

A woman with dark, curly hair, wearing a red sweater over a white collared shirt, is gesturing with her hands while talking to a man. The man is seen from the side, wearing an orange sweater. They are outdoors, with a river and a bridge in the background. A large red circle with the number 1 is in the top left corner.

1

LINGUISTICS

NOTE-TAKING: organizing notes using a timeline

LISTENING: making inferences

VOCABULARY: negative prefixes

GRAMMAR: passive voice

PRONUNCIATION: emphatic word stress

SPEAKING: using figurative language

GLOBAL SKILLS

CRITICAL THINKING: writing a summary

WELL-BEING: exploring your identity as a language learner

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Unit Question

How does language affect who we are?

A Discuss these questions with your classmates.

1. Look at the photo. What are the people using to communicate? What are some other forms of communication?
2. Do people who know two languages have different thoughts in each language or just different words for them?
3. Would an English speaker visiting your home country have difficulties with communication? Why or why not?



1.01

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

1. Explain why you agree or disagree with Marcus and Felix that language makes up part of our culture and identity.
2. In addition to what Sophy mentions, what other ways can you show respect when talking in English?
3. Yuna mentions that the Korean writing system is an important part of her culture. How might a country's written and spoken language affect its culture in different ways?

iQ Online

Unit 1 Topic Vocabulary

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

Listening

LISTENING 1

My Stroke of Insight

OBJECTIVE →

You are going to listen to an interview with Dr. Jill Bolte Taylor, a doctor who studies the nervous system (a neuroanatomist). After suffering a stroke — a loss of blood to her brain — she wrote *My Stroke of Insight: A Brain Scientist's Personal Journey*. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

A PREVIEW How do you think Dr. Bolte Taylor's ability to think and communicate was affected when she had a stroke? Check (✓) your prediction.

- ☐ She could think using language, but could not speak.
- ☐ She could not think or speak using language.
- ☐ She could speak, but her words and thoughts were unclear.



Dr. Jill Bolte Taylor

B VOCABULARY Read aloud these words from Listening 1. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words might relate to language and the brain.

boundary (n.) 🔊+

consciousness (n.) 🔊+

euphoria (n.)

external (adj.) 🔊+ OPAL

function (n.) 🔊+ OPAL

insight (n.) 🔊+ OPAL

overall (adj.) 🔊+ OPAL

perception (n.) 🔊+ OPAL

recovery (n.) 🔊+ OPAL

regain (v.) 🔊+

structure (n.) 🔊+ OPAL

tranquil (adj.)

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Unit 1 Vocabulary

Practice 1

Pronunciation 1

WORK WITH THE LISTENING

GLOSSARY

be affiliated with (*v. phr.*)
to be closely connected with

expansiveness (*n.*)
a great size or amount of space

hemorrhage (*n.*)
a severe loss of blood

process (*v.*)
to understand and respond to sensory information

untethered (*adj.*)
not tied or connected to



1.02

A LISTEN AND TAKE NOTES Look at the topics in the chart that introduce important ideas. Then listen to the interview and use the chart to take notes on what Dr. Bolte Taylor says about them. Leave space on the page to add more notes later.

Introduction

Topics	Notes
1. The right hemisphere and the big picture	
2. The left hemisphere and language	

Call-in show

Topics	Notes
3. Memories and a sense of identity	
4. Stroke victims and English speakers in a foreign country	

TIP FOR SUCCESS

Remember that main ideas are always complete sentences, with a controlling idea, while topics are just the key words or phrases that introduce the subject.

B RESTATE Use your notes to write the main ideas about each topic that Dr. Bolte Taylor explains. Compare your sentences with a partner.

Introduction

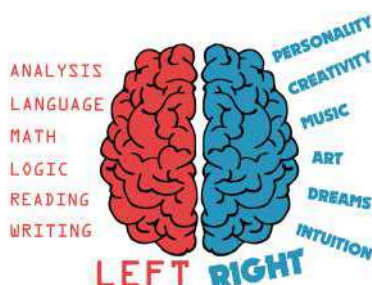
1. The right hemisphere and the big picture

2. The left hemisphere and language

Call-in show

3. Memories and a sense of identity

4. Stroke victims and English speakers in a foreign country





C IDENTIFY Listen to the interview again. Circle the answer that best completes each statement.

Introduction

1. When Dr. Bolte Taylor had her stroke in 1996, she was working at (Harvard / Indiana) University.
2. Dr. Bolte Taylor describes her feeling during her stroke as one of (calm and tranquility / panic and fear).
3. The right hemisphere of the brain is concerned with (overall perception / details).
4. The right and left hemispheres (have to / don't have to) work together for people to have a normal perspective.
5. During Dr. Bolte Taylor's stroke, she lost use of the (right / left) hemisphere.

Call-in show

6. The behavioral psychologists mentioned by the caller believed that language could be lost only if a person (remained conscious / lost consciousness).
7. Dr. Bolte Taylor lost her perception of (past and present / past and future).
8. When she lost the basic human ability to use language, Dr. Bolte Taylor (no longer saw herself / still saw herself) as a human being.

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Unit 1 Global Skills
Critical Thinking Video
Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Writing a summary

A summary is a condensed presentation of another writer or speaker's text. When you prepare a summary of a lecture, news report, or radio program, you provide the source, topic, and main ideas. Summaries give the essential information. They vary in length, but are always shorter than the original text.

Summarizing is an important critical thinking strategy in academics because it shows that you have understood material you have read or listened to. You can then condense and use the content for a specific purpose, such as an oral report or a debate.

