

Mind Over Matter

PREVIEW

COMMUNICATION GOALS

- 1 Suggest that someone is being gullible
- 2 Examine superstitions for believability
- 3 Talk about the power of suggestion
- 4 Discuss phobias

A FRAME YOUR IDEAS Play the Illusion Game with a partner. Look at each image carefully for at least a minute. Do you both see the same thing?

The ILLUSION GAME

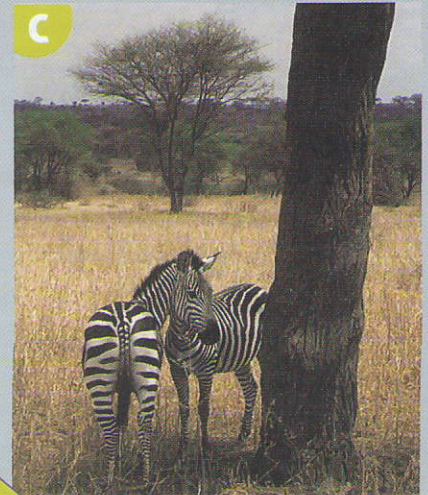
An illusion is something likely to be wrongly interpreted. Write an explanation of what the eye sees in each picture. Then compare your explanations with the ones below.



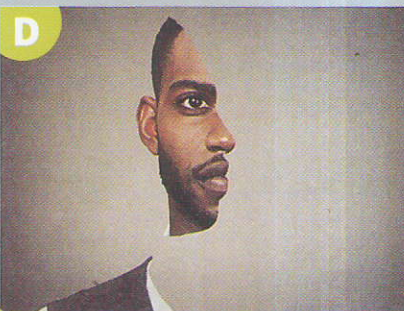
What's the illusion?



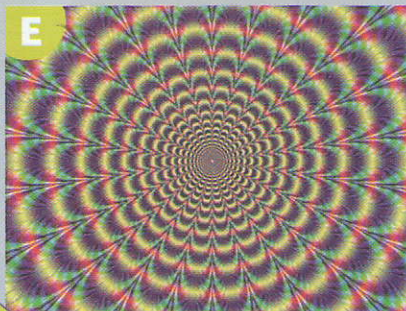
What's the illusion?



What's the illusion?



What's the illusion?



What's the illusion?

EXPLANATIONS **A** The horizontal lines appear to be sloping, creating uneven rows. But the lines actually are parallel. **B** We can see either two people or three objects that look like vases or chess pieces. **C** There are two zebras, but we only see one head. Depending on how we look at the image, the head appears to belong to the zebra on the left or to the one on the right. **D** We see half a man's face. Depending on how we look at it, he either appears to be looking out at us or in profile looking to the right. **E** The image appears to be moving, but it isn't.

B DISCUSSION What other things are we likely to misinterpret visually? What might cause us to misinterpret them?

“ Sometimes on a dark night, we might think we're seeing monsters, but in reality they're only trees. That illusion is caused by our imagination and our natural fear of the dark. ”

- C** ▶ 4:02 **SPOTLIGHT** Read and listen to a conversation between two colleagues. Notice the **spotlighted** language.

Vicky: Tom, do you have a minute?

Tom: Sure, Vicky. Come on in and have a seat. **What's on your mind?**

Vicky: You know, **I may be imagining things**, but I have the distinct impression that my staff's either talking about me or has some kind of secret they don't want me to know about.

Tom: What gives you that impression?

Vicky: Well, for instance, for the last few days every time I get back from lunch, Bill and Emma and Ron are all huddled together in Emma's cubicle and talking, and the minute they realize I'm there, they shut up. I mean, that's not normal, is it? It makes me think they're talking about me behind my back.

Tom: Well, **if I were in your shoes**, I wouldn't automatically assume that.

Vicky: I sound paranoid, don't I? I mean, it sounds crazy to think it has something to do with *me*, right?

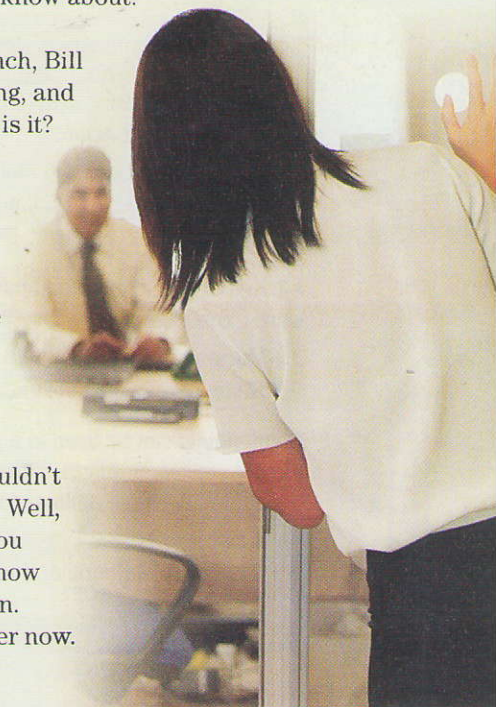
Tom: Not necessarily. Their behavior *does* seem to suggest they don't want you to know what they're talking about. **Keep in mind** that there may be a totally innocent explanation. Have you considered the possibility that maybe one of them's got a job offer, or that they're just gossiping? Hey! Who knows? Maybe they're gossiping about *me*!

Vicky: I suppose you're right.

Tom: **Don't get me wrong**. There's definitely something going on, but I wouldn't jump to any conclusions. *[phone rings]* I've got to take this. Just a sec ... Well, as a matter of fact, she happens to be in my office right now. Why don't you all just walk over here, OK? ... **The cat's out of the bag**, Vicky. We all know today's your birthday and we've been planning a little surprise celebration.

The gang's got a cake and a little present for you. They're on their way over now.

Vicky: Oh, Tom. I feel like such an idiot!



- D UNDERSTAND IDIOMS AND EXPRESSIONS** Find a **spotlighted** expression that expresses a similar meaning.

- 1 Please don't misunderstand me.
- 2 It's possible that what I'm thinking is an illusion.
- 3 Faced with the same situation as you,
- 4 It's not a secret anymore.
- 5 Tell me what you're thinking about.
- 6 Don't forget

- E THINK AND EXPLAIN** Answer the questions with a partner. Explain your answers with information from Spotlight.

- 1 What makes Vicky think that her staff is talking about her behind her back?
- 2 Why is Vicky afraid that she sounds paranoid?
- 3 What does Tom mean when he says "there may be a totally innocent explanation"?
- 4 Did Tom know what Vicky's staff had been discussing?

- SPEAKING** It is said that "seeing is believing," but can we trust our perceptions completely? Rank the following in order of reliability from 1 to 6, with 1 being the most reliable. Provide examples.

<input type="checkbox"/> A news photograph on the Internet	<input type="checkbox"/> A claim made in an advertisement
<input type="checkbox"/> A story told by a friend	<input type="checkbox"/> Statistics cited by a politician
<input type="checkbox"/> A video documentary	<input type="checkbox"/> A witness's story about a miracle

DIGITAL
INDUCTIVE
ACTIVITY**A GRAMMAR NOUNS: INDEFINITE, DEFINITE, UNIQUE, AND GENERIC MEANING (REVIEW AND EXPANSION)**

A noun (or noun phrase) is *indefinite* when it doesn't refer to a specific person, place, thing, or idea. Use the indefinite articles (*a* / *an*) with indefinite singular count nouns. Indefinite non-count nouns (for example, *music*, *love*) have no article.

You can buy **a smart watch** if you like having everything at a glance. [indefinite, not a specific smart watch]

A noun (or noun phrase) is *definite* when it refers to a specific person, place, thing, or idea. An indefinite noun already mentioned becomes definite when mentioned a second time. Use the definite article (*the*) with definite singular and plural count nouns and with definite non-count nouns.

The wool they used to make **the sweaters** in this store comes from Canada.

[definite, specific wool and sweaters]

I saw a movie last night. **The movie** was a documentary. [definite, second mention]

A count or non-count noun can represent a person, place, or thing that is *unique*; in other words, there's only one. Use *the*.

