

THIRD EDITION

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Skills for Success

LISTENING AND SPEAKING

Jenni Currie Santamaria

Teacher's Handbook
WITH TEACHER ACCESS CARD

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Critical Thinking Foundations: Implications for the Language Classroom

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Critical Thinking has become a buzzword in education over the past decade (Finnish National Board of Education, 2004; Moore, 2013; Mulnix, 2012; Scriven & Paul, 2007) and for good reason—it is a very important skill for life. But how should we, as educators, best integrate critical thinking into our language learning classroom? This article will give a working definition of critical thinking, shed light on the foundations of critical thinking, and provide some concrete avenues to introduce it into your classroom.

What is Critical Thinking?

It can be very difficult to get a good grasp on what critical thinking is because it can be a particularly nebulous concept, made up of sub-objects which form the foundation of what most people envision as critical thinking (Scriven & Paul, 2007; van Gelder, 2005). To understand critical thinking, we need to first understand what it is made up of. The building blocks of critical thinking are higher-order thinking skills (HOTS). These skills, which are the fundamental skills utilized during the process of critical thinking (Dalton, 2011; Ford & Yore, 2012), are essential to understand in order to start students on the path toward being critical thinkers. Textbooks like *Q: Skills for Success Third Edition*, which integrate language practice that focuses on the implementation and development of HOTS in a second language, help to enable students to become more critical thinkers.

What are Higher-Order Thinking Skills?

Higher-order thinking skills are derived from Bloom's Revised Taxonomy (Krathwohl, 2002) which gives us a simplified, yet powerful, way to look at how students use their brains to remember, process, and use information (Fig. 1). The top three sections of Bloom's Revised Taxonomy are what many consider the higher-order thinking skills, or activities, if you will. One of the best uses for the taxonomy is attributing verbs to each tier in order to help an educator build activities that utilize these skills. Each skill has a myriad of verbs that comprise the level of thinking which, when integrated into a textbook, help students develop their understanding of a new language, and also foster the ability to think more critically about the information presented to them in the classroom or even in life.

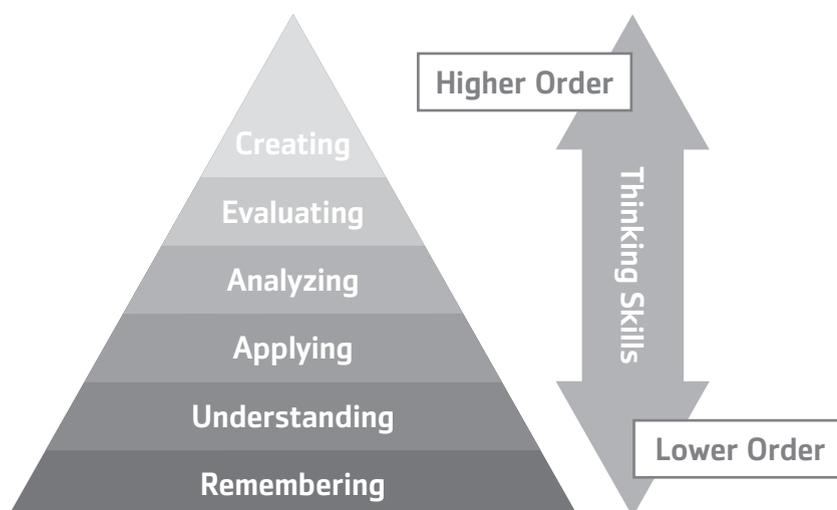


Fig. 1: Bloom's Revised Taxonomy

The verbs that are associated with the higher-order thinking skills are essential for developing the potential for critical thinking. The following are a few verbs, with activity suggestions that come from *Q: Skills for Success*, for the higher-order thinking skills that you can use in your classroom.

Analyzing

Analysis in language learning has a few beneficial effects. First, students are introduced to using their own judgement in the process of learning a new language. This helps in the development of pattern recognition and familiarization with the structure of knowledge. This aids in the student's ability to distinguish between items, recognize fact or opinion, and compare and contrast items. These skills are valuable in the production of both written and spoken English.

One way to integrate analyzing into language learning is to have students order information by a metric. Students are given a list of data and are asked to organize it into an order. This order could be derived from categories, a hierarchy, a taxonomy (like Bloom's), time, location, and importance. This can be further developed into a more challenging task by asking students to distinguish data from a series of similar information. With words that are similar in meaning to each other being used in the same text, it could be beneficial for students to practice differentiating these words and identifying how they differ from each other. Words like *tasty* and *mouth-watering* are very similar but have different depth or connotations.

You can push these activities to have a critical-thinking bent to them by asking the students to justify and explain their organization of data to a partner or a group. By explaining their thought process on how they organized the information, they open themselves up to questions and deeper reflection on how they used the information activity.

Evaluating

From simple sentences to complicated grammatical structures and vocabulary, all students can give an opinion. The important thing is to make sure their opinion is well formed. This is where evaluating comes into play. It can help students make judgements about information, opinions, and items. It is used to form judgements that are sound and based in logic. This leads to more complex usage of language and the development of more intricate sentence structures.

A good way to introduce evaluating into language practice is to have students assess the validity of an opinion/information. When a student hears or reads an opinion or some information in a textbook, it is important to encourage them to ask questions about it. Where did the information come from? Is it factually correct? Does it stand up to the norms of the student's home culture? With the aforementioned activities in mind, you can ask students to start making their own opinions about information presented to them in a textbook and from the research they do on their own. In addition to the forming of opinions, it is just as important to require students to justify their answers with the information they found from the research.

Creating

Finally, we come to the act of creating. The highest tier of the HOTS taxonomy, creative thinking is essential for getting students curious and using English in situations not covered in a textbook. Creation is beneficial for mental flexibility, originality in producing language, and making critiques on what students read and hear. These abilities are core to developing fluency and spontaneity in academic and everyday interactions.

Teachers can bring students into creation in language activities by expanding topics into active learning opportunities. By taking a textbook's topic further and expanding on the initial setting or information, students can use real-world problems to acquire new knowledge. By creating solutions to problems, advice for friends, and even recipes for food, students are engaging in the act of creation. These activities can be further expanded into critical thinking activities by having students analyze shared recipes, research substitutions for advice, or justify the solutions they create (using facts and information found in research).

Conclusion

As you can most likely see, many of the higher-order skill activities tend to build upon one another. This is because each step in the hierarchy depends on the lower rungs of knowledge. These skills then form the foundation of critical thinking and encourage students to participate in intellectual pursuits to further their language acquisition experience. These types of activities can help students in developing fluency and achieving higher test scores (Dunn, 2016; Parrish & Johnson, 2010; Wong, 2016). All students, regardless of home culture, have the innate talent to utilize Critical Thinking Skills. These skills have the ability to impact almost every aspect of a student's life, from job hunting to gaining promotions and even making friends. By integrating higher-order thinking skills into language practice, educators can have an impact on a student's life even outside of the classroom.

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TIPS

Critical Thinking tips for Q Third Edition

As you start getting into *Q: Skills for Success*, you will find that higher-order thinking skills and opportunities for students to utilize critical thinking are well integrated into each unit. While it would be completely possible to use only the book (and the online activities) to improve a student's ability to utilize critical thinking, some educators may look to expand activities and get students to look deeper into the subjects introduced in the text. Below are three suggestions for expanding activities in the Student Book that will help you get the most out of it and your students.

1 Change the terms of an activity

When doing an activity, it can be beneficial for your students to tweak the parameters of an activity. *Q: Skills for Success* comes with excellent activities that utilize higher-order thinking skills to promote critical thinking. An example of this could be an activity that asks students to categorize information, for example, categorizing family members by age. The categorization metric, "age," could be changed to something else entirely.

Change the metric: Have students categorize family members by height, employment, or even how much they like each family member. This encourages mental flexibility and primes the student for creative use of English.

Get the students involved: Ask students to come up with new ways to approach the activity and use these ideas to expand on the topic, vocabulary, and skills they can practice.

2 Get online

Twenty-first century skills have come to the forefront of the educational mindset. Giving students the opportunity to go online, use English, and even go beyond the Student Book is important for utilizing skills that students may need to be a global citizen. *Q: Skills for Success* comes with a host of online practice that utilizes and expands the topics, vocabulary, and grammar in the textbook.

A jumping-off point: Educators can push students even further into online research and expansion of the learning topic. Have them investigate aspects of a topic they find interesting.

The class consensus: After students do their own research, have them share their findings with the class and write them on the board. After everyone has shared, you can discuss the results from a whole-class perspective.

3 Expand into deeper critical thinking skills

Q: Skills for Success Third Edition has an array of first-rate critical thinking and higher-order thinking skills built into each unit with activities in the Student Book and in the Online Practice. Once the activity is finished, you can further move the class toward critical thinking skills by having students share their answers, ask questions about how they came to those answers, and justify their answers to each other.

Give students the chance to compare and contrast: By giving students the opportunity to share answers with each other and compare their findings, you allow them to brainstorm new ideas, evaluate each other's answers, and develop debate skills naturally.

Justify justify justify: Whenever you have your students give an opinion, make sure they are justifying their opinions with evidence, life experience, or both. Circular logic like "I like pizza because it is delicious, and it tastes good." is something that needs to be avoided. A better answer would use their life experience to justify their like of pizza such as, "I like pizza because it is delicious. Tomato sauce is so great and even a little healthy!" Strive to have students give good opinions at all times.



Making Assessment Effective

Elaine Boyd Q Series Consultant, Assessment

In most educational settings nowadays, the requirement for assessments, both classroom and summative at the end of a course, is increasing. Teachers regularly assess their students informally in class, but they often get very little support or training in what and how to assess in a more structured way so that the tests are valid for learning and give reliable information to the teacher. Teachers intuitively understand that any assessment needs to be fair—both in terms of what is expected of the students and in the results that reflect the students' ability or competence in language. A learning program should include ongoing assessments that feed back into the classroom, give students information about what they need to focus on, and allow teachers to plan class content according to their students' needs. This is commonly known as Assessment for Learning and, although these assessments are usually conducted informally in class, they still need to be designed and delivered in a way that is fair and valid if the tests are to support learning effectively. What can help teachers to both manage and deliver fair and meaningful assessments that progress learning is an understanding of the principles that underlie assessment, why these principles are important, and how to make sure any assessment aligns with the principles.

The main points to consider when implementing an assessment program is the purpose of the assessment, its suitability for the intended test-takers (i.e. the students), and the reliability of the results. We capture these by implementing three principles—validity, reliability, and fairness/fitness for purpose. Let's consider each in turn.

Testing principle 1: Validity

We say a test is valid when we know it is testing what we intend it to test and that the testing focus (or construct) aligns with what the test-takers needs are. Put simply, this means you need to have a very clear idea of what construct (or sub-skill/competence) you are testing. For example, if we want to test a speaking skill, we don't set a task that involves a lot of reading because we will not know if the student has given a poor performance because of a lack of competence in reading or in speaking. Equally, if we want to assess a student's discourse competence, such as the internal organization of a piece of writing, then we need to give them a task that gives the test-taker a good opportunity to demonstrate this. Each test task needs to have a tight focus on what it is testing and not aim to assess too many things at the same time. This is why tests often have a variety of task and item types. This is arguably the most important principle, and if a test is not valid, it will never be reliable or fair.

Testing principle 2: Reliability

Reliability is very important for major summative tests, which can be very high stakes in that they can have a life-changing outcome. But many teachers do not realize that reliability is important even for classroom tests. We need to be sure that the information we are getting about the students' learning or achievement is correct because actions ensue from these results. This means even for informal classroom and ongoing assessments, we need to aim to make any assessment reliable. We do this by making sure the instructions are clear, that the tests are standardized so that even different versions are testing the same skills or competences, the marking is standardized, students are only tested on what they have been taught, etc. This can be a particularly challenging issue when we think about productive skills, which are core to communicative competence, but it is important to be as consistent as possible so that our students feel that they have been fairly assessed.

Testing principle 3: Fairness

In many ways, fairness is what drives the need for valid and reliable tests, but there is another aspect to fairness that can make a real difference to the test-taker and that is their involvement in the process. This involvement includes communication with students about what is expected of them and why, ensuring they are aware of what they will be assessed on, e.g. performance criteria of grading scales, and always giving meaningful feedback regarding the results of the assessment. This is especially important in ongoing classroom assessment models.

Effective feedback

Arguably the whole purpose of an ongoing classroom assessment program is to generate feedback, which will help both the students and the teacher. It is important for students to understand both what they have been successful at, as well as where they could improve. At the same time, classroom assessment also generates feedback for teachers so they can understand where they may need to implement a remedial or alternative approach to the learning objectives. Research evidence indicates that feedback works best (a) when it is given as soon as possible, (b) when only one or two points are targeted for improvement, and (c) where good guidance is given to learners on how they can improve, i.e. the specific action they need to take to help them. Remember all the tests have an extended answer key which explains why one answer is correct and others are not. This is to support teachers with any explanations and for students who may wish to reflect on any incorrect answers.

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TIPS

Assessment tips for Q Third Edition

1 Make sure students know what is expected of them

Before starting any test, discuss with students what they will be assessed on. This might be a skill or a vocabulary set or a range of language features.

Students need to know how they are being assessed, so go through the rubrics for Writing or Speaking (this will be one or the other – Writing for *Reading and Writing*; Speaking for *Listening and Speaking*) with them to make sure they understand the different assessment criteria and how these link to their learning.

2 Give feedback as soon as possible after the test

Discuss or point out what students have done well and then give them, either individually or as a class, a single point to improve. Discuss ideas with them around how they might improve but make sure you also have some suggestions to support them.

3 Use the student reflection worksheet

Make sure students understand each question in the worksheet; then allow them to complete it individually. Students can then discuss their answers in pairs, groups, or as a whole class. You can vary this throughout the course so everyone can share ideas. It's a good idea to build up a list of options for Questions 4 and 5 that everyone can have access to.

4 Use the expanded answer key effectively

The answers can either be discussed with the class or you may wish to ask students to do their own analysis first and then check how close their understanding is. If, after checking, students are still unsure of why an answer is incorrect, use the expanded key to discuss as a class and/or to prepare any remedial activities.



Using Video in Language Learning

Tamara Jones Q Third Edition Author

Did you know that approximately 300 hours of video are uploaded to YouTube every minute? From clips of popular TV shows to music videos to online talks, there is a seemingly infinite variety of videos out there for teachers and students to use as language learning resources.

In fact, there is so much out there, it can actually feel a bit overwhelming. It's incredibly time-consuming to weed out the videos that aren't appropriate or aren't at the right level. Once educators find a video for use, we have to figure out how to transform it from a passive activity to an opportunity for language learning. But creating a worthwhile activity that matches the learning outcomes for the lesson and pushes students to produce language takes time, something today's educators have precious little of.

So before we dive down the YouTube rabbit hole, it's important to keep in mind the reasons why we use videos in our English lessons and how we can save time by taking advantage of videos already tailored to our lessons.

The Benefits of Using Video in Language Learning

First, videos provide an excellent scaffold for academic topics. The visual support they provide can give students access to content that otherwise might be beyond them. For instance, if students are learning about the laws of science, as they do in *Q: Skills for Success Third Edition, Listening and Speaking Level 4*, watching a video on Moore's law can help students understand better what they are hearing.

In addition, students of all ages genuinely enjoy watching videos. Watching TV is a popular activity for relaxation around the world, so learners tend to associate it with positive emotions. Neuroscientists assert that positive emotions tag learning events and give them prominence in the memory. What this means is that there is actually a biological purpose for making language learning fun, and using videos is one way to achieve that goal.

Finally, videos are an increasingly common source of information in the world nowadays. Where people used to get their news and information from articles and books, now they might also search for video clips on a topic as well. So exposure to video and incorporating them into teaching regularly is a useful 21st-century skill. However, as alternative sources for information have flourished, the need for students to become skeptical consumers has also grown. Critical thinking skills, therefore, are an important part of learning from videos.

Using Authentic Videos

The internet is crammed with all kinds of videos. But which ones will best meet the needs of our learners? Most teachers would probably agree that using authentic videos, in other words, content that was created with a purpose other than language learning in mind, grabs the attention of students and can motivate them and challenge them. The problem is that "real" videos are often very difficult for people who are not yet proficient users of a language to understand.

The most obvious solution to this problem is for teachers to turn to graded videos. For instance, beginning level students would probably be frustrated if they had to watch an American news report about the emotional benefits of running. The pace of the speaker would be too fast and the students probably wouldn't know much of the vocabulary. However, a graded video covers the same topic and the same content, but with vocabulary and grammar structures that are familiar to the learners and at a pace that is manageable. Luckily, teachers who use *Q: Skills for Success* can take advantage of the videos and accompanying activities presented in the Student Book and online. These videos come from authentic sources, though the language is often graded at lower levels to make the content accessible and level-appropriate.

Using Teaching Videos

The internet is chock-full of English teaching videos, too. There are lessons on everything from grammar points to conversation strategies to pronunciation tips. Sometimes these skills videos are great. Because the information is under the control of the students, they can watch them again and again and even use them to review for quizzes or brush up on their skills. Certainly, these videos allow students a certain degree of autonomy over their learning.

However, it can take a while to find videos that are relevant to the lesson. Unfortunately, not all the skills videos out there are accurate or of a high-quality. Sharing skills videos such as these with learners requires a teacher to spend time searching for videos that are a good match for the students and the lesson, are well-made, and (most importantly) are actually correct.

Again, *Q: Skills for Success* comes to the rescue. The skills videos that accompany each unit are professional quality, level-appropriate, and reliable. These videos can be used to introduce new concepts, provide additional support for struggling students, and allow opportunities for review.

Using videos in language learning is certainly fun, but it's not just fun. Videos can help students learn more easily and remember more. Although it can require a time commitment from teachers (unless you are using the *Q* videos, of course), most students would agree that it's time well spent!



TIPS

Video tips for Q Third Edition

1 Prepare

Using a video in class involves a lot more than just playing it. After all, the key is to make the video more than just the video; there always has to be a pedagogical purpose to everything we do in the classroom. So it's important for teachers to plan follow-up activities, such as answering comprehension questions, defining new vocabulary, writing sentences, or completing a T-chart. *Q: Skills for Success* offers scaffolded activities like this that have been created with your learners in mind; however, you can always include a few more activities if your students find a topic particularly engaging.

2 It's not just for listening

Consider using videos for more than just listening comprehension. You can integrate video expansion activities into every skill area—reading, writing, listening, speaking, grammar, vocabulary, and pronunciation! The *Q: Skills for Success Teaching Notes* contain many out-of-the-box ideas for squeezing every last drop out of a video clip. You might be surprised to learn all the different ways to use videos in the language classroom that go far beyond the traditional fill-in-the-blank activity.

3 Use the transcript

When possible and appropriate, make sure students have the opportunity to read the transcript as they watch a video. The act of listening while reading is enormously helpful to English learners because it reinforces sound/spelling correspondence and helps weaker listeners develop bottom-up listening skills like segmenting speech into words.

