

OXFORD

FOURTH EDITION



4



SKILLS FOR SUCCESS

Reading and Writing

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Student Book with Digital Pack



SOCIAL SCIENCES

READING: previewing and predicting

VOCABULARY: using the dictionary

WRITING: organizing and developing an analysis essay

GRAMMAR: restrictive relative clauses

GLOBAL SKILLS

CRITICAL THINKING: ordering ideas

INTERCULTURAL COMPETENCE: reflecting on cultural values



UNIT OBJECTIVE → Gather information and ideas to write an analysis essay about someone who makes a difference in their community.

Unit Question

How can we contribute to our communities?

A Discuss these questions with your classmates.

1. Look at the photo. Describe what you see. How are the people helping their community?
2. What are some ways that people contribute to your community?



1.01

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

1. What do Marcus and Yuna do to contribute to their communities?
2. What example does Felix give?
3. Who does Sophy think is admirable for their contributions to the community? Why do you think she chose them?

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Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.

Reading

READING 1

We Can All Be Good Role Models

OBJECTIVE →

You are going to read an essay about being a role model. Use the essay to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

READING SKILL PREVIEWING AND PREDICTING

When you **preview** a text, you look through it quickly to learn general information. To preview:

- Read the title of the text.
- Look at any charts, graphs, pictures, or captions.
- Skim the text for paragraph headings. These indicate important ideas that will be developed in the text.

Previewing will help you **predict** what the text is about and prepare you to better understand it.

TIP FOR SUCCESS

When you write a research paper, you need to get information from a variety of sources. Previewing many books and articles will help you decide which ones are important for your research.

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Unit 1 Reading
Reading Skill Video
Reading Skill

A PREVIEW Read the title and look at the pictures on pages 5 and 7. Write two things you think the essay might be about.

1. _____
2. _____

B IDENTIFY Skim the essay and read the paragraph headings. Then look at the pairs of ideas below. Check (✓) one idea in each pair that you think might be developed in the essay.

- | | |
|--|---|
| 1. ☐ the qualities of role models | ☐ a description of a specific role model |
| 2. ☐ why we need role models | ☐ which people may be role models |
| 3. ☐ how role models can inspire us | ☐ how role models are different than us |
| 4. ☐ what role models do wrong | ☐ how role models learn from mistakes |

- C QUICK WRITE** In your opinion, what characteristics and qualities should a good role model possess? Write your response.
- D VOCABULARY** Check (✓) the words you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words might relate to the unit.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1

achievement (n.) 📖+ OPAL
acknowledged for (adj. phr.)
adversity (n.)
aspire to (v. phr.) 📖+
confront (v.) 📖+
constrained (adj.) OPAL

embody (v.) 📖+ OPAL
inclined (adj.) 📖+
inherently (adv.)
pursue (v.) 📖+
resolve (n.) 📖+ OPAL
version (n.) 📖+ OPAL



WORK WITH THE READING



1.02

- A INVESTIGATE** Read the essay and gather information about how to be a good role model.

ACADEMIC LANGUAGE

The phrase *not necessarily* is often used in academic writing to express contrast.

OPAL

Oxford Phrasal Academic Lexicon

WE CAN ALL BE GOOD ROLE MODELS



- 1 We all want to be the person that others look up to and admire. It's natural to want to be liked and thought well of. Who doesn't want to be seen as kind and helpful? In other words, we all want to be good role models. So, how do we become that person?

What is a Role Model?

- 2 Just what is a role model? First, let's recognize what it is not. It is not necessarily the smartest, strongest, or most successful person – although it could be. A role model is a person who has the characteristics and qualities we want for ourselves and who can help others develop those traits. In other words, a role model both embodies positive qualities and teaches others directly or through example.

Who is a Role Model?

- 3 For most of us, our parents are our first role models. From when we are young children, they help us learn how to interact with other people – how to share, how to ask for what we need, and how to disagree without hurting someone. They are inherently interested in us and want us to do well. Furthermore, our parents teach us how to be adults in our society. Other family members also serve as role models. Grandparents, uncles and aunts, cousins, and even siblings¹ can show us how to manage our daily lives. It is within our family that we develop the values that will guide us throughout our lives.
- 4 Role models are also found outside our families in our communities. They include teachers, colleagues, friends, and community leaders – the teacher who makes a difference in our lives or a leader whose qualities we admire. A wise lawyer may inspire us to study law, while a skilled, compassionate² doctor may lead us to the medical profession. They are people we respect and look up to.



