

# 1



## EDUCATION

**READING:** distinguishing main ideas from details

**VOCABULARY:** using a thesaurus

**WRITING:** writing an effective email

**GRAMMAR:** contrast and concession connectors

### GLOBAL SKILLS

**CRITICAL THINKING:** making generalizations

**COMMUNICATION:** taking other people's values into account

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**UNIT OBJECTIVE →** Gather information and ideas to write a persuasive email about a new foreign language program in your school, university, or community.

## Unit Question

# What is the value of learning a new language?

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

1. Look at the photo. Does this conversation look friendly or serious? How do you know?
2. Do you think that learning other languages has changed any of your ideas or opinions?
3. Is there another language you would like to learn? If so, what is it, and why?



1.01

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

1. Why do Sophy and Felix think it's useful to learn a new language?
2. Why does Marcus disagree?

### **iQ Online**

#### **Unit 1 Topic Vocabulary**

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



# Reading

## READING 1

# How Learning a New Language Improves Tolerance

### OBJECTIVE →

You are going to read an article about the benefits of learning a new language. Use the article to gather information and ideas for your Unit Assignment.

## PREVIEW THE READING

- A PREVIEW** Read the title and headings of the article. How do you think learning a language can improve tolerance?
- B QUICK WRITE** What advantages do bilinguals have? Think about the types of knowledge and ways of communicating that are available to bilinguals but not to monolinguals (people who only speak one language). Write your response.
- C VOCABULARY** Check (✓) the words and phrases you know. Then work with a partner to locate each word or phrase in the article. Use clues from the text to help define the words or phrases you don't know. Check your definitions in the dictionary.

### iQ Online

Unit 1 Vocabulary  
Practice 1  
Pronunciation 1

acquisition (n.) 🔍+ OPAL  
ambiguity (n.)  
bilingual (adj., n.)  
cue (n.) 🔍+

depending on (v. phr.)  
immersion (n.)  
involve (v.) 🔍+ OPAL  
motivation (n.) 🔍+ OPAL

refer to (v. phr.) OPAL  
stereotype (n.) 🔍+  
the likelihood of (n. phr.) OPAL  
tolerance (n.) 🔍+

## WORK WITH THE READING



1.02

- A INVESTIGATE** Read the article and gather information about the benefits of learning a new language.

# HOW LEARNING A NEW LANGUAGE IMPROVES TOLERANCE



BY AMY S. THOMPSON

1 There are many benefits to knowing more than one language. For example, it has been shown that aging adults who speak more than one language have less **likelihood of** developing dementia<sup>1</sup>. Additionally, the **bilingual** brain becomes better at filtering out distractions, and learning multiple languages improves creativity. Evidence also shows that learning subsequent languages is easier than learning the first foreign language (Thompson, 2013). Unfortunately, not all U.S. universities consider learning foreign languages a worthwhile investment.

## Why is foreign language study important at the university level?

- 2 As an applied linguist, I study how learning multiple languages can have cognitive and emotional benefits. One of these benefits that's not obvious is that language learning improves **tolerance**.
- 3 This happens in two important ways. The first is that it opens people's eyes to a way of doing things that is different from their own, which is called cultural competence. The second is related to the comfort level of a person when dealing with unfamiliar situations, or tolerance of **ambiguity**.

## Gaining cross-cultural understanding

- 4 Cultural competence is key to thriving in our increasingly globalized world. How specifically does language learning improve cultural competence? The answer can be illuminated by examining different types of intelligence.

5 Psychologist Robert Sternberg's research on intelligence describes different types of intelligence and how they are related to adult language learning. What he **refers to** as "practical intelligence" is similar to social intelligence in that it helps individuals learn nonexplicit information from their environments, including meaningful gestures or other social **cues**. Language learning inevitably **involves** learning about different cultures. Students pick up clues about the culture both in language classes and through meaningful **immersion** experiences, such as visiting countries where the language is spoken and interacting with users of the language. Therefore, language learners develop new types of practical intelligence that will help them communicate across cultures.

6 Researchers have also shown that when students learn another language, they develop new ways of understanding culture through analyzing cultural **stereotypes**. This is because "learning a second language involves the **acquisition** not only of linguistic forms but also ways of thinking and behaving" (Nguyen & Kellogg, 2010). With the help of an instructor, students can think critically about stereotypes of different cultures related to food, appearance, and conversation styles.



## Dealing with the unknown

- 7 The second way that adult language learning increases tolerance is related to the comfort level of a person when dealing with tolerance of ambiguity. Someone with a high tolerance of ambiguity finds unfamiliar situations exciting, rather than frightening. My research on **motivation**, anxiety, and beliefs indicates that language learning improves people's tolerance of ambiguity, especially when more than one foreign language is involved (Bensalem & Thompson, 2021; Thompson & Aslan, 2015; Thompson & Erdil-Moody, 2016).
- 8 It's not difficult to see why this may be so. Conversations in a foreign language will inevitably involve unknown words. It wouldn't be a successful conversation if one of the speakers constantly stopped to say, "Hang on—I don't know that word. Let me look it up in the dictionary." Those with a high tolerance of ambiguity would feel comfortable maintaining the conversation despite the unfamiliar words involved. Indeed, research shows that those with experience learning more than one foreign language in an instructed setting have more tolerance of ambiguity (Dewaele & Wei, 2012).

## What changes with this understanding

- 9 A high tolerance of ambiguity brings many advantages. It helps students become less anxious in social interactions and in subsequent language-learning experiences. Not surprisingly, the more experience a person has with language learning, the more comfortable the person gets with this ambiguity.
- 10 And that's not all.
- 11 Individuals with higher levels of tolerance of ambiguity have also been found to be more entrepreneurial (i.e., are more optimistic, innovative, and open to taking risks).
- 12 In the current climate, universities are frequently being judged by the salaries of their graduates. Taking it one step further, based on the relationship of tolerance of ambiguity and entrepreneurial intention, increased tolerance of ambiguity could lead to higher salaries for graduates, which in turn, I believe, could help increase funding for those universities that require foreign language study. Those who have devoted their lives to theorizing about and teaching languages might say, "It's not about the money." But perhaps it is.