4 Flip the classroom

Experiment with using videos to flip the classroom. Assign skill videos from *Q* or those developed by other teachers online as homework. Make students accountable for watching the video by giving them a handout that asks questions about things that appear in the video as well as about the skill itself. Then in class, set aside a little time to address questions before transitioning into interactive practice activities. Flipping the classroom reduces the amount of teacher talk time and increases the amount of time that students have for producing the language. As well, struggling students can watch the skill video again and again until they understand, as opposed to having one chance at hearing the information in a teacher's lecture in class. It's a win-win!



To go online or not to go online?

Chantal Hemmi

Chantal Hemmi suggests a hermeneutical process to finding out about student progress and future needs.

A hermeneutical process is all about being a good listener and observer of student progress over time: 'Essentially, hermeneutics accords an important role to the actors and demands sensitivity and ability to listen closely to them' (Young and Collin, 1988:154).

With increasing learner access to both authentic materials as well as materials written for language learners online, teachers are faced with a question: Shall I go online in class or not? The same goes for homework. One way to make this informed choice is for teachers to think critically about the aim of the lesson. Here are some questions we could ask ourselves:

- Will the activity raise interest in the new topic area?
Is it more effective to go online to stimulate interest in the subject, or do we want in-class activities that incorporate an interactive, kinesthetic element with the use of cue cards or pictures to encourage students to brainstorm activities interactively?
- Do we want to go online to do a reading or listening exercise, or a vocabulary learning activity for input? Can this be done more effectively online, or are your students in need of more face-to-face scaffolding of content and language before you go online?
- Are we encouraging students to develop their autonomy by going online to do some research on an essay or presentation topic? Do the students have access to a library from which to borrow books or download reliable materials? Which is the better option for them, to go online or to use paper-based publications, such as books?

The choice must always link into the aims of our courses. We have to bear in mind the strategy we want to take in order to develop students' knowledge of the content, the language they need to function in the class, and also the opportunity for students to think critically about what they are learning. Teachers must decide what mode of input and output we want in order to scaffold the content, language and skills students need to deal with communication in our diverse global communities.

How do good teachers that I know find out about what is authentic to the learners? Some go for needs analysis questionnaires. Others opt for interviewing or focus groups where you set a list of semi-structured open-ended interview questions that you want the learners to discuss.

In my view, teaching itself is a hermeneutical process of finding out about where the students are with their learning, what they have learnt and what they are still not confident about, and how they want to get the input, online or through basic scaffolding through classroom interaction, with the teacher facilitating the construction of new knowledge or language input. Not only should we be a good listener and observer, but also we should have the ability to choose tasks that best fit the class learner profile, based on our observations about where they are with their learning.

Thus, a hermeneutical process of finding out about student progress and future needs does not only look at snapshots of learners at a point in time, but looks at what happens over a term, or over the whole academic year. For example, a short speaking or writing test taken before mid-term can show a snapshot of the student's ability at that point in time. But we can include different modes of assessment such as group interviews, presentations, and essay-writing tests to see what kind of progress is observed over time. The key to making the process hermeneutical is to construct a dialogue through online or paper-based learner diaries so that students can reflect on their progress and about what they are learning. The teacher can make comments about student observations and thus sustain the dialogue over a period of time.

I myself learnt through experience that when I am still being controlled by the actual technology, blended learning cannot help to manifest the aims of the course. The beauty of an effective blended learning journey will only be actualized when the teacher gains control over the technical as well as the methodological knowledge and skills to design courses so that in every lesson, the teacher knows why he/she is going online or choosing to stay with face-to-face input. Blended learning is a site of struggle, because the teacher has to question his/her role and to become skilled in making those important decisions that are going to play a crucial role in the design of our courses. Ultimately the aim is to conduct activities that benefit our learners with varying needs. Finally, blended learning also gives the teacher and students opportunities to explore effective modes of learning and to make the learning experience authentic to the learner.

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TIPS

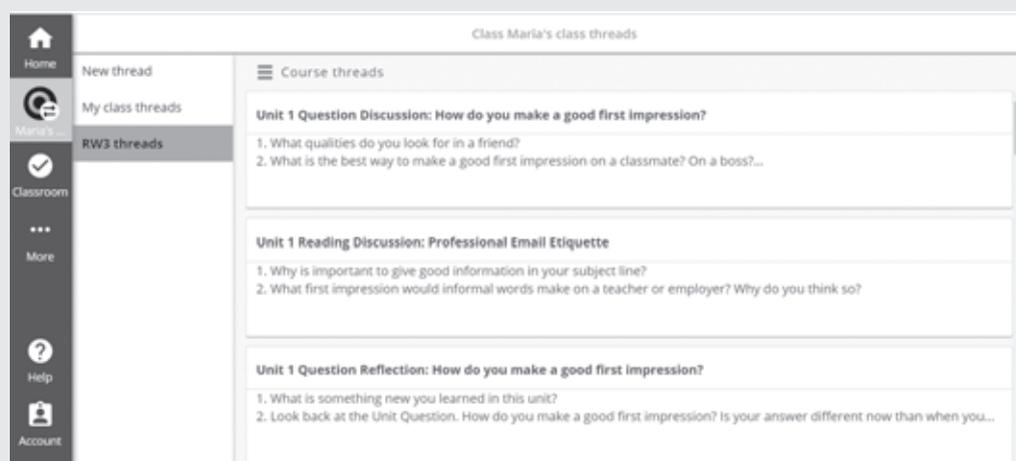
Blended learning tips for iQ Online

1 Always think what your end product is going to be at the end of a unit

What do your students need to be able to do at the end? What kind of content, language and skills input do they need to be able to reach that goal?

2 To go online or not to go online, that is the question!

At the start of the unit, students have the opportunity to discuss the unit question online. Ask whether it is the right time to take the students to the Online Discussion Board or not. Have the students already got a rapport with each other to work collaboratively face to face? If so, this might be a good time to do some learner training to demonstrate how the Online Discussion Board works.



3 Reading an online article: applying the study skills learnt off line

Go online to guide students to preview the vocabulary, read the paragraphs and do Quick Write. This is a good way to encourage students to interact with the text online. The reading exercises present examples of sentence structures and vocabulary needed to do the final writing task. This is a nice way to integrate the reading and writing activity.

4 The end product: the writing assignment

At the final writing stage, a writing model is presented to scaffold the shape of the writing task. This is followed by graphic organizers that show the structure of the paragraph, and grammar exercises online.

Students plan and write the assignment online. After writing, there is a peer review exercise that could be done. If my students need practice in writing offline, in handwriting, I might ask the students to do so without going online.



Using Communicative Grammar Activities Successfully in the Language Classroom

Nancy Schoenfeld

Have you ever tried to use a communicative grammar activity in class only to have it flop? Have you ever stood helplessly by as students look blankly at each other and then commence to talk with one another in their native languages? I have. It is an unpleasant feeling to watch your students have an unsuccessful experience in the language that they are trying to learn, especially when you chose the activity. I admit, too, that after such an experience I've thought that communicative activities just don't work.

Fortunately, I have discovered that communicative grammar activities DO work, that students enjoy them immensely, and they have an impact on language learning. Communicative activities in general encourage students to learn in creative and meaningful ways while promoting fluency (Richards & Rodgers, 2001). I have also discovered that HOW the language teacher executes the activity is just as important as the activity itself. I hope that these suggestions will help you as you plan to use communicative grammar activities in your own classrooms.

Sequencing

First of all, it is important that communicative grammar activities are positioned properly in the overall grammar lesson. (see Fig. 1). One mistake that I made was to have my students attempt to do a communicative grammar activity too soon. Ur (1988) suggests that there are four parts to grammar lessons: presentation, isolation and explanation, practice, and test. However, the "practice" step can be broken down further into three additional steps which build upon each other (Ur, 1988).

The first type of practice activities should be devoted only to the form of the grammar being taught. This gives a chance for students to understand the rules. The next type of practice activities allows students to focus on form plus the meaning of the grammar point. Last are the communicative grammar activities which allow for freer expression by students while still utilizing the taught forms. As you can see, there is a lot of work to be orchestrated by the instructor before attempting these activities.

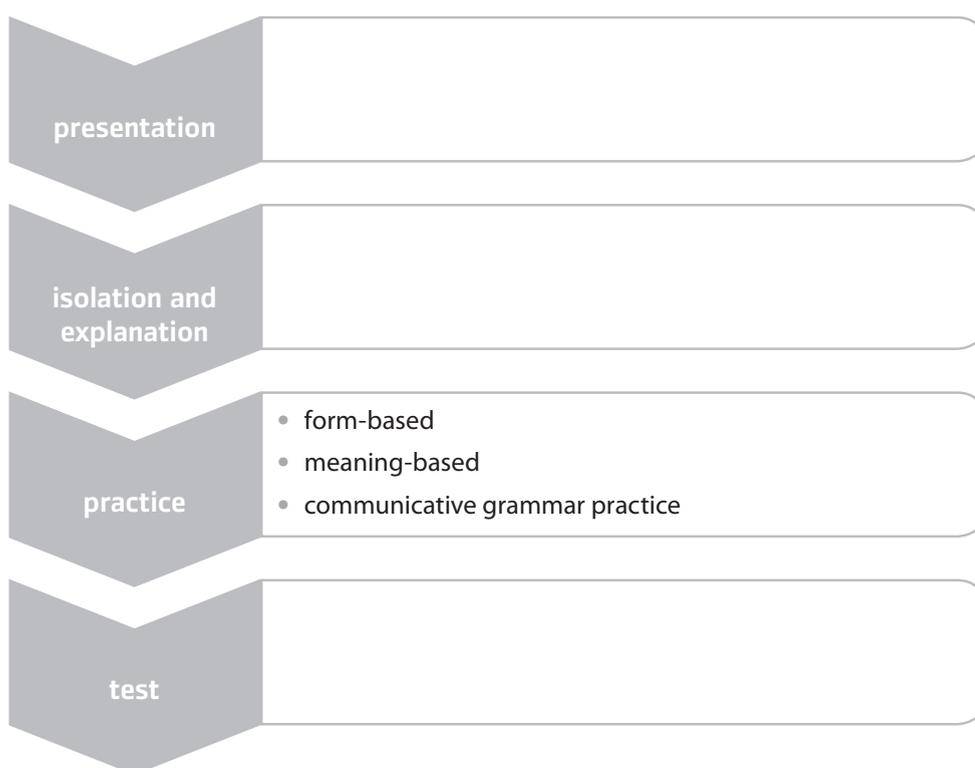


Fig. 1 Sequencing grammar lessons (Ur, 1988)

Modeling

Before launching into a communicative activity, it is important to **model** the activity properly. It is not enough to merely *tell* your students what to do, you need to *show* them how to execute the task. For example, if the task is to practice question forms and I've given my students a list of questions to ask three other students, and a place to take notes, I would model the activity by having a student join me up in front of the class while I ask him some of the questions and record the answers. Then I ask another student to join me and so forth.

It is also important to show your students what they *aren't* supposed to do. To use the above example, it is tempting for students to form a group of four students with one person answering the questions and the three others recording the answers. This severely limits the amount of language practice the activity was designed for. And if you don't want students to look at each other's papers, such as in an information gap activity, mime holding your paper close to your chest so students understand that they are to talk and listen and not read.

Observing

During the communicative grammar activity, it is important to circulate around the room. The purpose for this is two-fold. First, you want to make sure that all students are participating fully in the activity and that they are not facing any difficulties. Sometimes students are stuck on the meaning of a word and this is preventing them from completing the activity. Your attentiveness can help them get unstuck and proceed. It is also a good opportunity to listen in on how students are using the grammar being practiced. If you hear a lot of errors, note them down and address them when the activity has finished.

Being persistent

Finally, it is important to not give up if your first forays with communicative grammar activities are not as successful as you hoped. Our students come from a variety of educational backgrounds. If they have had negative English language learning experiences, they bring those instances with them into our classrooms. Some students may be reticent to speak because errors brought punishment, belittlement or embarrassment. Others may have just been conditioned to take high-stakes language exams and have had little opportunity to actually communicate in English. In his excellent book on student motivation, Dörnyei (2001) describes different strategies that teachers can utilize to overcome these difficulties. These include making sure that language tasks can be completed successfully by students, that the activities themselves are fun and relevant, and that the teacher makes the classroom environment as comfortable as possible for students.

I will never forget the first time I conducted a successful communicative grammar practice activity. The classroom atmosphere changed completely. My students were smiling and laughing, grateful for a chance to move around and actively communicate with each other instead of just being passive listeners. I was thrilled because they were getting vital practice in an enjoyable and meaningful way. I was also pleased with myself because I hadn't quit trying to make this moment possible. Yes, successful communicative grammar activities require a lot of thought and planning on the part of the teacher, but the dividends are gold. May you and your students experience many of these golden moments.

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TIPS

Communicative grammar tips for Q Third Edition

The practice stage of a grammar lesson has three distinctive parts: form-based practice, meaning-based practice, and communicative activities. Here are examples of all three types of practice activities focusing on conjunctions.

1 Form-based practice

Students practice when and when not to use commas while using conjunctions. The conjunction is provided for students so they don't need to worry about the meanings of conjunctions at this stage.

Directions: Insert a comma where necessary.

1. I like to eat chicken but not fish.
2. I lost my credit card so I need to get another one.
3. We will visit Paris and then we will fly to London.
4. Do you want tea or coffee?

2 Meaning-based practice

This next practice activity requires students to add the correct conjunction according to the meaning of the sentence.

Directions: Add *and*, *but*, *or* or *so* to the following sentences. Add a comma if necessary.

1. They were hungry _____ they ordered some pizza.
2. Do you want to go out for breakfast _____ lunch?
3. I have six brothers _____ sisters in my family.
4. I like this bag _____ it is too expensive. I can't buy it.

3 Communicative activity

A communicative activity allows for freer communication while still practicing conjunctions. Each student will have different answers which makes the activity interesting.

Directions: Ask 5 students the following questions. Students should use *and*, *but*, *or* or *so* and complete sentences when answering.

1. What is your favorite food? What food do you not like?
2. What two places would you like to visit on your next holiday?
3. What are two things you usually do on weekends?
4. What reason do you give your teacher when you are late to class?

In Q Third Edition, each unit has a communicative grammar activity designed to give students freer and meaningful practice using the grammar introduced in the unit. You can download these Communicative Grammar Worksheets on iQ Online Practice.

Freewriting:

- Students write non-stop for 5–10 minutes about whatever comes to mind that might relate to the topic, again without censoring themselves. Next, students reread what they wrote and circle words that seem important to what they want to say. Include words that describe facts, important names, opinions and feelings. Include synonyms that are related words in different registers.
- Using these selected words, describe your plans to a partner.

Paragraph Analyses:

Select a paragraph that is written in the same genre or on the same topic as the assignment. Provide copies or project on a screen. Read together as a class, drawing attention to vocabulary with questions such as:

- Which everyday words are used here?
- Which academic words are used here? (See examples at oxfordlearnersdictionaries.com/wordlists/opal).
- Focus on one well-used word at a time; what is behind the author's choice of each word? Select another paragraph and repeat this activity. Pairs work together to answer the same questions as above. Compare answers.

Bottom Line for Your Students

Different types of writing use different types of words. Even very academic papers don't use a large number of academic words, but they use them effectively. Academic texts contain an average of 10% academic words (Coxhead, 2006).

Drafting Stage

In this stage, vocabulary activities can evolve from a focus on meaning to a refinement of meaning, always related to whom you are writing for and why you are writing.

- As your students begin their first draft, refer to the words they identified during prewriting. Organize the way these words relate to each other as they develop their first draft.
- Return to the source text for the assignment or other relevant articles on the same topic. Identify words that stand out to your students as interesting and important to the message. Use these words in the writing.

Bottom Line for Your Students

Word learning doesn't just mean to learn new words, but also to learn to have confidence to use words that you recognize but don't use often. Writing gives you a chance to use partially-known words and to build your knowledge of these words.

Revision Stage

The revision stage is a time to check that your students' writing responded to the prompt, and that it focused on the purpose and audience as intended. Examples of doing this with a focus on vocabulary include:

- Ask your students to re-read the prompt and then re-read their papers. Do they address the prompt? Are there any words in the prompt that can be added to their papers for the purpose of congruity?
- Read through the papers and look for vague words (*good; nice; very*). With purpose and topic in mind, change them to be more specific and clear.

Bottom Line for Your Students

A study of 178 university professors found that the greatest problem with the writing of non-native speakers in their classes was vocabulary. They said vocabulary (more than grammar) kept them from understanding the meaning. (Santos, 1988) Your word choices are very important.

Editing Stage

The editing stage can be used as a guided opportunity to check for details of word-use including subtleties of meaning, lexical variety, grammatical features, derivatives and collocations. With this stage, students work with a final or near-final draft. Guide students to read through all or part of the paper, *focusing on one task at a time*:

- Lexical variety: Did they over-use any words? Did they repeat the same word in the same sentence?
- Noun use: Check their accuracy: Are they plural? Singular? Countable? Uncountable?
- Verb use: Do they "agree" with the nouns in plurality? Check for verb completion. Do the verbs need to be followed by an object? Do they need a "that" clause?
- Academic word use: Underline each academic word used. Has the student used them correctly? (When in doubt, check a dictionary.) Do they have enough? Too many?

Bottom Line for Your Students

You may have been taught to focus on grammar when you edit your paper, but grammar and vocabulary often overlap. Take time to focus on individual words; do they say what you mean and say it accurately?

Writing instruction and word learning belong together. These are some examples of ways to engage vocabulary development in writing.

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TIPS

Vocabulary tips for Q Third Edition

1 Prioritize important words

Help students to focus on the words that are most useful for them to learn, and encourage them to use those words. *Q Third Edition* incorporates both the Oxford 3000 or the Oxford 5000 and the Oxford Phrasal Academic Lexicon (OPAL), corpus-based lists that identify the most useful words to know in a general and academic context.

2 Use model texts to draw attention to vocabulary

Before starting the writing task, project the writing model on screen. Read together as a class, drawing attention to vocabulary with questions such as:

- Which academic words are used here?
- For each OPAL word, suggest a less formal word that the author might have used. What did the OPAL word add?
- Which everyday words are used here? What do they add?

3 Use the vocabulary from the reading

Students will have been exposed to relevant vocabulary in the reading part of the unit. Ask them to go back and refer to the earlier reading texts and Quick Write, and circle important words that they want to use in the writing assignment.

4 Encourage awareness of academic vocabulary

Students can highlight OPAL vocabulary in their writing. During the editing stage, check the following:

- Are there too few academic words? Too many? Does each academic word mean what you intend?
- Collocations: Are words combined accurately?
- Lexical variety: Are any words over-used? Or are the same words repeated in the same sentence?

5 Use technology to motivate students

Students can practice vocabulary online. For example, the vocabulary activities on *iQ Online Practice* make for a good revision tool. Each word has an audio file for pronunciation. This helps with memorizing the new words.



Why Take Notes?

Margaret Brooks Q Third Edition Author

Whether in the context of taking a phone message or listening to an academic lecture, note-taking is an essential skill for most language learners. In order to help learners acquire this skill, it is important to consider first the special challenges language learners face when trying to listen and take notes.

