phr.*) to be happy or ready to do something, without need be persuaded
j. _____ (*n.*) things that you choose or can choose

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C **RESTATE** **Choose the main purpose of the article. Check (✓) the answer.**

1. ☐ to explain to parents why it's OK to let children pick their own foods
2. ☐ to argue why parents shouldn't worry about their children's eating habits
3. ☐ to give parents advice about how to deal with picky eating habits
4. ☐ to remind parents why it's important to teach their children good manners

TIP FOR SUCCESS

Remember to read the first and last paragraphs to identify the main idea of an article.

D **IDENTIFY** **Read the main ideas. Write the paragraph number where they are found.**

1. ___ Children are more willing to try foods they have prepared themselves.
2. ___ It's common for young children to want foods that are high in sugar.
3. ___ A study showed that most picky adults were also picky as children.
4. ___ Scientists say that children naturally dislike bitter foods.
5. ___ It's important that parents teach their children polite eating behaviors.
6. ___ Being too strict about what children eat could cause them problems later in life.

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

1. **T / F** Shanaya prefers eating vegetables to fruits.

   _____

2. **T / F** The energy we get from food comes from calories.

   _____

3. **T / F** Natural sugars are healthier than processed sugars.

   _____

4. **T / F** Gavin and his parents recently moved from Japan to England.

   _____

5. **T / F** Most Japanese children try sushi by the time they're five years old.

   _____

6. **T / F** Planning meals together might encourage children to try new foods.

   _____

7. **T / F** A survey showed that 50% of adult picky eaters were picky in childhood.

   _____

8. **T / F** Parents are responsible for teaching their children manners.

   _____

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F **IDENTIFY** **Read these sentences from the article. Then answer the questions. Find the sentences in the article to help you.**

1. (Paragraph 4) To satisfy your daughter's sweet tooth, giving her fruit is actually one of the best options because **it** contains natural sugars.

   What does ***it*** refer to?

   _____

2. (Paragraph 8) Most Japanese children eat sushi because their parents introduce **it** to them they they're three or four years old.

   What does ***it*** refer to?

   _____

3. (Paragraph 9) On top of that, **they** have already developed their own preferences.

   Who does ***they*** refer to?

   _____

4. (Paragraph 11) One of the best methods is to involve **them** in family meal planning and cooking.

   Who does ***them*** refer to?

   _____

5. (Paragraph 12) Meals are not just about the food—**they**'re also a social occasion.

   What does ***they*** refer to?

   _____

6. (Paragraph 15) When you and your family are invited to dinner at a friend's house, be polite about the food **they** serve you.

   Who does ***they*** refer to?

   _____

GLOBAL SKILLS

CRITICAL THINKING

When you read a text, look for ways to connect what you learned to your own past and present experiences. Making connections between the text and your life will help you become a more critical reader and thinker.

G **INTERPRET** **Check (✓) the statements you can infer from the article.**

1. ☐ Fruit is higher in sugar and calories than vegetables.
2. ☐ Adults detect sugar in food more easily than children do.
3. ☐ Japanese parents let their children have sushi when they are infants.
4. ☐ Some parents force their children to eat foods they don't like.
5. ☐ It can be difficult to change your food preferences.
6. ☐ The author believes parents should use their phones at the dinner table.

WRITE WHAT YOU THINK

H **COMPOSE** **Discuss the questions in a group or with a partner. Then choose one question and write a paragraph in response.**

1. Which foods did you dislike as a child? Which foods do you dislike now? Why do you think food preferences change as you get older?
2. What kind of manners do you think parents should teach children about eating at home and at other people's houses?