## Language learning in higher education

- 13 Most U.S. universities have a minimal language requirement that often varies **depending on** the student's major. However, students can typically opt out of the requirement by taking a placement test or providing some other proof of competency.
- 14 In contrast to this trend, Dartmouth College, a prestigious Ivy League university, announced that starting in 2026, all students, regardless of their competency when entering the university, would be required to study an additional language (Fagell, 2022). I'd argue that more universities should follow Dartmouth's lead, as language study at the university level could lead to an increased tolerance of the different cultural norms represented in U.S. society. There have been many examples recently of conflicts on university campuses between students of different backgrounds and opinions. A little more tolerance would help everyone.
- 15 Knowledge of different languages is crucial to becoming global citizens. As the bilingual U.S. Secretary of Education<sup>2</sup> Miguel Cardona noted in 2023, "Learning another, or multiple languages should be expected of our students and anchored as a skill that will enhance their global engagement and increase opportunities for success. *Ya es tiempo de aprender otro idioma!*"<sup>3</sup>
- 16 Considering the evidence that studying languages as adults increases tolerance in two important ways, the question shouldn't be, "Why should universities require foreign language study?" but rather, "Why in the world wouldn't they?"

<sup>1</sup> **dementia** (*n.*): a serious mental disorder usually caused by old age that affects the ability to think, remember, and behave normally

<sup>2</sup> **Secretary of Education** (*n.*): the person in the U.S. government responsible for the country's educational system

<sup>3</sup> **"Ya es tiempo de aprender otro idioma!"**: a Spanish phrase meaning "It's time to learn another language!"

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# ACADEMIC LANGUAGE

Similar phrases to *the likelihood of* in writing include *the possibility of, the probability of, and the potential for*. An alternative sentence structure is: *X is more/less likely to (be)*.

OPAL

Oxford Phrasal Academic Lexicon

**B VOCABULARY** The underlined words and phrases are from the article. Read the sentences. Then write each underlined word or phrase next to the correct definition.

- a. Second language acquisition is a long and complex process.
  - b. Students who have strong motivation tend to learn languages faster.
  - c. The likelihood of fully learning a new language decreases with age.
  - d. You need a high degree of tolerance to deal with unfamiliar situations.
  - e. There is a lot of ambiguity in text messages because they are short and can't communicate emotions well.
  - f. Social intelligence refers to people's ability to participate in conversations and discussions.
  - g. In many countries, a stereotype of the United States is that people there do not learn foreign languages.
  - h. Learning basic communication skills in a new language can take 6–12 months, depending on the situation.
  - i. Many Canadians are bilingual in English and French.
  - j. She did not recognize the cue that the interview was finished.
  - k. In an immersion language program, students use only the target language in their classes and conversations.
  - l. Academic classes involve reading, writing, listening, and speaking.
- 
1. \_\_\_\_\_ (v. *phr.*) to describe or be connected to somebody or something
  2. \_\_\_\_\_ (n.) willingness to accept ideas and beliefs that are different from your own
  3. \_\_\_\_\_ (n. *phr.*) the chance of something happening
  4. \_\_\_\_\_ (n.) the state of being difficult to understand or explain because it has many different aspects or possible meanings
  5. \_\_\_\_\_ (adj.) able to speak two languages
  6. \_\_\_\_\_ (n.) the act of obtaining something, such as knowledge or a skill
  7. \_\_\_\_\_ (n.) the feeling of wanting to do something
  8. \_\_\_\_\_ (n.) a fixed idea or image that many people have of a particular type of person or thing, but which may not be true in reality
  9. \_\_\_\_\_ (v.) having something as a necessary part of an event or activity
  10. \_\_\_\_\_ (n.) an action or event that is a signal for somebody to do something
  11. \_\_\_\_\_ (v. *phr.*) according to
  12. \_\_\_\_\_ (n.) the state of being completely involved in something



**C IDENTIFY** Check (✓) the main benefits of learning a new language, according to the article.

1. ☐ Bilinguals are less easily distracted.
2. ☐ Bilinguals are better at handling new situations.
3. ☐ Bilinguals are better at math.
4. ☐ Learning a new language helps you think more carefully about stereotypes.
5. ☐ Learning a new language helps you read better in your first language.

**D RESTATE** Find two pieces of evidence from the article that support each main idea. Write them below the statement. Include the paragraph number where you found the evidence.

1. Becoming bilingual is beneficial for the brain.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
2. Learning a new language improves cross-cultural understanding.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
3. Learning a new language helps you tolerate ambiguity.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
4. Tolerance for ambiguity is beneficial for the future.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
5. Universities should require students to study a foreign language.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_



**E CATEGORIZE** Read the statements. Circle *T* (true) or *F* (false). Then correct each false statement to make it true. Write the number of the paragraph where you found the answer.

1. **T / F** It is easier to learn a third language than a second one.  
Paragraph: \_\_\_\_
2. **T / F** Learning gestures and other body language is part of social intelligence.  
Paragraph: \_\_\_\_
3. **T / F** Learning a language only involves learning grammar and vocabulary.  
Paragraph: \_\_\_\_
4. **T / F** People with a high tolerance of ambiguity become very anxious when they speak a second language.  
Paragraph: \_\_\_\_
5. **T / F** In a successful conversation, speakers often stop to check the meaning of new words in a dictionary.  
Paragraph: \_\_\_\_
6. **T / F** Language learners become more comfortable taking risks.  
Paragraph: \_\_\_\_
7. **T / F** All U.S. university students have to study a foreign language.  
Paragraph: \_\_\_\_
8. **T / F** Dartmouth College has stopped requiring its students to study a foreign language.  
Paragraph: \_\_\_\_
9. **T / F** Miguel Cardona believes that students should learn languages so they will have more opportunities in their future careers.  
Paragraph: \_\_\_\_
10. **T / F** The author concludes that there is not enough evidence to recommend language study for all university students.  
Paragraph: \_\_\_\_

**iQ Online**

**Unit 1 Reading**  
Reading Comprehension

**F EXTEND** Look back at your Quick Write on page 4. What advantages do bilinguals have? Add any new information you learned from the article.



## WRITE WHAT YOU THINK

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

1. How is learning a new language an advantage when you are looking for a job?
2. How is learning a new language different from learning other subjects or skills?



## READING SKILL DISTINGUISHING MAIN IDEAS FROM DETAILS

**Main ideas** are the major points that support the focus of a piece of writing. If you can find the main ideas and distinguish them from the supporting details, you will understand the purpose and focus of the writing. In most texts, you can find the main ideas by doing the following:

- paying attention to repeated vocabulary, which may be keywords
- looking for keywords in the headline or title of the text
- reading the headings and the captions of any graphs or illustrations
- looking for words that introduce conclusions and main ideas, such as *therefore*, *as a result*, *so*, *more/most importantly*, *finally*, and *to conclude*
- focusing on words in bold, italics, or different colors

The position of the main ideas may depend on the **genre**, or **type of text** because there are different ways of organizing information.