The president has named two new foreign ministers.

Some people claim climate change has no effect on **the environment**.

Count nouns can be used in a *generic* sense to represent all members of a class or group of people, places, or things. When using nouns in a generic sense, use a singular count noun with *a* / *an* or *the*, or use a plural count noun without an article. There is no difference in meaning.

A cat is	} a popular domestic pet in many countries of the world.
The cat is	
Cats are	

Remember: Non-count nouns name things you cannot count. They are neither singular nor plural, but they always use a singular verb. Common categories of non-count nouns are abstract ideas, sports and activities, illnesses, academic subjects, and foods.

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- Article usage: summary
- Definite article: additional uses
- More non-count nouns with both a countable and an uncountable sense

DIGITAL
MORE
EXERCISES**B UNDERSTAND THE GRAMMAR** Read each statement and choose the phrase that describes the underlined word or phrase.

- Morning snow makes highways dangerous.
 - refers to morning snow in general
 - refers to the snow that fell this morning
- I think animated movies are boring.
 - refers to all animated movies
 - refers to some animated movies
- The present they sent me was very expensive.
 - refers to a present as a member of a class
 - refers to a specific present I was sent
- Some cultures regard the shark as a sign of luck.
 - refers to a specific shark we know about
 - refers to sharks as a class or group
- The queen will address Parliament this week.
 - refers to a specific queen
 - refers to queens generically
- A queen can address Parliament.
 - refers to a specific queen
 - refers to queens generically

C GRAMMAR PRACTICE Complete the statements about product claims. Insert *a*, *an*, or *the* before a noun or noun phrase where necessary. Write *X* if the noun shouldn't have an article.

- British company claims to have invented machine that allows people to talk with their pets. company says machine, called the PetCom, will be available later in year.
- It's well known that carrots are a good source of vitamins. In fact, research has determined that drinking glass of carrot juice every day can add years to your life.
- WeightAway diet plan promises to help you lose weight fast. company guarantees that people following plan can lose up to 10 kilograms per week.
- Last week, the news reported that thousands of people had sent money to organization advertising a shampoo that organization claimed would grow hair overnight.

NOW YOU CAN Suggest that someone is being gullible

A ▶ 4:03 **CONVERSATION SPOTLIGHT** Read and listen.
Notice the **spotlighted** conversation strategies.

A: Can you believe this?

B: What?

A: This ad. It says, "Don't eat these three foods and lose all belly fat in one week! Guaranteed."

B: Oh, come on. You don't buy that, do you?
That's got to be a total scam.

A: Of course it is. But people are gullible.

B: Why do they fall for stuff like that?

A: Wishful thinking, I guess. They believe what they want to be true.

B: You can say that again.

B ▶ 4:04 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

C **CONVERSATION ACTIVATOR** Create a similar conversation, using the scams below. Start like this: *Can you believe this?* ...
Be sure to change roles and then partners.

▶ 4:05 Ways to express disbelief

You don't buy that, do you?
That's just too good to be true.
No way can that be true.

DON'T STOP!

- Explain why the message or ad is a scam.
- Speculate about why people might fall for it.
- Talk about other scams you've seen or heard about.
- Say as much as you can.

DIGITAL VIDEO

DIGITAL SPEAKING BOOSTER

Extraordinary Space Age Investment Opportunity

Diamonds discovered in Mars rocks, just waiting to be mined!

Invest \$1,000, receive at least \$100,000 return on your investment

Act quickly.
Spaceships leaving soon.
Visit our website for more information

www.marsdiamonds.com

Suddenly Happy

The Vinegar Diet Cure

Feeling Blue?
Drink vinegar to cure depression in one short week

RICH QUICK

Using revolutionary 4-D printing technology, turn your garden dirt into genuine diamonds in just one month. No need to wait millennia!



From: Prince Adebambo Boluwaji

Subject: Urgent Reply Needed

Most esteemed Sir:

Happy New Year!

With due respect and humility, I write to you. I know this message will come to you as a surprise. I am the next heir to the throne in Nigeria, the Crown Prince Adebambo Boluwaji. I am hoping that you will not disparage or betray my confident trust in your excellency after I propose to you for the mutual benefit of our families an investment in my government. I can assure you that the Treasury only needs a temporary loan and that if you deposit ONE MILLION U.S. DOLLARS into our national bank [account numbers below] I will personally deposit via electronic transfer TEN MILLION DOLLARS into your personal account in 60 days' time.

A 4:06 **GRAMMAR SPOTLIGHT** Read about some superstitions. Notice the **spotlighted** grammar.

Superstitious.com

A selection of **superstitions** from far and wide, then and now.

Good Luck

In some countries **it's said that** a frog brings good luck into the house it enters. (In others, however, **it's said that** this brings bad luck!) In Korea **it's believed that** dreaming about a pig will bring good luck because pigs symbolize wealth. [Read more](#)



Bad luck

In some cultures in the 18th century, when a worker died on the job, his shoes were brought to his house and placed on the table. Ever since, **it's been held that** putting shoes on a table is bad luck. There are other theories about the origin of this superstition, but they are all associated with bad luck and death. [Read more](#)

Weddings

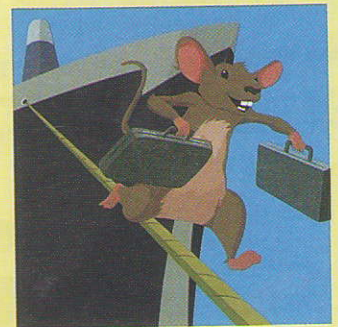
In some cultures, **it's thought that** if the groom drops the wedding ring during the ceremony, the marriage is doomed. And in others, **it's said that** after the wedding, the spouse who goes to sleep first will be the first to die. [Read more](#)

Babies

In the past **it was said that** the sex of a baby could be predicted by suspending a wedding ring by a string over the palm of a pregnant woman. If the ring swung in a circle, the baby would be a girl. If it moved in a straight line, it would be a boy. [Read more](#)

Animals

It has been claimed that a dog eating grass brings rain and that rats leaving a ship signifies the ship will sink. [Read more](#)



Numbers

It's estimated that more than 80% of U.S. high-rise buildings don't have a 13th floor. This is because the number 13 is considered unlucky and building owners are afraid that few people would be willing to rent an apartment, hotel room, or office on the 13th floor. [Read more](#)

[See more ▼](#)

B GROUP WORK Are you familiar with any of the superstitions on superstitious.com? Do you know any other superstitions for the same categories? Compare information with your classmates.

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR INDIRECT SPEECH: **IT** + A PASSIVE REPORTING VERB

To report a generalized statement or belief, use **it** + a passive reporting verb + a noun clause. As in indirect speech, the verb in the noun clause reflects the tense of the reporting verb.

It is said that spilling salt **brings** bad luck.

It was widely **believed** that the storm **would be** terrible.

Before the election, **it had been asserted** that very few people **would come** out to vote.

It might be thought that the offer **is** a scam.

It used to be believed that changing bed sheets on a Friday **would bring** bad dreams.

Common reporting verbs

assert	feel
believe	hold
claim	say
estimate	think

Remember: You can also report generalized statements and beliefs with **people** or **they**:

People [or They] say spilling salt brings bad luck.

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Indirect speech with passive reporting verbs

D GRAMMAR PRACTICE Replace the subject and active verb in each statement with *it* + a passive reporting verb. Make necessary changes to the verb in the noun clause.

It is claimed

- 1 ~~They claim~~ that a pregnant woman at a funeral will bring bad luck.
- 2 People believe that lightning will never strike a house where a fire is burning.
- 3 They say if you hear thunder and the sound comes from your right side, then you can expect good luck.
- 4 They say that letting the first rain in May touch your face brings you luck throughout the year.
- 5 Some people hold that if you turn bread upside down after a slice has been cut from it, you will have bad luck.
- 6 They estimate that more than 50% of people in North America won't rent an apartment on the 13th floor.

**PRONUNCIATION
BOOSTER**

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Linking sounds

E PAIR WORK With a partner, discuss the six superstitions from Exercise D. Discuss whether you believe in any of them, and if so, why.