To write a summary:

- read or listen to the assignment a few times and take notes.
- write the name of the speaker or writer, the title of the piece, and where you heard or read it.
- use your notes to restate the topic and main ideas. (*According to Dr. Bolte Taylor, the brain is ...*)
- include the source's key points, but do not include extra details.
- organize your ideas in logical order.
- check to make sure your summary is written in your own words.
- repeat the name of the person whose ideas you are summarizing a few times. This makes it clear that you are reporting his or her ideas, not your own. (*Dr. Bolte Taylor also describes the ...*)
- do not include your personal opinion or reaction; opinions and reactions go in a response, not a summary.

D SYNTHESIZE Choose one of the four topics Dr. Bolte Taylor presents in her introduction to the brain. Use your notes from Activities A and B to write a one-paragraph summary of that topic using the list in the Global Skills box on page 6.

E EVALUATE Read your summary to a partner who wrote on the same topic. Discuss the strengths and weaknesses of your summaries using the list in the Global Skills box on page 6.

F IDENTIFY Circle the best answer for each question.

1. What is the main topic that Dr. Bolte Taylor and the interviewer discuss?
 - a. the process of writing a book
 - b. the basics of neuroanatomy
 - c. the effects of a stroke
 - d. the need to raise money for brain research
2. Which phrase explains what Dr. Bolte Taylor was referring to when she said "that person went offline"?
 - a. her loss of the ability to use a computer
 - b. her loss of consciousness
 - c. her loss of the ability to use language
 - d. her loss of data connected to memories
3. Which quotation supports the concept that Dr. Bolte Taylor still saw herself as a complete person?
 - a. "...I was now an infant in a woman's body."
 - b. "...there's a whole part of us that is non-language ..."
 - c. "...I lost all of the consciousness of the language center."
 - d. "...I only had part of my mind functioning."

ACADEMIC LANGUAGE

In academic speaking, the phrases *so that* and *in order to* are used to show cause and effect.

OPAL

G EXPLAIN Read the statements. Write whether you would use the left hemisphere or right hemisphere of your brain. Discuss your answers in a small group.

1. You call your friends by their names.

2. You go outside and think it's cold.

3. A picture reminds you of when you were younger.

4. You remember your home address.

5. You enjoy the TV show you're watching.

VOCABULARY SKILL REVIEW

Using new words soon after you learn them will help ensure that they become part of your active vocabulary.

H VOCABULARY Here are some words from Listening 1. Read the paragraphs. Then fill in the blanks with the correct words from the box.

boundary (n.)	external (adj.)	overall (adj.)	regain (v.)
consciousness (n.)	function (n.)	perception (n.)	structure (n.)
euphoria (n.)	insight (n.)	recovery (n.)	tranquil (adj.)

The brain is studied by neuroanatomists, doctors who hope to gain an understanding and ¹_____ into the way the brain works. First, they study the ²_____ of the brain which is divided into two equal sections called hemispheres. One part, the cerebral cortex, coordinates what we think and feel with what we see and our ³_____ of the outside world. Each part of the brain has a specific ⁴_____, and if injured, it may become unable to perform its role.

A stroke can result in an inability to speak or move. Stroke victims sometimes lose ⁵_____ and later have no memory of what has happened. They may not be aware of ⁶_____ events or be able to process what is going on around them. The line between what is real and unreal may become unclear, and the inability to understand the ⁷_____ between the two may cause confusion. However, some patients experience the opposite feeling called ⁸_____. They may feel calm and ⁹_____, as if they are disconnected from the real world.

For all stroke victims, their progress and ¹⁰_____ depend on the seriousness of the stroke. With a lot of physical and speech therapy, most patients ¹¹_____ their ability to walk and communicate. The ¹²_____ survival rate for stroke victims is promising.

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Unit 1 Listening
Listening
Comprehension



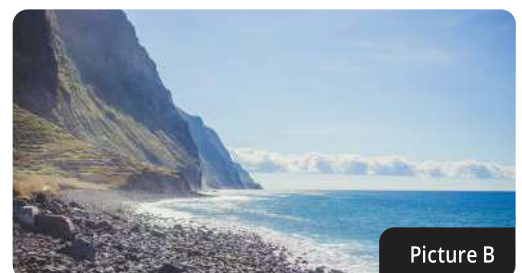
SAY WHAT YOU THINK

I DISCUSS Discuss these questions in a small group or with your partner.

1. Can you think of a time when you weren't able to use language or understand something? How did you feel? What did you do to communicate?
2. How might losing a language affect an individual, a community, or a culture?
3. Look at Picture A and describe what you see. This will engage the left hemisphere of your brain, the one that focuses on details. Next, describe Picture B. This will engage the right hemisphere of your brain, the side that focuses on the big picture. Which description was easier for you?



Picture A



Picture B

LISTENING SKILL MAKING INFERENCES

Speakers do not always state ideas or opinions directly. They may give facts or examples and expect the listener to draw a logical conclusion, or *make an inference*. For example, your friend might say:

- [I'm not sure if I'm going to stay in my French class. The work is getting harder, and
I don't know how I will use the information in the future.

A safe inference is that your friend has decided to change his class, even if he isn't saying that directly. It is important, however, not to make inferences that are not suggested by the speaker. For example, in the statement above, it would be incorrect to infer that your friend was failing his French class and giving up.

If you are not sure what someone is implying, here are some questions to ask to check their meaning:

- [So, do you mean that ...?
So, are you saying that ...?
So, would you say that ...?



1.03

A APPLY Listen to the excerpts from Listening 1. Circle the best inference for each one.