Short-term memory

One of the most self-evident issues is that it takes a language learner longer to process audio input than it does a native speaker. One reason for this is that a person's short-term memory is shorter in L2 than in L1. People employ short-term memory (usually measured in seconds) when processing audio materials. For example, when listening to a long sentence, the listener may need to hold the whole utterance in his/her mind and review it in order to comprehend it adequately. For the L1 listener this happens naturally, without the person being aware of it. However, for the language learner, this mental review process may not always be possible in the available time (Rost, 2005; Martin and Ellis, 2012).

Language structure

Another factor is the need for a mental map of the language, an internalized knowledge of the vocabulary and structures. A native speaker is grounded from childhood in the structures of the language and knows what to expect. We know, in fact, that people do not actually hear every word when they listen. But they hear enough to be able to parse out the meaning or reconstruct the sense quickly. They can "fill in the blanks" with words not actually heard.

Cultural expectations

Finally, in addition to being familiar with the semantic and syntactic aspects of the language, a listener may need to know of certain cultural expectations. Names of people and places and knowledge of events or history familiar to the average native speaker may be unfamiliar to the learner. All of these are things that may cause the listener to hesitate, stop listening, and try to think about what was said, while in the meantime the speaker continues. The listener then loses the thread and finds it difficult to bring attention back to the task.

How note-taking can help

In the face of these challenges, it may seem that adding note-taking to the listening tasks in the classroom may be a step too far for many. How, for example, can we expect high beginning students to listen and write at the same time? However, when the tasks are appropriate for the learners' level and carefully implemented, note-taking can actually improve comprehension.

Taking notes helps the student maintain focus and attention. It encourages a more engaged posture, such as sitting forward in the seat. The act of handwriting also aids in attention. Interestingly, studies have shown that students taking handwritten notes performed better on comprehension tests than those taking notes with an electronic medium such as a laptop or tablet. The reason for this is that handwriting is slower than typing. The writer has to summarize content, which involves more mental processing than faster typing. This in turn leads to better understanding and retention (Mueller and Oppenheimer, 2014).

The following are some examples of note-taking practice activities for the language classroom:

Preparing to listen

Although this is not a note-taking skill in itself, it is a necessary first step in the classroom. In real life, people do not usually approach something like a lecture or other listening context without some idea of what they will hear. They will have read assignments leading up to a lecture, received the agenda for a meeting, or at the very least know something about the topic.

We often put learners at an unfair disadvantage by starting a listening task by just saying, “OK, now listen to this.” Pre-listening activities level the playing field by giving learners realistic preparation for the task. These can consist of things like pre-teaching key words, exploring students’ prior knowledge of the topic, or short reading selections related to the topic.

Focusing on main ideas and key words

Some students have a tendency to equate note-taking with dictation and set out to try to write every word – something impossible even in L1. Activities that focus on writing only main ideas and key content words address this issue and help develop short-term, as well as long-term, memory. When students write down a few important words as they listen, seeing the words is a memory aid and helps them follow the flow of the ideas.

This strategy is essential when dealing with authentic listening texts at higher levels of language study and, by extension, in real-world situations. Authentic texts are likely to contain chunks of unfamiliar language that become “roadblocks” if students are not able to move past them and keep listening for key words.

Using a variety of organizational systems such as outlining, the Cornell Method, or even word webs

This enables students to follow the development of a speaker’s ideas and “remember” them from start to finish as they listen. Presenting several ways of organizing notes shows that note-taking is essentially a personal task. Each person has to find a system that works for them.

Reviewing and adding to notes soon after a lecture or presentation

The purpose of note-taking in an academic setting is to provide students with a tool for study and review. In a business setting, notes from a meeting might be used to write a report or prepare a task list for a project. Notes consisting of just words and short phrases will not serve the purpose, as the note-taker will quickly forget how to put these together into a coherent record of a lecture or meeting, for example. In the classroom, students can review notes and expand what they have written. Also, even though there is no “rewind” function in a real-world lecture hall, it is useful practice for students to listen again and add to their notes.

Collaborating with others

Students often suffer from the mistaken notion that asking questions or getting help from others somehow diminishes them, makes them seem “stupid”. They forget that even native speakers do this all the time and it probably comes naturally to them in their first language. In the classroom, students can compare notes with classmates, ask questions about things they didn’t understand, and listen again to verify information.

Providing students with an opportunity to practice note-taking in a controlled and “safe” environment not only gives them a skill that will be useful in a variety of settings from the lecture hall to the meeting room, or even a doctor’s office, but also helps them become more attentive listeners and improves general comprehension.

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TIPS

Note-taking tips for Q Third Edition

1 Foster a welcoming environment for critical thinking

Give attention to pre-listening activities. Teachers sometimes feel that this is “giving away” too much information and that the listening will not be a good “test” of students’ skills. Remember that the listening tasks in Q are practice, not a test. Pre-teaching vocabulary and bringing out students’ prior knowledge simply gives them tools that an L1 listener would bring to the task.

2 Acknowledge the adult learner’s prior experience in academic settings

When presenting a strategy, ask if students have used a similar strategy in their L1 note-taking experience. For example, in Level 2 the note-taking strategy has students sketch plants for their notes. This is a quick way of recording information that would be difficult to put down in words. Ask if students ever use sketches in their L1 notes. For what subject matter would they be likely to do this?

3 Do as much as possible to lower stress levels as students listen

The controlled practice in each note-taking presentation in Q is an accessible activity designed to build confidence. For challenging material, you might want to “warm up” first. Tell students that you are going to play a portion of the recording and that you want them to tell you just one thing that they understood—even if it is only a few words. Play a short segment of the recording and then elicit answers from the class. This gives students a feeling of success and as they listen to their classmates’ responses, they get more insight into the content of the listening.

4 Encourage students to use charts and other graphics to organize their notes

Elicit suggestions from students as to what type they might use. Does the listening describe a process? Then some kind of flow chart might be useful. Does it contrast two things such as pros and cons in an argument? Students might consider a T-chart.

WORK WITH THE LISTENING

A. LISTEN AND TAKE NOTES Listen to the presentation about sudden wealth. Take notes in the chart as you listen.

Q RESOURCE Go online to download extra vocabulary support.
Resources > Extra Vocabulary > Unit 7

Sudden Wealth	
Positive effects	Negative effects

5 Provide feedback and follow-up activities after a listening

In real life, students often compare notes after a class. Many Q activities replicate this process in the classroom, asking students to compare notes with a partner, ask and answer questions about what they have heard, or add more information to their notes.



Writing is a complex language form practiced by users of all languages (both native and non-native) for everyday social and communicative purposes and, for many, for vocational, educational, and professional needs. It has been variously described as a *product*—a piece of writing with a particular form and the expectation of “correctness.” And as a *process*—a journey that takes writers through stages where they discover they have something to say and find their “voice.” From the cognitive perspective, it is seen as a set of skills and knowledge that resides within the individual writer and from the sociocultural perspective as a socially and culturally situated set of literacy practices shared by a particular community (Weigle, 2014). With these perspectives in mind, all teachers of writing must ask: How can I help my students improve their writing and what are best practices in the classroom?

Needs assessment

An important first step is undertaking a needs assessment, whether informal or formal, to learn what kinds of writing students need. From this assessment, a syllabus or curriculum can be developed or a textbook series selected that is a good match with your students’ needs. Typically, the instructional sequence starts with *personal/narrative* writing in which students have to describe or reflect on an experience or event. This usually leads to *expository* writing in which students learn to develop a thesis statement and support this controlling idea in the body of their writing. *Analytic* or *persuasive* writing is the most challenging type of academic writing because students must learn to state and defend a position or opinion using appropriate evidence (Ferris, 2009). These kinds of academic writing tasks require students to become familiar with a variety of text types and genres.

Improving vocabulary and grammar

The academic writing class also provides the opportunity for students to fine-tune their grammar and expand their academic language vocabulary. Typically, by the time our second language students are engaged in academic writing, they have been exposed to the majority of grammatical structures in English (e.g. complete tense system; complex constructions such as relative clauses and conditionals), but they still may need to learn how to integrate these structures into their writing. They also need to match text types with the kinds of grammatical structures needed. For example, in order to write a cause/effect essay, students need to use subordinating clauses with *because* and *since* and they need to use the appropriate transitional expressions like *therefore* and *as such*. Students will most likely have learned these structures in isolation but now need extensive practice and feedback to use them accurately in their writing. In terms of academic vocabulary, students need to differentiate the types of vocabulary found in everyday usage (e.g. the verbs *meet* and *get*) with their more formal academic counterparts *encounter* and *obtain* (see Zimmerman, 2009, for many other examples.)

In sum, the English for Academic Purposes curriculum must integrate reading and writing skills, and, as mentioned, grammar and vocabulary. Cumming (2006) points out that a focus on reading can lead to writing improvement and an opportunity to learn discipline-specific vocabulary. It also gives students something to write about. Combining reading and writing also provides needed practice in analyzing different text types so students see the features of these models. These kinds of activities create opportunities for more complex tasks such as summarizing and synthesizing multiple sources. A curriculum that integrates reading and writing also exposes students to graphic organizers for reading comprehension which students can recycle for pre-writing (Grabe, 2001). Finally, students need many exposures to similar tasks in order to master the complexities of academic writing and build confidence in their abilities.

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

Process approaches such as Quick Writes give students a chance to focus on their ideas for the unit assignment without being overly concerned with grammar, spelling, and punctuation at this early stage. You can then use open-ended questions to help students expand their ideas based on what they have learned in the readings and rethink and clarify their thinking before writing the unit assignment.

2 Model different kinds of texts

Students are shown the specific features of the text type required in the unit writing assignment (e.g. compare and contrast). Have students read and critique the model. Through the models, students develop awareness of the discourse features inherent in the kinds of writing required in each unit writing assignment.

3 Analyze good examples

Students learn to analyze different types of writing. For instance, they are provided with a list of features of a good summary, then they have to analyze and compare sample summaries and decide which samples best exemplify the features of a good summary.

4 Teach grammar in context

The grammar component tightly integrates the structure under focus with the text type of the unit. So, for example, students learn how to use the grammatical notions of parallel structure and ellipsis and then apply these to their unit writing.

5 Encourage strategic learning

Q encourages students to be strategic learners in all domains. Writing tips, for instance, guide students toward understanding the notion of unity in writing. Students learn that their thesis statements must be supported by details; doing so will create more coherence in their writing.

WRITING TIP

When you are freewriting, remember to write whatever ideas come to you. You can improve and revise your ideas later.

Using the Online Discussion Board

Notes and guidance on why and how to use the Online Discussion Board on *iQ Online Practice*.

Using Discussion Boards for Language Learning.....33

Sigrun Biesenbach-Lucas, Ph.D. and Donette Brantner-Artenie, M.A.
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Many students beginning their academic study today come to campus equipped with strong technology skills, yet they soon discover that they need to make the transition from experienced users of technology for social purposes to effective users of technology for academic purposes. Becoming familiar with and engaging in a variety of genres is part of academic study and is critical for both native (NS) and non-native English speaking (NNS) students. For NNS students, however, “learning to function in the genres and with the discourse conventions of their discourse communities poses a particular challenge” (Cheng, 2010, p. 74). Academic writing is one of the many discourse communities in which ESL students need to function and to follow specific conventions. While ESL programs have long prepared students for traditional academic writing assignments, like essays and research papers, formal online writing is often neglected in ESL instruction despite the growing need for such preparation.

Reasons for not including formal online writing assignments can range from limited resources, instructors’ lack of confidence in their own technology skills, and questions about the relevance of this type of writing. A potential consequence of not addressing such writing is that NNS students may be less prepared for these types of assignments, which are becoming more common within hybrid classes, or blended learning contexts, or even in courses that are fully online. If ESL programs want to ensure that they prepare ESL students adequately for academic study, they need to consider ways to incorporate online writing components into their classes. In addition to serving as a “pathway to academic literacy development” (Cheng, 2010, p. 74) for

ESL students, online writing, through discussion boards or blogging tools, can offer them a greater variety of language learning opportunities to motivate autonomous language learning experiences. The same advances in technology that have afforded academic instructors with a variety of media that students use to demonstrate comprehension and applications of course content also need to be considered as additional tools for ESL teachers to use in their language teaching. The *Q: Skills for Success* series follows a blended learning approach that prepares students for future success and incorporates the benefits of online academic writing that are specific to language learning (**Fig. 1**).

Among online technologies, the discussion board is one of the easiest tools to use (TeacherStream, 2009), but students need to use the technology appropriately for formal online writing. Consequently, instructors need to make sure that they use this type of writing assignment effectively. More specifically, discussion board interactions should not involve informal or brief, undeveloped contributions resembling text messages or chats; rather, they should be carefully structured to generate well-supported, reflective ideas. “[A]lthough generally shorter and narrower in focus than a traditional essay, discussion posts should be as coherent and scholarly in tone [as essays]” (Discussion posts, 2014, para. 1). In this paper, we will first address the learning benefits associated with the use of discussion boards and then outline a structured approach to implementing discussion boards that maximizes their benefits and reinforces the idea that writing in online threaded discussions should be treated as a legitimate formal genre of academic writing.

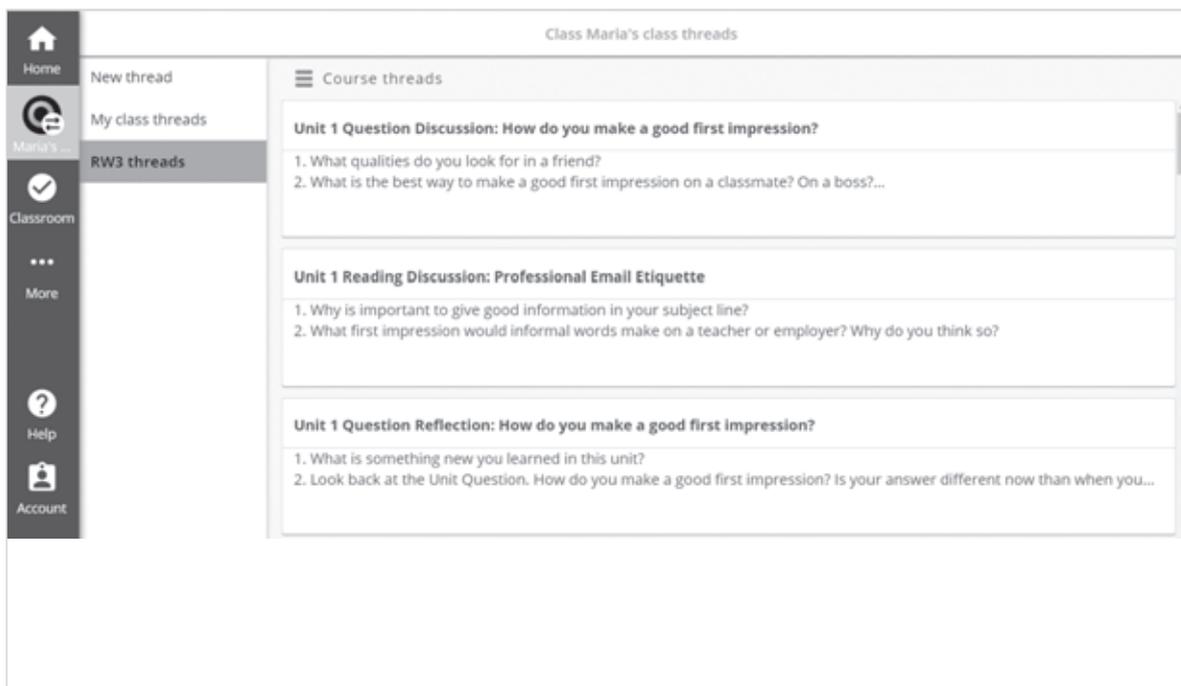


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

Benefits

An examination of various sources that focus on the use of discussion boards with native speakers in educational settings (e.g., Blogs and discussion boards, 2014) shows that “the discussion board is the place where some of the most important learning can happen” (Generating and facilitating engaging and effective online discussions, n.d., p. 1), but only if implemented effectively. These types of posting activities typically include responses to and reflections on questions posed by the instructor or the textbook as well as replies to other students’ posts. Some discussion board activities may also require students to integrate ideas from course materials (e.g., articles, lectures) or from their classmates’ posts into their own posts.

Students in both content and language courses can benefit from discussion board writing activities. One outcome of these online tasks is that they prepare NNS students for future course work by developing their academic literacy skills (Cheng, 2010; Kingston, 2011) because a discussion board affords regular opportunities for students to practice their writing while following conventions for traditional types of academic writing, such as assignments with multi-paragraph structure, a main idea, and adequate support. At the same time, such regular practice

affords NNS students additional opportunities for language learning: teacher feedback provides added focus on grammar, vocabulary, and mechanics; classmates’ reactions to language choices increase students’ awareness of issues in their writing, such as lack of clarity and ambiguity.

Students also hone their critical thinking skills through discussion board writing, partly because of the asynchronous nature of the tool: students can take more time to reflect on their ideas or conduct research before they craft a post than they can in face-to-face classroom interaction (TeacherStream, 2009; Wijeyewardene, Patterson, & Collins, 2013). This deeper reflection usually results in more complex responses to the discussion board questions (Wijeyewardene, Patterson, & Collins, 2013) than are possible in oral discussions that take place in the classroom. Students who are shy, and therefore less likely to speak in class, can find a voice and take part in conversations online (Meloni, 2011). The confidence that students gain in online interactions can also transfer into the classroom.

Another outcome is that discussion board writing increases students’ sense of audience. Because their writing is posted online, students are aware that their classmates can access and read their posts. This means that the typical classroom writing audience of one (i.e., the

teacher) is expanded into an “authentic audience” (Blogs and discussion boards, 2014, para. 7) of many. Students are “exposed to a greater range and variety of interpretations of the topics they encounter in the course materials” (Goodfellow & Lea, 2005, p. 264). The heightened sense of audience and building of trust fosters a sense of learning community (Holland & Holland, 2014; Kingston, 2011; TeacherStream, 2009).

Considerations for the Teacher

Before implementing discussion board activities, teachers need to decide how and for what purposes these activities are going to be used. Traditionally, through their responses to questions posted by the instructor or through replies to specific classmates’ posts, students can demonstrate authentic and meaningful use of language. Effective discussion board tasks require students to explain opinions and ideas clearly, to integrate their own ideas with those from other sources (including those of their classmates), to synthesize ideas from multiple sources, and to use appropriate language to react to other people’s ideas. Through this process, instructors can guide students in demonstrating their knowledge of key concepts from class material, reflecting on and thinking critically about course topics, and working together to reach agreement on assigned topics (Lafford & Lafford, 2005; TeacherStream, 2009). Effective writing assignments in blended courses, both academic and ESL, seamlessly integrate discussion board writing prompts with the structure and content of the textbook or other class materials in one coherent framework. The authors of the *Q: Skills for Success* series follow this approach through their integration of the materials and activities in iQ, the online component of the series, and the Student Book.