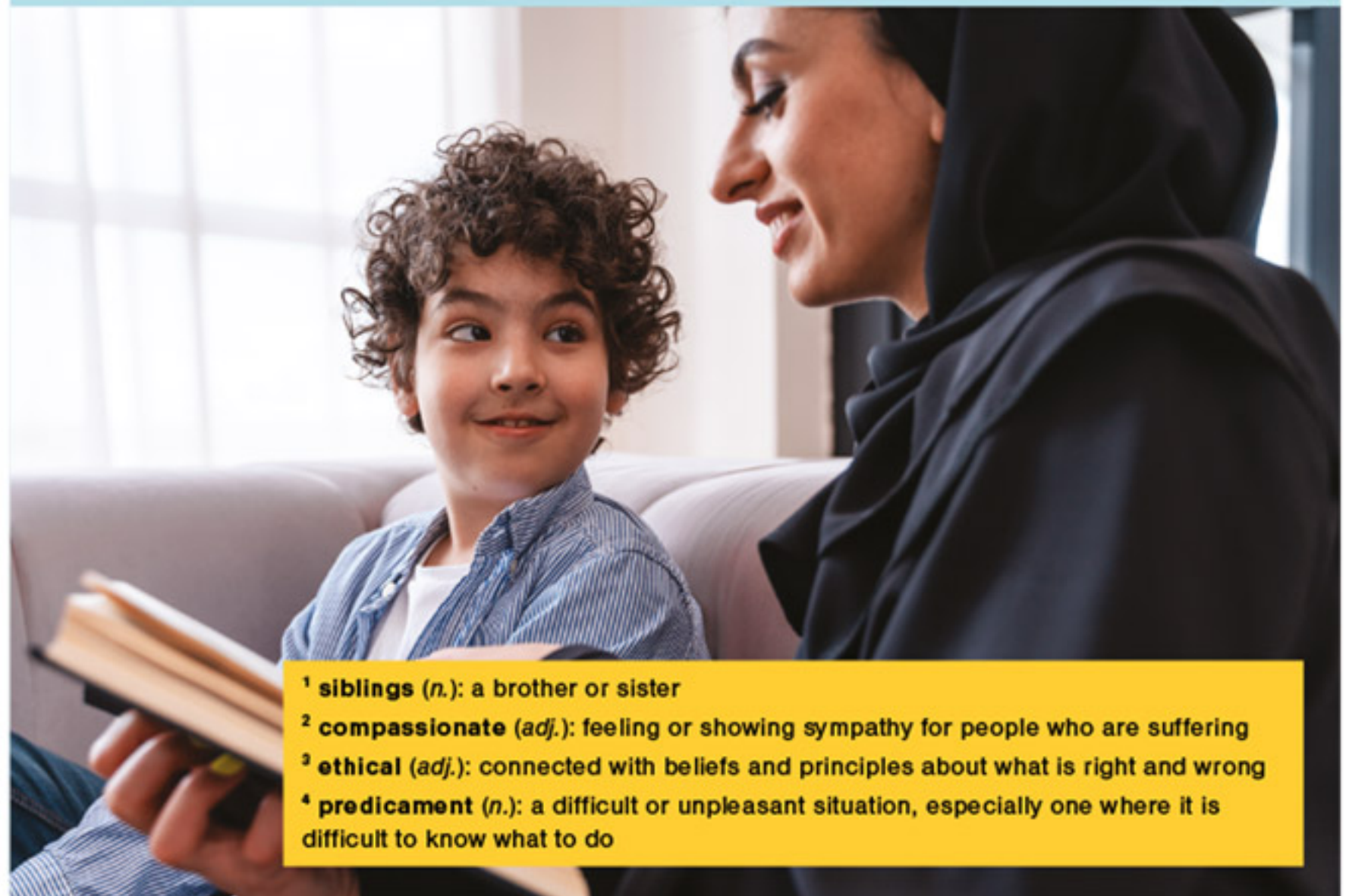
HRH Princess Reema bint Bandar Al Saud, Saudi Arabian Ambassador to the U.S.A., activist, philanthropist

What Does a Role Model Do?

- 5 Role models inspire us to pursue our dreams. They support and encourage us in the achievement of our goals. Role models care about and spend time helping others. Lessons learned from these people will stay with us throughout our lives.

How Can We Become Role Models?

- 6 To become a good role model ourselves, then, we need to develop the characteristics and qualities we see in those who have been our role models. Time spent with our grandfather might inspire us to have the same generosity he had. We might see a young child fall, pick herself up, fall again, and pick herself up again. Her resolve might inspire us to continue in our own struggles, just as she learns to stand, keep her balance, and take a step. We might even find a role model within our younger selves, remembering back to a time when we were brave, or imagining a different version of ourselves who has the quality we desire.
- 7 We can demonstrate how to become good role models, too. We can be good sons and daughters, caring parents, strong leaders, and contributing members of society. We can be examples of ethical³ behavior by always living by our values. As role models, we must do the right thing, even when no one is watching, even when we won't be acknowledged for what we have done.
- 8 What about when things go wrong? It's easy to be a role model when everything is going well, but it is perhaps more important to be a role model when things go wrong. As a role model, we can demonstrate how to face adversity with resolve and strength. For instance, we all make mistakes, but what do we do when we realize that we have made one? Do we try to hide it or pretend that it never happened? Are we inclined to look for someone to blame? Do we get angry? We can show how to deal with mistakes by acknowledging them, facing the consequences, and doing it without blaming others.
- 9 Other situations that we might find ourselves in include dealing with stress, illness, or other misfortunes. In confronting these predicaments⁴ and overcoming them, we often rely on the knowledge we have learned from people we respect who have faced similar conditions. Asking ourselves what they would do might help us be brave for a little while longer or figure out how to deal with life when we feel constrained by difficulties. This is yet another way we can develop the qualities of a good role model.
- 10 We can all be role models. First, we have to learn how. To do so, we only need to look around us to find someone who has cared about and helped others, who has accomplished something we aspire to, or who has managed a difficult situation well. We can put into practice in our own lives what we have learned from them. Then we just have to look into the mirror to see someone who is a good role model.