**Academic writing** is divided into paragraphs that usually contain one main idea. The main idea is often stated near the beginning of the paragraph and summarized at the end, so read the first and last sentences of each paragraph carefully. Remember that all the main ideas in the text are usually connected to the central focus, argument, or thesis of the paper. This is often stated near the end of the introduction.

**News articles**, whether in print or online, have to catch readers' attention and then keep them reading. They frequently use headlines and headings to state the main ideas.

**Business communication** has to be brief, efficient, and persuasive, so the main ideas are often stated early and repeated at the end of the text. Bullet points, bold text, and repetition are often used to draw the readers' attention.

**Narratives**, including anecdotes (short, amusing stories about a real incident or person) and stories told on blogs and in magazines, typically start with an orientation (the place and time of the event), followed by the series of events that occurred. If there is a moral, message, main idea, or lesson, it will usually come at the end of the narrative.

**A IDENTIFY** Read the excerpts. Identify the genre of the writing. Then write the main idea in a sentence.

1. When people move to a new culture, they usually experience a series of different feelings as they adjust to their new surroundings. A new culture is not necessarily another country or a place where another language is spoken. Therefore, this adjustment can occur in any situation where a person's normal rules of behavior no longer work. The process of adapting to these differences has four stages and is called "culture shock."

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

2. **Solution: *Say It Again* Language-Learning Program.**

Our company is interested in investing in a language-learning program. There are two suitable programs available, *Say It Again* and *Language Now*. We recommend *Say It Again* for these reasons:

- cost: 19% less
- technical support: included in price

*Say It Again* will meet our needs at a lower cost and with better service.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

3. A few years ago, I had the opportunity to travel to Japan. I was excited because I had never visited Asia before, but I was also nervous because I didn't speak a word of Japanese. I couldn't even guess the meanings of words on menus as I couldn't read any of the characters. I had to rely on the patience of English-speaking waiters and hotel staff, which was a humbling experience. The moral of the story for me was that it is essential to learn at least a few basic words of a language before you travel to a new country.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

4. Languages change through two processes: internal change and language contact. Internal change occurs slowly over time as words or phrases shift in meaning or grammatical structure. For instance, the Old English word "a nadder," meaning "a snake," gradually became an "adder" (the modern word) when the "n" became attached to the article. The second source of change is external, and it occurs when another (usually more powerful) language comes into contact with it.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

5. This study examined the cultural stereotypes of students who learn a second language. By observing adult students and collecting their discussion board posts and writing assignments, we looked at how students' understanding of the word "stereotype" changed during a semester. Our analysis demonstrated that learning a second language involves the acquisition of not only linguistic forms, but also ways of thinking and behaving in new cultural contexts.

Genre: \_\_\_\_\_

Main idea: \_\_\_\_\_

**iQ Online**

**Unit 1 Reading**  
Reading Skill Video  
Reading Skill

**B DISCUSS** How would you find the main ideas in the following types of writing? Discuss your answers with a partner.

- |                      |                          |
|----------------------|--------------------------|
| 1. an email          | 3. an advertisement      |
| 2. a business letter | 4. a newspaper editorial |



## READING 2

# Is Learning Languages a Waste of Time?

### OBJECTIVE →

You are going to read an opinion column about teaching languages, followed by three letters sent to the editor in response. Use the opinion column and letters to gather information and ideas for your Unit Assignment.

## PREVIEW THE READING

- A PREVIEW** Look at the opinion column and responses. Do the writers believe that language learning is beneficial or a waste of time?
- B QUICK WRITE** Do you think that it is a waste of time for students in English-speaking countries to learn another language? Write your response.
- C VOCABULARY** Check (✓) the words and phrases you know. Then work with a partner to locate each word or phrase in the opinion column. Use clues from the text to help define the words or phrases you don't know. Check your definitions in the dictionary.

### iQ Online

Unit 1 Vocabulary  
Practice 2  
Pronunciation 2

be based on (v. phr.) OPAL

cognitive (adj.) 🔍+

contemporary (adj.) 🔍+ OPAL

enhanced (adj.) 🔍+ OPAL

equip (v.) 🔍+

exploration (n.) 🔍+ OPAL

fallacy (n.)

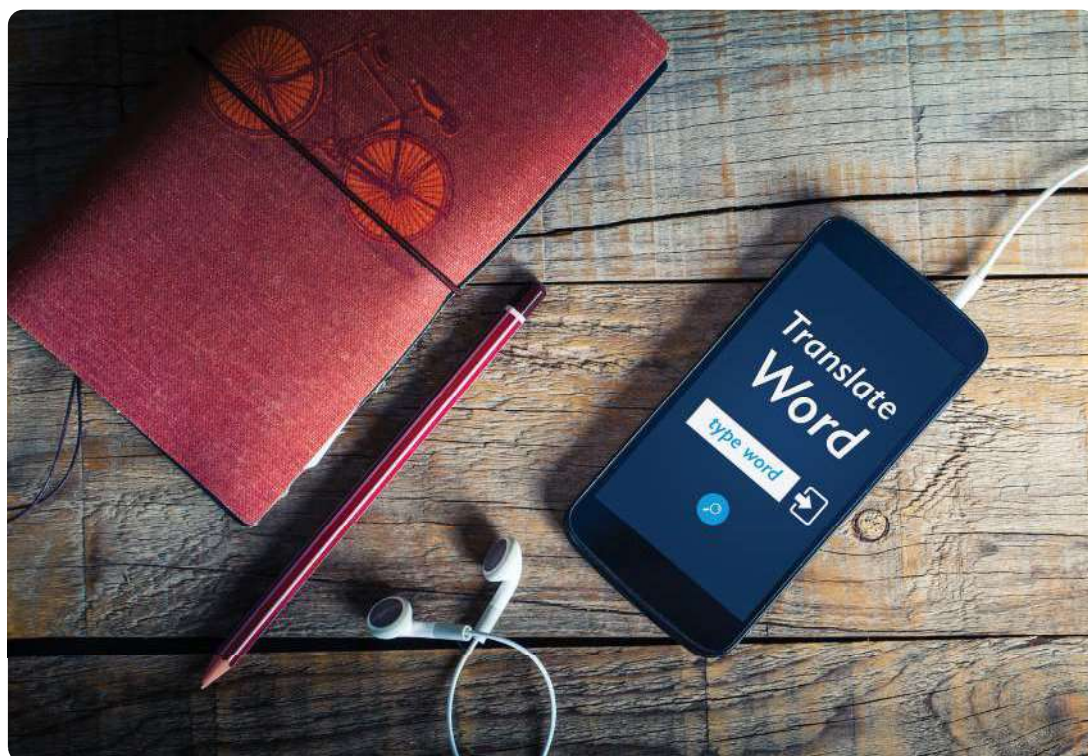
lingua franca (n.)

measure (v.) 🔍+ OPAL

plummet (v.)

specialist (adj.) 🔍+ OPAL

spread the myth (v. phr.) 🔍+



## WORK WITH THE READING

### TIP FOR SUCCESS

Reading opinion columns and letters to the editor in newspapers is a good way to learn how to make good arguments in writing.