1. a. People have no idea what the brain is.
b. People don't understand the exact functions of different parts of the brain.
2. a. People typically use both hemispheres of the brain.
b. Different people prefer to use different hemispheres of the brain.
3. a. Dr. Bolte Taylor found an advantage in the effects of her stroke.
b. Dr. Bolte Taylor was very upset about losing some of her brain's abilities.
4. a. Dr. Bolte Taylor feels that foreign tourists act differently and speak louder in countries with another language.
b. Dr. Bolte Taylor feels that foreign tourists can still function in a country with a different language by using other communication skills.

B COMPOSE Choose two topics below or use two of your own. Write a sentence for each that does not state your ideas directly and would require your listener to infer your meaning.

- Your concerns about learning English
- Your thoughts on teenage texting and online language
- Your feelings about your language classes
- Your fears about a miscommunication with a best friend

1. _____
2. _____

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Unit 1 Listening
Listening Skill Video
Listening Skill

C APPLY Work with a partner. Take turns reading the sentences about your topics to each other. Can your partner infer your meaning?

NOTE-TAKING SKILL ORGANIZING NOTES USING A TIMELINE

In classes such as literature and history, reports or lectures often follow chronological, or time, order. The title of Listening 2, *The Story of My Life*, suggests that you will listen to part of an autobiography.

For information you expect to be given in chronological order, think about the words you might hear the speaker use to indicate time order, such as:

at first	later	then	before
in the beginning	during that time	soon	first, second, last
after that	while	in 1954	on Monday

A good note-taking tool for a lecture that will present information chronologically is a vertical or horizontal timeline. As you are listening, write dates or time phrases on one side of the timeline. On the other side, write corresponding key events and details. Remember, you can always finish the timeline later.

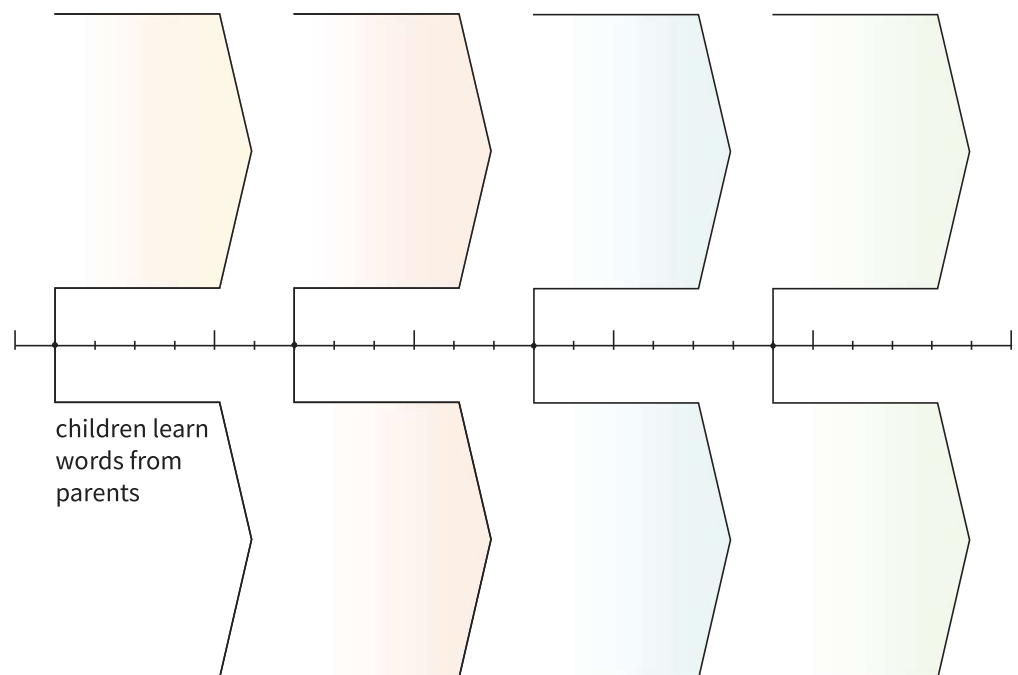


A IDENTIFY Listen to the beginning of a lecture on early childhood language development. Which set of words would you use in a timeline about this lecture? Check (✓) the best answer.

- ☐ first year of language instruction, second year, third year, fourth year
- ☐ 0–12 months, 18 months, 24 months, 30 months
- ☐ childhood, teenage years, adulthood
- ☐ age 1, age 2, age 3, age 4



B RESTATE Add the time words you chose in Activity A to the timeline below. Then listen again and complete the timeline with the corresponding events and details. Compare your answers with a partner.



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Unit 1 Listening
Note-taking Skill Video
Note-taking Skill

LISTENING 2

The Story of My Life

OBJECTIVE →

You are going to listen to an excerpt from Helen Keller's autobiography, *The Story of My Life*. Helen Keller (1880–1968) lost her sight and hearing from an illness when she was 19 months old. Through hard work with her teacher, Anne Sullivan, Keller learned sign language, using hand movements to communicate without speaking. Use the listening to gather information and ideas for your Unit Assignment.



Helen Keller and Anne Sullivan

GLOBAL SKILLS

CITIZENSHIP

The job of an assistive technology specialist is to make sure that classrooms are accessible to all students. Good lighting, modified seating arrangements, and large visual supports are a few ways to create a learning environment that works for everyone.

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Unit 1 Vocabulary

Practice 2
Pronunciation 2

PREVIEW THE LISTENING

- A PREVIEW** What challenges do you predict that a child who lost her sight and hearing at such a young age would face as she grows up? Write your ideas below.