¹ **siblings** (*n.*): a brother or sister

² **compassionate** (*adj.*): feeling or showing sympathy for people who are suffering

³ **ethical** (*adj.*): connected with beliefs and principles about what is right and wrong

⁴ **predicament** (*n.*): a difficult or unpleasant situation, especially one where it is difficult to know what to do

**VOCABULARY
SKILL REVIEW**

Remember to read the whole sentence and consider the **context**. This can help you identify the correct meaning of a word.

B VOCABULARY Here are some words and phrases from Reading 1. Read the sentences. Then write each bold word next to the correct definition. You may need to change the form of some of the words.

1. My father **embodies** the quality of honesty; he never tells a lie.
2. Top athletes have the **resolve** to continue even when things look hopeless.
3. I will **pursue** my goal to be an engineer even though it will be difficult.
4. Winning the competition was an incredible **achievement** for such a young player.
5. When you set goals, don't be **constrained** by your present situation. If you can dream it, you can do it.
6. The athlete is suffering from an injury, but he still **aspires to** race at the Olympics.
7. Skydiving is an **inherently** dangerous sport, which may be why adventurous people enjoy it.
8. We all want to be **acknowledged for** our good deeds and the things we do to help others.
9. He had a hard life, but the **adversity** and challenges he faced made him stronger.
10. She had to **confront** the problem even though she was frightened.
11. I prefer my usual routine and am not **inclined** to try new things.
12. My mother taught me to be the best **version** of myself.
 - a. _____ (*adj.*) recognized or shown appreciation for something
 - b. _____ (*n.*) a strong determination to do something
 - c. _____ (*adv.*) being a basic part of something that cannot be removed
 - d. _____ (*v. phr.*) to have a strong desire to do or become something
 - e. _____ (*adj.*) limited by something or someone
 - f. _____ (*n.*) a form of something that is different from another form of the same thing
 - g. _____ (*n.*) something that has been done successfully, especially through hard work or skill
 - h. _____ (*v.*) to deal with a problem or difficult situation
 - i. _____ (*v.*) to represent an idea or quality
 - j. _____ (*adj.*) wanting to do something
 - k. _____ (*n.*) a difficult or unpleasant situation
 - l. _____ (*v.*) to try to achieve something over a period of time

C EXPLAIN Answer these questions.

1. What is the main idea of the essay? Write it in a complete sentence.

2. The main idea is found in two places. Where did you find the main idea?

D IDENTIFY Read the sentences. Number the supporting ideas in the order they are developed in the essay. (Use the headings in the essay to help you.)

- a. ____ We can demonstrate how to deal with mistakes and problems.
- b. ____ We can be good role models.
- c. 1 A role model is a person with qualities that we want to have.
- d. ____ We can develop qualities we see in our role models.
- e. ____ Many different kinds of people can be role models for us.

E EXPLAIN Answer these questions.

- 1. Who are some of the people that can help us be role models? _____

- 2. How can a lawyer or doctor serve as a role model? _____

- 3. How can our role models help us become one? _____

- 4. When do we most need to be good role models? _____

- 5. What can we, as role models, do when we make a mistake? _____

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

- 1. **T / F** A role model is sometimes the most successful person we know.

- 2. **T / F** A teacher is usually our first role model.

- 3. **T / F** A young child can be a role model.

- 4. **T / F** We can be our own role models.

- 5. **T / F** As role models, we are supposed to do the right thing.

- 6. **T / F** As role models, we should never make mistakes.

- 7. **T / F** We need role models only when we confront adversity.

- 8. **T / F** Not everyone can be a role model.

- G CATEGORIZE** Complete the chart with two more people the essay identified as role models and what they can teach us about being a good role model.

Role models	What they can teach us
1. parents	1. how to interact with other people: • how to share • how to ask for what we need • how to disagree without hurting someone 2. how to be adults in our society
2.	
3.	

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Unit 1 Reading
Reading Comprehension



WRITE WHAT YOU THINK

GLOBAL SKILLS

EMOTIONAL SELF-REGULATION

Reflecting on your ideal future self is a good way to develop the qualities you value. Thinking about who you want to become helps you be that person.