1.03

**A INVESTIGATE** Read the opinion column and three responses from college professors. Gather opinions about the value of learning languages in English-speaking countries.

# Is Learning Languages a Waste of Time?

By Simon Jenkins

**1** Education policy is like defense policy. It is always fighting the last war but one. Predictable woe<sup>1</sup> has greeted the **plummeting** number of pupils studying modern languages, which has fallen by roughly 10% in a year and German by one-third since 2010. Only Chinese and Arabic look reasonably healthy.

**2** Students are not stupid. They take subjects they find relevant to their future lives. European languages are not that. Europe is universally adopting English as a **lingua franca**. European universities are increasingly English environments. In addition, translation, spoken as well as written, has (like math) proved susceptible to computerization.

**3** Those who need to learn German to live or work there can do so in an immersion class faster, more efficiently, and far more cheaply than by sitting in a schoolroom for an hour a week for years—the perfect way not to learn a language but to forget one. German should be a **specialist** skill for those who love or need it, and can be taught as such.

**4** Languages are beloved of reactionary educators for one reason: they are easy to test, quantify, and regiment<sup>2</sup>. Challenge the usefulness of such subjects, and teachers fall back on the medieval saying that “they train the mind.” They used to say that of Latin. They then switch and claim language students “earn

more.” It never occurs to them that, as with Latin, successful students are those who know how to please their teachers.

**5** Computerization is clearly transforming education. It is also showing what computers cannot do, and good teachers can. A computer cannot inspire students with the wonders of the scientific world. It cannot guide them through the glories and horrors of Europe’s history. It cannot unfold the human drama of literature or the full mystery of the global environment. A computer cannot teach the life skills of speaking, listening, debating, personal presentation, and confidence.

**6** The mad month of August (when national exam results are released) gets ever madder, as the education system plunges deeper each year into the one thing that obsesses it: how many students and institutions did exactly how well in an exam. It is the greatest of political **fallacies**, to make what is measurable important, not what is important measurable.

**7** Germany is Europe’s most important country of our day. Teach its history, enjoy its culture, analyze the strength of its economy. Visit its cities and countryside—and see how much better they are planned and protected than ours. In comparison, learning Germany’s language is not that important.



### Response 1

- 8 Simon Jenkins is accurate in reporting the falling numbers studying languages in the UK. Almost everything else in his article contradicts the evidence. All the evidence shows clearly that speaking English is not enough in the **contemporary** world. The concept of “global English” **is based on** the very high numbers of people internationally who have learned English as a second language and who are, therefore, by definition, bilingual or multilingual, benefiting from all the well-attested advantages—**cognitive** and other—of speaking more than one language.
- 9 Contrary to the idea that languages are “easy to test, quantify, and regiment,” many of the less quantifiable but crucial skills to be gained hinge on **enhanced** relationships and deep cultural understanding, both of which impact profoundly on business, politics, and peace. Language is inextricably bound up with history, culture, and economics, whose importance Jenkins fully acknowledges.
- 10 It is time to stop **spreading the myth** that we are not good at learning languages and will, in any case, only ever need English. Comments such as these, alongside arguments about languages as “specialist” skills, serve only to perpetuate the perceived elitism of language learning at post-primary level.

**Prof. Wendy Ayres-Bennett**, University of Cambridge; **Prof. Janice Carruthers**, Queen’s University Belfast; **Prof. Charles Forsdick**, University of Liverpool; **Prof. Stephen Hutchings**, University of Manchester; **Prof. Katrin Kohl**, University of Oxford

### Response 2

- 11 There are different ways to get up a hill: walking up, practicing navigation, exploring the landscape, getting exercise—or choosing a cable car and taking a selfie on the top. Likewise, education can be a path of **exploration**, in which not only the final result counts but everything learned on the way. Or it can be an exam selfie, “been there, done it.”
- 12 Simon Jenkins criticizes the current trend to reduce education to league tables<sup>3</sup>, replacing the path of learning experience through a screenshot of exam results. But his argument against learning foreign languages attacks precisely what he is defending. He praises “speaking, listening, debating,” guiding students through “the human drama of literature,” and “reveling in<sup>4</sup> culture.” Well, that’s exactly what language learning is about: a path of exploration (to use a popular German term: *Wanderung*) through the landscapes of history and culture, science and technology, politics and economics. It makes you understand people, their way of thinking and doing things. It is also a mental exercise which, as recent research shows, improves attention and understanding of other points of view, delays cognitive ageing and dementia, and leads to a better recovery from stroke. It is an example of learning for life rather than just for exams. And it is not easy to **measure**; testing vocabulary tells us as much about knowledge of languages as listing dates does about understanding history. I agree that we should focus on “what is important.” That’s why we need languages.
- 13 If all you want from Germany is a selfie in front of the Brandenburg Gate, you won’t need any German. But to understand German history, culture and people, do business with them, and learn from them, you’ll be better off learning at least a bit of their language.

**Dr. Thomas H. Bak**, University of Edinburgh



### Response 3

- 14** Simon Jenkins thinks learning languages at school is a waste of time. We disagree.
- 15** It's not true, as he claims, that "Europe is universally adopting English as a lingua franca." Get away from the big tourist resorts, and you're probably lost without some knowledge of the local language. Only 38% of Europeans claim to be able to operate in English. And what arrogance to make others do the hard work. European languages are relevant to young people.
- 16** It is true, as he admits, that a language such as German may be needed by some; and it is true that such a language can be learned later in life—but how much harder if you've never learned any foreign language at all at school! According to the national curriculum (of England and Wales), that's what school language lessons are for: "Language teaching should provide the foundation for learning further languages, **equipping** pupils to study and work in other countries."
- 17** It's not true that languages are only taught because "they are easy to test, quantify, and regiment." In fact, they're very hard to test fairly. There's a much better reason for teaching them: that they're really interesting and mind-opening, and appeal to the same mental faculties as math.