- B VOCABULARY** Read aloud these words from Listening 2. Check (✓) the ones you know. Use a dictionary to define any new or unknown words. Then discuss with a partner how the words might relate to Helen Keller's life experiences.

adequate (<i>adj.</i>) 🔒+ OPAL	imitate (<i>v.</i>)	invariably (<i>adv.</i>) OPAL	reveal (<i>v.</i>) 🔒+ OPAL
fragment (<i>n.</i>) 🔒+	incident (<i>n.</i>) 🔒+ OPAL	outburst (<i>n.</i>)	sentiment (<i>n.</i>) 🔒+
gesticulate (<i>v.</i>)	intense (<i>adj.</i>) 🔒+ OPAL	persist (<i>v.</i>) 🔒+ OPAL	tangible (<i>adj.</i>)

WORK WITH THE LISTENING

GLOSSARY

compass (*n.*)
an instrument for
finding directions

confound (*v.*)
to confuse
somebody

crude (*adj.*)
simple and rough

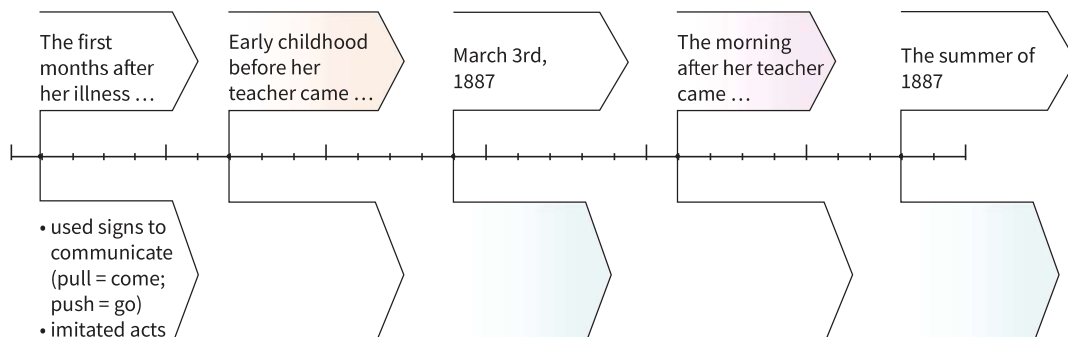
express oneself
(*v. phr.*)
to show by words
or actions

kinship (*n.*)
a feeling of being
close to somebody

plummet (*n.*)
a piece of lead or
other heavy material
attached to a line,
used for measuring
the depth of water



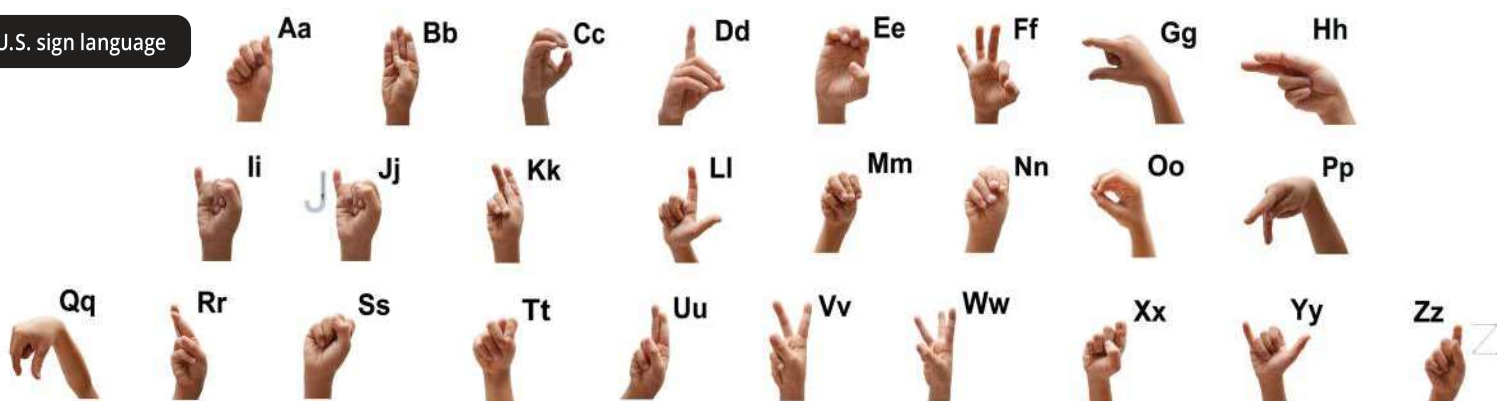
A LISTEN AND TAKE NOTES Look at the timeline below. Then listen to Helen Keller's story. As you listen, add main events from the story to the timeline. Then compare your timeline with a partner.



B INTERPRET Read these descriptions of Helen Keller's emotions during periods of her childhood. Use your notes to number the described events in chronological order from 1 (the earliest) to 7 (the last). Check your answers with a partner.

- ___ Helen could make finger signs to spell many words, but became impatient because she didn't understand how the actions connected with the words.
- ___ Helen used her hands, touched every object, and felt protected by her mother who understood her crude signs to communicate.
- ___ Helen's desire to communicate grew so strong that she was often angry and had passionate outbursts.
- ___ Helen began to grow confident as she explored with her hands and learned the names and uses for objects.
- ___ Helen was able to figure out what was going on around her and could imitate actions, but she felt different from others.
- ___ Helen touched people's lips and imitated their movements, but became frustrated when it did not produce any result.
- ___ Helen felt free and hopeful once the mystery of language was revealed to her, and she was eager to learn.

U.S. sign language





1.05

C IDENTIFY Read the lists of examples and descriptions from the autobiography. Then listen again. Match the examples with the descriptions.