- H COMPOSE** Discuss these questions in a group or with a partner. Then choose one of the questions and write a response.

1. Who are you a role model for? How?
2. Imagine yourself 20 years from now. What would you like to hear people saying about you? What can you do between now and then so that people will say that?

Everyday Heroes

OBJECTIVE →

You are going to read an interview with Katrina Fried, the author of *Everyday Heroes: 50 Americans Changing the World One Nonprofit at a Time*. Use the interview to gather information and ideas for your Unit Assignment.

PREVIEW THE READING

A PREVIEW Answer the questions.

1. Read the title of the article and skim the first three paragraphs. Which of the two definitions is better for the title "Everyday Heroes"?
 - a. special people who are heroes all the time
 - b. common, normal people who do something special with their lives

What information from the article helped you find the answer?

2. Read the question that comes before paragraph 4. What are two answers to that question? Where did you find the answers?

3. There are many people's names in the interview, such as Robert Egger, Rebecca Onie, and Adam Braun. Why are these people named in the interview?

B QUICK WRITE If you could do something to make your community better, what would you do? What would you need in order to accomplish this? Write your response.

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

advocate (n.) 📖+

authenticity (n.)

cause (n.) 📖+ OPAL

diverse (adj.) 📖+ OPAL

empower (v.) 📖+ OPAL

exponential (adj.)

funding (n.) 📖+ OPAL

humanitarian (adj.) 📖+

humility (n.)

perceive (v.) 📖+ OPAL

personify (v.)

phenomenon (n.) 📖+ OPAL

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Unit 1 Vocabulary
Practice 2
Pronunciation 2

WORK WITH THE READING



1.03

A INVESTIGATE Read the interview and gather information about what makes someone a hero.



EVERYDAY HEROES

An Interview With Writer Katrina Fried

Q: What makes an everyday hero?

1 A: In this book, “everyday heroes” are not those that **personify** physical bravery. Though heroes such as firefighters are by no means less praiseworthy, I chose to feature passionate promoters of social justice and equality. Their work is **humanitarian** in nature. They are founders or leaders of successful nonprofits¹, representing a **diverse** range of **causes** and people. Nearly all self-identify as social entrepreneurs².

Q: Some readers might *perceive* a contradiction in the phrase “everyday heroes.” Is heroism an everyday *phenomenon*? Can the everyday be heroic? What did you mean by the title?

2 A: Many people think heroism is a quality reserved for an exceptional few, such as Nobel Peace Prize winners or famous leaders. These are heroes. But these heroes should be idealized and looked to for guidance, like the North Star – a moral compass, not a literal road map³. The more I read in researching and creating this book – and learned, and listened – the more obvious it became. The heroes of today are anything but rare. They are everywhere.

Q: Do you think that we, as a society, do enough to recognize and reward heroism, and thus to encourage it?

3 A: Everyday heroes are standing beside you in the elevator and sitting across from you on the subway; they’re your next-door neighbors and your college roommates; they’re teachers, doctors, lawyers, inventors, and orphans. There are quiet heroes among us – ordinary men and women who have devoted themselves to uplifting the lives of others. And it is precisely their ordinariness that makes them extraordinary.

Q: What do you think we learn from reading the stories of these heroes?

Out with charity, in with partnership.

4 A: Today, there is a shift in the relationship between the giver and the receiver. The handout has been replaced by the handshake. Today’s nonprofit reformers are interested in creating meaningful equal partnerships to **empower** communities and individuals to raise themselves out of poverty.

5 Robert Egger founded DC Central Kitchen, which trains people for jobs, distributes meals, and supports local food systems. Doing these things strengthens community and builds long-term solutions to the interconnected problems of poverty, hunger, poor health, and homelessness. Egger said, “A great nonprofit doesn’t try to solve the problem; it tries to reveal the power we have as a community to solve the problem.”

You're never too young.

- 6 The growing group of young social entrepreneurs proves that experience is not necessary for leadership.
- 7 Rebecca Onie was a sophomore at Harvard when she founded Health Leads, which connects low-income families with the basic resources they need to be healthy.
- 8 Adam Braun founded Pencils of Promise when he was 25 with a modest \$25 deposit. It has raised more than \$3 million to build schools in poor developing countries.

You're never too old.

- 9 Roy Prosterman of Landesa, now in his seventies, is the world's leading expert on democratic land reform and a fierce **advocate** for the rights of the rural poor. Through Landesa, formerly known as the Rural Development Institute, he has helped secure land rights for more than 105 million families in 45 developing countries. Prosterman, who continues to work, says, "I'm not tired at all. In fact, it energizes me."

Entrepreneurs are born, not made.

