

1



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. <input type="checkbox"/> the qualities of role models | <input type="checkbox"/> a description of a specific role model |
| 2. <input type="checkbox"/> why we need role models | <input type="checkbox"/> which people may be role models |
| 3. <input type="checkbox"/> how role models can inspire us | <input type="checkbox"/> how role models are different than us |
| 4. <input type="checkbox"/> what role models do wrong | <input type="checkbox"/> 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.

achievement (n.) 🗣️+ OPAL

acknowledged for (adj. phr.)

adversity (n.)

aspire to (v. phr.) 🗣️+

confront (v.) 🗣️+

constrained (adj.) OPAL

embody (v.) 🗣️+

inclined (adj.) 🗣️+

inherently (adv.)

pursue (v.) 🗣️+

resolve (n.) 🗣️+

version (n.) 🗣️+ OPAL

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Unit 1 Vocabulary

Practice 1

Pronunciation 1



WORK WITH THE READING



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

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 family members 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. The people who raise us are **inherently** interested in us and want us to do well. Furthermore, they teach us how to be adults in our society. Any family member can serve as a role model: parents, carers, grandparents, uncles and aunts, cousins, and siblings¹ can all show us how to manage our daily lives. It is within our family that we start to 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 car mechanic may give us guidance while a skilled, compassionate² nurse's aide may lead us to the medical profession. They are people we respect and look up to.

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.

ACADEMIC LANGUAGE

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

OPAL

Oxford Phrasal Academic Lexicon

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.): brothers or sisters

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 what other people think you can and can't do. 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. phr.*) 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 car mechanic or nurse's aide serve as a role model? _____

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

- 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. family members	1. how to interact with other people: <ul style="list-style-type: none"> • 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?

READING 2

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.

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

What information from the interview helped you find the answer?

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

- 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



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 do 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 VIALET 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 VIALET 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 (<i>v.</i>) | <ul style="list-style-type: none"> a. to be a good example of b. to change someone c. to represent |
| 2. humanitarian (<i>adj.</i>) | <ul style="list-style-type: none"> a. belonging to people b. caring about people c. wanting to improve the way people live |
| 3. diverse (<i>adj.</i>) | <ul style="list-style-type: none"> a. backward b. having many differences c. varied |
| 4. cause (<i>n.</i>) | <ul style="list-style-type: none"> a. belief that people fight for b. organization that people support c. belief in something that isn't true |
| 5. perceive (<i>v.</i>) | <ul style="list-style-type: none"> a. to get from someone b. to notice c. to see |
| 6. phenomenon (<i>n.</i>) | <ul style="list-style-type: none"> a. someone or something special b. someone or something difficult c. someone or something very different or unusual |
| 7. empower (<i>v.</i>) | <ul style="list-style-type: none"> a. to calm someone down b. to encourage someone c. to give power to someone |
| 8. advocate (<i>n.</i>) | <ul style="list-style-type: none"> a. supporter b. banker c. promoter |
| 9. funding (<i>n.</i>) | <ul style="list-style-type: none"> a. savings in a bank b. money for a specific purpose c. financial support for an organization |
| 10. exponential (<i>adj.</i>) | <ul style="list-style-type: none"> a. increasing quickly b. becoming more and more c. bringing things together |
| 11. humility (<i>n.</i>) | <ul style="list-style-type: none"> a. modesty b. sadness c. quality of not feeling more important than others |
| 12. authenticity (<i>n.</i>) | <ul style="list-style-type: none"> 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 interview.

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
		fights 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.

- In paragraph 3, what does the author mean when she says, "... it is precisely their ordinariness that makes them extraordinary"?
- Using your own words, what is the main idea of paragraph 10?
- 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.

- Do you know an everyday hero in your community? How does this person or organization contribute?
- Look back at Reading 2. Which of the people mentioned in the interview impresses you the most? Why?



VIDEO

Volunteer Hairdresser

VIDEO GLOSSARY

vet (n.)

a person who has been trained in the science of animal medicine, whose job is to treat animals who are sick or injured (informal for *veterinarian*)

mate (n.)

friend (British and Australian English; informal)

build community

(*v. phr.*)

strengthen the feeling of sharing things and belonging to a group in the place where you live

Resources

Unit 1

Unit Video



Unit 1

A PREVIEW What are some ways that people volunteer in their communities?



B COMPOSE Watch the unit video. Take notes on how the volunteers help their community.

Josh	Jade



Unit 1

C EXPLAIN Watch the video again. Answer the questions.