- | | |
|------------------------------|---|
| 1. a doll | a. ___ an example of Helen's simple "crude signs" to communicate |
| 2. pushing someone | b. ___ the person to whom Helen owed "all that was bright and good in my long night" |
| 3. her teacher | c. ___ an example of a thought that made Helen excited and joyful |
| 4. the strength of the sun | d. ___ the person "who had come to reveal all things to me, and, more than all things else, to love me" |
| 5. water | e. ___ the way Helen knew that the "sweet southern spring" season had begun |
| 6. her mother | f. ___ the gift that "the little blind children at the Perkins Institution had sent" |
| 7. breaking the doll | g. ___ the "living word" that "awakened [her] soul" and made Helen finally realize what language was |
| 8. the idea of going outside | h. ___ the action that Helen said made her feel satisfied and showed she knew "neither sorrow nor regret" |

D INTERPRET Circle the best answer for each question.

- How would you describe Anne Sullivan's teaching method?
 - She persisted in teaching Helen one word at a time until she learned it correctly.
 - She taught Helen in a traditional classroom, but used her fingers to spell words.
 - She used Helen's sense of smell to connect a word with an object.
 - She gave in to Helen's anger by allowing her to play outside.
- What is one point Helen Keller would probably NOT agree with?
 - Children who are deaf and blind can learn to communicate effectively.
 - Children who are deaf and blind are forever locked in a world of silence.
 - Children who are deaf and blind should be encouraged to face their challenges.
 - Children who are deaf and blind need special teachers to help them.
- What can you infer from Keller's words, "... the more I handled things and learned their names and uses, the more joyous and confident grew my sense of kinship with the rest of the world"?
 - Learning how to use things confused Keller.
 - Without words, Keller had felt separate from the world.
 - Confidence is not possible without language.
 - Her family was happy that Keller understood the names for things.

E CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct the false statements.

1. **T / F** Helen Keller did not communicate with anyone until she met her teacher, Anne Sullivan.

2. **T / F** Helen Keller knew she was different before she met Anne Sullivan.

3. **T / F** Anne Sullivan taught Helen Keller that everything has a name.

4. **T / F** Helen Keller never became frustrated after meeting Anne Sullivan.

5. **T / F** Helen Keller called the day she met Anne Sullivan the most important day of her life.

F COMPOSE Work with a partner to create a conversation between two people: Jill Bolte Taylor and Helen Keller, a student and Jill Bolte Taylor, or a student and Helen Keller. Think about the questions they might have for each other and the experiences they would like to share.

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

1. Children learn to speak by **imitating** words and trying to sound like adults.
 - a. copying
 - b. ignoring
2. When we were trying to use our hands to communicate without language, we found that the way we **gesticulated** did not always get the message across.
 - a. made signs
 - b. stated loudly
3. There were many **incidents** when it was clear that Yumiko could understand me, even though she never said anything directly.
 - a. accidents
 - b. events
4. The experience was so **intense** that it caused the child to cry.
 - a. powerful
 - b. unexpected
5. If you don't feel your language skills are **adequate** for that job, then you should not apply!
 - a. sufficient
 - b. poor
6. Those who are bilingual **invariably** get jobs more easily and are grateful to their parents for making them learn a second language.
 - a. only sometimes
 - b. almost always

7. These passionate **outbursts** helped the little boy get his way because no one could ignore the noise he made.
 - a. quick explosions of feeling
 - b. loud sad songs
8. Without **tangible** evidence to support their theory, the researchers didn't feel confident publishing their study.
 - a. popular; widely accepted
 - b. clearly visible or solid
9. The answer to the mystery was not **revealed** until the last page of the book.
 - a. explained; shown
 - b. hidden; unknown
10. If that annoying sound **persists**, I will have to complain to my neighbors.
 - a. fades away
 - b. continues
11. Because the stroke victim had lost some of her vision, she could only make out **fragments** of the picture and had to create the image in her mind.
 - a. small pieces
 - b. soft colors
12. There was no **sentiment** visible in Galip's face, no feeling of anger or sorrow.
 - a. line
 - b. emotion



SAY WHAT YOU THINK

H **DISCUSS** Discuss these questions in a small group or with your partner.

1. What opportunities do those who are deaf or hard of hearing have today that Helen Keller did not? Do they have enough support if they need it?
2. Think about a time when you had to learn a skill. Describe any challenges you faced.



Patrick Speaks

VIDEO GLOSSARY

gesture (n.)

a movement of the body or face to show meaning; (v.) to move the body or face to show meaning

transform (v.)

to change completely from one thing to another

prospect (n.)

an idea of what might happen in the future; the chance of being successful

concerned (adj.)

worried about someone or something

remote area (n. phr.)

a place that is far away from places where other people live

A PREVIEW How would your life change if you were unable to hear?



Unit 1

B IDENTIFY Watch the unit video. Take notes in the chart. Then use your notes to compare your ideas with a partner.

Patrick's life and challenges	Narrator's observations	Patrick's future

C INTERPRET Use your notes to answer these questions.

1. What challenges does Patrick face every day?
2. How has Patrick's experiences with communication affected his prospects and personality? What will change for Patrick when he starts attending class?
3. How will learning sign language transform Patrick's life and the lives of other people in his community?



SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a small group or with your partner.

1. Who are the two people who encouraged Patrick to learn sign language? Explain who seemed to be most successful in convincing him to go to school.
2. Why do you think the teacher, Raymond, says "the only thing I could do was hide in fear" before he learned sign language?
3. An African proverb states "It takes a village to raise a child." In what ways does the video support this belief?

Resources

Unit 1

Unit Video

VOCABULARY SKILL NEGATIVE PREFIXES

Knowledge of prefixes helps you expand your vocabulary. Here are prefixes that are added to adjectives to give an opposite or negative meaning.