“I totally disagree with the one about the pregnant woman at the funeral. I think a lot of superstitions about women are just sexist.”

F GRAMMAR PRACTICE On a separate sheet of paper, rewrite each passive statement in Exercise D, beginning with *It used to be*. Make necessary changes to the verb in the noun clause.

- 1 *It used to be claimed that a pregnant woman at a funeral would bring bad luck.*

NOW YOU CAN Examine superstitions for believability

A NOTEPADDING Ask three classmates about superstitions they have heard about or believe. Write the information on the notepad. Find out if they (or anyone they know) believe in them.

name: Ryan

superstition: If you break a mirror, you'll have seven years of bad luck.

name:

superstition:

name:

superstition:

name:

superstition:

Some ideas for categories of superstitions

- foods / drinks
- good luck / bad luck
- brides and grooms
- particular months, days, or dates
- particular numbers
- dreams
- death
- your own idea:

B DISCUSSION ACTIVATOR Talk about the superstitions you listed on your notepad. Discuss why you or others believe (or don't believe) in them. Agree and disagree about the superstitions. Say as much as you can.

RECYCLE THIS LANGUAGE

- I think it's possible.
- I agree / disagree.
- People believe what they want to believe.
- Oh, come on!
- No way can that be true.
- That's just wishful thinking.
- Why do people fall for stuff like that?
- Some people are just gullible.

A READING WARM-UP Do you think that your thoughts and beliefs can affect your health or the condition of your body? In what way?

DIGITAL
STRATEGIES

B 4:07 **READING** Read the article about placebos and nocebos. What do they have in common?



THE PLACEBO and NOCEBO EFFECTS

Two of the most fascinating examples of the power of suggestion in medicine are the *placebo effect* and the *nocebo effect*. These two opposite phenomena are two sides of the same coin. And while the placebo effect has been widely known for many years, the nocebo effect has been largely overlooked until recently and thus less well understood.

The word *placebo* refers to a fake medication (one that contains no active ingredients) or a medical procedure that patients believe will help them and then, as a result of that expectation, it does. In one well-known study, three groups of patients who were told they needed knee surgery underwent one of three procedures. One group had the usual standard surgery. In a second group, the knee was opened surgically but the interior was only washed. In the third group, the doctor made three tiny cuts in the skin, but didn't perform any surgery inside the knee at all. All patients believed they had had the standard surgery. At the end of a year, the patients who had had no surgery reported the same good results as those who had had the surgery.

It has been shown repeatedly that certain factors increase the effectiveness of placebos. If a pill, for example, looks like a genuine medicine, the person taking it is likely to believe it contains medicine. It has also been found that patients think larger pills contain larger doses of medicine, and thus must be more effective. Similarly, it has been demonstrated that taking two pills has a greater therapeutic effect than taking only one. Another important determiner of placebo effectiveness is the doctor-patient relationship. If the patient trusts the doctor administering the "medication," he or she is more likely to be helped or cured by it.

The nocebo effect is also based on the power of suggestion or expectation. If a patient has been told that a medication is likely to cause an adverse reaction (such as dizziness or headache), he or she is more likely to experience one. This has been demonstrated both in experiments and in actual medical practice. One dramatic non-medical experiment is often cited as an example of the nocebo effect: When given a non-alcoholic beverage that subjects were told was beer, they believed and acted as if they were drunk. They slurred their speech, acted silly, and even fell and hurt themselves. Simply believing a substance will make one drunk can result in drunkenness.

What are the implications of the placebo and nocebo effects for medical practice? Placebos can be used in research to help evaluate the effectiveness of real medications. If two groups of patients are treated with either a placebo or a real medication and both achieve the same result, it is clear that the medication lacks real effectiveness. Also, it is well known that some patients ask doctors for medications that are ineffective and potentially harmful (such as antibiotics for a common cold). Doctors can prescribe such patients a placebo, knowing that it may be effective and will cause no harm.

The nocebo effect, on the other hand, can present doctors with an ethical dilemma. Adverse reactions to particular medications are typically experienced by a very small percentage of patients. Doctors wonder if they should inform patients of these potential adverse reactions since they know they are very unlikely to occur. The power of suggestion of the nocebo effect could interfere with the more likely positive effects of a necessary medication, depriving patients of an effective treatment.

In conclusion, although we believe the body and the mind are separate, the existence of the placebo and nocebo effects suggests that the distinction between the two might be more complicated than we as yet understand. All humans are probably somewhat susceptible to the power of suggestion.



C INFER MEANING Choose the correct word or phrase to complete each statement.

- 1 Something that has escaped notice has been (*investigated / overlooked*).
- 2 The opposite of a placebo is a (*fake / genuine*) medicine.
- 3 (*A placebo / An adverse reaction*) is a harmful effect caused by taking a medication.
- 4 The false expectation that a substance is beer has been demonstrated to cause (*silly behavior / an adverse reaction*).
- 5 Antibiotics are an (*effective / ineffective*) medication for colds.

D DRAW CONCLUSIONS Complete each statement, based on the information in the article.

- 1 The factor that doesn't contribute to the placebo effect is
 - a the appearance of the medication
 - b scientific research
 - c trust in the doctor
 - d the expectation that it will work
- 2 The knee surgery experiment demonstrates
 - a the power of suggestion that surgery was performed
 - b the value of washing the interior of the knee
 - c the need for procedures in surgery
 - d the harmful effects of fake procedures
- 3 The drunkenness experiment is an example of
 - a the placebo effect
 - b the nocebo effect
 - c an ethical dilemma
 - d the harmful effects of beer
- 4 is one beneficial use of placebos.
 - a The scientific evaluation of the effectiveness of new medications
 - b The improvement of the doctor-patient relationship
 - c Causing harmful adverse reactions
 - d Reducing the cost of antibiotics
- 5 Under normal circumstances, adverse reactions to medications occur in
 - a most patients
 - b only a few patients
 - c the sickest patients
 - d the common cold

E CRITICAL THINKING Discuss the following questions.

- 1 What are the pros and cons of telling a patient about potential adverse reactions to a medication?
- 2 In what way are the placebo effect and the nocebo effect "two sides of the same coin"?
- 3 In your opinion, are only gullible people susceptible to the placebo and nocebo effect? Explain.

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Talk about the power of suggestion

A NOTEPADDING Make a list of ways people are susceptible to the power of suggestion. Write what creates the suggestion and how it makes people behave or think.

shampoo ads: seeing a beautiful model's hair
makes people want to buy the shampoo

Some ideas

- advertisements
- celebrity behavior
- expert opinions
- superstitions
- sexism
- racism

DIGITAL
SPEAKING
BOOSTER

B DISCUSSION With a partner, discuss the information on your notepads, providing specific examples to support your opinions.

“I think sometimes we just believe what others believe. We think if everyone believes something, it must be right.”

RECYCLE THIS LANGUAGE

- | | |
|--------------------|---------------------------------------|
| • illusion | • What gives you that impression? |
| • scam | • I wouldn't jump to that conclusion. |
| • wishful thinking | • Not necessarily. |
| • claims | • Don't get me wrong. |

OPTIONAL WRITING

Write an essay of at least two paragraphs, describing two or three ways in which people are susceptible to the power of suggestion. Try to explain why it's hard to avoid being influenced by messages in the environment and by wishful thinking.

DIGITAL STRATEGIES

A 4:08 LISTENING WARM-UP VOCABULARY EXPRESSIONS WITH MIND

Read and listen. Then listen again and repeat.



make up one's mind

He's afraid of bees and spiders, but he can't make up his mind which are scarier.



change one's mind

She was planning to see the dentist, but it was too scary, so she changed her mind.



put (something) out of one's mind

She's terrified of flying, but she's trying to put any thought of accidents out of her mind.



be all in one's mind

He's afraid there's a monster under the bed. His mom says it's all in his mind.



be out of one's mind

Getting in the elevator would give him palpitations. But they think he's out of his mind to walk down thirty flights of stairs.

B ACTIVATE VOCABULARY Complete each definition with the correct form of an expression from the Vocabulary.