Prior to implementation, instructors also need to assess the level of students’ skill in using the online courseware that is available to them. To ensure that students approach the task with a clear understanding of the instructor’s expectations, it is important for teachers to demonstrate to the class how to use the tool in an “orientation tutorial” (Wozniak & Silveira, 2004, p. 957) and allow the class to practice navigating the discussion board site before the

first formal assignment. Teachers should also have students explore model posts to discover the differences between discussion board writing and other forms of online communication with which students are more familiar (e.g., social media posts, text messages, email) (Generating and facilitating engaging and effective online discussions, n.d.).

Another consideration is the level of teacher participation in the posting activity. Based on students’ level, instructors’ choices can range from posting regularly—and, thus, serving as writing models for their students—to remaining an observer. However, at some point, all instructors need to shift from online participants who facilitate effective discussion board interactions to offline observers who monitor students’ interactions (Online discussions for blended learning, 2009; TeacherStream, 2009) so that the class can learn to maintain effective communication that is independent of the teacher’s guidance and modeling.

Since major goals of discussion board writing include developing critical thinking skills and reacting effectively and properly to the ideas of others, teachers should ensure that writing prompts contain questions that provide natural practice in these skills. Assigning a topic is not sufficient; good discussion board prompts encourage higher-order skills through *wh*-questions; questions that encourage students to reflect, interpret, analyze, or solve a problem; questions that draw out relevant personal opinion/experience; and questions that ask students to draw connections (Sample discussion board questions that work, n.d.). The materials in the *Q: Skills for Success* series, both the textbooks and the online supporting material, include such questions and allow instructors to pose their own questions/prompts based on these principles (Fig. 2).

Once teachers have decided which prompts to assign or which questions to post, they need to set expectations for and provide instruction in how to compose a quality post (Blogs and discussion boards, 2014; Boothon, 2012; Discussion posts, 2014; Goodfellow & Lea, 2005; Kingston, 2011; Online forums: Responding thoughtfully, n.d.; Wozniak & Silveira, 2004).

Unit Question: What makes food attractive?

1. What kinds of food do you eat every day?
2. What kinds of food do you eat on special occasions?
3. Look at the photo. Do you think how food looks— its presentation—affects how it tastes? Explain.

[Go to the Discussion Board to discuss these questions.](#)

Fig. 2 Examples of discussion questions from *Q: Skills for Success* Third Edition

Teachers should plan to address the following elements:

- requirements for participation and time parameters as well as expectations with respect to quality, length, and level of formality;
- a framework for composing well-developed paragraphs that address multiple questions, a format that tends to be characteristic of discussion board writing in academic courses; in ESL contexts, this framework should be designed to reflect the proficiency level of the students, progressing from the simple paragraph level to multiple integrated paragraphs;
- appropriate responses to classmates' posts that employ respectful and formal language, especially when there is disagreement about ideas;
- thoughtful responses to classmates' ideas that go beyond simple statements like "I agree with you," which are not constructive and do not promote further interaction among the students; responses that build on classmates' contributions and show critical thinking describe personal experiences, extend ideas to

other contexts, and/or support agreement or disagreement with sufficient examples; and

- effective incorporation of ideas from outside sources, such as class readings, lectures, and other material, and integration of ideas from multiple classmates' posts, especially when students are at higher levels of proficiency.

The discussion board activities in iQ gradually increase in complexity by level and require students to show increased skill in reflecting these elements of effective online writing.

In order for students to view discussion board writing as a legitimate academic genre and a relevant component of a course, it is critical that teachers provide routine, structured feedback (Blogs and discussion boards, 2014; Kingston, 2011; TeacherStream, 2009). One common approach to providing constructive feedback is through rubrics that assess quality, quantity, and language use as well as the observance of proper posting netiquette, which is defined as polite behavior for communicating online in a public forum. It is important that students become familiar with the writing criteria that their

teacher will assess; in the iQ Discussion Board Teacher Pack, one of the reproducible worksheets is a discovery activity in which students apply a sample rubric to a model post. For the teacher's convenience, reproducible rubrics are also included in the iQ Discussion Board Teacher Pack. Once students are aware of the criteria in the rubrics, instructors can encourage them to use these rubrics as pre-submission checklists and for informal evaluations of their own writing.

Conclusions

When used effectively, discussion board activities offer NNS students a platform for “rehears[ing]” academic writing (Cheng, 2010, p. 74) and composing “thoughtful, constructive responses” to others’ ideas, with which they may or may not agree. Students are likely to encounter the need for such language functions in future academic and professional contexts (Online forums: Responding thoughtfully, n.d., para. 7). Given that gaining proficiency this genre of writing poses specific challenges to language students, it is essential to implement online academic writing within ESL courses.

Regardless of the extent to which instructors incorporate discussion board writing with other required academic writing assignments, they need to guide students in establishing connections between their learning in the online environment and their face-to-face interactions in the classroom (Wozniak & Silveira, 2004). These connections ensure that ESL students understand

that discussion boards are an important learning tool that they can employ and through which they can improve their academic language skills. For these reasons, discussion board writing activities are a valuable tool in ESL instruction.

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Teaching Notes

Objectives

A fundamental objective of a Discussion Board writing activity is for students to gain awareness of the conventions applied in the genre of online academic writing and to practice writing in this genre.

At the beginning of a unit, students use the Discussion Board activity to further activate prior knowledge about a new unit theme after discussing the initial Unit Question and listening to *The Q Classroom* online. Students are again directed to the Discussion Board after the *iQ Online* Listening Comprehension activity in each unit to discuss the online text. At the end of a unit, the Discussion Board tasks provide opportunities for students to apply content knowledge, grammar structures and vocabulary, as well as writing strategies that they learned in the unit.

All the Discussion Board questions are designed to encourage critical thinking. Instructors can decide if they would like their students to respond to all of the given questions or select specific questions to address. Additionally, instructors can post their own questions to which students respond.

In the context of a listening/speaking class, the teacher should determine the scope and depth of the Discussion Board activity. For example, the teacher may want to scale back the required length of students' responses and place less emphasis on organization, grammar, and mechanics, and focus instead on the development and sharing of ideas.

Teacher's Pack Organization

Prior to introducing the Discussion Board to your students, it is necessary to familiarize yourself with the contents of the Discussion Board, the specifics of its navigation as well as deciding on an implementation strategy. These teaching notes discuss all three items.

In order to help you maximize the efficacy of the Discussion Board, additional resources have been provided. These will be referenced and explained within these teaching notes: grading rubrics, teacher navigation instructions, printable student navigation instructions ("Posting to the Discussion Board") and a student worksheet for classroom use ("Example Discussion Board Post").

Implementing the Discussion Board

Discussion Board Content

The Discussion Board contains three threads per unit. The Unit Question Discussion takes place at the beginning of the unit and contains a few questions to further the discussion of the Unit Question after completing *The Q Classroom* activities in the Student Book. Next is the Listening Discussion thread which accompanies the Listening Comprehension activity in *iQ Online*. This thread encourages students to engage with the topic of the online listening text. Finally, the Unit Question Reflection is provided at the end of the unit so students can reflect upon what they have learned. In addition, the teacher may create new threads either by using the supplemental questions provided, the Challenge Questions, or any other question he or she deems appropriate.

Teaching Strategies

In terms of teaching strategies, the teacher must decide upon his or her level of involvement. You should decide if you want to participate in the online discussions or if you only want to read and evaluate your students' posts. If you post to the discussions, students can be encouraged by your engagement, but if you remain a reader, you can retain the focus on the students' writing and ideas.

In addition, it may be more suitable in Level 1 if the teacher is the only person to reply to students' posts in order to clarify ideas and guide students in writing effective responses. If appropriate, given the students' ability, the instructor may allow brief and structured responses to each other's posts. However, the teacher should structure the assignment to prevent students

from posting one-word or very brief responses. This follow-up strategy can be used with all Discussion Board questions, both at the beginning and at the end of each unit.

For example, the teacher can refer to the example post on the Student Worksheet. In the example, the student wrote about his grandfather. A follow-up assignment in which students read and respond to a classmate can be structured as follows (this follow-up strategy can be used with all questions, both at the beginning and at the end of each unit):

Read your classmates' posts. Write a reply to one person. In your reply, start the first sentence with "I would like to know more about ..."

Potential student reply:

Jonathan, I would like to know more about your grandfather. How else is he a positive person?

Rubrics have been included to help grade the students' posts and their replies to classmates' posts. It is important that students write appropriate responses that have complete sentences and use formal language. This also means that each student's reply is directly connected to the ideas in the question or the classmate's post. It is important that students use the Discussion Board to express themselves, and do so in a way that is appropriate for the classroom context.

In addition to using the rubrics, assess the students' posts by printing them out or making electronic copies, and adding questions, comments, and other feedback. With students' permission, you can use good posts as models to illustrate strategies for effective writing. You can also collect language use examples from students' posts to illustrate grammar points and use these for group editing practice.

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

This student worksheet, called "Example Discussion Board Post," provides an example of a discussion board post, which you can review with students to discover the structure and content of an effective post and to see how the instructor will apply the evaluation rubrics.

1. After talking in class about the Unit Question and the Unit Question Discussion questions, tell students that they will extend those ideas that they discussed in an assignment outside of class.
2. Distribute the student worksheet, "Example Discussion Board Post," to students. Tell them that they are going to learn how to write on a discussion board online and share information with their classmates and instructor when they are not in the classroom.
3. Review the example Unit Question Discussion. Start with the unit academic subject area, psychology. Then review the Unit Question and the Unit Question Discussion questions with students. Clarify the meaning of "positive thinking." Point out that there are two additional questions that the students should address. Note that this is only an example unit and does not appear in the book.
4. Have students read the example post and answer worksheet questions 1 through 4.
5. Have students compare their responses with a partner before checking answers with the whole class. If possible, project the post on the classroom screen, and highlight the relevant parts as you identify and discuss them with the class.
6. Review the Discussion Board rubric with students in task 5 of the worksheet. Have students apply the rubric to the example post and try to explain why they would give a certain rating in each category.
7. In the last task on the worksheet, the "Follow-up" task, have students brainstorm, in groups or pairs, ideas for responding to a new example question. Debrief with the whole class and check that students understand the process.
8. Review instructions on how to post to the Discussion Board. Use the page entitled "Posting to the Discussion Board: Student Instructions." Follow up with a test post to ensure that all students know how to use the tool properly.

Assigning the First Discussion Board Post

1. Assign the first Unit Question Discussion response, and indicate the deadline for the post.
2. After all responses have been posted, have students read all of their classmates' posts. Then in class, have students discuss the ideas in the posts to find commonalities

and differences or to put ideas into possible categories.

3. Use the same process for the Listening Discussion and the Unit Question Reflection.
4. *Optional:* At the end of each unit, the teacher can assign one or both of the Challenge Questions. Follow the same process as for the other assignments. See the complete list of Challenge Questions for all units.

Discussion Board Instructions

Before introducing this tool to your students, review "Posting to the Discussion Board: Student Instructions" to familiarize yourself with the online writing process. The student instructions are included in the student materials.

After completing the "Example Discussion Board Post" worksheet and reviewing the included rubrics with your class, go over the student instructions with the students. If you have computer projection in the classroom, you may go online and demonstrate this process to the students.

Remind students that when they post to the Discussion Board, they need to make sure that they choose the correct unit number and the correct question.

Logging in to the Discussion Board

1. Log in to iQ Online Practice.
2. Choose your class (under your level).
3. Choose Discussions.

3. Copy and paste your selected Challenge Question, or type your own question, in the text box.
4. Choose Send.

Responding to a Post

If you wish to participate in a Unit Discussion, you can follow the same instructions that the students use.

Creating a New Discussion Topic

All Unit Question Discussion, Listening Discussion, and Unit Question Reflection questions are already on the Discussion Board site. However, if you want to assign Challenge Questions (refer to the included list of Challenge Questions), or if you want to pose questions of your own, follow these steps:

1. Choose New Thread.
2. In the subject line, write: "Unit X: Challenge Question 1," or "Unit X: (Your own writing topic)." Note: It is important that you identify the unit number as this will not be automatically added.

Deleting a Post

As the instructor, only you have the ability to delete threads and individual replies, including entire Discussions. However, before you click Delete, be certain that you want to perform this action as it cannot be undone.

If you want to delete a single student post in a discussion or an individual response to someone else's post, go to that post, and choose the delete icon.

Suggestions for Using the Discussion Board Assignments

1. Good academic practice includes planning and carrying out online writing assignments offline first. By drafting and saving a post using a word-processing program, students can review and make changes to their writing before uploading the post. This practice also encourages another important academic skill, which is to keep a saved copy of one's writing.

2. Because your students cannot delete any posts from the Discussion Board themselves, they will need to contact you to delete a post for them if they made a mistake or posted to the wrong Discussion. Advise your students to follow whatever process you deem appropriate; for example, you can have students send you an email with a request to delete a post.
3. Review your students' posts regularly and in a timely fashion so that you can address issues as they develop or delete inappropriate posts.

Rubric: Response to Discussion Board Prompt

Name: _____

Date: _____

20 = Completely successful (at least 90% of the time).

15 = Mostly successful (at least 70% of the time).

10 = Partially successful (at least 50% of the time).

0 = Not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the question(s) clearly and completely.				
The post has clear and specific explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have appropriate final punctuation.				
The post correctly includes vocabulary and grammar from the unit.				
The length of the post is appropriate.				
The post includes formal and polite language.				

Total points: _____ out of _____

Comments:

Rubric: Response to Classmate's Post

Name: _____

Date: _____

20 = Completely successful (at least 90% of the time).

15 = Mostly successful (at least 70% of the time).

10 = Partially successful (at least 50% of the time).

0 = Not successful.

Writing a Discussion Board Response	20 points	15 points	10 points	0 points
The response answers the question(s) clearly and completely.				
The response uses clear and specific ideas from the classmate's post.				
The response shows careful thinking about the classmate's ideas.				
Sentences are complete and have appropriate final punctuation.				
The post includes vocabulary and grammar structures from the unit.				

Total points: _____ out of _____

Comments:

Challenge Questions

You may choose to assign these Challenge Questions for students to respond to at the end of a unit. You will need to post the Challenge Question for each unit yourself as a new thread or threads.

Unit 1: Business

Unit Question: *What are employers looking for?*

What aspects of having a job are important for you? What are three or four reasons you would want to have a job? In general, what do you think employees are looking for in a job?

Unit 2: Cognitive Science

Unit Question: *Can we change our brains?*

Do you think learning another language can change our brains? Do you think learning English has changed your brain? Why or why not?

Unit 3: Sociology

Unit Question: *What is the best kind of vacation?*

Think about a place in your country that many tourists visit. What problems do the tourists cause? What is your country doing or going to do about this situation?

Unit 4: Physiology

Unit Question: *Does body language tell the truth?*

How important is body language during a conversation with a friend? How about in other situations, such as talking to a professor, chatting with a stranger, having a job interview, or giving a class presentation? In what kinds of situations is body language important for effective communication?

Unit 5: Psychology

Unit Question: *Why do we enjoy sports?*

One reason why people play sports is to lower stress. What *other* activities (not only sports or exercise) help people lower stress?

Unit 6: Marketing

Unit Question: *How do we make decisions?*

Sometimes companies might make bad decisions, such as releasing phones that catch on fire or changing the recipe for a soft drink that people love. What happens when companies make bad decisions? How can they learn to make better decisions?

Unit 7: Behavioral Science

Unit Question: *Can young people change the world?*

The world is faced with a number of global issues. Which issue do you think young people should be the most concerned about? Why?

Unit 8: Psychology

Unit Question: *When is it good to be afraid?*

You use English in different situations. When you use English, which situations cause such anxiety for you that you panic? Describe one situation and tell how you get over your fear.

Unit Specific Notes

Unit 3: Sociology

Challenge Question

Think about a place in your country that many tourists visit. What problems do the tourists cause? What is your country doing or going to do about this situation?

Share a place in your country that many tourists visit. For example, if you live in Canada, you might talk about Banff, Alberta. Some people think that the visitors are making Banff very crowded. The government is now thinking about limiting the number of visitors. Some cities have so many visitors that many apartments are now rented to tourists. These short-term rentals increase the cost of rent for local people. Local governments are thinking about banning or controlling short-term rentals. Ask students to think of their own examples.

Unit 4: Physiology

Challenge Question

How important is body language during a conversation with a friend? How about in other situations, such as talking to a professor, chatting with a stranger, having a job interview, or giving a class presentation? In what kinds of situations is body language important for effective communication?

Elicit a number of different situations in which students might have to talk to someone or a group of people. Then ask students what types of body language they would use in those situations. For example, in a job interview, people might make eye contact, smile, and avoid crossing their arms.

Unit 6: Marketing

Challenge Question

Sometimes companies might make bad decisions, such as releasing phones that catch on fire or changing the recipe for a soft drink that people love. What happens when companies make bad decisions? How can they make better decisions?

Give students some more information about the two examples in the challenge question. The first example is about the Galaxy Note 7 smartphone. In 2016, there were reports that this smartphone catches on fire. Some airlines even banned these phones on their airplanes. The second example is about New Coke, which was released in 1985. The company changed the recipe for their popular soft drink, Coca-Cola, and many people were upset. The company had to go back to making the original recipe for their classic drink. Have students brainstorm ways companies can make better decisions about their products. For example, they can conduct product surveys or have interviews with customers.

Unit 7: Behavioral Science

Challenge Question

The world is faced with a number of global issues. Which issue do you think young people should be the most concerned about? Why?

Have students brainstorm a list of global issues that affect people all around the world. Some examples include: overpopulation, poverty, food insecurity, energy shortages, environmental change, and conflict. Once you have a list of global issues, ask the class which ones they think affect young people the most.



Posting to the Discussion Board: Student Instructions

When you post to the Discussion Board, make sure that you choose the correct unit number and the correct thread.

Logging in to the Discussion Board

1. Log in to iQ Online.
2. Choose your level.
3. Choose More (...) and then choose Discussions. Then choose Level 1 threads. (Or choose My class threads for posts by your teacher or other students.)

OR

Enter Practice and go to the Unit Question Discussion (the first activity) or the Unit Question Reflection (the last activity). Access the Discussions from the link included in these activities.

Replying to a Post

1. Choose the unit and discussion question that your teacher assigned.
2. Read the question or questions carefully. If responding to another student's post, read their response carefully.
3. Choose Add Comment.
4. Type your answer to the question or questions. Follow your teacher's instructions on how to write a good reply. If responding to another student, be sure to include their name so it is clear who you are responding to.
5. Read through your reply carefully. Check the organization of your ideas, and check your spelling and grammar.
6. Choose Send.

Creating a New Discussion Topic

1. Choose New Thread.
2. In the subject line, enter the name of the thread. Be sure to choose a name that indicates clearly what the subject of the thread is (by including the unit number, for example).
3. Write your comments.
4. Choose Send.

Warning: You cannot delete your writing after you choose Send. Only the teacher can delete a thread or an individual response.

Name: _____

Date: _____

Example Discussion Board Post

Directions: Read the questions and the discussion board post. Then answer the questions about the post.

Example Unit: Psychology

Unit Question Discussion: What are the benefits of positive thinking?