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VIDEO Soul Food

VIDEO GLOSSARY

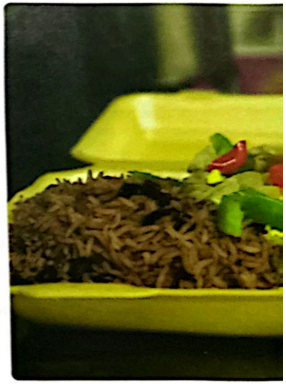
takeaway (*n.*)
food that you buy already cooked from a restaurant to eat somewhere else

curry (*n.*)
a dish of meat, vegetables, etc., containing a lot of spices, usually served with rice

stew (*n.*)
a type of food that you make by cooking meat and vegetables in liquid for a long time

profit (*n.*)
the money that you make in a business or by selling things, after paying the costs involved

A **PREVIEW** **Do you enjoy trying foods from ot opinion with a partner.**



Unit 2 **B** **APPLY** **Watch the unit video. Check (✓) t according to the video.**

- ☐ 1. Food is very expensive in Peckham.
- ☐ 2. You can eat food from many different c
- ☐ 3. Jennifer cooks food mainly for profit.
- ☐ 4. Jennifer's customers have made her fo

Resources
Unit 2
Unit Video

Unit 2 **C** **IDENTIFY** **Watch the unit video again.**

1. Where is Peckham located?

   _____

2. What kind of food does Jennifer's restau

   _____

3. When does Jennifer start cooking?

   _____

4. What nationalities are Jennifer's custom

   _____

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VIDEO Soul Food

VIDEO GLOSSARY

takeaway (*n.*)
food that you buy already cooked from a restaurant to eat somewhere else

curry (*n.*)
a dish of meat, vegetables, etc., containing a lot of spices, usually served with rice

stew (*n.*)
a type of food that you make by cooking meat and vegetables in liquid for a long time

profit (*n.*)
the money that you make in a business or by selling things, after paying the costs involved

A PREVIEW Do you enjoy trying foods from other countries? Share your opinion with a partner.



Unit 2

B APPLY Watch the unit video. Check (✓) the statements that are true, according to the video.

- ☐ 1. Food is very expensive in Peckham.
- ☐ 2. You can eat food from many different countries in Peckham.
- ☐ 3. Jennifer cooks food mainly for profit.
- ☐ 4. Jennifer's customers have made her food part of their lives.

Resources
Unit 2
Unit Video

Unit 2

C IDENTIFY Watch the unit video again. Answer the questions.

1. Where is Peckham located?

_____

2. What kind of food does Jennifer's restaurant serve?

_____

3. When does Jennifer start cooking?

_____

4. What nationalities are Jennifer's customers?

_____

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WRITE WHAT YOU THINK

D **COMPOSE** **Discuss the questions in a group or with a partner. Then ch one of the questions and write a paragraph in response.**

1. Are restaurants serving food from other cultures popular in your country? Wh are most popular? Why?
2. In your opinion, can a dish from a restaurant taste as good as the same dish m at home? Explain.

VOCABULARY SKILL USING CONTEXT TO UNDERSTAND WORDS

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

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

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

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

A **INTERPRET** **Read each sentence and try to answer the question that follows.**

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

   What things can make a balanced meal?

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

2. Pizza and lasagna are two **dishes** that can be found in most Italian restaurants

   What foods are common in Italian restaurants?

3. Cultures might **view** balance differently—for example, according to the way a tastes or how a meal is prepared and served.

   In what ways might a culture look for balance in food?

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

   Why do nontasters eat sweets?

5. French cheeses can have different **textures**, from soft cheeses like Brie to ha cheeses like Cantal.

   In what way can French cheeses differ?

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B **EXTEND** Check (✓) the word or phrase that is closest in meaning to the bold word. Look at the word in context on page 44 Activity A.

1. **constitutes**
   - ☐ eats
   - ☐ makes
2. **dishes**
   - ☐ meals
   - ☐ tastes
3. **view**
   - ☐ think about
   - ☐ eliminate
4. **taste**
   - ☐ an idea
   - ☐ a liking
5. **textures**
   - ☐ ways that things feel
   - ☐ ways that things smell

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

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

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Unit 2 Vocabulary
Vocabulary Skill Video
Vocabulary Skill



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Writing

OBJECTIVE → At the end of this unit, you will write a paragraph about your favorite dish using descriptive adjectives. This paragraph will include specific information from the texts, the unit video, and your own ideas.

WRITING SKILL USING DESCRIPTIVE ADJECTIVES

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

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

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

A WRITING MODEL Read the model text. Then answer the questions.