<i>il-</i> illegal	<i>ir-</i> irregular
<i>im-</i> impossible	<i>un-</i> unthinkable
<i>in-</i> incapable	

With *il-*, *im-*, and *ir-*, there are patterns, but also exceptions.

Use <i>il-</i> for words that begin with <i>l</i> .	illegal, illogical (but unlawful)
Use <i>im-</i> for words that begin with <i>p</i> , <i>m</i> , and <i>b</i> .	impossible, immeasurable (but unpopular)
Use <i>ir-</i> for words that begin with <i>r</i> .	irrelevant, irregular (but unreliable)

The prefix *dis-* is most often used to form the negative of verbs, though *un-* is also used.

<i>dis-</i> disagree	disobey	disqualify	dislike	undo	untie
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Both *dis-* and *un-* are also used for participial adjectives.

<i>dis-</i> dissatisfied	disappointing	undecided	unending
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TIP FOR SUCCESS

Although we rarely stress prefixes, we put strong secondary stress on a prefix that means *not* so it is easy for a listener to understand the negative meaning (unimPORtant, disSATisfied).

A APPLY Complete the sentences by writing the correct prefix before each adjective.

- Si-Yun feels _____connected from his town because he has forgotten his language.
- My sister is _____decided about whether to study Japanese or Spanish as her second language.
- English would be a much easier language to learn if it didn't have so many _____regular verbs.
- Using cell phones during a lecture is _____thinkable in our classrooms.
- I find it _____possible to describe the beauty of my hometown.
- If Muyang can't pass his French exam, he will be _____qualified from studying in Paris.

B COMPOSE Write sentences to describe the experiences of Helen Keller, Jill Bolte Taylor, and Patrick. Use one of these adjectives in a negative form in each sentence. Compare your sentences with a partner.

adequate	connected	perfect	tangible
capable	conscious	possible	usual
comfortable	measurable	satisfied	visible

Helen Keller's earliest attempts to communicate were inadequate.

iQ Online

Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

Speaking

OBJECTIVE →

At the end of this unit, you will narrate a personal experience related to language and how it affected you or someone you know. As you speak, you will need to use figurative language.

GRAMMAR PASSIVE VOICE

1. The **passive voice** is used to put the emphasis on the object of the verb instead of the subject.
For example, imagine we want to talk about why Jill Bolte Taylor lost her language ability — because of the effects of a stroke on her brain. The most important part of the sentence is *her brain* and not *a stroke*. Therefore, instead of the active sentence *A stroke damaged Taylor's brain*, we would say:
□ Bolte Taylor's brain **was damaged** by a stroke.
2. The passive voice is used when the subject of the sentence isn't known.
□ This audiobook **was recorded** in 2019.
If we don't know (and/or don't care) who recorded the audiobook, it sounds awkward to say *Somebody recorded this audiobook in 2019*. The important element of the sentence is *this audiobook*, so it sounds better at the beginning of the sentence.
3. The passive voice is only used with **transitive verbs** (verbs that take an object, indicated by *T* or *v.t.* in the dictionary), never intransitive (*I* or *v.i.*) verbs.
□ ✓ Helen Keller **was taught** a new way to speak. (*teach* is transitive)
□ ✗ Bolte Taylor's stroke **was happened** in the morning. (*happen* is intransitive)
4. Passive sentences are formed with the verb *be* and a past participle. The verb tense is indicated in the verb *be*. Modal verbs can also be made passive.

Past Perfect Passive	Past Passive	Present Perfect Passive
had been found	was lost	has been studied
Present Passive	Future Passive	Modal Passive
is taken	will be given	may be revealed / could be gained

The active voice is more common than the passive voice. Overusing the passive voice can make your speaking sound flat, impersonal, or too formal. This is why some word-processing grammar checks underline passive sentences. However, there are times when the passive voice is more appropriate and should be used.

TIP FOR SUCCESS

Past participles follow the verb *be* in passive sentences. The past participles of most verbs can also be used as adjectives.

Her memories were lost during the stroke. Her lost memories were recovered after a few years.

A IDENTIFY Read these sentences from Helen Keller's story. Write *P* if the underlined verb is passive and *A* if it is active.

1. ___ I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed.
2. ___ When she brought me my hat, I knew I would go out into the warm sunshine.
3. ___ This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.
4. ___ Someone was drawing water, and my teacher placed my hand under the spout.
5. ___ As the cool stream gushed over one hand she spelled into the other the word 'water', first slowly, then rapidly.
6. ___ I stood still; my whole attention was fixed upon the motions of her fingers.
7. ___ Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me.
8. ___ I knew then that "w-a-t-e-r" meant the wonderful cool something that was flowing over my hand.

B ANALYZE Work with a partner. Discuss whether the passive or the active version of the sentence sounds more natural. (Sometimes one is clearly better; sometimes both can sound fine, although the emphasis is different.)

1. a. I forgot the finger alphabet signs when I learned the signs for words.
b. The finger alphabet signs were forgotten when I learned the signs for words.
2. a. Some neuroscientists made many significant advances in brain research in the last century.
b. Many significant advances in the field of neuroscience were made in the last century.
3. a. Some college students take sign language classes.
b. Sign language classes are taken by some college students.
4. a. Louis Braille invented a system of writing for the blind known as braille.
b. Braille, a system of writing for the blind, was invented by Louis Braille.
5. a. Someone added braille signs to places such as elevators and restrooms.
b. Braille signs have been added to places such as elevators and restrooms.

iQ Online

Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2



Reading text in braille

PRONUNCIATION EMPHATIC WORD STRESS

Speakers engage their audiences by emphasizing key words in three main ways:

1. saying key words more loudly
2. making the vowels in the key syllables longer
3. using a higher pitch for stressed words

Key words in sentences are usually content words (nouns, verbs, adjectives, and adverbs).