1. Describe someone you know who has a positive way of thinking. What does this person do that makes him/her a positive person?
2. How is positive thinking good for that person?

My grandfather has a positive way of thinking. He always smiles. He has many friends, and he likes to visit them. His life was hard, but he is always happy because he is a positive person.

1. Has the writer answered all the questions?
Underline the part that you think answers the first question, and double-underline the part that answers the second question.
2. Look at the first and last sentence of the post.
 - a. What is the purpose of the first sentence?
What does it tell you?
 - b. What is the purpose of the last sentence?
What does it tell you?
3. The writer gives examples in his/her response to the two questions.
 - a. Find the examples for the first question, and number them.
 - b. Find the examples for the second question and number them.
4. Overall, has the writer answered the questions completely and clearly?
 - a. If yes, explain.
 - b. If no, what can the writer improve?

5. Review the rubric. Use the rubric to give a score for the post above.

- 20** = The Discussion Board writing element was completely successful (at least 90% of the time).
- 15** = The Discussion Board writing element was mostly successful (at least 70% of the time).
- 10** = The Discussion Board writing element was partially successful (at least 50% of the time).
- 0** = The Discussion Board writing element was not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the question(s) clearly and completely.				
The post has clear and specific explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have appropriate final punctuation.				
The post correctly includes vocabulary and grammar from the unit.				
The length of the post is appropriate.				
The post includes formal and polite language.				

Total points: _____ out of _____

Follow-up:

With a partner, or in small groups, brainstorm on one of the topics below. What ideas will you include in your post?

1. Describe someone you know who has a negative way of thinking. What does this person do that makes him/her a negative person?
2. How is negative thinking bad for that person?

Teaching Notes

Unit-by-Unit teaching notes offer Expansion Activities, Multilevel Options and Background Notes to help you teach with *Q: Skills for Success Third Edition*. Also includes Unit Assignment Rubrics.

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Background Note

UNIT OPENER pages 2–3

This is a picture of a recruiter and potential candidates for employment at a job fair in New York. A job fair is a place where job seekers can apply and interview for a job. Organizations and businesses talk to people interested in getting a job. Often the representatives from organizations and businesses give out free promotional items such as the pens and can koozies that are shown in the picture to entice applicants and help them remember the company after the fair.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question: *What are employers looking for?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *How did you get your last job? Think about some of the dream jobs we just discussed—what skills and characteristics might employers want workers in these jobs to have? What is a job fair? Have you ever gone to a job fair? Would this be a good place to find a job?*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Tell students to choose a dream job for their group. They could choose a job that one or more group members may want to do in the future. Give students a minute to silently consider their answers to the question. Encourage them to think about both skills and characteristics that employers might look for. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the Unit Question. Encourage students to help one another.
4. Ask each group to choose a reporter to read their answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a class list that incorporates all of the answers. Post the list to refer back to later in the unit.

Background Note

LISTENING 1 page 5

Online job recruitment is standard practice these days. Most major companies include information about careers and job openings on their websites. The information can be found under a variety of headings, such as *Jobs at _____*, *Career Opportunities*, *Employment Opportunities*, or *Job Listings*. In addition, many employers accept online applications, and prospective employees can post résumés on general job-search sites.

Multilevel Option 1

LISTENING 1: Looking for a Job

A. VOCABULARY page 5

1. Put students in pairs to read each sentence and write the vocabulary word next to the correct definition.
2. Have partners compare answers. Elicit the answers from volunteers. Say each word and have students repeat it.
3. Then go over each sentence, discussing the vocabulary word. Elicit the part of speech and use the word in a new example sentence or context. For example: *Is career a noun or a verb? What's the difference between a job and a career?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I studied for a **career** in teaching. Good computer skills and organization are **requirements** for a secretary. Students take **basic** classes before they take advanced classes. It usually takes four years to earn a college **degree**. When you want a job, you have to complete an **application**.*

Have higher-level students complete the activity individually and then compare answers with a partner. Tell the pairs to write an additional sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 10

Employers from different cultures have different expectations in job interviews. In many countries, the applicant is expected to sell him or herself. This listening focuses on the skills that companies might look for and how applicants can demonstrate they have these skills. It's important for applicants to do some research about the local culture and the culture of the company at which they've applied so they are prepared to put their best foot forward as they interview.

Multilevel Option 2

LISTENING 2: The Right Skills for the Job

A. VOCABULARY pages 10–11

1. Direct students to read the words and definitions. Pronounce each word and have students repeat it.
2. Have students work with a partner to complete the sentences. Call on volunteers to read the completed sentences aloud.

MULTILEVEL OPTION

Group lower-level students and encourage them to help each other with the task. Assist as necessary. Assign one word to each higher-level student and ask him/her to write a sentence with it. Have the higher-level students put their sentences on the board and go over them as a class.

Expansion Activity 2

WORK WITH THE VIDEO page 13

1. After students have completed the activities on page 13, put students into pairs and tell them they are going to role-play a short conversation between a career counsellor and a client.
2. Point out that the video shares information about clients who want a new job and clients who want a promotion. Make a T-chart on the board with both options as the headings. As a class, brainstorm some advice based on the information in the video and also students' own experiences. Write the ideas in the T-chart. Also, if appropriate, provide the students with some sentence starters for giving advice, such as: *I think you should ...* and *You might want to ...*. Write the stems on the board.
3. Give students time to choose a situation (a client who is searching for a new job or a client who wants a promotion) and plan a short conversation.
4. Have the students act out their conversation in groups of two or three pairs of students. Monitor the conversations and discreetly make a note of some student errors to correct on the board after they finish.

Vocabulary Skill Note

DISTINGUISHING BETWEEN WORDS WITH SIMILAR MEANINGS page 14

1. Direct students to read the information and the dictionary entries.
2. Check comprehension: *What does career mean? What does work mean?*
3. Elicit examples of jobs that are usually careers (teacher, designer, engineer, health care worker).

Skill Note

Dictionary entries with example sentences can help students make the right word choices. Make a note of words with similar meanings that come up in class and direct students to look in the dictionary to find the difference between them. For additional practice, assign pairs of similar words to groups. Ask the groups to learn the difference in meaning, write sample sentences, and then share what they learned. Sample pairs include: *shy, quiet; earth, world; fluid, liquid; hear, listen; look, see; ride, drive*

Multilevel Option 3

B. COMPOSE page 15

1. Direct students to write the sentences.
2. Have students compare sentences with a partner. Then ask volunteers to write their sentences on the board. Correct them together as a class, focusing on the use of the vocabulary.

MULTILEVEL OPTION

Have higher-level students work with a partner to write a second sentence for each word. Support lower-level students by providing them with additional sentence frames. For *career, job*: *She has to study hard because she wants a _____ in medicine. He's tired at the end of the day because his _____ is difficult.* For *company, business*: *He enjoys working for a small _____. They are losing money because they don't understand _____.*

Grammar Note

PART 2: Simple past page 17

1. Read the information about forming the simple past with regular verbs. Provide and elicit additional examples for each spelling. For example, most verbs: *talked, called, interviewed*; verbs ending in *e*: *used, operated, hired*; verbs ending in *y*: *carried, tried, relied*.
2. Read the information about irregular verbs. Have students repeat the past tense forms. Elicit simple sentences using the verbs.
3. Read the information about negative statements. Point out that the base form of the verb is used with *didn't*. Elicit additional examples.

Skill Note

Help students memorize the irregular past tense forms by giving "pop quizzes" when you have a few spare moments in class. Say six to ten verbs in the base form and ask students to write the simple past. Alternatively, have students quiz their partners. One partner says the base form, and the other partner says the simple past.

Expansion Activity 3

SPEAKING SKILL: Ask for repetition and clarification page 21

1. To help students practice using the phrases spontaneously, conduct a mingle activity. Pass out index cards and ask students to write a sentence they might say on the telephone. For example, *Hi, I wanted to talk to you about your interview. Did you get the job at Baxter's? I'd like to talk to Mr. Stevens.*
2. Tell them they are going to mumble the last part of the sentence. Demonstrate with several of their sentences.

3. Have everyone stand and find a partner to say their sentence to (with a mumbled ending). The partner should respond with a request for repetition. After they have clarified each other's sentences, they move on to a new partner. Tell students to use each of the clarification phrases at least once.
4. Participate in the mingle and end the activity when everyone has had a chance to talk to at least four partners.

21ST CENTURY SKILLS EXPANSION

Asking for repetition or clarification is a crucial skill for language learners because it has a huge impact on the success of their interactions. Employers are looking for workers who show initiative and take responsibility for their own professional growth, a skill that requires knowing what information you need and how to ask for it.

It's important to provide learners with the language they need to ask for repetition and clarification. Learners also need opportunities to practice in order to really master this important communication skill.

After you have taught the expressions in the Speaking Skill section, encourage students to use them on a regular basis. Make a wall poster with the expressions on it, and whenever a student has a blank look, shakes her head to indicate she doesn't understand, or says *Repeat?*, point to the language on the poster and elicit the full request.

Expansion Activity 4

PREPARE AND SPEAK page 23

C. SPEAK

1. Have students review the Self-Assessment checklist on page 24 and notice what they should include in their role-play.
2. If your class is small, have students role-play their job interviews in front of the class.
3. Use the Unit Assignment Rubric at the end of this chapter to score each student's role-play.
4. Alternatively, divide the class into large groups and have students role-play their interviews for their group. Have listeners complete the Unit Assignment Rubric.

Unit Assignment Rubrics

Unit 1 Business

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Role-play a job interview with a partner.*

20 points = Interview element was completely successful (at least 90% of the time).

15 points = Interview element was mostly successful (at least 70% of the time).

10 points = Interview element was partially successful (at least 50% of the time).

0 points = Interview element was not successful.

Role-play a Job Interview	20 points	15 points	10 points	0 points
Student answered job interview questions easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used the simple past tense correctly.				
Student used vocabulary from the unit.				
Student asked for repetition and clarification appropriately.				
Student pronounced the past tense of regular verbs correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 26–27

The unit opener photo shows a sculptor carving a mask out of clay. Research suggests that creative activities help to keep our brains healthy because they divert our attention away from stress in our lives, and when we are being creative our neurotransmitters are heightened, which can reduce our feelings of pain.

Expansion Activity 1

UNIT QUESTION page 27

1. Introduce the Unit Question *Can we change our brains?* Ask related information questions or questions about personal experience to help students prepare for answering the more abstract Unit Question. *As people get older is it easier or harder to learn new things? How do we learn new things and how does the brain help us to do this? Do you think it's possible to train your brain to work more effectively? How?*
2. Tell the students *Let's start off our discussion by listing things that our brains do for us.* Elicit responses such as *learn new things, remember information, feel emotions, control our bodies, solve problems, etc.* Write the ideas at the top of the board as students think of them.
3. Model the activity for the students. Draw a timeline across the bottom of the board and label the left end with *birth* and the right end with *death*. Tell them they are going to make a time line of how our brain changes over time. As a class, choose one of the actions written on the board. For instance, if the students choose *control our bodies* you might write *learning how to walk* just after the birth label and *movements get slower* closer to the death label. Tell students to only make notes on their timeline and point out that their timeline doesn't need to be too specific or detailed.
4. Seat students in small groups and give each group a piece of poster-sized paper. Direct them to draw a time line from birth to death. Have them work together to log various actions along the timeline related to how our brains change as we age.
5. Hang the posters on the wall and have students circulate around the class, commenting on the differences and similarities of the timelines of other groups.

Background Note

LISTENING 1 page 29

As the listening points out, new technology has revealed that contrary to traditional thought on the matter, we can change our brains, even as we age. Some additional activities we can do to change our brains for the better include exercising, sleeping adequately, meditating, drinking coffee, reading, listening to music, and walking in nature.

Multilevel Option 1

LISTENING 1: Training the Brain

A. VOCABULARY page 29

1. Direct students to read the conversations and match the definitions to the underlined words.
2. Have partners compare answers. Elicit the answers from volunteers. Say each word and have students repeat it.
3. Ask questions to help students connect with the vocabulary: *What do you have **difficulty** understanding in English class? What is something you often **avoid** doing? What do you feel **positive** about?*
4. Ask the partners to read the conversations.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *It's nice to say **positive** things to people. I **avoid** fatty foods. The human brain is very **complex**. Van Gogh and Beethoven were **creative** people.*

After higher-level students have completed the activity, tell partners to write a sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

LISTENING 2 page 34

As the listening points out, what we eat does impact our brain health. In addition to eating brain-power foods, research also suggests we need to avoid certain unhealthy foods, especially those that are high in sugar and trans fats. Studies have linked both of these kinds of foods with poor memory and an increased risk of Alzheimer's disease.

Expansion Activity 2

WORK WITH THE VIDEO page 39

1. After students have completed the activities on page 39, tell them they are going to think about ways to stimulate a baby's brain and ways to stimulate an adult's brain.
2. Prepare a handout in advance that contains a T-chart with the column headings: *How to stimulate a baby's brain* and *How to stimulate an adult's brain*.
3. Put students into groups of three or four. Give them time to research advice for stimulating a baby's brain and stimulating an adult's brain. Tell them to use a computer or their smartphones and take notes in the T-chart. (They can look up information in English or in their L1; however, their notes should be in English.)

- Have students share the information they learn with the class. Encourage students to comment on similarities and differences in what they have learned.

Vocabulary Skill Note

WORDS IN CONTEXT page 40

- Direct students to read the information silently.
- Check comprehension: *What is context? How can it help you? What helps you understand the meaning of upset in the example?*

Skill Note

Point out to students that it's important for comprehension that they try to figure out the meaning of words from context rather than stopping and looking up words in their dictionary. Reinforce this in class. When students ask what a word means, review the context clues around the word and encourage them to guess, at least approximately, what the word means. (You may want to teach them the precise definition after they've made their guess.)

Multilevel Option 2

B. IDENTIFY page 41

- Direct students to read the instructions.
- Model the activity by doing the first item as a class.

MULTILEVEL OPTION

Group lower-level students and allow them to look at the audio script for support as they listen. (The visual support for listening will actually help them become stronger listeners if they are making sound/symbol correspondences as they listen.) Group higher-level students, and when they have completed the activity, have them look at the transcript and take turns dictating short sentences for their partner to write. (Again, this kind of bottom-up listening practice will help even strong listeners hone their listening skills.)

Grammar Note

PART 1: *Should* and *shouldn't* page 42

- Read the information about using *should* and *shouldn't*. Provide and elicit additional examples: *In the U.S., you shouldn't ask people how much money they make. You shouldn't ask adults how old they are. When you meet someone, you should shake hands firmly. Visitors should tip service people.*
- Check comprehension by asking questions: *What form of the verb do we use after should or shouldn't? What does should mean? What does shouldn't mean?* Point out that *should* and *shouldn't* don't change if the subject changes.

Skill Note

Modals like *should* can be confusing for students because they don't exist in many languages. Students can get used to using *should* and *shouldn't* with the context that is familiar to them—the classroom. Seat

students in small groups and ask each group to come up with a list of *shoulds* and *shouldn'ts* for English class. Elicit items from the lists and see if everyone agrees on appropriate English-class behavior.

Multilevel Option 3

C. DISCUSS page 44

- Seat students in small groups. Ask them to take turns reading one sentence at a time. Encourage group members to comment and ask follow-up questions. Write phrases and sentence frames on the board to help them: *That's interesting! I didn't know that. That's also true in _____ culture.*
- As a follow-up, call on individuals to share the most interesting sentence they heard in their group.

MULTILEVEL OPTION

Seat students in mixed-ability pairs. Direct them to come up with the sentences orally before writing them down. Ask the higher-level students to assist their lower-level classmates with spelling and grammar.

Pronunciation Note

SCHWA /ə/ SOUND page 45

- Read the information about the schwa. Write the example words on the board and underline the stressed syllable to demonstrate visually how the unstressed syllable has the schwa sound.
- Check comprehension. Write *offend* and *product* on the board and elicit the stressed syllable (*offend*; *product*). Point out that the other vowel is pronounced with the schwa sound.

Skill Note

The schwa is a useful way of demonstrating to students how crucial word stress is to the pronunciation of English. Whenever you teach a multisyllable word, ask students to identify the stressed syllable and point out vowels that are reduced to the schwa sound. Also point out the role of schwa in sentence stress. For example, *to* and *do* are pronounced with a long *u* out of context, but in a sentence, they are normally unstressed and pronounced with the schwa sound.

The sound /ʌ/ (as in the first syllable of *custom*) is slightly longer than the schwa sound, but at normal conversational speeds is often pronounced the same way.

Expansion Activity 3

PREPARE AND SPEAK page 48

C. SPEAK

- Remind students to review the Self-Assessment checklist on p. 48 before they give their presentations. Call on students to give their presentations to the class.
- Use the Unit Assignment Rubric at the end of this chapter to score each student's presentation.

- Alternatively, divide the class into large groups and have students give their presentations to their group. Have listeners complete the Unit Assignment Rubric.

21ST CENTURY SKILLS EXPANSION

Speaking from notes is something students may need to do in their professional lives as well as in their academic lives, but it can be nerve-wracking and difficult. Help them become comfortable with this important skill through extensive practice. Conduct short speech activities as you work through each unit. (This will usually help them prepare for the Unit Assignment as well.) Assign a very specific topic, for example, in this unit, *how to train your brain*. Pass out small notecards and direct students to plan a 30-second speech on the topic, writing no more than five or six words on the card. Then put the students in groups and have them deliver their mini-speeches to the group.

Unit Assignment Rubrics

Unit 2 Cognitive Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Give a presentation about ways people can change their brains.

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

Give a Presentation	20 points	15 points	10 points	0 points
Student spoke easily about ways to change the brain (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used <i>should/shouldn't</i> and <i>it's</i> + (<i>not</i>) adjective + infinitive correctly.				
Student used vocabulary from the unit.				
Student presented information from notes.				
Student correctly pronounced any words with the schwa sound.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 50–51

The photo shows a tour group on safari in the Serengeti Plain in Tanzania. They are watching elephants in the distance. Safaris are often a “bucket list” vacation location for people. They provide tourists with the opportunity to see “the Big Five” (lions, elephants, buffalo, leopards, and rhinoceroses) in their natural habitat. However, safaris can also be crowded and dangerous. Safari companies might hire poorly trained guides and idling vehicles can cause pollution.

Expansion Activity 1

UNIT QUESTION page 51

1. Introduce the Unit Question, *What is the best kind of vacation?* Label four pieces of poster paper (*Relaxing, Tourism, Nature, Other*) and place them in the corners of the room.
2. Ask students to read and consider the Unit Question for a moment and then stand in the corner next to the poster that best represents their answer to the question.
3. Direct the groups in each corner to talk amongst themselves about why they chose the answer they did. Tell them to choose a secretary to record ideas on the poster paper.
4. Call on volunteers from each corner to share the ideas with the class. Discuss whether any of the kinds of vacations students like could fall under more than one category.
5. Leave the posters up for students to refer back to at the end of the unit.