- When you , you try not to let it worry or bother you.
- When you to do something, you decide to do it no matter what happens.
- When something is not real and a person is imagining it, you can tell the person, ".....".
- When you , you change your opinion or decision about something.
- If people believe you , they think you're behaving in a way that is crazy or foolish.

DIGITAL STRATEGIES

C 4:09 LISTEN FOR DETAILS Listen to an interview. Then complete each statement, based on the interview.

- Many people think phobias are because phobias are irrational.
a scary b funny c enormous
- People who don't suffer from phobias find them difficult to
a treat b overcome c understand
- Phobias create both mental and symptoms.
a economic b physical c irrational
- People with phobias can't them.
a control b cure c confront
- The fight-or-flight response is a set of uncomfortable physical
a fears b anxieties c symptoms
- Exposure therapy and counter-conditioning are two effective
a treatments b symptoms c responses

D ▶ 4:10 **LISTEN TO CONFIRM CONTENT** Listen to the interview again. Write a checkmark next to the topics that were discussed in the interview and an X next to the ones that weren't. Then with a partner, summarize what was said about each topic that you checked.

- | | |
|---|---|
| <input type="checkbox"/> The number of people worldwide who suffer from phobias | <input type="checkbox"/> The reason why people make jokes about phobias |
| <input type="checkbox"/> The way to avoid developing a phobia | <input type="checkbox"/> The physical responses to extreme fear |
| <input type="checkbox"/> Some kinds of phobias that exist | <input type="checkbox"/> Two popular treatments for phobias |
| <input type="checkbox"/> The danger of a rapid heartbeat | |

E ▶ 4:11 **WORD STUDY NOUN AND ADJECTIVE FORMS** Read the noun and adjective forms that name and describe a person who suffers from acrophobia. Use the same spelling pattern to complete the chart for the other phobias. Then listen and repeat.

Phobia	Noun	Adjective
acrophobia [heights]	acrophobe	acrophobic
agoraphobia [open spaces]		
arachnophobia [spiders]		
aerophobia [flying]		
claustrophobia [enclosed spaces]		
ophidiophobia [snakes]		
xenophobia [foreigners]		

NOW YOU CAN Discuss phobias

A **NOTE PADDING** On the notepad, write some things you are afraid of. Look at the list of phobias in Word Study for ideas. Do you think your fears are just run-of-the-mill fears, or could you have real phobias?

Fear	Just afraid, or phobic?	What happens?
bees	I'm really phobic!	I get sweaty palms and palpitations. I go inside immediately!

B **PAIR WORK** Compare notes with a partner. Ask your partner questions about his or her fears, their effects on him or her, and why he or she is frightened of the thing. Listen and offer advice.

“How come you're so afraid of snakes? Have you ever seen one?”

“Actually, no, I haven't. But snakes really freak me out. I think I'm just afraid, not phobic.”

“Well, maybe it would help to read about snakes to find out which are dangerous. Most are actually harmless.”

C **DISCUSSION** Discuss the most common fears in your class and how the fears affect your classmates in their everyday and professional lives. Provide examples.

RECYCLE THIS LANGUAGE

- | | |
|-----------------------------------|------------------------------------|
| • ___ gives me physical symptoms. | • I get butterflies in my stomach. |
| • My hands shake. | • Don't freak out. |
| • I get palpitations. | • Chill. |
| • I lose my voice. | • Hang in there. |
| • I get sweaty palms. | • I know what you mean. |

A WRITING SKILL Study the rules.

When the subject and verb are separated by other words, the subject and verb must still agree.

Beliefs in a supernatural event **are** common in many cultures.
The smart thing to do when someone tells you something is unlucky **is** to just listen.

When two subjects are connected with and in a sentence, the verb must be plural.

A black cat and **a broken mirror** **are** symbols of bad luck in several cultures.

When verbs occur in a sequence, all the verbs must agree with the subject.

My sister **believes** in ghosts, **avoids** the number 13, and **wears** a lucky charm on a chain around her neck.

When the subject is an indefinite pronoun like each, everyone, anyone, somebody, or no one, use a singular verb.

Nobody I know **worries** about the evil eye.

When the subject is all, some, or none and refers to a singular count noun or a non-count noun, use a singular verb. Otherwise use a plural verb.

If salt is spilled by accident, **some** **is** immediately thrown over the shoulder.
 Some superstitions are old-fashioned, but **some** **are** not.

Remember: Subjects and verbs must always agree in number.

A superstition is a belief many people think is irrational.

Many people believe certain things can bring good luck.

B PRACTICE Read the paragraph and rewrite it on a separate sheet of paper, correcting the errors in subject-verb agreement.

DIGITAL
WRITING
PROCESS

C APPLY THE WRITING SKILL On a separate sheet of paper, write a four-paragraph essay. In your first paragraph, introduce the topic of superstitions in general, explaining what they are and why people might believe them. Then write one paragraph each about two superstitions. Include a concluding paragraph and be sure each paragraph has a topic sentence. Be sure all your verbs and subjects agree in number.

ERROR CORRECTION

One common superstition in Western countries concern the number 13. Because they are considered unlucky, many situations involving the number 13 is frequently avoided. For example, in the past, the thirteenth floor of tall apartment buildings were often labeled "fourteen." While that is rare today, there are still many people who are uncomfortable renting an apartment on the thirteenth floor. In addition, there is a general belief that Friday the thirteenth brings bad luck, increases the chance of mishaps, and make it more difficult to get things done effectively.

In some cultures, black cats are considered to be unlucky.

SELF-CHECK

- ☐ Did I introduce the topic of superstitions in general in my first paragraph?
- ☐ Did my second and third paragraphs each describe a superstition?
- ☐ Did all my paragraphs include topic sentences?
- ☐ Did all my subjects and verbs agree?



- A** ▶ 4:12 Listen to the conversations. After each conversation, summarize the claim that the people are talking about. Then listen again. After each conversation, decide whether the people find the claim believable, unlikely, or ridiculous.

	What is the claim?	believable	unlikely	ridiculous
1		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- B** Correct the errors in article usage.

A lucky charm is the object that some people carry because they think it will bring the good luck. My lucky charm is a rabbit's foot that I received as gift on my birthday. I don't really know if it has ever brought me a good luck, but I always carry it in my pocket. Since medieval times, the rabbits' feet have been said to bring a good fortune because people believed that witches were capable of turning themselves into rabbits or hares when they were being chased. Both rabbits and hares are very fast animals, so witches stood a good chance of escaping if they turned into rabbits or hares. Since then, the people have carried a rabbits' feet as a good luck charm. They believe the rabbit's foot will protect them.

- C** Rewrite each sentence, using a present or past passive form of the reporting verb, depending on the information in the sentence.

- (estimate) Ten percent of people worldwide suffer from some sort of phobia.
.....
- (believe) The mind and body were completely separate, but now we know otherwise.
.....
- (say) If a bee enters your home, you will soon have a visitor.
.....
- (claim) If you say good-bye to a friend on a bridge, you'll never see that friend again.
.....
- (think) The house was damaged by lightning before the fire, but that turned out not to be true.
.....

- D** Choose the correct expression to complete each sentence.

- If you have a fear of spiders, you should that spiders are very easy to kill.
a make up your mind b keep in mind
- Though he was hesitant at first, in the end he to seek help for his problem.
a was out of his mind b made up his mind
- She made the decision to get married, but a month before the wedding, she
a changed her mind b kept it in mind
- People who have a phobia find it very difficult to
a make up their mind b put it out of their mind



Performing at Your Best

PREVIEW

A FRAME YOUR IDEAS Take the EQ quiz.

HOW EMOTIONALLY INTELLIGENT ARE YOU?

The concept of emotional intelligence, developed by psychologist Daniel Goleman, is described as the ability to understand one's own emotions and those of others and use them to motivate actions and achieve goals. According to Goleman, one's emotional intelligence quotient (EQ) can be high even if one's standard intelligence test score (IQ) is low. Take the quiz to calculate your EQ. Check each statement that is true for you. Be as honest as you can!