We also stress words that provide new information or information that contrasts with or corrects previous information. New or particularly important information often comes at the end of a clause or sentence.

Listen and practice the examples.

- 1.06
- She's a **SCIENTIST**. (noun)
 - She was **COMPLETELY** **CONSCIOUS**. (adverb + adjective)
 - He was **RESPONSIBLE**. (adjective)
 - She **ISOLATED** herself. (verb)

Any words (pronouns, auxiliaries, prepositions) can be stressed, however, when the speaker wants to emphasize a particular point. Notice which words indicate corrective or contrasting information.

Listen and practice the examples.

- 1.07
- | | |
|---|---|
| A: She's a SCIENTIST ? | B: No, she's a DENTIST . |
| A: Are you AFRAID of oral reports? | B: YES! I NEVER take SPEAKING classes. |
| A: Can Gary speak MANDARIN ? | B. HE can't, but LISA can. |

When you emphasize key words, a strong rhythm develops and key words stand out clearly to listeners. Knowing how stress and intonation work will help you with both speaking fluency and listening comprehension.





1.08

- A INTERPRET** Jill Bolte Taylor is a strong and dynamic speaker. Listen to her describe the morning of her stroke. Circle the key words you hear emphasized; then compare your transcripts with a partner and discuss the ways Dr. Bolte Taylor uses stress to help engage her listeners.

Then I would have this wave of clarity that would bring me and reattach me back to normal reality, and I could pursue my plan, and my — the only plan I had in my head was to call work and that somebody at work would get me help. Um, but it — it took, uh, over 45 minutes for me to figure out what number to dial and how to dial and by the time, um, I got the information, I could not see, uh the, the phone number on my business card. I couldn't pick the numbers out from the background pixels, 'cause all I could see were pixels. Uh, and it's a you know, it's a, big drama. By the time my colleague — I'm very fortunate he was at his desk. I spoke. I said "Woo Woo Woo Woo Er." I had no, no language and when he spoke to me, he sounded "Woo Woo Wer." He sounded like a golden retriever. So, uh, but he did recognize that it was I and that I needed help, and then eventually he did get me help.

- B CREATE** In a group, take turns adding expressive details to these sentence starters and stressing key words, so listeners understand what information is important or shows a contrast to a previous point.



1. When I had to stand up in front of the class to give a speech, ...
2. Many ESL students have difficulty ... but I ...
3. We use our right brains to ... and our left brains to ...
4. I'll never forget the day when (name of a person) asked me ...
5. When I went to visit my relatives in ... I couldn't ...
6. Dr. Bolte Taylor's experience made me think about ...
7. My worst experience trying to speak English was when ...

iQ Online

Unit 1 Speaking
Pronunciation Practice

Unit 1 | Speaking**21**

SPEAKING SKILL USING FIGURATIVE LANGUAGE

One way to make your speaking more interesting is to use *similes* and *metaphors*. These devices create images that help listeners experience the intensity of something you are describing.

A **simile** is a way of describing something by comparing it to another thing. Similes include the word *like* or *as*.

Learning English is like climbing a mountain.

The baby's skin was as soft as silk.

Some similes become so common in a language that they become idioms.

as pretty as a picture as gentle as a lamb

as sharp as a tack roar like a lion

A **metaphor** describes something as if it were something else. Here, *words* are being compared to *swords that cut through the silence*.

His words were swords that cut through the silence.

Metaphors can be quite indirect. Here, *his heart* is being described as if it were something that could actually *break*, such as glass.

His heart was broken.

A IDENTIFY Match the parts of the phrases to form common similes in English.

- | | |
|--|--------------|
| 1. Paper is as light as ____. | a. a baby |
| 2. That horse can run like ____. | b. a bee |
| 3. When I lost my diamond ring, I cried like ____. | c. a feather |
| 4. You are as busy as ____. | d. a fish |
| 5. His words cut me like ____. | e. a knife |
| 6. Please be as quiet as ____. | f. a mouse |
| 7. The children were as good as ____. | g. gold |
| 8. The little boy can swim like ____. | h. the wind |

B INVESTIGATE Discuss the similes in Activity A in a group and compare them to ones commonly used in your native/home countries. Then explain whether the words below are used in similar or different expressions in your languages.

KNIFE
GOLD
WIND
BEE
FISH
MOUSE
BABY
FEATHER

C EXPLAIN Work with a partner. Explain what the underlined metaphors from Listening 1 and Listening 2 mean. What are the literal meanings of the words? Talk about which metaphor is most successful in helping you picture what the speaker is describing.

1. These are all the memories associated with who I had been, and when that person went offline, which is the best way for me to explain it, I lost all of her likes and dislikes.
2. You wake up one day and you're in the heart of China.
3. That living word awakened my soul.
4. There were barriers still, it is true, but barriers that could in time be swept away.
5. ... words that were to make the world blossom for me.

D COMPOSE Work with a partner. Describe one of the situations below in a short paragraph. Use your imagination and be expressive! Use similes and metaphors. Then read your description to the class.

I met a new student yesterday. She was born in a small town in Türkiye, but moved to Mexico City when she was young. She says she was a lost soul there at first. Now she's fluent in Spanish and Turkish, but in our ESL class she feels like a stranger again in a strange land.