Background Note

LISTENING 1 page 54

The Great Wall of China was built out of different types of materials (earth, stones, wood, and brick) over more than a thousand years. The wall has always been difficult to maintain because of its length, and damage to the wall has accelerated in recent years due to increased tourism and the use of the wall’s materials as local building supplies.

The Galapagos Islands are home to many unique plants and animals. One is the giant tortoise for which the islands were named. In addition to the dangerous insects brought by tourists, many species of non-native plants and animals (including goats and cats) are destroying the habitats of the native populations.

Antarctica is the fifth-largest continent, but is almost completely covered by ice more than a mile thick. Its harsh climate means not many plants or animals can live there. There are no permanent human residents, either. Tourists primarily come by cruise ship or yacht to observe the penguins, seals, and birds that live along the coast.

Multilevel Option 1

LISTENING 1: Places in Danger

A. VOCABULARY page 54

1. Direct students to read the words and definitions. Pronounce each word and have students repeat it.
2. Have students work with a partner to complete the sentences. Call on volunteers to read the completed sentences aloud.
3. Have the pairs read the sentences together. Elicit any related words that students know, e.g., *danger, pollute, tourism*.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *Where is our local library? We can't swim in that water because of the pollution. Don't shake your soda can! We get a lot of tourists in this city.*

Have higher-level students complete the activity individually and then compare answers with a partner. Tell the pairs to write an additional sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Multilevel Option 2

SAY WHAT YOU THINK page 57

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group’s ideas, a reporter to share the group’s ideas with the class, and a timekeeper to watch the clock.
3. Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary.
4. Call on each group’s reporter to share ideas with the class.

MULTILEVEL OPTION

Assign group-work tasks according to the level of your students. Have higher-level students be group leaders and recorders and have lower-level students serve as timekeepers.

Background Note

LISTENING 2 page 60

Volunteer travel is a burgeoning field, and there are many organizations that coordinate this kind of travel to countries all over the world. Volunteer opportunities include working with children or the elderly and doing environmental, agricultural, health care, or construction work.

Expansion Activity 2

WORK WITH THE VIDEO page 64

1. After students have completed the activities on page 64, tell them they are going to have a debate about the advantages and disadvantages of introducing a tourism tax in places with a lot of tourists like Hawaii. Tell them that some places, such as Switzerland, Tanzania, and Bhutan, have started taxing tourists. The tax is added to hotel bills and tourist services.
2. Divide the class into two sides: "pro" tourism tax and "con" tourism tax. Within each side, put the students into groups of three or four. Give them time to brainstorm some possible effects of having a tourism tax that support their position. Ask them to think about different people who might be affected e.g., hotel and restaurant owners, people who live and work in the area. Encourage them to use ideas from the video as well as their own experience.
3. After several minutes, have the groups come together into two bigger groups again. Instruct them to share their ideas within their "pro" or "con" group so that they hear a number of different ideas and each student has something to say in the debate.
4. Seat the students on opposite sides of the class, so the "pro" viewpoint is facing the "con" viewpoint. Have the students take turns sharing ideas that support their side of the debate. Come to a consensus by asking students to vote with their feet and remain where they are or change sides at the end of the debate.

Vocabulary Skill Note

SUFFIXES -FUL AND -ING page 65

1. Read the information about suffixes.
2. Check comprehension: *What suffix can you use to change a noun into an adjective? A verb into an adjective?*
3. Point out that these suffixes can be used with many but not all verbs and nouns.

Skill Note

Additional *-ful* adjectives include: *powerful, truthful, harmful, tasteful, painful, helpful, thoughtful, and useful*. Some *-ing* adjectives that might be useful for the Unit Assignment include: *charming, comforting, entertaining, fascinating, inspiring, relaxing, surprising, and thrilling*.

Multilevel Option 3

B. COMPOSE page 66

Read the directions and have students work individually to write their sentences. If you have students who have never visited a tourist place, provide the option of writing about any place they have been to.

MULTILEVEL OPTION

Pair lower-level students for Activity A and allow them to help each other. Put the pairs in groups for Activity B and assist the groups as necessary with writing sentences.

Have higher-level students complete the activity individually and then compare their answers with a partner.

Grammar Note

BE GOING TO page 67

1. Read the introductory information and the first bullet point about affirmative statements.
2. Tell students what you're going to do tomorrow. Elicit statements from volunteers about what they are going to do tomorrow and tell other students to listen carefully.
3. Call on individuals to restate what their classmates are going to do. *Berto is going to play soccer. Kim is going to study for her test.*
4. Read the second and third bullet points about negative statements and contractions. Repeat the above procedure, this time asking students to say what they are not going to do. Elicit third person statements from other students: *Mee Soon isn't going to study tonight.*
5. Read the bullet points about question formation. Then call on volunteers to ask you *yes/no* questions about next weekend. After you've answered, call on other volunteers to ask you follow-up information questions with *be going to*.

Skill Note

Emphasize to students that *be going to* is the future form most commonly used to discuss plans. Some students have a tendency to overuse *will* for future because it's a simpler form. When you hear this, remind them to choose *be going to* for plans. Point out the use of *be going to* for future plans when it occurs in listening activities.

Expansion Activity 3

PREPARE AND SPEAK page 72

C. SPEAK

1. Direct students to review the Self-Assessment checklist before giving their presentations. Then have groups practice their presentations. Monitor and provide feedback on how students introduce each topic in their presentation.

2. Use the Unit Assignment Rubric at the end of this chapter to score each student's part of the presentation.
3. Alternatively, have each group present to another group. Have listeners complete the Unit Assignment Rubric.

21ST CENTURY SKILLS EXPANSION

Teaching students how to introduce topics helps them move beyond simple communication and into the realm of organizing their ideas. Whether they are speaking in a classroom or at a business meeting, the ability to organize and present their ideas coherently is essential. These small speech markers can help students develop organizational skills because using them forces students to ask themselves two important questions: 1) What are the topics I want to talk about? and 2) In what order do I want to present them?

Unit Assignment Rubrics

Unit 3 Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Plan a vacation for tourists and present a travel tour.*

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

Plan and Present a Travel Tour	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) about a travel destination and was easy to understand (spoke clearly and at a good speed).				
Student used <i>be going to</i> correctly.				
Student used vocabulary from the unit.				
Student clearly introduced new topics in the presentation.				
Student pronounced <i>be going to</i> correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 74–75

The photo shows a senior married couple who appear to be having a disagreement. They have serious facial expressions, and the man is turning away from the woman.

Expansion Activity 1

UNIT QUESTION page 75

1. Introduce the Unit Question, *Does body language tell the truth?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *What does a person who is relaxed look like? What about an angry person? What about a stressed person? What about a confident person?* As you ask these questions, encourage students to act out the emotions if they don't know the words, but also supply vocabulary (orally and by writing on the board) as necessary.
2. In advance, prepare some pictures of people exhibiting different body language and facial expressions, such as stressed, excited, angry, exhausted, relaxed, etc. You can find pictures in magazines or online. Hang them around the room with a piece of paper under each one.
3. Put students into pairs. Give each pair a marker or pen. Have them stand at a picture and write an adjective about what the person's body language and/or facial expression might be communicating. Remind students there is no "wrong" answer.
4. Have students move around the room to different pictures and write new adjectives on the pieces of paper. For instance, if one group writes *relaxed* and another group writes *sleepy*, the third group should write a different word. Continue until there are three or four adjectives on each piece of paper.
5. As a class, read through the adjectives. Ask students to explain why they think the adjectives are appropriate. For example, ask *What makes you think this person is relaxed?*
6. If time permits, have the students vote on the best adjective for each picture.

Background Note

LISTENING 1 page 76

During debates, it's important for the speakers to control their body language and facial expressions so they appear confident yet approachable. However, this can be difficult to do, even for adults with plenty of public speaking experience. In fact, experts refer to non-verbal communication as both an "art" and a "science." For instance, when debaters show disagreement by shaking their heads while their opponent is speaking, the audience is likely to view them negatively, even when the gesture is subconscious.

Multilevel Option 1

LISTENING 1: What's Behind a Face?

A. VOCABULARY pages 76–77

1. Direct students to read each sentence and write the vocabulary word next to the correct definition.
2. Have partners compare answers. Elicit the answers from volunteers. Say each word and have students repeat it.
3. Ask questions to help students connect with the vocabulary: *Can you describe how your car looks?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *A professional does work for money. I like to play basketball, but I'm not a professional. I just do it for fun. She knew something was wrong because her sister looked very unhappy.*

After higher-level students have completed the activity, tell the pairs to write a new sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO page 79

1. After students have completed the activities on page 79, tell them they are going to watch the video again and practice using some of the vocabulary to describe body language.
2. Put the students into pairs and give each pair a whiteboard (these can be made with page protectors and cardstock if whiteboards are not available in your teaching context), a whiteboard marker, and a whiteboard eraser or paper towel.
3. Play the video again. Pause it on different people in the video and have students write down what they think the person might be feeling and one body language clue that leads them to draw that conclusion. For instance, at 0:02, the students see boys playing around. They might write *happy* and the body language clue *smiling*. See below for some other suggested possible examples.
 - 0:10 – serious – looking down, not smiling, writing
 - 0:23 – scared – covering their faces
 - 0:52 – unhappy – frowning
 - 1:00 – confident – smiling, standing up straight
 - 1:26 – nervous – looking down, touching her hair
 - 1:38 – worried – crinkled forehead, biting fingernails
 - 2:11 – nervous – exhaling, drinking water
 - 2:28 – happy – smiling, nodding

- 3:08 – worried – head in her hands
 - 3:13 – excited – jumping, cheering, covering her face, smiling
4. Give a point to each pair that has written an original (and appropriate) answer. For example, if several groups wrote *smiling*, but only one group wrote *jumping*, the more original answer gets a point.

Background Note

LISTENING 2 page 83

As the listening states, police officers regularly rely on reading a suspect's body language to determine if he/she is lying or telling the truth. However, some experts argue for caution when making assumptions based on a person's body language. Some facial expressions and gestures are unique to a person. Also, sometimes suspects can control their gestures and "fake" telling the truth. Generally, the more experience a police officer has, the better he/she gets at reading body language.

Vocabulary Skill Note

SYNONYMS page 86

1. Direct students to read the information and the dictionary entry silently.
2. Check comprehension: *What is a synonym? What is a synonym for the word funny?*

Skill Note

Because many synonyms have different usages or collocations, it's a good idea to focus on this skill as a receptive (listening and reading) skill, i.e., don't encourage students to always look up synonyms to use in their writing.

When you teach new vocabulary, elicit any synonyms that students already know. Have them practice with a card-exchange game. On each card, write a word that students will know a synonym for. Then give a card to each student. Have them mingle, asking, *What's a synonym for _____?* When they find a partner who can answer their question, they should exchange cards and move on to a new partner.

Grammar Note

SIMPLE PRESENT FOR INFORMAL NARRATIVES page 88

1. Read the information about using the simple present for informal narratives.
2. Explain that the simple present makes the story sound more immediate.
3. Have students repeat the simple present verbs in the story. Elicit the reason for the *-s/-es* ending (third person singular).

Skill Note

It's important that students consistently use the simple present when they tell a story because they will lose the desired effect if they keep switching from present to past. The main difficulty students will have with the simple present is remembering to pronounce the

third-person *-s*, so monitor and provide feedback on pronunciation. Tell students to listen for the simple present when they hear people telling stories.

Pronunciation Note

SIMPLE PRESENT THIRD PERSON *-S/-ES*

page 90

1. Read the information about third person *-s* and *-es*.
2. Provide additional examples, e.g., /z/: *loves, knows*; /s/: *speaks, gets*; /əz/: *pushes, matches*.
3. Play the audio and have students repeat.

Skill Note

Dropping the third person *-s* is a common pronunciation error. Students may not yet be at an appropriate stage to master this grammar. Continue to provide consistent modeling and correction for this error. Because it doesn't interfere with comprehension, students probably won't get feedback about it outside of class.

Multilevel Option 2

A. IDENTIFY page 91

1. Have students read the instructions. Pair higher-level and lower-level students together to complete the activity.
2. Circulate as the students underline the simple present tense verbs and identify the sound of the final *-s/-es* ending.

MULTILEVEL OPTION

Have lower-level students circle or highlight the letter that makes the sound before the final *-s/-es* ending. (Students often struggle with choosing the correct phoneme before the *-s/-es* ending, so adding a step which encourages them to focus on the sound can be very helpful.) Have higher-level students answer the question *What happens next?* in one of the stories. Tell them that the stories haven't finished yet, and encourage them to be creative and use their imaginations. Remind them to pronounce the final *-s/-es* ending correctly as they co-write their endings with their partner.

Multilevel Option 3

PREPARE AND SPEAK page 95

B. ORGANIZE IDEAS

1. Have students work individually to make notes about their stories and to mark the places where they can use facial expressions and body language.
2. Monitor and provide feedback about the use of the present tense.
3. Remind students that practice is an important part of preparation. Have them practice their stories with a partner and give each other feedback on eye contact, facial expressions, and body language.

MULTILEVEL OPTION

Group lower-level students and assist this group by providing feedback on their note-taking and practice. While you are working with the lower-level group, ask the higher-level students to practice their stories with several different partners.

Expansion Activity 3

PREPARE AND SPEAK page 96

C. SPEAK

1. Direct students to look over the Self-Assessment checklist on p. 96. Remind students about making eye contact, using facial expressions and body language, and using the simple present.
2. Call on students to tell their stories to the class.
3. Use the Unit Assignment Rubric at the end of this chapter to score each student.
4. Alternatively, divide the class into large groups and have students tell their stories to their group. Have listeners complete the Unit Assignment Rubric.

21ST CENTURY SKILLS EXPANSION

The use of eye contact, pauses, and tone of voice is necessary not just for telling stories, but for all dynamic speaking, both socially and professionally. Whether students are speaking in a job interview, giving a presentation, talking in a meeting, interacting with customers, or chatting with native English speakers, mastery of these skills will help them come across as confident and competent speakers.

In some cultures, lowering the eyes when speaking to an authority figure is considered a sign of respect. It's important that students understand that in many other countries, the opposite is true. Unwillingness to look someone in the eye may be interpreted as restlessness, dislike, or dishonesty.

Unit Assignment Rubrics

Unit 4 Physiology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Tell a personal story or describe a scene.*

20 points = Story was completely successful (at least 90% of the time).

15 points = Story was mostly successful (at least 70% of the time).

10 points = Story was partially successful (at least 50% of the time).

0 points = Story was not successful.

Tell a Personal Story or Describe a Scene from a Book, Movie, or TV Show	20 points	15 points	10 points	0 points
Student told the story easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used the simple present tense correctly.				
Student used vocabulary from the unit.				
Student used eye contact, facial expressions, and body language to effectively tell the story.				
Student correctly pronounced third person <i>-s/-es</i> .				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 98–99

This photo shows an excited baseball team celebrating a win. The picture reveals the elation that the team members feel—they are jumping and smiling—and also the sense of camaraderie that playing on a sports team creates. Perhaps it's not a fluke that this team has won their game. Research shows that groups that get along and develop close bonds are actually more successful than groups that see themselves as a loose collection of individuals.

Expansion Activity 1

UNIT QUESTION page 99

1. Introduce the Unit Question, *Why do we enjoy sports?* Ask related information questions or questions about personal experience to help students prepare for answering the more abstract Unit Question. *How do you feel when you play sports? How do you feel when you watch sports? Who do you play or watch sports with?*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage them to help each other.
4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all the answers. Post the list to refer back to later in the unit.

Background Note

LISTENING 1 page 101

E-sports are a billion-dollar industry. The most common kinds of video games associated with e-sports involve violence, such as multiplayer online battle arena (MOBA) and first-person shooter fighting. However, digital collectible card games are also very popular. Current estimates have the total audience of e-sports at 454 million viewers. About 85% of the viewers are male and between 18 and 35 years of age. Most e-sports competitions take place in South Korea, Europe, North America, and China.

Expansion Activity 2

WORK WITH THE VIDEO page 102

1. After students have completed the activities on page 102, tell them they are going to ask each other questions about more sports in which technology is having a big impact.

2. As a class, brainstorm some technology that has recently impacted sports, such as Video Assisted Referees (VAR) in American football and soccer, smart helmets that alert football players to concussions, the use of data analytics for coaching and training decisions, smart watches for athletes, etc. As students share their ideas, write them on the board.
3. Give the students time to choose three of the technological advances the class brainstormed in step 2. On a piece of paper, instruct the students to draw a chart with three columns. Have them title the columns: *Sports Technology, Good, and Bad*. Tell them to write their choice of three of the technological innovations in the left column.
4. Model how to ask whether or not a person thinks something is a good idea. Say, *Do you think using smart helmets is a good idea?* Write it on the board.
5. Instruct the students to interview five (or more, if time permits) other students, asking if they think the sports technology in the chart will positively or negatively impact its sport. While they are circulating, have them keep track of how many students think the technology is good and how many are against it.
6. Have students return to their seats and share their findings. Encourage discussion about different opinions and ask students to give reasons.

Background Note

LISTENING 2 page 106

Hockey is the official winter sport of Canada while lacrosse is the official summer sport. In Japan, traditional sports such as sumo wrestling and martial arts such as judo, karate, and modern kendo are still practiced. However, western sports such as baseball, soccer, and racing are popular today.

Vocabulary Skill Note

USING THE DICTIONARY page 109

1. Direct students to read the information and the dictionary entry silently. Ask *Which definition is "something that is good or helpful"? Which one has to do with work?*
2. Check comprehension: *Why is definition 1 the best definition for this sentence?*

Skill Note

Point out to students that the sample sentences and the information about part of speech in the dictionary can be very useful in determining which definition is the right one.

Multilevel Option 1

B. DISCUSS page 110

1. Have partners compare answers.
2. Go over the answers as a class. Elicit any context clues in the sentences that helped students choose the correct meaning.

MULTILEVEL OPTION

Seat lower-level students together and help this group complete the activity. While you are working with lower-level students, ask higher-level students to choose one or two of the words from Activity A and write a sentence using another definition.

Grammar Note

GERUNDS AS SUBJECTS OR OBJECTS page 111

1. Read the information about gerunds as subjects.
2. Check comprehension by writing several gerund subjects on the board (*Walking _____*, *Exercising _____*, *Learning English _____*) and eliciting sentence completions (*is good for you, is difficult, is fun*).
3. Ask: *Is a gerund a noun or a verb?*
4. Read the information about gerunds as objects.
5. Check comprehension by writing *I like _____* and *I don't like _____* on the board and eliciting sentence completions.

Skill Note

Students may confuse gerunds with present continuous verbs. Write a mixture of present continuous sentences and gerund as subject or object sentences on the board and have students identify the *-ing* form. For example, *He is playing sports. Playing sports is fun. I love playing sports.* Point out that when the *-ing* form is part of a verb phrase, it's always preceded by a form of *be*.

Multilevel Option 2

C. APPLY page 112

1. Ask students to take turns reading their sentences with a partner.
2. Call on volunteers to write sentences on the board. Correct them together, focusing on the use of gerunds.

MULTILEVEL OPTION

Seat students in mixed-ability pairs. Direct them to come up with the sentences orally before writing them down. Ask the higher-level students to assist their lower-level classmates with spelling and grammar.