**Richard Hudson**, Emeritus Professor of Linguistics, University College London; **Dr. Louise Courtney**, University of Reading; **Dr. Marcello Giovanelli**, Aston University; **Dr. René Koglbauer**, Newcastle University; **Prof. Terry Lamb**, University of Westminster; **Dr. Gee Macrory**, Manchester Metropolitan University; **Dr. Emma Marsden**, University of York



<sup>1</sup> **woe** (n.): great sadness

<sup>2</sup> **regiment** (n.): to organize strictly

<sup>3</sup> **league table** (n.): a table that shows how well institutions such as schools are performing in comparison with each other

<sup>4</sup> **revel in** (v.): to enjoy something very much

**B VOCABULARY** Here are some words and phrases from the article. Read the definitions. Then complete each sentence.

**be based on** (*v. phr.*) using or developing an idea

**cognitive** (*adj.*) connected with mental processes of understanding

**contemporary** (*adj.*) belonging to the present time

**enhanced** (*adj.*) increased or improved

**equip** (*v.*) to prepare somebody for an activity or task

**exploration** (*n.*) an examination of something in order to find out about it

**fallacy** (*n.*) a false idea that many people believe is true

**lingua franca** (*n.*) a common language used between people whose first languages are different

**measure** (*v.*) to judge the importance, value, or effect of something

**plummet** (*v.*) to fall suddenly and quickly

**specialist** (*adj.*) having or involving expert knowledge of a particular, specific area of work or study

**spread the myth** (*v. phr.*) to tell a story that many people believe, but that is not true

1. A good education will \_\_\_\_\_ students for their future career.
2. English is the \_\_\_\_\_ for air traffic controllers.
3. Bilinguals have a(n) \_\_\_\_\_ advantage because they are less easily distracted.
4. Some people continue to believe the \_\_\_\_\_ that children get confused by learning two languages.
5. The number of students taking foreign language classes will \_\_\_\_\_ if universities stop requiring them.
6. The report \_\_\_\_\_ a survey of 100 schools.
7. Newspapers should not \_\_\_\_\_ that the whole world speaks English.
8. Reading and writing tests are often used to \_\_\_\_\_ students' progress in language learning.
9. In \_\_\_\_\_ society, speaking more than one language is a huge benefit.
10. Researchers usually focus on \_\_\_\_\_ topics.
11. This course includes a(n) \_\_\_\_\_ of the history of the English language.
12. Students who learn another language have a(n) \_\_\_\_\_ ability to understand other cultures.



## GLOBAL SKILLS

### EMOTIONAL SELF-REGULATION

We often write best when we care about the topic. Having an emotional response toward the topic will make your description more vivid and your suggestions more persuasive.

### TIP FOR SUCCESS

In academic references, *et al.* means "and others" and is used to abbreviate a list of three or more authors.

- C CATEGORIZE** Read the points that Jenkins makes in his argument against language learning in English-speaking countries. Then use the responses to complete the table with the reasons for learning a foreign language.

Against	For
People who speak English don't need to learn another language.	Only 38% of people in Europe speak English.
Computers can translate languages, so schools should focus on important skills such as speaking, listening, debating, and culture.	
Schools should only focus on what's important.	
Schools only teach languages because they are easy to test.	
Languages are a specialist knowledge that only a few people will need.	
If you want to learn about Germany, you should learn about and visit the country, not learn German.	

- D IDENTIFY** Which writers made these arguments? Write *Jenkins*, *Ayres-Bennett et al.*, *Bak*, or *Hudson et al.*, on the lines and write the paragraph number where you found the answer.

- \_\_\_\_\_ Education is about exploration. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ It is untrue that the British are not good at learning languages. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Learning a language in school is not efficient or effective. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Politicians are only interested in test scores. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ It is harder to learn a language as an adult if you didn't learn a language when you were in school. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ It is wrong to expect people in other countries to learn English. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Around the world, large numbers of people have learned English, which shows that they value the benefits of language learning. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Learning a second language can improve cognitive function and help you recover faster from some brain diseases. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Students don't choose to learn languages because they know they won't need them in the future. (Paragraph: \_\_\_\_)
- \_\_\_\_\_ Some students don't choose to learn languages because they believe the myth that only a small group of people have the time to learn them. (Paragraph: \_\_\_\_)

**E EVALUATE** Do you agree or disagree with these statements about learning a new language? Discuss your answers in a group, giving examples or reasons from the article.

1. If you speak English, you don't need any other language to live in Europe.
2. You shouldn't learn another language if you don't need it immediately.
3. Because foreign languages can be translated by computers, we don't need to learn how to speak and understand them.

**iQ Online**

**Unit 1 Global Skills**

Critical Thinking Video  
Critical Thinking Skill

**GLOBAL SKILLS CRITICAL THINKING STRATEGY**

**Making generalizations**

When you make a **generalization**, you use specific information to make general rules or draw broad conclusions. Generalizations are an important way to show that you thoroughly understand the information you have read or heard. A good generalization finds relevant similarities from different situations, and makes a claim that you can defend with evidence. To form a valid generalization, you need to have enough different examples: for instance, you might make a generalization about the students in your class after speaking to at least half of them. See the following examples, which illustrate turning specific information into generalizations.

Specific information	Generalization
I read the articles on the front pages of three different newspapers and found the main ideas in the headlines and opening paragraphs.	In newspaper articles, the main idea is usually stated in the headline and again near the beginning of the article.
Learning a new language helps you concentrate and multitask better, and it can protect against the loss of memory.	Learning a language has cognitive benefits.

However, an **overgeneralization** is a type of logical fallacy. This means that your conclusion is not supported by the information you have. At worst, overgeneralizations can become stereotypes. For example, if you know some British people who have tried to learn French unsuccessfully, it would be an overgeneralization to say that the British are bad at learning languages. When you make a generalization, ask yourself whether it is a reasonable conclusion from the information that is available.

**F EVALUATE** Read some specific information followed by an overgeneralization. Discuss the information in a group and then write a valid generalization.

1. More people speak English as an additional language than as a first language. English is used for communication among pilots, businesspeople, and scientists even when it is nobody's primary language. Eighty percent of the world's electronic information is stored in English.

**Overgeneralization:** Everyone in the world must be learning English.

2. My university has stopped teaching almost all world languages, but one of my friends has to take at least two semesters of language classes at her university. Meanwhile, my other friend goes to a university where language study is optional, but available to all students.