- 10 I think that every entrepreneur I interviewed would agree this is true. Most have walked to the beat of their own drum⁴ since they took their first uncertain steps as toddlers and have never been satisfied in a conventional professional setting. All believe that risking failure is fundamental. It takes a healthy dose of confidence, courage, and determination to be responsible for others day in and day out.

You can't rely on the kindness of strangers.

- 11 Because of the growing number of nonprofits, it is harder to get **funding**. Today's social entrepreneurs realize that the surest way to survival is self-sustainability⁵.
- 12 Chuck Slaughter, founder and CEO of Living Goods, has two driving passions: global travel and solving social problems. Living Goods empowers entrepreneurs to deliver life-changing products to the doorsteps of the poor. Slaughter's goal is to make Living Goods a completely self-sustaining business that "fights poverty and disease with profitability."

¹ **nonprofit** (*n.*): a business, such as a charity, that does not intend to make money for its owners

² **social entrepreneur** (*n. phr.*): a person who starts businesses to help deal with social problems

³ **a moral compass, not a literal road map** (*idiom*): an example of an ethical way of living, not a list of rules

⁴ **walk to the beat of their own drum** (*idiom*): to do things the way they want to, not how most people did them

⁵ **self-sustainability** (*n.*): ability to raise enough money to pay for expenses without depending on donations

Go big or go home.

- 13 Take a small idea and make it huge. The potential for **exponential** growth is practically a necessity for the new social entrepreneurs.
- 14 Jill Violet of Playworks, which has helped ensure safe recreational time for 130,000 kids in 300 schools in 23 cities across the U.S., said she spends a lot of time thinking about how Playworks is going to grow enough to change the system. Her ultimate vision is that one day every kid in America will have access to safe, healthy play every day. And she feels it's doable!

True heroes never consider themselves heroes.

- 15 If I had a dollar for every time one of these charitable leaders said to me, "You know, the true heroes are the [blank], not me," I'd be \$50 richer. They all possess a sense of **humility** and **authenticity** that I've come to realize is essential to the achievement of their visions. The basic fact remains: none of these nonprofits would have succeeded so well without the profound sacrifices of their dedicated founders and CEOs.
- 16 Eugene Cho, founder and president of One Day's Wages, found the courage to give up one year's wages in the name of service. One Day's Wages has raised more than a million dollars and supports many projects around the world to improve education, deliver clean water, and end poverty.

Q: How did you find these everyday heroes?

- 17 **A:** There were thousands of worthy candidates who deserve to be recognized and celebrated – how to choose just 50? With each hero's story there is yet another example of generosity all around us. There is no contribution too small or insignificant. Whether you choose to show kindness to a loved one or a neighbor, to volunteer, to donate, or to build your own movement – you are helping to grow a culture of giving.
- 18 Jill Violet summed it up best, "Believing in the idea that everyone can be an everyday hero is essential to our future as a society. And it's the everyday-ness of it that's more important than the heroism."



B VOCABULARY Here are some words from Reading 2. Read each word and the three definitions. Two of the definitions are similar and correct. A third is incorrect. Cross out the incorrect definition.

- | | |
|------------------------|---|
| 1. personify (v.) | a. to be a good example of
b. to change someone
c. to represent |
| 2. humanitarian (adj.) | a. belonging to people
b. caring about people
c. wanting to improve the way people live |
| 3. diverse (adj.) | a. backward
b. having many differences
c. varied |
| 4. cause (n.) | a. belief that people fight for
b. organization that people support
c. belief in something that isn't true |
| 5. perceive (v.) | a. to get from someone
b. to notice
c. to see |
| 6. phenomenon (n.) | a. someone or something special
b. someone or something difficult
c. someone or something very different or unusual |
| 7. empower (v.) | a. to calm someone down
b. to encourage someone
c. to give power to someone |
| 8. advocate (n.) | a. supporter
b. banker
c. promoter |
| 9. funding (n.) | a. savings in a bank
b. money for a specific purpose
c. financial support for an organization |
| 10. exponential (adj.) | a. increasing quickly
b. becoming more and more
c. bringing things together |
| 11. humility (n.) | a. modesty
b. sadness
c. quality of not feeling more important than others |
| 12. authenticity (n.) | a. quality of being easy to work with
b. quality of being real
c. quality of being what someone seems to be |

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

1. **T / F** Everyday heroes are ordinary people who help other people.

2. **T / F** The social entrepreneurs in the book all have the same goals.

3. **T / F** The nonprofits in the book are focused on giving away money.

4. **T / F** All nonprofits rely on people to donate money.

5. **T / F** At least one nonprofit leader believes that people need to help themselves.

6. **T / F** The heroes in the book seem to be satisfied with helping a small number of people.

D RESTATE Complete the chart with information about the heroes from the article.

Person	Business	What the business does	Local, national, or international
Robert Egger		trains people for jobs, distributes meals, and supports local food systems	
	Health Leads		
Adam Braun		builds schools in poor developing countries	
	Landesa		international
		fight poverty and disease	international
	Playworks	ensures safe recreational time for kids	
Eugene Cho	One Day's Wages		



- E CATEGORIZE** Using the information in the chart in Activity D, put the name of each hero in the column (or columns) that describes the focus of his or her company.