Pronunciation Note

INTONATION IN QUESTIONS page 113

1. Read the information about intonation in questions and play the audio examples.
2. Have students repeat the questions.

3. Check comprehension by asking questions: *Does your voice rise or fall on the first choice? And what about on the second choice?*

Skill Note

Intonation is often an important clue for the listener. In the case of questions with two choices, it's a clue that two options are coming. Have students practice questions of choice by asking about items on their desks. *Do you want the pencil or the pen? Would you like the book or the dictionary?* As they practice, monitor and provide feedback on intonation.

Multilevel Option 3

A. COMPOSE page 114

1. Direct students to read the topics in the box.
2. Ask them to write questions about three of the topics using the phrases from the box on p. 114.
3. Monitor and provide feedback on the questions.

MULTILEVEL OPTION

Ask higher-level students to write questions for all of the topics. Help lower-level students write their three questions.

Expansion Activity 3

PREPARE AND SPEAK page 118

C. SPEAK

1. Direct students to look at the Self-Assessment checklist before they begin their interviews. Read the directions. Seat two groups together and demonstrate asking the first question of every interviewee and then having another group member ask the second question.
2. Have the groups conduct their interviews in front of the class and use the Unit Assignment Rubric at the end of this chapter to score each student's performance in the interview.
3. Alternatively, give each student a Unit Assignment Rubric and assign an "evaluator" for him or her to pay special attention to during the activity. Have them complete the rubric for that person.

21ST CENTURY SKILLS EXPANSION

Employers are always looking for employees who are team players, and one of the basics of working well with others is being able to share opinions. In a collaborative workplace, being able to ask others for their opinions is as important as being able to politely express your own. Teaching students how to ask for and give opinions establishes the foundation they need to politely share ideas.

Point out to students that in team-oriented work and study environments, it's important to get the contributions of every member of the team so that everyone's strengths and talents can benefit the group. Students (or workers) who don't solicit the opinions of others may be seen as disinterested.

Unit Assignment Rubrics

Unit 5 Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Interview classmates about sports preferences and answer questions about your own.

20 points = Interview element was completely successful (at least 90% of the time).

15 points = Interview element was mostly successful (at least 70% of the time).

10 points = Interview element was partially successful (at least 50% of the time).

0 points = Interview element was not successful.

Interview a Group About Sports Preferences	20 points	15 points	10 points	0 points
Student spoke easily and clearly (without long pauses or reading) while asking and answering questions about sports preferences.				
Student used gerunds as subjects and objects correctly.				
Student used vocabulary from the unit.				
Student asked for and gave opinions.				
Student used correct intonation in questions of choice.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 120–121

The photo shows a woman in a textile storage area. Research tells us that creative people make decisions differently than people who are not as creatively inclined. MRI tests demonstrate that creative brains (such as those belonging to artists) are more adept at thinking about the distant future. This ability is key to making decisions that result in delayed gratification and, some would argue, are better in the long run.

Expansion Activity 1

UNIT QUESTION page 121

1. Read the Unit Question aloud: *How do we make decisions?* Draw special attention to question 2. Ask students *What kinds of big decisions have you made in your life? Did you get advice from anyone? Who helped you to make the decision?*
2. Ask students *Who do we go to when we need help to make a big decision?* As a class, brainstorm a short list of four or five people, for instance, parents, teachers, salespeople, friends, researchers. Write each person from the list on a separate piece of paper. Also, write the word *other* on a piece of paper. Hang the paper in different corners or places around the classroom.
3. Tell students to think of a big decision they have made and who helped them. Instruct them to stand up and move to the appropriate paper. Monitor the groups and encourage students to move to another paper if any groups are significantly bigger or smaller than the others. (However, some disparity is fine; the groups don't need to be of equal size.)
4. Give students time to talk about the decision and how the person helped them to make it.
5. Come together as a class and ask for volunteers to share a story for each paper.

Background Note

LISTENING 1 page 123

Being a social media influencer has actually become a job for some people. In recent years, companies have spent billions of dollars on social media marketing, much of it going to promote their products through popular social media personalities. However, companies need to be careful that the influencers they choose to do business with are a good match for their companies, and the influencers need to make sure their online presence isn't compromised by blatant product placement.

Multilevel Option 1

LISTENING 1: Marketing Strategy

A. VOCABULARY page 123

1. Direct students to read each sentence and write the vocabulary word next to the correct definition. Remind them to look for context clues.
2. Have partners compare answers. Elicit the answers from volunteers. Say each word and have students repeat it.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *The survey had a lot of questions. According to my mother, I don't eat enough.*

Assign one word to each higher-level student and ask him or her to write a sentence with it. Have the higher-level students put their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 129

Humans are social beings, so we are susceptible to being influenced by others. Research shows that being with people who share our opinions actually makes us more extreme in our views. In addition, from the moment we are born, we learn what is "right" by observing those around us. Therefore, it's not surprising when we are affected by a crowd's behavior.

Expansion Activity 2

WORK WITH THE VIDEO page 133

1. After students have completed the activities on page 133, tell them they are going to make a decision using decision theory.
2. Find a menu (ideally but not necessarily in English) from a restaurant or find one online before class. Alternatively, you can create your own menu. The menu should have several options for starters, main courses, sides, desserts, and drinks. Project it or make copies for the students.
3. Model the theory using a think-aloud process. Tell students that you are going to go to this restaurant for dinner. Say, for example, *I need to make a decision about what I will order. Decision theory tells me to make the big decision first. My big decision is that I want to eat something healthy for my main course. Write "eat something healthy" on the board. Say What are three healthy options for a main course on this menu? Write three healthy options from the choice of main courses on the board. Then go on to explain out loud and write your smaller decisions on*

the board, such as your choice of side dish, starter, dessert, or drink from the menu.

- Brainstorm possible big decisions students might make about dinner, such as eat something delicious; eat a healthy dinner but a special dessert; eat something big to fill up; spend as little money as possible; eat something environmentally sustainable; etc.
- Give students time to make their own big decisions. Have them make a note of their big decision. Then encourage them to write down their smaller decisions.
- Once students have made their dinner decisions, put them into pairs and tell them to explain their thought process to their partner.

Vocabulary Skill Note

PERCENTAGES AND FRACTIONS page 134

- Direct students to read the information about percentages and fractions.
- Check comprehension: *What fraction is twenty-five percent? What percentage is one-third?*

Skill Note

In everyday conversation, we usually use fractions when discussing physical things: *She drank half the coffee; A quarter of the students are from Korea.* It's more common to use percentages when talking about prices and numbers: *The shoes are 25% off; He got 90% of the answers correct.* Percentages are also used when more precise numbers are needed: *Twenty-three percent of the population vs. Around a quarter of the population.*

Grammar Note

CONJUNCTIONS AND AND BUT page 136

- Read the information about using *and* and *but*. Draw students' attention to the punctuation, pointing out that the comma usually translates to a pause in speaking.
- Check comprehension. Write a sentence with two possible endings on the board: *She cheated on her test—she got caught/she failed it anyway.*
- Ask students to connect the second part to the first using *and* or *but*.

Skill Note

But and *and* are coordinating conjunctions which combine two independent clauses. A comma should be used before the conjunction. The complete set of coordinating conjunctions is *for, and, nor, but, or, yet, so* (FANBOYS), but at this level, students will probably only use *and, but, or, and so*.

Multilevel Option 2

B. COMPOSE page 137

- Have partners read their sentences together.
- Ask volunteers to write sentences on the board. Correct them together, focusing on the use of *and* and *but*.

MULTILEVEL OPTION

Group lower-level students and assist this group. Elicit sentence completions orally before students write. If higher-level students finish early, tell them to go back and write a new ending for the sentences using the other conjunction.

Pronunciation Note

LINKING CONSONANTS TO VOWELS page 137

- Read the information about linking. Play the audio and have students repeat the phrases.
- If students are having trouble linking the words, try writing them on the board with the consonant attached to the second word, like this: *qui zanswers, fal sinformation.*
- Have them repeat the phrases again.

Skill Note

Linking is an important part of producing fluid, natural-sounding English. Point out to students that although they will still be understood, if they do not use linking, their English will sound less fluent.

Multilevel Option 3

A. GATHER IDEAS page 140

- Elicit a few examples of *yes/no* and multiple choice questions. Then ask students to write five questions for their survey.
- Explain that the purpose of asking a partner the questions at this point is to test the questions to see if there are any problems.
- Write the following questions on the board to help students evaluate their surveys. *Does your partner understand your questions? Does he/she think your answer choices make sense? Are all of your questions different (i.e., not asking for the same information with different words)?*

MULTILEVEL OPTION

Allow lower-level students to refer to the phrases on p. 138 when they present their survey results. After they present, have higher-level students share their opinions or analysis of what the results show.

Expansion Activity 3

PREPARE AND SPEAK

C. SPEAK page 140

- Direct students to look at the Self-Assessment checklist. Briefly review the phrases for sourcing information from p. 138 and the information about linking consonants to vowels on p. 137.
- Group students and give each group member a copy of the Unit Assignment Rubric at the end of this chapter. Have each student evaluate one other member of the group.

- Alternatively, have the class listen as each student presents results and use the rubric to score each student's presentation.

21ST CENTURY SKILLS EXPANSION

Referring correctly to sources is a very important academic skill that is required for research papers and oral reports. However, students will also make use of this skill in future professional settings. When trying to be persuasive or show a solid foundation for one's thoughts, demonstrating background knowledge by sourcing information can make the difference between a weak and a strong argument.

Unit Assignment Rubrics

Unit 6 Marketing

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Survey classmates about how they make decisions.*

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

Report on a Class Survey	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) when presenting survey results and was easy to understand (spoke clearly and at a good speed).				
Student used <i>and</i> and <i>but</i> correctly.				
Student used vocabulary from the unit.				
Student used phrases to source information.				
Student correctly linked consonants to vowels.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 142–143

The photo shows a teenager at an environmental protest in Washington, D.C. Increasingly around the world, teenaged activists are leading the charge for action on climate change. In recent years, thousands of schools in over 130 countries have seen students strike in an effort to demand political action on environmental issues. They are demanding more aggressive targets for reducing greenhouse gases and for governments to prioritize climate friendly policies.

Expansion Activity 1

UNIT QUESTION page 143

1. Read aloud the Unit Question *Can young people change the world?* Ask related information questions or questions about personal experience to help students prepare for answering the more abstract Unit Question. *Why might people want to change the world? How can people try to make these changes happen? Do you think young people want to change the world more or less than older people? Why?*
2. Write the Unit Question at the top of a sheet of poster paper. Below it, add the words *Yes* and *No*.
3. Elicit students' initial answers to the Unit Question and write each student's name under *Yes* or *No*.
4. Put students into groups of three or four. Try to have a mixture of opinions in each group if possible. Ask students to explain their reasons for their opinions to their groups.
5. After groups have concluded their discussion, ask students if anyone wants to change their mind about their original opinion and mark the changes on the poster paper. Post the list to refer back to later in the unit.

Background Note

LISTENING 1 page 144

Young people around the world participate in summer learning experiences; however, they are especially important in North America, as they give university-bound teenagers networking and skill-building opportunities. In addition, they look great on a university application. However, many programs are expensive, allowing only privileged teenagers to attend, and some children find it hard to be away from their families for extended periods of time.

Multilevel Option 1

LISTENING 1: Looking for leaders

A. VOCABULARY page 144

1. Direct students to read the words and definitions. Pronounce each word and have students repeat it.

2. Have students work with a partner to complete the sentences. Call on volunteers to read the completed sentences aloud.
3. Ask questions to help students connect with the new vocabulary: *What is an offer you **accepted** recently? What is something you **changed your mind** about? What part of learning English do you find **especially difficult**?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task as necessary. Assign one word to each higher-level student and ask him or her to write a sentence with it. Have the higher-level students put their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words or expressions rather than grammatical issues.

Background Note

LISTENING 2 page 151

A life coach is a personal consultant who works with individuals to achieve specific goals. They are not psychologists or counselors and do not diagnose or treat mental health issues. They help people with their careers, families, relationships, and financial issues using methods that include weekly meetings, journal-writing, progress updates, and other strategies borrowed from the corporate world.

Expansion Activity 2

WORK WITH THE VIDEO pages 154–155

1. After students have completed the video activities on pages 154–155, tell them they are going to identify an environmental problem and suggest a technological solution to it, just as the students in the contest did.
2. Put the students into groups of three or four. Tell them to work together to select a problem related to climate change, identify two communities (areas, states, or countries) that share the same problem, and suggest a viable technological solution for the problem.
3. Circulate and encourage students as necessary.
4. Encourage groups to share their ideas briefly with the class.

Vocabulary Skill Note

VERB–NOUN COLLOCATIONS page 156

1. Direct students to read the information about verb-noun collocations.
2. Check comprehension: *What nouns go with change? What nouns go with make? What verbs go with advice? What verbs go with goal?*

Skill Note

Knowing collocations can help students better understand how a word is used. Although a collocations dictionary may be difficult for students of this level to use, it is an excellent tool for the teacher. When you teach a new word, look it up in a collocations dictionary to see how it is most commonly used. Teach students the most important collocations for the new words they learn.

Multilevel Option 2

B. COMPOSE page 157

1. Refer students to the chart on p. 156 and elicit a sample question from a volunteer.
2. Have students work individually to write the questions. Monitor and provide feedback.

MULTILEVEL OPTION

Group lower-level students and assist this group. Elicit questions orally before students write. Allow everyone to write the same questions.

Have higher level students work independently. Encourage them to write extra questions.

Grammar Note

IMPERATIVE OF *BE* + ADJECTIVE page 158

1. Read the information about using the positive and negative imperative of *be* with adjectives. Provide and elicit additional examples: *Be quiet. Don't be angry.*
2. Read the information about adding *to* + infinitive after an adjective to give more detailed advice.
3. Check comprehension by asking questions: *What form is the main verb? How do we make an imperative negative? Why do we add to + infinitive?*

Skill Note

Students may have trouble forming the negative of the imperative, so they will benefit from explicit instruction and support. Common errors include *No be angry, No you be angry, No you angry*, etc. Students may also need to be reminded that the imperative is a way to give very strong advice, especially in the positive form, and that they might want to use caution when using it.

Multilevel Option 3

C. APPLY page 159

1. Have students read the instructions.
2. Put students into pairs and give them time to take turns giving each other advice. Circulate and correct as appropriate.
3. Ask volunteers to share any particularly good advice that they received.

MULTILEVEL OPTION

Group lower-level students. Allow them time to look at the skill box on page 158. If any are finding the activity particularly challenging, encourage them to write the advice before they say it. Encourage higher-level learners to supplement the advice in the text with their own advice.

Pronunciation Note

CONTENT WORD STRESS IN SENTENCES

page 159

1. Read the information about content word stress.
2. Play the example sentences on the audio. Ask students to repeat the sentences.
3. Ask volunteers to say the sentences for the class. Provide feedback on content word stress.

Skill Note

Content words in sentences can be stressed by pronouncing them more loudly, at a higher pitch, and by lengthening them. Help students identify and practice word stress by exaggerating. Say the sentences on page 159, first pronouncing the stressed words loudly, then saying the stressed words at a higher pitch, and finally pronouncing them with exaggerated length. Have students repeat.

Expansion Activity 3

PREPARE AND SPEAK

C. SPEAK page 164

1. Direct students to look at the Self-Assessment checklist. Briefly review the phrases for checking for listeners' understanding on p. 161. Remind students about the importance of stressing content words.
2. Have students practice giving the instructions to a partner.
3. Ask partners to refer to the Self-Assessment checklist as they give each other feedback.
4. Group students and give each group member a copy of the Unit Assignment Rubric at the end of this chapter. Have each student evaluate one other member of the group as he or she presents.
5. Alternatively, have the class listen as each student gives their instructions and use the rubric to score each student's presentation.

21ST CENTURY SKILLS EXPANSION

In the professional world, checking for understanding is a vital part of being a successful communicator. By learning to check for understanding, students can ensure that they are delivering their message with clarity and can identify anything they aren't explaining well. Additionally, checking for understanding eliminates miscommunication and ensures that everyone is on the same page, which is especially important in busy professional environments with no room for error. Whether learners are talking to classmates, co-workers, employers, or customers, a simple check for understanding will help them get their message across.

Unit Assignment Rubrics

Unit 7 Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Give instructions on how to change a habit to make a difference in the world.

20 points = Presentation element was completely successful (at least 90% of the time).

15 points = Presentation element was mostly successful (at least 70% of the time).

10 points = Presentation element was partially successful (at least 50% of the time).

0 points = Presentation element was not successful.

Give Instructions	20 points	15 points	10 points	0 points
Student gave instructions on changing a habit and spoke easily (without long pauses or reading) and clearly.				
Student used <i>be</i> + adjectives correctly.				
Student used vocabulary from the unit.				
Student checked for listeners' understanding.				
Student stressed content words in sentences.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 166–167

The unit photo shows two men about to tandem skydive out of a small plane. They are strapped together because the man at the front is a novice skydiver who has not taken the special training that would allow him to safely skydive solo. The man at the back is an experienced skydiving instructor. His job is to make sure the customer gets down safely. Due to precautions like this, skydiving is less dangerous than many people think. Experts estimate that skydivers have only a 0.006% chance of dying in a skydive, compared with a 0.01% chance of dying in a car accident.

Expansion Activity 1

UNIT QUESTION page 167

1. Introduce the Unit Question *When is it good to be afraid?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *When was the last time you were afraid of something? What happens to your body when you feel scared? What are some things that people are often afraid of?*
2. Elicit different fears and list them on a piece of poster paper.
3. Ask: *Is it good to be afraid of all of these things? When is it good to be afraid of these things? Which of these fears is reasonable/unreasonable?*

Background Note

LISTENING 1 page 170

Listening 1 mentions the most common phobias, those regarding spiders, snakes, high places, and small spaces. Some other common phobias include: thunder and lightning, injections, social situations, flying, and germs or dirt.

English speakers also often use the word *phobia* to exaggerate a desire to avoid something: *He's got a dishwashing phobia.*

Multilevel Option 1

LISTENING 1: The Science of Fear

A. VOCABULARY page 170

1. Direct students to read the words and definitions. Pronounce each word and have students repeat it.
2. Have students work with a partner to complete the sentences. Call on volunteers to read the completed sentences aloud.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I feel **anxiety** when my son stays out late. When you **panic**, your heart beats very fast and you can't think clearly. Flying makes me nervous, but it's not a **phobia**—I still get on an airplane every summer.*

After higher-level students have completed the activity, tell the pairs to write a sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 175

Many people suffer from mild phobias that do not significantly disrupt their lives. However, people with strong phobias may require help from a doctor or therapist. The most common treatment, called "systematic desensitization" involves slowly exposing the patient to the object of fear in a sequence of steps. The patient first looks at or draws the feared object and then gets close to it. For example, someone with a fear of dentists might first just sit in the waiting room without going in for a treatment. Once the patient is comfortable with each step, the person moves on to the next step until he or she is completely participating in the feared activity.