- ☐ When I feel down, I try to focus on positive things.
- ☐ I like learning about new things.
- ☐ I'm not the kind of person who overreacts to things.
- ☐ I find it easy to admit when I've made a mistake.
- ☐ I see mistakes as opportunities to learn.
- ☐ Most people agree that I have a good sense of humor.
- ☐ When I'm upset about something, I usually know exactly what's bothering me.
- ☐ Understanding the way other people feel or think is important to me.
- ☐ When people criticize me, I use it as an opportunity to improve myself.
- ☐ I don't mind talking with others about uncomfortable topics.
- ☐ I find it fairly easy to get along with people I don't like.
- ☐ I have a good awareness of how my own behavior affects others.
- ☐ I don't mind conflicts or disagreements.
- ☐ I'm good at helping people who disagree with each other to reach a solution.
- ☐ It's easy to motivate myself to do things I don't really want to do.
- ☐ Before making an important decision, I usually ask other people for advice.
- ☐ I always think about the ethical consequences of the decisions I make.
- ☐ I have a clear idea of what my strengths and weaknesses are.
- ☐ I feel satisfied with my accomplishments, even if I haven't received any praise.
- ☐ I generally feel good about who I am, even though there may be things I'd like to change.

SCORE How many statements did you check?

17-20 = you have a very high EQ 5-8 = you have a below-average EQ
 13-16 = you have an above-average EQ 1-4 = you have a very low EQ
 9-12 = you have an average EQ

B PAIR WORK Compare scores with a partner. Do you each feel that your score accurately measures your emotional intelligence? Explain.

C DISCUSSION According to Goleman, emotional intelligence is more important for an employee's success than either technical skills or IQ. Based on the quiz, in what ways does EQ seem to measure intelligence differently from IQ? Why might an EQ score be useful for an employer to know?

COMMUNICATION GOALS

- 1 Discuss your talents and strengths
- 2 Suggest ways to boost intelligence
- 3 Explain how you produce your best work
- 4 Describe what makes someone a "genius"



D ▶ 4:13 **SPOTLIGHT** Read and listen to a conversation in which someone expresses concern about a family member. Notice the **spotlighted** language.

Faye: Tony, how's your youngest daughter doing?

Tony: Claire? Here's the thing ... She's just a year away from finishing her engineering degree. And, **out of the blue**, she decides to take a part-time job at an animal shelter, taking care of cats!

Faye: Well, that's not surprising. Claire's very responsible. And she's always had a way with animals. I assume she's doing it to help pay for college?

Tony: That's what she said. But in my view she really needs to **put her nose to the grindstone** and focus on her studies right now. Engineering is a tough subject.

Faye: So you're worried it'll affect her grades?

Tony: Exactly. This is her final year. **It's now or never.**

Faye: Have you tried talking with her? Maybe she'll see your point and reconsider.

Tony: Are you kidding? With Claire, everything I say **goes in one ear and out the other.**

Faye: Well, if you don't mind, I'll tell you what I think. Can I be frank?

Tony: Please.



Faye: As I see it, Claire's a pretty sharp young woman. So my **gut feeling** is she'll be just fine. I'll bet she's thinking that working with animals will lessen the stress of her school work. And in any case, if she *does* find herself struggling a bit in her studies, she could always quit the job and concentrate on catching up. I think you should stop worrying about her.

Tony: **I can't help it** ... She's my baby girl. But you're probably right. Of my three kids, she's the one I least need to worry about. She's always been very focused on achieving her goals.

E UNDERSTAND IDIOMS AND EXPRESSIONS Match the statement parts to define the idioms and expressions from Spotlight.

- 1 When you do something "out of the blue,"
- 2 When you "put your nose to the grindstone,"
- 3 When you say "It's now or never,"
- 4 When something "goes in one ear and out the other,"
- 5 When you have a "gut feeling,"
- 6 When you say "I can't help it,"

- a it's the last opportunity to do something
- b you're unable to stop doing something
- c someone isn't listening
- d you do it suddenly without warning
- e you have a strong sense about something
- f you're working hard

F PERSONALIZE IDIOMS AND EXPRESSIONS
Use two or more idioms from Ex. E to tell a partner about a time when you were concerned about someone or gave someone advice.

“My sister wasn't sure what to study, but I had a gut feeling she would like mathematics. So I recommended that she take a course. Unfortunately, my advice went in one ear and out the other ...”

SPEAKING Use the EQ quiz to analyze the emotional intelligence of the three characters in Spotlight: Tony, Claire, and Faye. Explain your thinking.

“Claire doesn't seem to want to listen to her father's advice. However, according to the quiz, a part of being emotionally intelligent is asking for other people's advice before making important decisions.”

“I think Faye's a good listener. She seems pretty good at helping people who disagree with each other to reach a solution.”

GOAL Discuss your talents and strengthsDIGITAL
STRATEGIES**A** 4:14 **VOCABULARY** EXPRESSIONS TO DESCRIBE TALENTS AND STRENGTHS

Read and listen. Then listen again and repeat.

be good with one's hands	have the ability to use one's hands to make or do things
be mechanically inclined	be able to understand how machines work
have a head for figures	be good at mathematical calculations
have an ear for music	be good at recognizing, remembering, and imitating musical sounds
have an eye for detail	be good at seeing or paying attention to things that others don't usually notice
have a good intuitive sense	be able to draw conclusions based on feelings rather than facts
have a way with words	be able to express one's ideas and opinions well
have a way with [people]	have a special ability to work well with someone or something, for example, plants, children, or animals
have a knack for [learning languages]	have a natural skill or ability to do something well

B ACTIVATE VOCABULARY With a partner, use the expressions in the Vocabulary to describe each person's talents and strengths. There may be more than one way to do so. Explain your reasons.

“Clearly Adela has a knack for learning languages!”



Adela Petran can speak nine languages, including her native Romanian. “It’s really not difficult at all,” she says.



Miguel Asturias began writing poetry when he was 12. Even though he is still a teen, his teachers have encouraged him to enter his poems in competitions.

Kim Jin-ho was able to solve university math problems at the age of ten. He now teaches math. He argues, “Math’s only hard if you think it’s going to be hard.”



Aiko Kato began playing the violin at the age of three. Today she plays with the Nagoya Philharmonic Orchestra.



Leilah Zaman has been successful at making and selling her own line of women’s clothing for five years now. She does all the sewing herself.

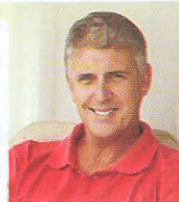


As a kid, **Felipe Morais** liked to take electronic devices apart to figure out how they worked. By the age of 16, he knew he wanted to study engineering.

Blair O'Connor works as an editor. Her job is to check manuscripts for errors and correct them before they get published.



Salesman **Bob Pryor** is a good listener. He pays attention to his customers’ needs and can anticipate what they want before they even know it.



C PERSONALIZE Use the Vocabulary to describe five or six people you know.

“My brother Gene, who is a family doctor, has a really good intuitive sense. He can tell what’s bothering his patients even when they can’t.”

DIGITAL
INDUCTIVE
ACTIVITY**D GRAMMAR** USING AUXILIARY **DO** FOR EMPHATIC STRESS

To add emphatic stress to an affirmative statement in the simple present or past tense, use **do** or **did** before the base form of the verb.

Even if I don’t have a head for figures, I **do** have a way with words.
He **did** like most of his colleagues, but he didn’t like his boss.

Be careful!

Use a base form after a form of the auxiliary **do**.

She has an eye for detail. → She **does have** an eye for detail. NOT She does has ...
He liked his job. → He **did like** his job. NOT He ~~did liked~~ ...

4:15 Listen to emphatic stress on the auxiliary **do**. Then listen and repeat.

I **do** have an ear for music.
She **does** have an ear for music.
He **did** like his colleagues.

GRAMMAR BOOSTER p. 140
Emphatic stress

E GRAMMAR PRACTICE On a separate sheet of paper, rewrite each item, using do or did for emphatic stress.