Education and training	Health and safety	Legal help
Robert Egger	Robert Egger	

- F EXPLAIN** Answer these questions. Discuss your answers with a partner.

1. In paragraph 3, what does the author mean when she says, "... it is precisely their ordinariness that makes them extraordinary"?

2. Using your own words, what is the main idea of paragraph 10?

3. Can someone who doesn't fit the description in paragraph 10 still be a hero? Why or why not?



WRITE WHAT YOU THINK

- G COMPOSE** Discuss these questions in a group or with a partner. Then choose one of the questions and write a response.

1. Do you know an everyday hero in your community? How does this person or organization contribute?
2. Have you ever volunteered to do something to help your community? If so, describe your experience.



VIDEO GLOSSARY

perception (n.)
an idea, a belief or an image you have as a result of how you see or understand something

relevant (adj.)
closely connected with the subject you are discussing or the situation you are in

sympathy (n.)
showing that you understand and care about someone's problems

loyalty (n.)
the quality of being constant in your support of somebody/something

reveal (v.)
to make something known to somebody

A PREVIEW What professions do you admire and trust the most?



Resources

Unit 1
Unit Video



Unit 1

B APPLY Watch the unit video. Complete the sentences.

1. Researchers who are interested in admirable professions often rely on _____ for their data.
2. They ask a lot of different people to rate professions for relevant _____ such as _____, _____, and _____.
3. The study done at Princeton University used two factors to rate professions, _____ and _____.



Unit 1

C EXPLAIN Watch the video again. Answer the questions.

1. How did the Princeton study define the two factors?

2. What jobs were in the US admiration and loyalty quadrant?

3. What jobs did people in the U.K. rate as trustworthy?

4. How are the lists of professions in questions 2 and 3 the same?
How are they different?



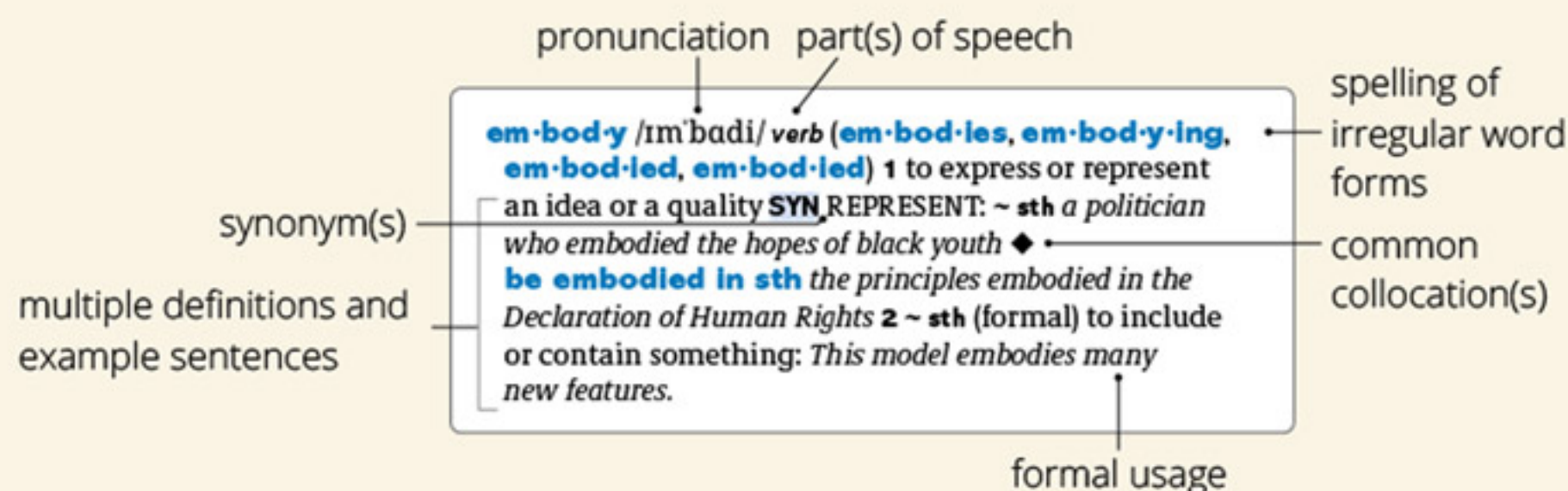
WRITE WHAT YOU THINK

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

1. Do you agree with the qualities the researchers in the video used to determine that a profession is admirable? Would you use different qualities? If so, what qualities?
2. How would you explain the differences in the lists of professions that people in the U.S. and U.K. trust most? Which list do you agree with more? Why?