MY MOTHER'S KABSA

If I had to choose my favorite dish, I would definitely say it's my mother's delicious kabsa. Although I grew up in the United States, my mother often cooked dishes from her home country of Saudi Arabia. As a result, I tend to like a lot of Saudi dishes. My mother has always been an excellent cook, and one of her best recipes is called kabsa, which is a traditional Saudi rice dish. It is a simple dish made with spiced rice and meat. Her kabsa tastes so good because the chicken is crisp, the rice is soft and flavorful, and it is slightly sweet from the raisins sprinkled on top. She serves it with a delicious salad, but I like to have it with a salty yogurt drink as well.

It is very special because she only serves it on holidays. I have had many other people's kabsa, but my mother's has always tasted better. Not only is hers homemade, but it also has a special taste that always makes me think of her. In addition, it makes me remember my Saudi ancestry and my mother's history. It helps me connect to my past and to my family. Kabsa is such a common Saudi meal, but it will always be special to me because of my mother.

1. What is the topic sentence? Underline it.
2. What is the concluding sentence? Underline it.
3. How does kabsa taste? Write a sentence that describes the taste.

_____

4. What does kabsa remind the author of?

_____

5. Circle the adjectives the writer uses to describe kabsa.

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B **CATEGORIZE** Look at the author's brainstorming notes. Circle the ideas the author used. Cross out the ideas the author did not use.

chicken & rice	homemade
cook in a pot	Saudi ancestry
crisp, soft and sweet	my grand-
mother	
golden brown	family
holidays	smell delicious
with yogurt drink	Eid
tomatoes	

C **EXPLAIN** Look again at the author's notes in Activity B. Why do you think the author used some of the ideas but not others?

D **WRITING MODEL** Read the model paragraph. Check (✓) the best topic sentence. Then write it on the lines in the paragraph.



THE BEST CEVICHE

_____

_____

Restaurants all over Lima serve this traditional South American seafood dish. Ceviche is a simple recipe made from fresh raw fish, shrimp, and other seafood. The seafood sits in fresh lemon or lime juice, which makes a broth and "cooks" the food naturally. Hot chili peppers, raw onions, and a little salt are added to the sour juice to give ceviche its special flavor. The fish is cold and citrusy. Sliced limes and fresh cilantro often garnish the top, which makes the dish very colorful and appetizing. Sometimes people just have the broth as an appetizer because it is so delicious. Since Lima is located on the coast of the South Pacific Ocean, restaurants there have access to fresh seafood every morning, so the ceviche is always exceptional. I enjoy ceviche from Lima's famous restaurants, but it is also a common street food. People make their own ceviche and sell it on the streets of Lima. When I see fellow Peruvians enjoying their street ceviche while walking along city sidewalks, I feel very proud of my country and its food.

- ☐ Ceviche tastes best in the summer because it is cold and refreshing.
- ☐ Nothing tastes better than the ceviche in Lima, Peru.
- ☐ People in Lima, Peru, enjoy ceviche in restaurants and on the street.
- ☐ Lima, the capital of Peru, has many good seafood dishes.

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E **IDENTIFY** Fill in the adjectives the author uses in Activity D to describe the nouns.

1. simple recipe
2. _____ chili peppers
3. _____ onions
4. _____ flavor
5. _____ limes
6. _____ cilantro
7. _____ restaurants

F **CREATE** Write two of your own adjectives to describe each of these nouns from Activity D. Then compare your answers with a partner.

1. traditional _____ recipe
2. _____ _____ onions
3. _____ _____ flavor
4. _____ _____ limes
5. _____ _____ restaurants

iQ Online

Unit 2 Writing
Writing Skill Video
Writing Skill

GRAMMAR USE AND PLACEMENT OF ADJECTIVES

Adjectives are always singular. When two or more adjectives are used before a noun, they usually follow the order given in this chart.

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

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

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

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

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A **COMPOSE** Write a sentence about each topic with three adjectives from different categories. Use adjectives from the list on page 48 or your own ideas.