**Overgeneralization:** Universities in my country are not interested in teaching foreign languages.

3. Bilinguals score a little higher on math and reading tests than monolinguals. Also, bilinguals usually have a larger vocabulary than monolinguals if you include all the words they know in both languages. Bilinguals perform better than monolinguals on most cognitive tasks.

**Overgeneralization:** Monolinguals are not as smart as bilinguals.



## WRITE WHAT YOU THINK

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

1. Do you believe that learning a second or foreign language should be required in schools or universities? Why or why not?
2. The author of the opinion article in Reading 2 argued that languages are not necessary to understand the history and culture of other countries. Do you agree with him? Why or why not?



# VIDEO

# British Sign Language

## VIDEO GLOSSARY

**deaf** (*adj.*)

unable to hear anything or unable to hear very well

**hearing** (*adj.*)

able to hear

**Londoner** (*n.*)

a person from London

**A PREVIEW** What do you know about sign languages? Who uses them?



## Resources

### Unit 1

Unit Video



Unit 1

**B IDENTIFY** Watch the unit video. Take notes in the chart.

Activities people do at the event	Reasons why the event was organized



Unit 1

**C APPLY** Watch the video again. Write answers to these questions.

1. What kind of event did Dionne and Latoya organize?  
\_\_\_\_\_
2. What are some differences between spoken English and British Sign Language (BSL)?  
\_\_\_\_\_
3. What similarity between spoken English and BSL is explained by the example of the signs for the word "school"?  
\_\_\_\_\_
4. Do you think the event was a success? Why?  
\_\_\_\_\_



## WRITE WHAT YOU THINK

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

1. In the daily routine of your school or workplace, how much support would a deaf person have for using sign language?
2. Do you think that sign languages should be offered as second or foreign language classes in schools and universities?

## VOCABULARY SKILL USING A THESAURUS

A thesaurus is a reference book that gives you synonyms (words with similar meanings) and antonyms (words with opposite meanings). Learning synonyms and antonyms is a good way to build your vocabulary, and it allows you to use more variety in your writing and speaking. You should always be sure to check the meaning and use of new words carefully. The *Oxford Learner's Thesaurus* lists collocations and appropriate contexts for using each synonym correctly.

headword (the most frequent synonym in the group)

synonyms for *knowledge*, listed in order of frequency

general meaning of all the words in the *knowledge* group

shows the words that often collocate with the synonyms in the group (e.g., *about*, *great*, *gain*)

common collocation, with an explanation

**knowledge** *noun* ——— part of speech

---

**knowledge** ♦ **experience** ♦ **literacy** ♦ **scholarship** ♦ **learning** ♦ **wisdom** ♦ **lore**

These are all words for the information, understanding, and skills that you learn through education or experience.

---

**PATTERNS AND COLLOCATIONS**

- ▶ **knowledge** / **learning** / **wisdom** **about** sth
- ▶ **great** **knowledge** / **experience** / **scholarship** / **learning** / **wisdom**
- ▶ **ancient** / **traditional** / **folk** **knowledge** / **wisdom** / **lore**
- ▶ **to acquire** **knowledge** / **experience** / **literacy** / **learning** / **wisdom**
- ▶ **to gain** **knowledge** / **experience** / **wisdom**
- ▶ **to increase** **your knowledge** / **experience** / **learning**

**knowledge** [U, sing.] the information, understanding, and skills that you gain through studying sth or doing sth: *You do not need to have specialist knowledge to express an opinion about language.*

♦ *There will be a test of your **general knowledge** (= your knowledge about things generally).* ♦ *He has a wide knowledge of ancient history.*

**OPP** **ignorance** → **IGNORANCE**, See also **know** → **LEARN**

antonym and the headword to look up for more information (*ignorance*)

cross-reference to another entry that is connected with this word (i.e., look up *know* under the headword *learn*)

Adapted from *Oxford Learner's Thesaurus: A dictionary of synonyms*.



# TIP FOR SUCCESS

No two words have exactly the same meaning and use. Check the exact meaning of new words in a dictionary or thesaurus before you use them.

## A IDENTIFY Complete each sentence with a different word from the thesaurus entry for *knowledge*. Discuss your choices with a partner.

### knowledge noun

**knowledge** ♦ **experience** ♦ **literacy** ♦ **scholarship** ♦ **learning** ♦ **wisdom** ♦ **lore**

These are all words for the information, understanding, and skills that you learn through education or experience.

#### PATTERNS AND COLLOCATIONS

- ▶ knowledge / learning / wisdom **about** sth
- ▶ **great** knowledge / experience / scholarship / learning / wisdom
- ▶ **ancient** / **traditional** / **folk** knowledge / wisdom / lore
- ▶ to **acquire** knowledge / experience / literacy / learning / wisdom
- ▶ to **gain** knowledge / experience / wisdom
- ▶ to **increase** your knowledge / experience / learning

**knowledge** [U, sing.] the information, understanding, and skills that you gain through studying sth or doing sth: *You do not need to have specialist knowledge to express an opinion about language.*

♦ *There will be a test of your **general knowledge** (= your knowledge about things generally).*

♦ *He has a wide knowledge of ancient history.*

**OPP** **ignorance** → **IGNORANCE**.

See also **know** → **LEARN**

**experience** [U] the knowledge and ability that you have gained through doing sth for a period of time; the process of gaining this: *I have over ten years' teaching experience.* ♦ *Do you have any **previous experience** of this type of work?* ♦ *She didn't get paid much but it was all **good experience**.* ♦ *We all **learn by experience**.*

**OPP** **inexperience** → **IGNORANCE**

**literacy** [U] the ability to read and write: *The government is running a campaign to promote **adult literacy** (= the ability of adults to read and write).*

**OPP** **illiteracy**

**scholarship** [U] the serious study of an academic subject and the knowledge and methods involved: *Oxford became one of the great centers of medieval scholarship.*

**learning** [U] knowledge that you get from reading and studying: *He is a teacher of great intellect and learning.* See also **learned** → **INTELLECTUAL 2**

**wisdom** [U] the knowledge that a society or culture has gained over a long period of time: *We need to combine ancient wisdom and modern knowledge.* See also **wise** → **WISE**

**lore** [U] knowledge and information related to a particular subject, especially when this is not written down; the stories and traditions of a particular group of people: *an expert in ancient Celtic lore*

Adapted from the *Oxford Learner's Thesaurus: A dictionary of synonyms*.