- 1 Sam isn't a great cook. However, he makes great desserts.
- 2 You're absolutely right! I put things off way too often.
- 3 She may not sing very well, but she knows how to dance.
- 4 We made total fools of ourselves, but we got everyone to laugh.
- 5 He's never lived abroad, but he has a knack for languages.
- 6 Her decision to quit her job really happened out of the blue.

Sam isn't a great cook. However,
he does make great desserts.

**PRONUNCIATION
BOOSTER**

p. 148

Emphatic stress with
auxiliary verbs

F PAIR WORK On a separate sheet of paper, write five statements comparing your talents and strengths with your weaknesses, using the auxiliary do for emphatic stress. With a partner, take turns reading your statements aloud.

“I don't have an eye for detail, but
I do have a strong intuitive sense.”

NOW YOU CAN Discuss your talents and strengths

A ▶ 4:16 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

- A: **Guess what?** I've decided to sign up for an online course.
- B: Fantastic! What are you going to be studying?
- A: I'm not sure yet. **I can't make up my mind between** engineering and psychology.
- B: Which subject do you think you have the most talent for?
- A: Well, **I wouldn't say** I'm mechanically inclined, but I do have lots of ability in math.
- B: Then maybe engineering would be a good fit.
- A: Maybe. But **I've also been told that** I have a good intuitive sense.
- B: **I don't think you can go wrong.** Either choice sounds great. Besides, you could always switch subjects down the road if you want.



B ▶ 4:17 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

C CONVERSATION ACTIVATOR Role-play a similar conversation in which you discuss your talents and strengths. Use the Vocabulary and emphatic stress with the auxiliary do. Start like this: *Guess what?* Be sure to change roles and then partners. OPTION: Tell your classmates about your partner's talents and strengths.

DON'T STOP!

- Provide more details about your talents and strengths.
- Provide more details about what you would like to be able to do.
- Talk about the talents and strengths of people you know.
- Say as much as you can.

RECYCLE THIS LANGUAGE

- I'm [good at / not so good at] ____.
- I wish I [were / weren't] ____.
- I wish I [had / hadn't] ____.
- If only I [could / would] ____.
- My gut feeling is ____.
- It's now or never.

A ▶ 4:18 **GRAMMAR SPOTLIGHT** Read the article and notice the **spotlighted** grammar.

CAN INTELLIGENCE BE INCREASED?

In a general sense, intelligence can be defined as the ability to learn, understand, and apply knowledge or skills. In order to maximize these abilities, many argue that it's essential **that the brain not be allowed** to get lazy. Anything from reading more to doing puzzles regularly to learning a new language may in fact improve our thinking skills, capacity to remember, and general knowledge.

IQ (intelligence quotient) has long been used as a measure of intelligence based on general knowledge, mathematical and verbal ability, logic, and memory. While many experts insist **that IQ test scores not be seen** as changeable, others have pointed out that IQ tests provide an incomplete and inadequate measure of real intelligence. To some degree, they measure how one's level of academic achievement can be predicted, but do not measure creativity or "street smarts"—the ability to cope with everyday life. And they do not measure one's potential for growth.

Some experts suggest **that other aspects of intelligence be considered** as well—emotional intelligence being one example. Harvard University's Howard Gardner proposed **that psychologists and educators recognize** the following distinct areas of intelligence: *linguistic* and *mathematical* (which are currently measured to some degree by IQ tests), *interpersonal*—how successfully we interact with others—and *intrapersonal*—how we understand ourselves (both of which are measured by EQ tests). He also proposed measuring *visual-spatial* intelligence—the ability to use and understand visual information in charts, diagrams, and art. And finally Gardner recommended **that two other aspects of intelligence be included**: *musical* (the ability to make sense of sounds) and *physical* (the intelligence that dancers and athletes show through movement). Gardner considers each of these intelligences to be areas of human potential—in other words, they can be developed and increased.

B DISCUSSION Describe people you know who exhibit some of the types of intelligence proposed by Gardner.

DIGITAL
INDUCTIVE
ACTIVITY

C GRAMMAR THE SUBJUNCTIVE

Use the subjunctive form of a verb in a noun clause that follows a verb or adjective of urgency, obligation, or advisability. The subjunctive form of the verb is the same as the base form and doesn't change, no matter what the subject of the clause is. Use **not** before the verb for the negative.

She insisted (that) we **be** at the office at three o'clock.

I'm proposing (that) you **not apply** for that job until you've passed your driving test.

It's important (that) he **complete** the presentation in less than thirty minutes.

The passive form of the subjunctive is **be** + the past participle.

They suggested that my mother **not be given** an EQ test.

The continuous form of the subjunctive is **be** + the present participle.

It's crucial that they **be waiting** outside the room after the interview.

Urgency, obligation, and advisability

Verbs	Adjectives
demand	critical
insist	crucial
propose	desirable
recommend	essential
request	important
suggest	necessary
urge	

Note: The subjunctive in the noun clause doesn't change, no matter what the time frame of the entire sentence is.

It was essential (that) the theory **explain** (NOT ~~explained~~) how intelligence would be boosted.

The psychologist recommended (that) all her patients **be given** (NOT ~~were given~~) a standardized test of intelligence.

I will request (that) people **not be admitted** (NOT ~~will not be admitted~~) to the lecture unless they are already enrolled in the course.

They had insisted that no one **be texting** (NOT ~~were texting~~) during the meeting.

Be careful!

If a noun clause doesn't follow a verb or adjective of urgency, obligation, or advisability, don't use the subjunctive.

Scientists agree that EQ testing **is** a useful tool.

It is interesting that Gardner **identified** other kinds of intelligence.

GRAMMAR BOOSTER p. 141

Infinitives and gerunds in place of the subjunctive

DIGITAL
MORE
EXERCISES

D GRAMMAR PRACTICE Decide whether to use the subjunctive and circle the correct form. Explain each answer.

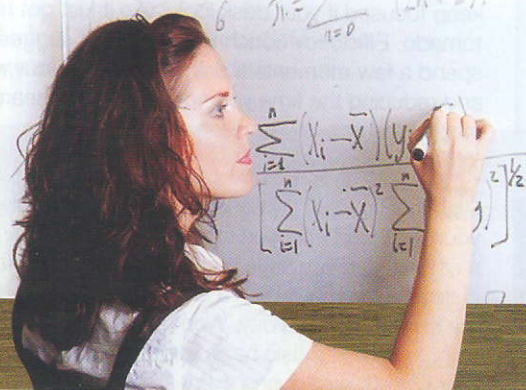
- 1 Jack and Shira were convinced that their daughter Sue (**was** / **be**) a genius.
- 2 It would be critical that every potential employee (**take** / **took**) an EQ test.
- 3 Everyone knows that intuitive intelligence (**isn't** / **not be**) learned in school.
- 4 It was important that Shelly (**become** / **becomes**) more aware of her colleague's emotions.
- 5 Martin demanded that the new assistant (**be** / **was**) trained to deal with customers more effectively.
- 6 It's crucial that she (**doesn't accept** / **not accept**) her employer's opinion about her test scores.
- 7 I had hoped that he (**would be** / **be**) offered the job based on his talents and abilities.
- 8 Jake proposed that he (**didn't continue** / **not continue**) searching for the website until after lunch.
- 9 Our manager insisted that no one (**is** / **be**) late for the conference call.
- 10 It's essential that you (**be sitting** / **are sitting**) in front of your computer at 3:00.
- 11 It's important that Bryce (**improve** / **improves**) his interpersonal intelligence.

“You only use the subjunctive if the noun clause comes after a verb or adjective of urgency, obligation, or advisability.”

If you don't have a head for figures, it's essential that you get lots of practice.

E PAIR WORK With a partner, take turns completing these statements in your own way, using the subjunctive.

- 1 On the first day of class, it's important that a teacher ...
- 2 I suggest that a visitor to our city ...
- 3 I would recommend that the government ...
- 4 I think it's crucial that every parent ...
- 5 When I take a taxi, I insist that the driver ...



NOW YOU CAN Suggest ways to boost intelligence

A NOTEPADDING Choose one or more of the intelligences mentioned in Grammar Spotlight. On your notepad, list suggestions for exercising the brain and boosting those intelligences.