- Speaking to a foreign student in your class
- Asking your teacher for help with an assignment
- Learning a new language
- Giving a presentation in front of the class
- Sharing a spectacular scene in nature

iQ Online

Unit 1 Speaking
Speaking Skill Video
Speaking Skill



Unit Assignment

iQ Online

My Assignments
Alternate Assignment

Q Narrate a personal experience

OBJECTIVE →

You are going to narrate a personal language experience that you or someone you know had. You will plan your narrative in a group and narrate your experience to your group or to the whole class. You can use the unit activities and **iQ Online** to prepare and plan the Unit Assignment.

CONSIDER THE IDEAS

- A INVESTIGATE** Many English teachers work in English speaking countries, where they teach students who have left their home countries to study or to work. However, English teachers also teach in other countries, where they then become students of a new language and a new culture themselves. Read this story written by an English teacher, and think about the challenges she describes. Then discuss the questions with a group.



When I was preparing for my Spanish exams at university, I decided that it might be a good idea to go to Mexico for a semester to become more fluent in speaking the language. Then a friend offered me a summer job teaching English to high school students at a private school in Mexico. I jumped at the opportunity to teach to small groups of eager learners in exchange for a place where I could live, study for my exams, and improve my Spanish. While teaching English was easy, I soon found out that having to speak only Spanish outside of the classroom was a much bigger challenge.

My introduction to real Mexican life was at the *mercado*, a street market that was nothing like the American stores I was used to. At the *mercado*, there were stalls of fresh food everywhere. The sellers were shouting out the prices and giving free samples, and each stall was surrounded by customers shouting their orders. I didn't have the confidence to make myself heard above all the noise, so I raised my hand like a nervous student hoping to be recognized.

Even worse, I lacked the vocabulary for many basic fruits and vegetables, and I was afraid I would make a mistake. As I was embarrassed to ask for help with Spanish words, I just pointed silently at items and used my fingers to indicate how many I wanted. I realized that my fear of language was spoiling the simple joy of going to the market and feeling like part of the culture. Eventually I decided that making mistakes was just a normal part of learning a language, and I decided to embrace the opportunity to practice my second language in the real world.

I had also learned an important lesson as a teacher. I made a promise to help my students build the confidence to make themselves heard even in the real world outside of our classroom.

B SYNTHESIZE Think about the unit question “How does language affect who we are?” Organize the ideas you learned from the listenings and video activities. Use the questions below to guide you.

- In what ways can you relate to the English teacher’s experience? Can you describe a similar situation you have been in?
- How are the stories of Dr. Bolte Taylor, Helen Keller, Patrick, and the English teacher similar? In what ways are they different?
- How might experiences and challenges with language affect people’s personalities, identities, and strength of character?

GLOBAL SKILLS WELL-BEING

Exploring your identity as a language learner

Learning a language is a very personal journey, which is shaped partly by your identity as a language learner. This identity is complex, constantly evolving, and influenced by many factors, including your motivation, confidence, personality, experiences, and culture. Reflecting on your experiences as a language learner can be useful for various reasons. For example, it can help you discover what motivates you and how you learn best. It can also enable you to identify and challenge unhelpful beliefs about yourself as a learner that might be limiting your progress. Find out more about this in iQ Online.

C SPEAKING MODEL Find a model for this Unit Assignment in iQ Online.

PREPARE AND SPEAK

A GATHER IDEAS Work in a group. Follow these steps to gather ideas.

1. Review the stories about language-related challenges in this unit. Then share some of your own successes and failures or those of someone you know. Are they serious or humorous? What makes them stand out?
2. Briefly describe your plans for your story. Ask your group where they think the narrative should begin and end. Ask if the ways the experiences have affected your subject will be clear to your listeners.

B ORGANIZE IDEAS Follow these steps to prepare your narrative.

1. Use a timeline like the one on page 12 to organize the main events, challenges, and emotions in your story. Choose your starting and ending points. Make sure the emotions and events are in chronological order.
2. Include figurative language and use emphatic word stress to help your listeners feel the experience. Use the passive voice only when necessary.

SPEAKING TASK →

Resources

Unit 1
Peer Review Worksheet

C SPEAK Narrate your experiences to the class or in a small group. Use Activity B as a guide. Consider the points below.

- Review the Speaking Skill on page 22.
- Practice narrating your story at least once.
- Look at the Self-Assessment checklist before you begin.

CHECK AND REFLECT

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

SELF-ASSESSMENT	Yes	No
I was able to speak fluently about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My group and class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used the correct negative prefixes for adjectives.	<input type="checkbox"/>	<input type="checkbox"/>
I used the active voice and the passive voice appropriately.	<input type="checkbox"/>	<input type="checkbox"/>
I used similes and metaphors to make my language interesting.	<input type="checkbox"/>	<input type="checkbox"/>
I stressed key words to emphasize my meaning.	<input type="checkbox"/>	<input type="checkbox"/>

B REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How does language affect who we are?
Is your answer different now from when you started this unit? If yes, how and why?
3. How can narrating a personal language experience help you explore your identity?

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Unit 1 Quiz

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

NOTE-TAKING ☐ I can organize notes using a timeline. (p. 10)

LISTENING ☐ I can understand inferences. (p. 9)

VOCABULARY ☐ I can use negative prefixes. (p. 17)

GRAMMAR ☐ I can use the passive voice. (p. 18)

PRONUNCIATION ☐ I can use emphatic word stress. (p. 20)

SPEAKING ☐ I can use figurative language. (p. 22)

GLOBAL SKILLS ☐ Critical Thinking: I can write a summary. (p. 6)

☐ Well-being: I can explore identity. (p. 25)

OBJECTIVE → ☐ I can gather information and ideas to narrate an experience related to language.