1. Jenkins's knowledge of the field of applied linguistics is limited.
2. Modern medicine is turning to traditional cultures for their \_\_\_\_\_.
3. Thompson's \_\_\_\_\_ focuses on motivation and multilingualism.
4. Learners need \_\_\_\_\_ in using their target language in real contexts.
5. Cultures without written languages pass on traditional \_\_\_\_\_ through storytelling and ritual.
6. Students do not always learn to write well in their target language, meaning there is a problem with their \_\_\_\_\_ in the language.
7. In traditional cultures, the oldest people are responsible for sharing their \_\_\_\_\_ with the next generation.

## B IDENTIFY Write an appropriate synonym for each underlined word. Use your thesaurus or dictionary.

1. \_\_\_\_\_: New immigrants face many problems with language.
2. \_\_\_\_\_: The shift from indigenous languages to Spanish can be seen across Central and South America.
3. \_\_\_\_\_: Multiculturalism is the idea that people of different cultures and ethnicities can live and learn together.
4. \_\_\_\_\_: One opinion about multiculturalism is that it puts national unity in jeopardy.
5. \_\_\_\_\_: There are some concepts in other languages that are difficult to say in English.

### iQ Online

**Unit 1 Vocabulary**  
Vocabulary Skill Video  
Vocabulary Skill



# Writing

## OBJECTIVE →

At the end of this unit, you will write a persuasive email about a new foreign language program in your school, university, or community. This email will include specific information from the texts and your own ideas.

## WRITING SKILL WRITING AN EFFECTIVE EMAIL

Although emails are often informal, sometimes you need to write emails to important people: teachers, administrators, employers, or community leaders. In these situations, you need to use appropriate formatting and persuasive appeals.

In a formal email, be sure to include these elements:

Email section	Example
A clear subject line	<i>Application for exchange program</i>
Polite greeting	<i>Dear Dr. Stevens,</i>
Self-introduction and purpose of the email	<i>I am a first-year student, and I am writing to apply for next year's exchange program to Germany.</i>
Thanks	<i>Thank you for considering my application.</i>
Closing	<i>Sincerely, Jack Brody</i>

You should also consider what kind of arguments and evidence the reader will find persuasive. You can appeal to emotions, logic, or authority.

Appeal	Explanation	Example
Emotion	An appeal to the reader's emotions, beliefs, or values	<i>I would like to study in Europe because my great-grandparents emigrated from there, and I have always wanted to trace my family history.</i>
Logic	Arguments that use explanations, causes, consequences, or conditions	<i>If I study abroad, I will develop intercultural skills that will make me a better leader.</i>
Authority	Using experts' opinions to support your claims	<i>Research has demonstrated that language learners perform better in other academic subjects.</i>

Your choice of appeals depends on the reader, the situation, and the type of email you are writing.

- A WRITING MODEL** Read the email. How could the writer improve it? Complete the chart below.

**To:** lang@univ.edu

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**From:** mps22@univ.edu

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**Subject:** class

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Hi teacher!

I really want to enroll in your beginner's Greek class, but I missed the deadline. Last night, I was so sad because I had to take my cat to the vet, and I completely forgot to go online and complete my class registration.

Can you help me?


Meg

Element	What did the writer do wrong?	Improved version
Subject	unclear subject line	permission to enroll
Greeting		
Self-introduction and purpose		
Appeal (authority, emotion, or logic)		
Thanks		
Closing		

- B EVALUATE** Imagine you are writing an email to persuade your manager to pay for you to take a language course. Which appeals do you think would be effective? Explain your answers to a partner.

	Type of appeal	Effective?
Our company is expanding in Asia, so my Korean language skills will help us win more business.	Logic	Yes
Researchers have found that bilingual employees are better able to understand social cues and prevent miscommunication.		
If I can read and write Korean better, we won't need to pay for a translator.		
This company is proud to be multicultural, so employees should have the chance to learn a new language.		
According to a recent study, learning a language helps prevent memory loss.		
I am so excited about learning Korean because I find the culture fascinating.		

**C APPLY** Read the email and answer the questions below.



**To:** lrw@protravel.com

---

**From:** workshops@icbtraining.com

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**Subject:** ICB Training intercultural communication workshops

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Hi Lin,

1 This is Hideki Nishi from ICB Training. We met at the travel industry conference last week, and I promised I would send you some more information about our intercultural communication workshops.

2 ICB Training's workshops are ideal for small businesses like yours because they help you and your employees understand their cultural competencies and how to develop a more global perspective. Participants will follow a sequence of three activities. First, they will complete an intercultural communication inventory, which is a series of questions that help people at all levels of your business recognize their strengths and weaknesses when working with clients and colleagues from different cultural backgrounds. Next, our expert trainers engage participants in role-plays that simulate situations in which cultural miscommunications can occur. Finally, we discuss participants' behavior and responses in the simulations, and your team will set goals for improved intercultural communication.

3 Our workshops were developed by leading voices in the field of intercultural communication based on the latest research. We have been in business for over 20 years, helping companies foster more welcoming work environments and become more successful global competitors. As one recent client wrote, "ICB Training is the gold standard! Thanks to their workshops, we have doubled our international business and improved worker satisfaction."

4 Please let me know when we can talk by phone to discuss the pricing and timing of workshops for your company. We are running a special discount this month for new clients that I would really like to offer you!

5 I look forward to continuing our conversation soon.

Hideki

Hideki Nishi, Sales Manager, ICB Training, Inc.

1. Why do you think the writer uses first names for the greeting and closing?
2. What is the purpose of the second paragraph? What type of appeal is used?
3. What is the purpose of the third paragraph? What type of appeal is used?
4. How does the writer use an emotional appeal?
5. Do you think this is an effective persuasive email? Why or why not?

**iQ Online**

**Unit 1 Writing**  
Writing Skill Video  
Writing Skill



## GRAMMAR CONTRAST AND CONCESSION CONNECTORS

**Contrast and concession** connectors join ideas with different meanings. In a *contrast*, you show that two ideas disagree. In a *concession*, you acknowledge an opposing idea and then show that it is less important or persuasive than your main idea. In persuasive writing, introducing a counter-argument with one of these connectors allows you to make a stronger case for your own opinion.

The coordinating conjunctions *but* and *yet* are used to join two contrasting independent clauses of equal importance. *Yet* is stronger than *but* and introduces an unexpected contrast or concession with the first clause. Use a comma between the clauses.

English is spoken in many countries, **but** tourists should still know basic phrases in the local language.

Online translators can give you the basic meaning, **yet** they struggle with complex sentences.

The subordinators *although*, *though*, and *even though* are used to introduce a contrast or concession in a dependent clause. *Even though* is a little stronger than *although* and *though*. *While* introduces a direct contrast or opposition to the idea in the main clause. Use a comma to separate the clauses when there is a contrast or concession.