Your suggestions

mathematical intelligence: do math puzzles, keep track of your personal finances

Your suggestions

Some ideas

- take a class
- play digital games
- eat brain-healthy foods
- get lots of sleep
- listen to audio lectures
- your own idea: _____

DIGITAL
VIDEO

B DISCUSSION ACTIVATOR In a small group, share the ideas from your notes. Suggest and discuss ways to boost intelligence. Use the subjunctive in noun clauses after verbs or adjectives of urgency, obligation, or advisability. Say as much as you can.

“I suggest you do math puzzles regularly to exercise your brain. It's important, though, that they be fun. Otherwise, you won't keep doing them.”

A READING WARM-UP Why do you think people often have problems staying on task when they have to do something? When does that happen to you?

DIGITAL STRATEGIES

B 4:19 **READING** Read the article. What do you think the title “Stay on Target” means?

STAY ON TARGET



You've got work to do, but you just can't seem to get your brain going. You stare at that blank piece of paper in front of you but can't get your thoughts organized. Your mind wanders to the argument you had with your spouse, the leftovers in the fridge ... Then, just as your ideas finally start to come together, the phone rings, and you're back to square one. Sound familiar? The ability to devote all of one's attention to a single task is the key to achievement in any occupation. On the other hand, being unable to concentrate can keep you from producing your best work. The following tips can help you stay focused:

Stay organized. Let's face it—it's not easy to keep focused if your desk looks like it just got hit by a tornado. Efficiency coach Selma Wilson suggests you spend a few moments a day cleaning up your workspace and reducing the time you normally spend searching for mislaid memos or your flash drive.

Develop a routine. Studies show that following a systematic pattern of behavior can make it easier to devote your undivided attention to a task. For example, if you're a student and you have trouble preparing for exams, it's critical that you establish a study ritual. Start and finish at the same time each day. Work at the same desk or in your favorite chair. If music helps you focus, choose a piece of music and play it during every study session.

Make a list. Each morning, write down all the tasks you need to accomplish that day and cross off each item as you complete it. This visual reminder will not only keep you focused on your goals but will also give you a sense of progress and achievement.

Challenge yourself. When faced with a boring, routine task that seems to drag on forever, it's easy to lose concentration and make careless mistakes. According to writer Mihaly Csikszentmihalyi, one of the best ways to engage your attention on a dull task is to make it harder. For example, turn the task into a game by giving yourself a time limit. The increased challenge stimulates blood flow and activity in the brain, making it easier for you to focus on the job at hand.

Reserve some “do not disturb” time.

If interruptions from family, friends, or co-workers prevent you from getting your work done, set aside a certain period of your schedule each day when you are unavailable. Let others know that they shouldn't disturb you during this time. Close the door to your office or find an area where you're less likely to be interrupted by colleagues, such as a conference room or a quiet coffee shop with Wi-Fi.

Go offline. While the Internet is an invaluable tool for getting and sharing information, it can be a real concentration killer. If all those quick clicks to “just check the news” are interfering with your productivity, Wilson recommends you make it a point to stay offline while you're working. And if you find your focus constantly broken by incoming e-mail and instant messages, do resist the urge to read and reply to them as they arrive. Instead, set aside certain times of the day for your e-mail—and keep working.

Take a breather. Taking short breaks can help you clear your mind and refocus on the next job. Stand up for a moment and take a short walk in the hallway or just close your eyes, relax your muscles, and breathe deeply.

The next time you have an important project that requires your full concentration, see if any of these strategies can make a difference for you.



C APPLY IDEAS Which tip from the article has each person applied? Explain your choices.

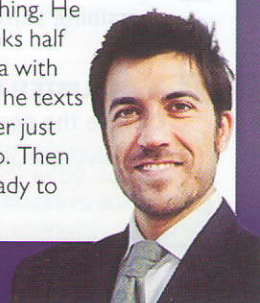
KYOKO is having trouble getting started writing an article about a topic that doesn't inspire her. When colleague suggests she begin every paragraph with the letter S, the words start flowing smoothly.



TATANIA has to study for two important university exams tomorrow. She studies intensely but takes regular fifteen-minute breaks to relax. Before starting to study for the second exam, she takes a long walk in the park.



EMILIO is a classical singer. At every concert, just before going on stage, he always does the same thing. He slowly drinks half a cup of tea with honey and he texts his daughter just to say hello. Then he feels ready to go on.



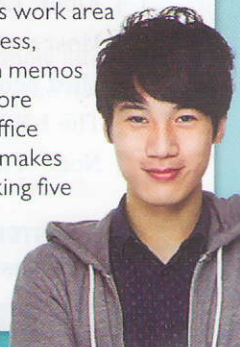
CLAUDIO has decided to decrease distractions by setting up a separate e-mail account for his friends and family so they don't mix with his office e-mails. He makes it a strict rule to check the account for messages only during lunch or after hours.



MARINA has two young teens and works at home. From 12:00 to 3:00 each day, she keeps the door to her home office closed and turns her smartphone off. Her kids know that it's crucial that they not knock on the door or call her unless it's an emergency.



JAE JIN is responsible for five major projects, and by the end of the day, his work area is always a mess, covered with memos and files. Before leaving the office each day, he makes a point of taking five minutes to organize all the papers on his desk.



DIGITAL
EXTRA
CHALLENGE

D RELATE TO PERSONAL EXPERIENCE With a partner, discuss which of the tips in the article seem the most useful and explain your reasons. If you have ever tried any of them, describe the results.

NOW YOU CAN Explain how you produce your best work

A NOTEPADDING On your notepad, list the distractions that cause you to lose focus when you are working on a task. What strategies do you use to stay focused?

I lose focus when ... I'm interrupted by phone calls.	I stay focused by ... not answering calls.
I lose focus when ...	I stay focused by ...

Some distractions

- noise
- phone calls
- interruptions
- worries
- aches and pains
- room temperature
- hunger
- boredom

DIGITAL
SPEAKING
BOOSTER

B DISCUSSION What conditions help you produce your best work? Compare how you and your classmates stay focused and how you overcome distractions.

“I work best when it's very quiet. If I'm reading, I can't concentrate when I get interrupted. So I just close the door to let people know they shouldn't disturb me.”



A LISTENING WARM-UP DISCUSSION In your opinion, is there a difference between describing someone as intelligent and calling him or her a genius? Explain.

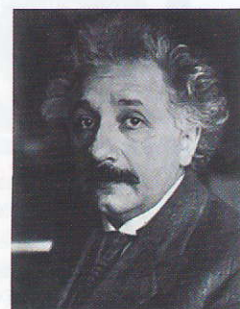
DIGITAL STRATEGIES

B ▶ 4:20 **LISTEN FOR MAIN IDEAS** Listen to Part 1 of a lecture on human intelligence. Choose the speaker's main point.

- 1 Everyone with a high IQ is a genius.
- 2 Not everyone agrees about how to define genius.
- 3 A genius is someone with an IQ score over 145.

C ▶ 4:21 **LISTEN TO INFER** Listen to Part 1 again and pay attention to the opposing arguments. Check the one statement that best supports the argument that a high IQ score doesn't determine whether one is a genius.

- ☐ Albert Einstein had an IQ of 160 and had many impressive achievements.
- ☐ Most average people have an IQ score that can range from about 85 to 115.
- ☐ Most people agree that the composer Beethoven was probably a genius.
- ☐ The 1,500 gifted children in Terman's study had IQs of 140 or more.
- ☐ None of the people with high IQs in Terman's research had any notable achievements.



Albert Einstein, physicist and Nobel Prize winner

D ▶ 4:22 **LISTEN FOR SUPPORTING DETAILS** Now listen to Part 2 of the lecture. Write at least two arguments the lecturer mentions to support each theory.

in favor of a genetic theory	in favor of an environmental theory
1	1
2	2



Srinivasa Ramanujan, mathematician

DIGITAL STRATEGIES

E ▶ 4:23 **VOCABULARY ADJECTIVES THAT DESCRIBE ASPECTS OF INTELLIGENCE** Read and listen. Then listen again and repeat.

talented	having a natural ability to do something very well
perceptive / observant	good at noticing what people are thinking or feeling
inventive / imaginative	good at thinking of new and interesting ideas; creative
witty	able to use humor intelligently; good at using words for others' enjoyment
curious / inquisitive	having the desire to learn about new things
open-minded	willing to consider new ideas; not close-minded
persistent	willing to continue trying something in spite of difficulty

F VOCABULARY PRACTICE Choose the best adjective to complete each description.