1. When did Josh start "Do Something for Nothing"? _____

2. How does Josh try to get others to join him?

3. How does Josh benefit from his volunteer work?



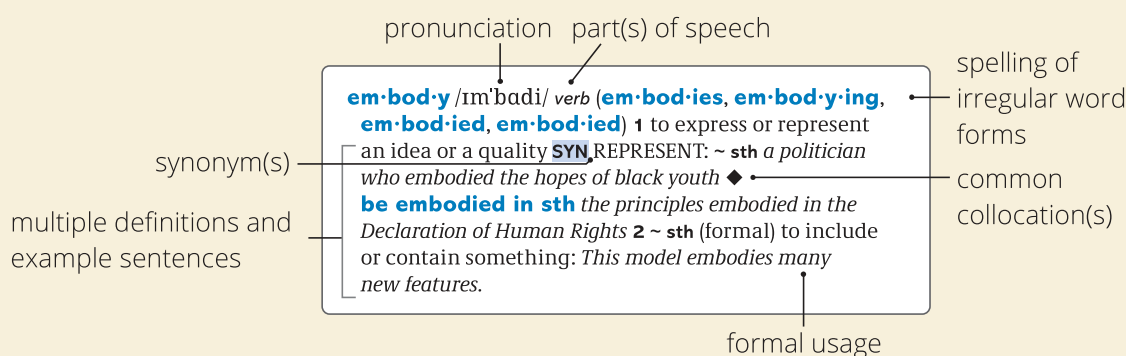
WRITE WHAT YOU THINK

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

1. Have you ever volunteered in your community? If so, explain what you did and how you felt when volunteering. If not, imagine what you could do and why you might do it.
2. The narrator in the video says, "Even conversations can make a positive difference to someone's day." When was this true for you? What happened? What was the difference?

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 /mənˈtæləti/ *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*

- | | |
|---|--|
| <input type="checkbox"/> pronunciation | <input type="checkbox"/> example sentence |
| <input type="checkbox"/> part(s) of speech | <input type="checkbox"/> formal usage |
| <input type="checkbox"/> spelling of irregular word forms | <input type="checkbox"/> synonym(s) |
| <input type="checkbox"/> multiple definitions | <input type="checkbox"/> 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'hɪərənt; -'hɜ-/ *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*? _____

iQ Online

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.

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

iQ Online

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?

GRAMMAR RESTRICTIVE RELATIVE CLAUSES

1. **Restrictive relative clauses** * describe or identify nouns. Usually, they directly follow nouns, noun phrases, or indefinite pronouns (*something, everyone*, etc.).

A role model is someone **who makes a difference in people's lives.**
pronoun/noun restrictive relative clause (adjective clause)

Role models face adversity **that we may also face.**

2. Most relative clauses begin with a relative pronoun.

- Use *who* or *that* after nouns for people.

Role models are people **who may volunteer in their communities.**

Ordinary people **that we each know** can be role models.

- Use *that* or *which* after nouns for things. (*Which* usually sounds more formal.)

Biographies **that tell stories of successful people** are very popular.

Role models do things **that we would like to do.**

Sarah works for a company **which helps the homeless.**

3. You can think of a sentence with a relative clause as a combination of two sentences about the same noun.

- In a **subject relative clause**, the relative pronoun stands for the subject of the clause. It is followed by a verb.

A role model is someone. + ~~He or she~~ makes a difference in people's lives. =

A role model is someone **who makes a difference in people's lives.**
subject + verb

- In an **object relative clause**, the relative pronoun stands for the object of the clause. The relative pronoun is followed by a subject + verb.

Role models face adversity. + We may also face ~~adversity~~. =

Role models face adversity **that we may also face.**
object + subject + verb

4. In object relative clauses, the relative pronoun can be omitted.

Ordinary people ~~that~~ **we each know can be role models.**

Role models do things ~~that~~ **we would like to do.**

* also called *identifying adjective clauses*

A IDENTIFY Underline the restrictive relative clause in each sentence. Circle the noun, noun phrase, or indefinite pronoun it identifies.

1. Not every person who makes his or her community a better place is acknowledged for it.
2. They do the things that they do because they want to make their communities better.
3. At 19, Dong Eon borrowed a book that changed his life forever.
4. His father was an illiterate farmer who insisted that his son have an education.
5. She reads storybooks to children who have no access to television.
6. Maryam started a youth environmental group which is trying to clean up the city.
7. The trash Maryam's group collects is carried away on bicycles.
8. Successful people only do things that get them where they want to go.

B COMPOSE Combine each pair of sentences using a restrictive relative clause with *who*, *that*, or *which*. Use the words in bold to help you.