**Although** studying abroad is expensive, it is one of the best ways to understand a culture.

It is important to offer classes in less commonly taught languages, **even though** fewer students may take them.

**Transitions** are adverbs or phrases that show the relationship between the ideas in one sentence and the ideas in the next. A period or semicolon is necessary to punctuate the independent clauses.

*However* is the most common transition in writing and can be used to show differences of various kinds. It is followed by a comma when used as a transition word.

I learned Japanese for ten years. **However**, there were still words I could not understand.

*On the other hand* introduces opposite ideas, often with a positive versus a negative contrast. It is usually followed by a comma if at the beginning of a sentence and set between commas if in the middle of a sentence.

Some universities have dropped their foreign-language requirement. Eastern State University, **on the other hand**, asks all students to take a language for four semesters.

**A APPLY** Circle the best connector to complete each sentence.

1. (*But / Although*) computers can translate written language quite well, they are less successful with live speech.
2. Sign language consists of hand signals instead of words. (*On the other hand / However*), it is still learned like any other language.
3. Learning Latin is useful for understanding other languages, (*even though / but*) Latin has not been spoken for centuries.
4. The word *algebra* looks like a Latin or Greek word, (*yet / however*) it comes from Arabic.
5. Children of immigrants usually speak both their parents' language and the local language. (*However / Although*), their children – the third generation – rarely speak the heritage language.
6. In many countries, schoolchildren learn the country's official language in school, (*while / even though*) they speak a native language at home.
7. Speaking two languages has many benefits, (*but / yet*) few schools in English-speaking countries have bilingual immersion programs.
8. (*Even though / Yet*) adult learners find pronunciation difficult, they can learn grammar and vocabulary more quickly than children.

**B APPLY** Connect each pair of sentences using the connector in parentheses. Punctuate your sentences correctly.

1. The children did not all speak the same language. They learned to communicate. (*although*)  
Although the children did not all speak the same language, they learned to communicate.
2. There are more than 6,000 languages in the world. The United Nations operates with only six official languages. (*while*)  
\_\_\_\_\_
3. The translation was accurate. The book was extremely difficult to understand. (*yet*)  
\_\_\_\_\_
4. Researchers have studied most of the world's languages. New languages are still being discovered. (*however*)  
\_\_\_\_\_
5. Some research indicates that immersion environments are best for very young language learners. Learning languages in a classroom seems more effective for teenagers. (*on the other hand*)  
\_\_\_\_\_

**iQ Online**

**Unit 1 Grammar**  
Grammar Video  
Grammar 1  
Grammar 2



# Unit Assignment

iQ Online

**My Assignments**  
Unit Assignment  
Alternate Assignment

## Q Write a persuasive email

### OBJECTIVE →

In this assignment, you will write a persuasive email about a new foreign language program in your school, university, or community. You can use the unit activities and iQ Online to prepare, plan, and write the Unit Assignment.

## CONSIDER THE IDEAS

**A SYNTHESIZE** Think about the Unit Question, “What is the value of learning a new language?” Organize the ideas you learned from the texts and video activities and use the questions below to guide you.

1. You have read articles that disagree about the value of teaching and learning languages, including sign languages. What are the arguments on both sides of this debate?
2. How have you benefited from learning additional languages?
3. Do you believe that studying a foreign language should be required in schools and/or universities?

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

iQ Online

Unit 1 Global Skills  
Communication

## GLOBAL SKILLS COMMUNICATION

### Taking other people’s values into account

Good writing requires empathy, and this is perhaps especially true of persuasive writing. To put forward an argument effectively, you need to consider how your reader is likely to react to your message, and this includes taking into account your reader’s values – what they believe to be important. However, just as important as empathy is authenticity – being clear about your own values and developing your own voice. Thus, persuasive writing usually involves identifying the common ground between your own values and those of your reader. Find out more about this in iQ Online.



## PLAN AND WRITE

**A BRAINSTORM** Answer the questions to choose an audience, context, and purpose for your email. Discuss your ideas with a partner.

1. What type of language program are you going to write about (e.g., a new class, a new language lab, a foreign exchange, a conversation group, a book club, an online program, etc.)?  
\_\_\_\_\_

2. Which language or languages will the program teach?  
\_\_\_\_\_

3. Who are you going to write to?  
\_\_\_\_\_

4. What arguments can you use to persuade the reader to support your program?  
You might not want to use all three types of appeal.

Emotion:

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---

Logic:

---

---

Authority:

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**B PLAN** Complete the outline for your email. Use ideas from your brainstorming.

Subject line: \_\_\_\_\_

Greeting: \_\_\_\_\_

Introduction and purpose: \_\_\_\_\_

---

---

Arguments (make an organized list): \_\_\_\_\_

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---

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Thanks: \_\_\_\_\_

Closing: \_\_\_\_\_

## WRITING TASK → C WRITE Use your planning notes to write your persuasive email.

1. Use your planning notes to write your persuasive email about a new foreign language program. Format it correctly and use effective appeals to persuade the reader. Use contrast and concession connectors to express counterarguments where appropriate.
2. Look at the self-assessment checklist below to guide your writing.

## REVISE AND EDIT

### Resources

Unit 1  
Peer Review Worksheet

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

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

**C EDIT** Complete the self-assessment checklist as you prepare to write the final draft of your email.

SELF-ASSESSMENT	Yes	No
Did you format your email correctly?	<input type="checkbox"/>	<input type="checkbox"/>
Did you choose persuasive appeals?	<input type="checkbox"/>	<input type="checkbox"/>
Did you make valid generalizations?	<input type="checkbox"/>	<input type="checkbox"/>
Did you use appropriate contrast and concession connectors?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check new words and collocations in a dictionary or thesaurus?	<input type="checkbox"/>	<input type="checkbox"/>
Does the email include vocabulary from the unit?	<input type="checkbox"/>	<input type="checkbox"/>
Did you check the email for punctuation, spelling, and grammar errors?	<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, "What is the value of learning a new language?" 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 distinguish main ideas from details. (p.10)

**VOCABULARY** ☐ I can use a thesaurus. (p.21)

**WRITING** ☐ I can write an effective email. (p.23)

**GRAMMAR** ☐ I can use contrast and concession connectors. (p.26)

**GLOBAL SKILLS** ☐ Critical Thinking: I can make generalizations and avoid overgeneralizations. (p.18)

☐ Communication: I can take other people's values into account. (p.28)

**OBJECTIVE** → ☐ I can gather information and ideas to write a persuasive email about a new foreign language program in my school, university, or community.