- 1 Comedian Helen Hong's success can be attributed to her (**persistent** / **perceptive**) and very funny observations of everyday life.
- 2 Colombian novelist Gabriel García Márquez was one of the world's most (**inventive** / **inquisitive**) writers. He was famous for creating fantastic stories and images.
- 3 Mark Twain, whose real name was Samuel Clemens, was a (**persistent** / **witty**) writer and storyteller. His accounts of his world travels still make people laugh.

- 4 Jane Goodall is known for her ground-breaking work studying chimpanzees. Her (inquisitive / inventive) mind helped her consider questions about chimp behavior that had never been explained before.
- 5 Korean film director Bong Joon-ho has been praised as one of the most (talented / persistent) artists in recent years for his excellent imaginative movies.

G PERSONALIZE THE VOCABULARY With a partner, use each adjective to describe a person you know or have heard or read about.

“I’d call my nephew Sam very imaginative. He’s only eight years old, but he entertains us with fantastic stories all the time.”

“I think the Chinese pianist Yuja Wang is really talented. Her interpretations of pieces by classical composers are very perceptive. I always feel like I’m hearing something new when she plays.”

NOW YOU CAN Describe what makes someone a “genius”

A NOTEPADDING Identify someone—famous or not—who you would consider to be extremely intelligent or even a genius. In what ways would you describe aspects of this person’s intelligence? Write notes about the person on your notepad. Use the Vocabulary from this lesson and from page 88.

Who is it? *my uncle Morris*

List his or her abilities and traits of intelligence:

- *really sharp, has an incredible head for figures and a way with words*
- *a little eccentric, extremely perceptive*

Who is it?

List his or her abilities and traits of intelligence:

Do you think this person’s intelligence came from the environment or his or her genes? Why?

Would you call this person a genius? Why or why not?

B DISCUSSION With a partner, discuss the person you wrote about on your notepad. Explain where, in your opinion, the person got his or her intelligence from, providing examples from the person’s background and environment.

OPTIONAL WRITING Write about the person you discussed. Support your view that this person has above-average intelligence with examples.

RECYCLE THIS LANGUAGE

• difficult	• energetic	• outgoing
• easygoing	• gifted	• passionate
• eccentric	• hardworking	• serious
• egotistical	• moody	• sharp

A WRITING SKILL Study the rules.

In formal writing, connecting words and phrases are commonly used to clarify relationships between ideas. Use the following to focus on causes or results.

Causes

Use one of these phrases to focus on a cause.

Due to __, Because of __,
As a result of __, As a consequence of __,

_____ cause _____
As a result of a high workload, our work area may get messy.

_____ cause _____
It may be difficult to stay on task **due to constant interruptions by colleagues.**

Results

Begin a sentence with one of these words or phrases to focus on a result.

As a result, Consequently,
As a consequence, Therefore,

_____ result _____
Colleagues may constantly interrupt your work. **Consequently,** it may be difficult to stay focused.

B PRACTICE In the Writing Model, underline five sentences with connecting words or phrases that clarify causes and results. Then, on a separate sheet of paper, rewrite each sentence twice, using a different connecting word or phrase.

DIGITAL
WRITING
PROCESS

C APPLY THE WRITING SKILL Write a three-paragraph essay about the challenges of staying focused while trying to complete a task. Use the "outline" below as a guide. Be sure to include connecting words and phrases to signal causes and results.

Paragraph 1

Describe the things that make staying focused difficult. Summarize the causes.

Paragraph 2

Describe the results of not being able to stay focused.

Paragraph 3

Suggest some ways one might overcome the challenges and become more focused on completing a task.

SELF-CHECK

- ☐ Did my paragraphs follow the content and sequence suggested in Exercise C?
- ☐ Did I use connecting phrases to focus on causes?
- ☐ Did I introduce sentences with connecting words or phrases to focus on results?

WRITING MODEL

When trying to focus on a task, you may discover there are numerous distractions that can keep you from completing your work. You may find it difficult to stay focused due to your staying up late the night before. As a consequence of frequent interruptions by colleagues, you may feel like you are always starting the task all over again. Anything can distract you from a task, and the results can be harmful.

Not being able to stay focused can affect your work in negative ways. You may not be able to produce a report for your manager by the time he or she expects it. Consequently, your manager may wonder whether or not he or she can count on you to deliver what you have promised. Your colleagues may depend on you to finish a task, but you are unable to do it. As a result, you risk your reputation at work.

If you are having difficulty completing a task, it is important that you take actions that help you stay on target. Because of frequent interruptions, you may have to close your office door or ask your colleagues not to disturb you. If you are suffering from a lack of sleep, you may have to take a break and grab a cup of coffee before you start. As long as you make an effort, you should be able to get back on target.

A ▶ 4:24 Listen to a teacher talking to parents about their children. After each conversation, check the statement that best describes each child's talents and abilities. Listen again if necessary.

- | | | | |
|----------|--|----------|--|
| 1 Liza | <input type="checkbox"/> has a head for figures. | 5 Sophie | <input type="checkbox"/> has an ear for music. |
| | <input type="checkbox"/> has a way with words. | | <input type="checkbox"/> has a way with words. |
| | <input type="checkbox"/> has a knack for languages. | | <input type="checkbox"/> has a knack for languages. |
| 2 Ben | <input type="checkbox"/> is mechanically inclined. | 6 Dan | <input type="checkbox"/> has an eye for detail. |
| | <input type="checkbox"/> has a good intuitive sense. | | <input type="checkbox"/> has a good intuitive sense. |
| | <input type="checkbox"/> is good with his hands. | | <input type="checkbox"/> is mechanically inclined. |
| 3 Stella | <input type="checkbox"/> has a knack for languages. | 7 Karen | <input type="checkbox"/> has a way with words. |
| | <input type="checkbox"/> has an ear for music. | | <input type="checkbox"/> has an eye for detail. |
| | <input type="checkbox"/> has a way with words. | | <input type="checkbox"/> is good with her hands. |
| 4 Steven | <input type="checkbox"/> has a good intuitive sense. | 8 Sam | <input type="checkbox"/> has a head for figures. |
| | <input type="checkbox"/> has a way with people. | | <input type="checkbox"/> has a good intuitive sense. |
| | <input type="checkbox"/> has a head for figures. | | <input type="checkbox"/> has a way with people. |

B Find and correct the six errors in using the subjunctive.

Dr. Howard Gardner believes that genius is determined by the environment. Therefore, he recommends that children are provided with greater educational opportunities in order to develop their talents. Other psychologists, however, think that genius is inherited. According to them, if a child is born with talent, it is crucial that he or she receives special attention.

According to Dr. Gardner, people have different kinds of intelligence, and there are different ways of learning suitable for each intelligence type. Consequently, he proposes that a teacher uses learning strategies that are best suited to a particular student's type of intelligence. For example, Gardner suggests that a student studies alone if he or she has intrapersonal intelligence. If, on the other hand, the learner has interpersonal intelligence, it is important that the student works in a team.

Because characteristics such as motivation and emotional control are considered important in the workplace, more and more employers insist that a job applicant takes an EQ test to help the manager make hiring decisions.

C Write the correct letter to complete each definition.

- | | |
|---|---|
| 1 A person who is witty | a keeps trying, even when things are tough |
| 2 A person who is inquisitive | b is probably comfortable with people who disagree with his or her opinions |
| 3 A person who is inventive | c is comfortable relying on gut feelings to make decisions |
| 4 A person who is very perceptive | d enjoys learning about new things |
| 5 A person who is really sharp | e entertains friends with funny and intelligent stories |
| 6 A person who is open-minded | f has a talent for creating new ideas |
| 7 A person who is persistent | g is smart and quick at figuring things out |