1. We all aspire to do **something**. Other people will respect **it**.
We all aspire to do something that other people will respect.
2. Role models may inspire us to help **people**. **They** are confronting problems.

3. Role models have **qualities**. We would like to have **them**.

4. To me, **a person** is a role model. **He or she** inspires others to do good deeds.

5. Reading novels gives students **something**. They cannot get **it** in textbooks.

6. Caring for the environment is **something**. We can all do **it**.

7. **Someone** is a generous person. **He or she** donates money to charity.

8. Some **people** want to be successful. **They** should get organized and stay focused.

iQ Online

Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

C IDENTIFY Which sentences in Activity B can omit the relative pronoun? Cross out the relative pronoun if it can be omitted.

Unit Assignment

iQ Online

My Assignments
Unit Assignment
Alternate Assignment

Q Write an analysis essay

OBJECTIVE →

In this assignment, you will write an analysis essay about someone who makes a difference in their community. Your essay will include specific information from the texts and your own ideas. 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 can we contribute to our communities?” Organize the ideas you learned from the texts and video activities. Use the questions below to guide you.

- What qualities do role models, everyday heroes, and admirable people share?
- How do role models, everyday heroes, and volunteers differ?
- What types of activities do these people participate in to contribute to their communities?

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

iQ Online

Unit 1 Global Skills
Intercultural
Competence

GLOBAL SKILLS INTERCULTURAL COMPETENCE

Reflecting on cultural values

Your cultural values can affect how you see the world and interact with others. As these values can affect your expectations about other people's beliefs and behaviors, it is important to take the time to reflect upon them so you are able to identify, understand, and describe them. Improving your awareness of your own cultural values will help you to have more effective interactions with people from other cultures, as well as with those within your own culture.

Find out more about this in iQ Online.

PLAN AND WRITE

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

1. In the chart, list three people you think make a difference in their community.
2. Describe the qualities that they possess and give an example of their accomplishments.

Person	Qualities	Accomplishments
1.		
2.		
3.		

WRITING TIP

Outlines help you put your ideas in order. Often when you write an outline for an essay, you include the thesis statement, notes about supporting ideas for your body paragraphs, and notes for the concluding paragraph.

B PLAN Choose someone who makes a difference in their community from the chart in Activity A as your topic. Answer the questions. Then tell your partner about that person.

1. Why did you choose this person? (This will be your controlling idea for your thesis statement.)

2. What qualities does this person have?

3. What have they accomplished?

4. How has this person made a difference and contributed to their community?

WRITING TASK →

C WRITE Write an analysis essay about someone who makes a difference in their community. Consider the points below.

1. Review the Writing Skill on page 20 and the Grammar on page 24.
2. Be sure to have a thesis statement in your introduction, at least one body paragraph, and a conclusion. You may also use transition words to help connect your ideas.
3. In the body paragraph(s), provide information about the person's qualities and accomplishments as well as their contributions to the community.
4. Look at the Self-Assessment checklist on page 28 to guide your writing.

TIP FOR SUCCESS

The writer is responsible for producing text that others can understand. Write on one topic (unity) in a logical way (coherence).

REVISE AND EDIT

Resources

Unit 1

Peer Review Worksheet

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

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

C EDIT Complete the Self-Assessment checklist as you prepare to write the final draft of your essay. Be prepared to hand in your work or discuss it in class.

SELF-ASSESSMENT	Yes	No
Does the essay have an introduction with a hook and thesis statement?	<input type="checkbox"/>	<input type="checkbox"/>
Are there enough details in the body paragraph(s) to support the topic sentence?	<input type="checkbox"/>	<input type="checkbox"/>
If transition words are included, are they used appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
Are restrictive relative clauses used correctly?	<input type="checkbox"/>	<input type="checkbox"/>
Does the essay include vocabulary from the unit?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check the essay for punctuation, spelling, and grammar?	<input type="checkbox"/>	<input type="checkbox"/>

D 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 can we contribute to our communities?" Is your answer different now than when you started the unit? If yes, how is it different? Why?

iQ Online

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.

READING ☐ I can preview and predict the content of a text. (p.4)

VOCABULARY ☐ I can understand the organization of a dictionary entry. (p.18)

WRITING ☐ I can organize and develop an analysis essay. (p.20)

GRAMMAR ☐ I can use restrictive relative clauses. (p.24)

GLOBAL SKILLS ☐ Critical Thinking: I can order ideas to indicate their relative importance. (p.22)

☐ Intercultural Competence: I can reflect on cultural values. (p.26)

OBJECTIVE → ☐ I can gather information and ideas to write an analysis essay about someone who makes a difference in their community.