VOCABULARY SKILL USING THE DICTIONARY

When you look up a word in the dictionary, you will find the definition and other information about the word and how it is used. Different dictionaries may include slightly different information, but they are generally organized in a similar way. Notice the different parts of this dictionary entry from the *Oxford Advanced American Dictionary for learners of English*.



All dictionary entries adapted from the *Oxford Advanced American Dictionary for learners of English*.

TIP FOR SUCCESS

The abbreviations *sth* and *sb* mean “something” and “somebody.” They show you whether a verb is followed by a noun for a thing (*sth*), a person (*sb*), or both.

A IDENTIFY Look at the dictionary entry for *mentality*. Check (✓) the information that this entry has.

men·tal·i·ty /mənˈtæləʒi/ *noun* [usually sing.]
(pl. **men·tal·i·ties**) the particular attitude or way of thinking of a person or group **SYN MINDSET**:
I cannot understand the mentality of video gamers.
◆ *a criminal/ghetto mentality*

- | | |
|---|--|
| ☐ pronunciation | ☐ example sentence |
| ☐ part(s) of speech | ☐ formal usage |
| ☐ spelling of irregular word forms | ☐ synonym(s) |
| ☐ multiple definitions | ☐ common collocation(s) |

B IDENTIFY Look at the dictionary entries. Answer the questions. Then compare answers with a partner.

con·front  /kən'frʌnt/ **verb** 1 ~ **sb/sth** (of problems or a difficult situation) to appear and need to be dealt with by someone: *the economic problems confronting the country* ♦ *The government found itself confronted by massive opposition.* 2 ~ **sth** to deal with a problem or difficult situation **SYN** FACE UP TO: *She knew that she had to confront her fears.* 3 ~ **sb** to face someone so that they cannot avoid seeing and hearing you, especially in an unfriendly or dangerous situation: *This was the first time he had confronted an armed robber.* 4 ~ **sb with sb/sth** to make someone face or deal with an unpleasant or difficult person or situation: *He confronted her with a choice between her career or their relationship.* 5 **be confronted with sth** to have something in front of you that you have to deal with or react to: *When confronted with a bear, stop and stay calm.*

1. How many definitions does *confront* have? _____
2. What synonym is given for *confront*? _____
3. What common expression is given that uses *confront*? _____

in·her·ent  /ɪn'hɪrənt; -'her-/ **adj.** ~ (in **sb/sth**) that is a basic or permanent part of someone or something and that cannot be removed **SYN** INTRINSIC: *the difficulties inherent in a study of this type* ♦ *Violence is inherent in our society.* ♦ *an inherent weakness in the design of the machine* ♦ **in·her·ent·ly** **adv.**: *an inherently unworkable system*

4. What part of speech is *inherent*? _____ *Inherently*? _____
5. What synonym is given for *inherent*? _____

con·strain  /kən'streɪn/ **verb** (formal) 1 [usually passive] ~ **sb to do sth** to force someone to do something or behave in a particular way: *The evidence was so compelling that he felt constrained to accept it.* 2 [often passive] to restrict or limit someone or something: ~ **sth** *Research has been constrained by a lack of funds.* ♦ ~ **sb (from doing sth)** *She felt constrained from continuing by the threat of losing her job.*

6. In what form is *constrain* usually used? _____
7. How many example sentences are given for *constrain*? _____
8. What words often follow *constrain*? _____

a·chieve·ment  /ə'tʃi:vmənt/ **noun** 1 [C] a thing that someone has done successfully, especially using their own effort and skill: *the greatest scientific achievement of the decade* ♦ *It was a remarkable achievement for such a young player.* ♦ *They were proud of their children's achievements.* 2 [U] the act or process of achieving something: *the need to raise standards of achievement in education* ♦ *Even a small success gives you a sense of achievement (= a feeling of pride).*

All dictionary entries adapted from the *Oxford Advanced American Dictionary for learners of English*.

9. How many definitions does *achievement* have? _____
10. What common collocation is given that uses *achievement*? _____

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

C EXTEND Work with a partner. Look up words from Readings 1 and 2 in your dictionary. Take turns asking questions like the ones in Activity B.

Writing

OBJECTIVE →

At the end of this unit, you will write an analysis essay about someone who makes a difference in their community. This essay will include specific information from the readings, the unit video, and your own ideas.

WRITING SKILL ORGANIZING AND DEVELOPING AN ANALYSIS ESSAY

An **analysis essay** examines a topic by breaking it down into smaller parts. Remember that an essay includes an **introduction**, one or more **body paragraphs**, and a **conclusion**.

Introduction

This paragraph should make the reader interested in your topic. It usually includes a “hook” to catch the reader’s attention. It also provides background information or general statements about the topic. Within the introduction paragraph, include a **thesis statement**. The thesis statement contains the topic and the **controlling idea** (a specific idea or an opinion about the topic) of the essay. It tells the reader the purpose of the essay.