1. your favorite dessert

_____

2. a member of your family

_____

3. something you are wearing today

_____

4. something you ate this week

_____

5. a series or book you like

_____

6. a restaurant you like

_____

B **CATEGORIZE** Work with a partner. Write each adjective in the correct row of the chart below.

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

Opinion/Quality	*cheap,*
Size	
Age	
Shape	
Color	
Origin	
Material	
Kind/Purpose	*hiking,*

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Unit 2 Grammar
Grammar Video
Grammar 1
Grammar 2

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Unit Assignment

iQ Online
My Assignments
Unit Assignment
Alternate Assignme

Write a descriptive paragraph

OBJECTIVE → In this assignment, you are going to write a descriptive paragraph. You will describe your favorite dish. You can use the unit activities and iQ Online to prepare, plan, and write the Unit Assignment.

CONSIDER THE IDEAS

A SYNTHESIZE Think about the Unit Question, "What affects our food choices?" Organize the ideas you learned from the texts and video activities and use the questions below to guide you.

- Which foods give you the most pleasure? Which foods do you not like?
- Do you like the same foods that your parents like? How are your food preferences similar or different?
- Can the way a dish looks affect you? For example, could it influence whether you will eat it or not?

B WRITING MODEL Find a model for this Unit Assignment in iQ Online.

iQ Online

Unit 2 Global Skills
Creativity

GLOBAL SKILLS CREATIVITY

Improving your first draft

It is unusual to produce a perfect piece of writing immediately — it typically involves more than one draft. This is why editing is an important part of the writing process.

There are various strategies that you can use to help you edit your own writing more effectively. These include taking a break between writing and editing, reading your work aloud, and dividing the process into separate stages. Digital tools can also be helpful, although you need to use them critically. Find out more about this in **iQ Online**.

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PLAN AND WRITE

A BRAINSTORM Follow these steps to help you organize your ideas.

1. Think about your favorite dish. Use these questions to help brainstorm ideas about your topic.
   a. What is the name of your dish?

   _____

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

   _____

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

   _____

   _____

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

   _____

   _____

   e. How does the dish make you feel?

   _____

2. Write a topic sentence that names your dish and expresses your main idea.

   _____

   _____

   _____

3. List at least five adjectives that describe your dish. Think about how it looks and tastes.

   _____

   _____

B PLAN Follow these steps to plan your paragraph.

1. Look at the ideas you wrote in Activity A. Circle your best ideas.
2. Look again at your ideas. Circle your best descriptive adjectives. Check the order. Look at the grammar on page 48 to help you.

WRITING TASK →

C WRITE Write a descriptive paragraph on your favorite dish. Use your planning notes in Activities A and B as a guide. Consider the points below.

- Review the writing skills on page 46 and the grammar on page 48.
- Be sure to use adjectives to make your description interesting, clear, and specific.
- Look at the Self-Assessment checklist to guide your writing.

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REVISE AND EDIT

Resources

Unit 2
Peer Review Worksheet

A **PEER REVIEW** Read your partner's paragraph. Then use the Peer Review Worksheet. Discuss the review with your partner.

B **REWRITE** Based on your partner's review, revise, and rewrite your paragraph.

C **EDIT** Complete the Self-Assessment checklist as you prepare to write the final draft of your paragraph.

SELF-ASSESSMENT	Yes	No
Does the paragraph include descriptive adjectives?	☐	☐
Are the adjectives in the correct order?	☐	☐
Does the paragraph include vocabulary from the unit?	☐	☐
Did you check the paragraph for spelling and grammar?	☐	☐

D **REFLECT** Discuss these questions in a group or with a partner.

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

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Unit 2 Quiz

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TRACK YOUR SUCCESS

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

READING ☐ I can preview a text. (p.35)

VOCABULARY ☐ I can use context to understand words. (p.44)

WRITING ☐ I can use descriptive adjectives. (p.46)

GRAMMAR ☐ I can use and place adjectives. (p.48)

GLOBAL SKILLS ☐ Critical Thinking: I can make inferences. (p.34)

☐ Creativity: I can improve my first draft. (p.50)

OBJECTIVE → ☐ I can gather information and ideas to write a descriptive paragraph about my favorite dish.



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