[**topic** **controlling idea**
Thesis statement: A role model inspires people to do their best.

Body paragraphs

For each body paragraph, include a **topic sentence** that states the topic of the paragraph and the controlling idea. Add supporting sentences that provide as much detail as possible to fully develop your thesis. Use supporting sentences that all relate to or develop the topic to create **unity**. Organize the supporting sentences in a logical way, so there is a clear connection between the ideas to create **coherence**. Often **transition** words like *first*, *in addition*, and *for example* are used to show the relationship between supporting ideas.

Conclusion

The conclusion brings the essay to a close. This paragraph may restate the thesis statement in different words, summarize the main points, or do both. Write sentences that remind the reader of why he or she is reading the essay. You can also use the conclusion to help your reader look beyond the essay or think about further ideas that relate to your topic.

TIP FOR SUCCESS

Use transition words to help connect your ideas.

First,
Second,
For example,
For instance,
Most importantly,
In addition,
Also,
Finally,

A WRITING MODEL Read the model essay. Then follow the steps.

Successful People

- 1 Are fame and fortune in your future? Do you dream of becoming a billionaire or a famous actor? For most of us, that is not too likely. Even though we may never see our picture on the cover of a glossy magazine, we all want to make something of ourselves and have a good life. We all want to succeed, and identifying what qualities make someone successful can help us to achieve that goal.

- 2 Successful people share three common qualities that allow them to stand out. First, people who are successful are organized. They don't waste time, and they work in ways that maximize their efficiency. They also work longer hours. Second, they are focused and single-minded. They can see where they want to go, and they only do the things that will get them there. For example, when they are working on something, they don't get lost in the details or overwhelmed by the tasks they need to do. Finally, people who are successful must be able to set and accomplish goals. Knowing what they want helps them stay both organized and focused.
 - 3 If you want to be successful, you need to get organized, stay focused, and set and accomplish goals. Not many people succeed without these qualities, but don't despair. These behaviors can be learned and improved, and anyone can stand out if he or she develops organization, focus, and goals.
1. Read the introduction again. Circle the hook.
 2. Find the thesis statement in the introductory paragraph. Underline the topic once. Underline the controlling idea twice.
 3. Underline the topic sentence of the body paragraph.
 4. One sentence in the body doesn't contribute to the unity of the essay, because it doesn't develop the topic. Draw a line through it.
 5. Circle the transition words that contribute to the coherence of the body paragraph.
 6. Read the conclusion again. Circle the answer that best describes what the conclusion does.
 - a. It restates the thesis statement and suggests further examination of the topic.
 - b. It summarizes the main points and suggests ways to be successful.
 - c. It restates the thesis statement and summarizes the main points.



- B CREATE** In the chart, list two people you consider successful, the qualities you believe contributed to their success, and their accomplishments. List one family member or friend and a famous or well-known person.

Successful people	Qualities	Accomplishments
my mother	hardworking, organized, caring	worked as a nurse while raising my sisters and me

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Unit 1 Writing
Writing Skill Video
Writing Skill

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Ordering ideas

To **order your ideas** is to decide which idea should come first, second, third, etc. The order can inform your reader of the relative importance of each point. Transition words can help the reader see not only the order of those points, but also logical connections between the points and explanations or examples you choose to include.

Successful people share several basic qualities. **First**, they are organized. **Second**, they are focused and single-minded. **For example**, when they are working on something, they don't get lost in the details or overwhelmed by the tasks they need to do. **Finally**, they are goal oriented: they set and accomplish goals.



C ANALYZE Work with a partner. Read the sentences and number them to make a logically ordered body paragraph. First, identify the topic sentence. Next, order the supporting sentences to create unity and coherence. Then write the whole paragraph in order and check for unity and coherence. Compare your order with a partner and discuss any differences.

- a. ___ First, role models have a well-developed set of skills or qualities, but they may be unwilling or unable to help others develop them.
- b. ___ Mentors, on the other hand, may have the same skills or qualities, but they make it a point to train or teach others on a personal basis.
- c. ___ There are two important differences between role models and mentors.
- d. 3 For example, a research scientist may be great in the lab but not in the classroom.
- e. ___ Role models may or may not pay personal attention to those they inspire and may affect a large number of people at once, but mentors always have a few special people they work with individually.
- f. ___ A role model can inspire many people just by his or her actions, while a mentor is limited to inspiring a few people at a time.
- g. ___ This is because of the time it takes to work with someone individually.
- h. ___ A second factor is the number of people a role model or mentor can influence at one time.

D CREATE The paragraph in Activity C is the body paragraph for an essay about role models and mentors. Answer the questions.

1. List some possible hooks for an introduction to this paragraph.

2. Choose the best thesis statement for the essay.

- a. We all need both role models and mentors.
- b. Role models and mentors both contribute to their community, but their effect on our lives will be very different.
- c. Both role models and mentors contribute to their community.

3. What is the best way to conclude this essay?