Expansion Activity 2

WORK WITH THE VIDEO page 179

1. After students have completed the activities on page 179, ask them what they think they would do if they saw a snake while they were walking in the jungle or forest, as shown in the video. Ask them if they would choose the fight (try to kill the snake) or flight (turn and run away) response.
2. Brainstorm some dangerous situations that might provoke a fight or flight response. Some possible ideas might include hearing a noise in your house at night, a growling dog in the street, a shark fin appearing in the water when you are swimming, hearing footsteps behind you on a dark street, etc. (If this is potentially upsetting for students, consider brainstorming dangerous situations they have seen in movies, such as a zombie apocalypse, an alien invasion, or situations from action movies to bring some distance to the brainstorming.)
3. Have the students each choose a dangerous situation from the brainstormed list or create their own. Have them write a sentence or two describing the situation on a piece of paper and then make a T-chart below the sentence with the headings *fight* and *flight*.

- Instruct the students to survey their classmates to get a sense of whether people think it's smarter to run away or fight in the situation.
- Encourage volunteers to share their results with the class.

Vocabulary Skill Note

IDIOMS AND EXPRESSIONS page 180

- Direct students to read the information silently.
- Check comprehension: *What is an idiom or expression? Why is it important to learn them?*

Skill Note

The sheer number of idioms and expressions in English can be overwhelming for students. Advise them to learn idioms by noting down the ones they encounter, looking up their meanings, and paying attention to how they are used.

Point out that when it comes to using idioms, it's important that every word is correct—idioms cannot be approximate. For example, *Please get a seat* or *I'm completely ears* sounds very odd.

Grammar Note

SO AND SUCH WITH ADJECTIVES page 181

- Read the information about using *so* and *such* for emphasis.
- Check comprehension by asking questions: *Why do we use so or such? Which one do I use with a noun? Does so come before the adjective or after it?*

Skill Note

In addition to being used as synonyms for *very*, *so* and *such* are often accompanied by a *that* clause to show result. *I was so scared that my hands were shaking. It was such a scary program that I had nightmares.*

Multilevel Option 2

B. COMPOSE page 181

- Direct students to work individually to write the sentences.
- Call on volunteers to read their sentences.

MULTILEVEL OPTION

Encourage lower-level students to refer to the skill box for support, and allow students to use their dictionaries as necessary. Have higher-level students extend their sentences with a *that* clause: *I was so scared that I ran away.*

Pronunciation Note

LINKING VOWEL SOUNDS WITH

/w/ OR /y/ page 182

- Read the information about linking vowel sounds with /w/ and play the examples on the audio.
- Have students repeat the examples. Provide more examples to practice: *too easy, no exit, go in.*

- Follow the same procedure with linking vowels with /y/ and provide additional examples: *he asked, free entry, why are.*
- Check comprehension. Write word pairs on the board and ask students to identify which are linked with /w/ and which are linked with /y/: *who are, why is, so is, we are, you always.*

Skill Note

Point out to students that although they can be understood even if they don't link sounds correctly, linking is an important part of fluid, natural-sounding English. You may want to remind students of the other linking they practiced (consonants to vowels on p. 137).

Expansion Activity 3

PREPARE AND SPEAK

C. SPEAK page 186

- Direct students to look at the Self-Assessment checklist. Refer students to the vocabulary on pp. 170 and 176, the use of *so* and *such* on p. 181, and the phrases for expressing emotion on p. 183.
- Have students practice telling their stories to a partner. Ask partners to refer to the Self-Assessment checklist as they give each other feedback.
- Put students into groups and give each group member a copy of the Unit Assignment Rubric at the end of this chapter. Have each group member tell their story to the group. Remind students that they should respond to the person telling the story. Have each student evaluate one other member of the group. Point out that they need to evaluate the person as a speaker (when telling the story) as well as a listener.
- Alternatively, have the class listen to each student's story, and use the rubric to score each student's storytelling and response skills.

21ST CENTURY SKILLS EXPANSION

"Interpersonal intelligence" or the ability to get along with and work well with others, is a valued skill in today's workplace. Tell students it's important they show that they respect their colleagues and are interested in what they say. Knowing how to react appropriately when others are speaking will help students make a good impression and give them a tool they can use to relate to others.

Unit Assignment Rubrics

Unit 8 Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Tell about a time you were in a frightening or dangerous situation.*

20 points = Story element was completely successful (at least 90% of the time).

15 points = Story element was mostly successful (at least 70% of the time).

10 points = Story element was partially successful (at least 50% of the time).

0 points = Story element was not successful.

Tell a Personal Story	20 points	15 points	10 points	0 points
Student told a story about a frightening experience and spoke easily (without long pauses or reading) and clearly.				
Student used <i>so</i> and <i>such</i> with adjectives.				
Student used vocabulary from the unit.				
Student reacted to others' stories by expressing surprise, happiness, or sadness.				
Student linked vowel sounds with /w/ or /y/ correctly.				

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

Unit 1 Answer Key	83
Unit 2 Answer Key	86
Unit 3 Answer Key	90
Unit 4 Answer Key	93
Unit 5 Answer Key	96
Unit 6 Answer Key	98
Unit 7 Answer Key	101
Unit 8 Answer Key	104

The Q Classroom

Activity A., p. 3

Answers will vary. Possible answers:

1. Yes, I have a job. No, but I'm looking for one. I plan to get one in the future. Students may name dream jobs with high salaries (engineer), jobs with a lot of responsibility (mayor) or flexibility (freelancer), or jobs that reflect a particular interest of theirs (poet).
2. People find jobs by asking around, by looking for them online, through friends, through family, through recommendations, etc.
3. The people are at a job fair. They are looking for jobs.

Activity B., p. 3

1. education
2. work experience
3. train
4. do their best

NOTE-TAKING SKILL

Activities A. and B., p. 4

Answers may vary. Possible answers:

Key Words	Main Ideas
Employers unhappy with recent graduates	Employers are unhappy with the job performance of recent college graduate employees.
Researchers—universities should offer job courses	Researchers: Universities need to train their students on how to enter a full-time job after graduation.

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 5–6

- a. employee
- b. degree
- c. career
- d. application
- e. requirement
- f. organized
- g. interview
- h. basic

Activity B., p. 6

Students should check:

- job requirements
- how to get an application

WORK WITH THE LISTENING

Activities A. and B., p. 6

Answers may vary. Possible answers:

Key Words	Main Ideas
Ben—summer job Braxton Books	Ben wants a summer job at Braxton Books.
growing company	Braxton Books has grown a lot and will continue to grow.
job openings—salespeople, Web designers	There are job openings for salespeople and web designers.

salespeople—sales experience, computer skills, organized, friendly, work with team	Each job has specific requirements.
Web designer—experience in web design, excellent computer skills, college degree	
if interested—application, interview	Complete an application in a store. The company will contact you for an interview.

Activity C., p. 7

Words and phrases may vary.

1. F; Ben doesn't work at Braxton Books yet; wants to work there this summer
2. T; over 200 stores and 6,000 employees
3. T; over 200 stores; e-book business
4. T; positions for salespeople, web designers
5. T; wants to work there this summer; it sounds like a great place to work

Activity D., p. 7

1. b
2. c
3. a
4. b

Activity E., p. 7

1. b
2. d
3. a
4. e
5. f
6. c

CRITICAL THINKING STRATEGY

Activity F., p. 8

Salesperson: one to two years of experience in sales

Both jobs: organized; computer skills

Web designer: at least five years of experience in web design; college degree in web design (preferred); have new and interesting ideas

SAY WHAT YOU THINK

p. 8

Answers will vary. Possible answers:

1. Salespeople need one to two years of experience, but web designers need five years of experience. For both jobs, you need to be organized and have computer skills.
2. Possible answers: Yes, I meet the requirements for the salesperson job because I have sales experience. No, I don't meet the requirements for the web designer job because I don't have excellent computer skills.
3. Students may say that a group member with good computer skills is the best person for the web designer job or that a group member who is very friendly is the best person for the salesperson job.

LISTENING SKILL

Activity A., p. 9

1. b
2. a
3. c
4. b

Activity B., p. 9

1. success
2. job
3. requirements, years of experience
4. one of our stores, application

LISTENING 2

PREVIEW THE LISTENING

Activity A., pp. 10–11

1. major
2. assistant
3. advertising
4. résumé
5. manager
6. graduate

Activity B., p. 11

Answers will vary.

WORK WITH THE LISTENING

Activity A., p. 11

communication
teamwork
learning

Activity B., p. 11

Answers may vary. Possible answers:

Skills	Examples
Communication	Able to speak and write clearly and confidently Speaking with clients in meetings or on the telephone Writing emails and reports
Teamwork	Know how to work with others to achieve a goal Listening to others' ideas and opinions Understanding other people's feelings
Learning	Wanting to learn new things Being open to new ways of doing things Understand that mistakes are part of learning

Activity C., p. 12

1. future
2. important
3. sports team
4. work and life
5. teamwork
6. mistakes

Activity D., p. 12

1. teamwork
2. communication
3. learning
4. communication
5. teamwork
6. learning
7. communication

WORK WITH THE VIDEO

Activity A., p. 13

Answers may vary. Possible answers: How to find a job; how to interview; how to dress

Activity B., p. 13

1. b
2. c
3. a
4. c
5. b
6. b

Activity C., p. 13

Answers may vary. Possible answer:

Satya's most useful ideas are: Relax and feel confident when you interview. Dress for the job you want. Network. Show up on time and keep a positive attitude.

SAY WHAT YOU THINK

p. 14

Answers will vary. Possible answers:

1. Some important skills for getting a job are communication, teamwork, and learning. You can learn these skills by training at a job, or in life (for example, by learning new hobbies and giving presentations).
2. firefighter: fitness, bravery
salesperson: working with people, friendliness
writer: communication, organized
3. I would like to work in a bank. I think you need to have good computer skills and good math skills. I have good computer skills, but I am not very good at math. I need to get better at math to get a job at a bank.

VOCABULARY SKILL

Activity A., pp. 14–15

1. career
2. job
3. business
4. company

Activity B., p. 15

Answers may vary. Possible answers:

1. He starts his new job tomorrow.
2. I want a career as a teacher.
3. Jim works for a large company.
4. It has been a pleasure to do business with you.

GRAMMAR

PART 1

Activity A., p. 17

1. needs, have
2. is not, want
3. have, am
4. accept, prefer
5. likes, do not
6. is not, enjoys

GRAMMAR

PART 2

Activity B., p. 18

1. came
2. went
3. saw
4. graduated
5. was

6. got
7. took
8. wanted

PRONUNCIATION

Activity B., p. 19

/t/: liked, looked, stopped, walked

/d/: changed, preferred, required, studied

/əd/: completed, needed, waited, wanted

Activity C., p. 20

1. A: I completed (/əd/) an application for a job at Jim's Pizza today.
B: Oh, I worked (/t/) at Jim's Pizza last summer. I washed (/t/) dishes there. It was fun.
A: Really? That's good. I wanted (/əd/) to work at Paul's Café, but they said I needed (/əd/) more experience.
B: Yeah, they chose someone else for the job.
A: Who?
B: Me.
2. A: Please sit down, Mr. Smith. Did you bring your application?
B: I completed (/əd/) it online, and I emailed (/d/) it. Is that OK?
A: Oh, yes. Here it is. I printed (/əd/) it this morning... Now, can you tell me a little about yourself?
B: Yes, I graduated (/əd/) from Franklin High School in 2018. I wanted (/əd/) to get some work experience before college. So, I joined (/d/) a computer training program.
A: I see. Did you finish the program?
B: Yes, I finished (/t/) it last week.

SPEAKING SKILL

Activity A., p. 21

I didn't catch that.

Could you say that again, please?

Do you mean...?

Activity B., p. 21

1. I'm sorry. I didn't catch that.
2. I'm sorry. Could you say that again, please?
3. Could you repeat that?
4. Do you mean an interview?

UNIT ASSIGNMENT

CONSIDER THE IDEAS

Activity A., p. 22

1. E
2. B
3. C
4. D
5. F
6. A

Activity B., p. 23

- A: college degree in teaching, two years of experience working in a school
- B: friendly and organized; Excellent communication skills; Must speak English, French, Arabic, and Spanish
- C: Excellent computer skills, online game experience
- D: Experience playing soccer, baseball, and basketball; very friendly
- E: organized; excellent computer skills; One to two years of experience
- F: Must enjoy working outside on big projects.

The Q Classroom

Activity A., p. 27

Answers will vary. Possible answers:

- Older people have a harder time learning and remembering things. Their brains slow down.
- Students may mention exercise, food, learning new skills, avoiding stress.
- The brain can change when you learn something new, do a creative activity, or when you eat certain foods.

Activity B., p. 27

Marcus: d

Yuna: b

Felix: a

Sophy: c

NOTE-TAKING SKILL

Activities A. and B., p. 28

Answers may vary. Possible answers:

Main Ideas	Details
Important to keep both body and brain in good shape 1. Sleep and relaxation	Gives energy, helps fight illness and stress Sleep 7-8 hours/night
2. Social connections	Join a club or sport, try to make new friends Keep in touch with family, friends at home

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 29–30

- f
- d
- h
- a
- e
- c
- b
- g

Activity B., p. 30

Answers will vary.

WORK WITH THE LISTENING

Activities A. and B., p. 31

Podcast: Training the Brain

Main Ideas	Details
New science—10 years ago, scientists did not think it was possible to change brain	Past: believed brain changes when we are children but stops growing when we are adults. Now: know it slows down a little but it's possible to avoid
Brain plasticity	Means brain is like plastic, we can stretch, shape it
Learning = exercise for the brain	When we learn new activities, brain grows, becomes stronger

Best activities are complex, creative

Need to practice—examples: languages, swimming, painting, music

Training can help brain get better after injury, accident

Dr. James' experience = learning to play guitar helped her brain get better

Activity C., p. 31

- stretch and shape
- grows and becomes stronger
- require practice
- complex, creative
- injury or accident
- learning to play guitar

Activity D., p. 32

Children's brains:

Children's brains change quickly.

The brain is still growing and learning many new things.

Exercise:

Exercise keeps our bodies healthy.

We exercise our brains when we learn new activities.

Learning is like exercise for the brain.

Injuries and accidents:

Brain training can also help the brain get better after an injury or accident.

A few years ago, she fell while riding a bicycle and hit her head.

After the accident, she had difficulty remembering things and she sometimes became confused.

Activity E., p. 32

- F; He isn't a brain science expert. (He didn't know it was possible to exercise the brain.)
- T
- F; Older people should learn complex activities to keep their brains healthy.
- F; It's better for the brain to choose one new activity and practice it often.

SAY WHAT YOU THINK

p. 32

Answers will vary. Possible answers:

- No, I'm not surprised. I think it's possible for the brain to change.
- I learn about one new activity every year. Last year, I learned how to play guitar/play tennis/paint.
- Technology makes us sit more and exercise less. Maybe our brains are less healthy now than they were in the past.

LISTENING SKILL

Activity A., p. 33

Lecture: Parkinson's Disease

Main Ideas	Details
Many types of diseases affect <u>the brain</u> .	Parkinson's disease = common brain illness
Many people around the world have the disease.	More than <u>10 million</u> in the world; most are age <u>60</u> or older; more common <u>in men than women</u>
Affects people differently	People often have difficulty <u>moving or walking</u> ; often feel <u>tired or sad</u>
Doctors <u>are not sure</u> of cause	Scientists doing <u>research</u> to try to learn more

Activity B., p. 34
Lecture: John Pepper

Main Ideas	Details
Research: positive thinking can help people with Parkinson's disease	Example: John Pepper helped own brain (in 1992, was very sick; visited doctor—Parkinson's disease)
Four important things helped John's brain: 1. positive attitude	Every day told himself, "I will get better."
2. family	Wife helped him stay strong
3. exercise	Walked every day, bowling, tennis
4. brain exercises	Read books, did puzzles, played games and cards

LISTENING 2
PREVIEW THE LISTENING

Activity A., p. 35

1. combination
2. die
3. optimistic
4. increase
5. upset
6. certain
7. tough

Activity B., p. 36

Answers may vary. Possible answers: whole grains, blueberries, eggs, fish, and vegetables should be checked.

WORK WITH THE LISTENING

Activities A. and B., p. 36

Presentation: Brain-Power Foods

Main Ideas	Details
Scientists: certain foods have positive effects on the brain	Healthy foods help us fight illness, stay in shape. Some foods help us think better, feel happy (brain-power foods)
Experts: eat a combination of brain-power foods: Whole grains (bread, pasta)	Give the brain energy; help us feel alert, focused
Fish	Contains healthy fats—feel happy, optimistic; when upset or sad—cook fish dinner
Dark red, purple fruits (blueberries, grapes)	Excellent for memory; people who eat dark red, purple fruits can remember information more easily; help us see better
Vitamins B and C (eggs, oranges, broccoli)	Protect from brain disease; good for stress
Vitamin E (nuts, seeds, green vegetables like spinach)	Helps keep brain young, protect heart from disease
Also need exercise	If tough, start slowly, walk 10 mins/3 days a week; increase to 15 mins; goal: 30 mins at least 3 times/week

Activity C., p. 37

1. sweets
2. happy
3. fat
4. blueberries
5. E
6. exercise

Activity D., p. 37

Whole grains: Help us feel alert and focused; Give the brain energy

Dark red and purple fruits: Help us remember information more easily; Help us see better

Fish: Contains healthy fats; Helpful when we feel upset or sad

Foods high in vitamins B and C: Can help protect the brain from diseases; Good when we feel stress

Foods high in vitamin E: Help keep the brain young; Help protect us from heart disease

Activity E., p. 37

Answers may vary. Possible answers:

1. Whole grains (bread/pasta), blueberries, purple grapes, oranges, broccoli
2. Nuts, seeds, green vegetables (spinach)
3. Fish
4. Whole grains (bread/pasta), oranges, broccoli

CRITICAL THINKING STRATEGY

Activity G., p. 38

1. d
2. f
3. a
4. e
5. c
6. b

WORK WITH THE VIDEO

Activity B., p. 39

Main Ideas	Details
Babies' brains are different.	A baby's brain has many <u>cells</u> . As a baby grows, cells <u>connect</u> .
First years of life—very important	That's when a person's brain and <u>personality</u> develop.
Babies have special reflexes.	Grasping: baby will <u>grab your finger</u> Rooting: helps baby <u>find milk</u> Diving: <u>stops</u> breathing underwater
A baby's brain is always changing.	<u>Cells</u> in the brain make connections. Connections the baby does not use grow <u>weaker</u> . Every person develops a unique brain and <u>personality</u> . Takes <u>25</u> years for the brain to fully develop

SAY WHAT YOU THINK

p. 40

1. Students may mention eating certain foods, exercising, learning new skills, and thinking positively. We have some different reflexes when we are babies.
2. Students may mention eating oranges, blueberries, or chocolate, drinking coffee, etc., because these foods make them feel more awake, alert, or focused.
3. Students may come up with ideas like the following:
When someone needs to take a test—eat dark red or purple fruits, exercise
When someone has a brain disease—think positively, eat healthy food, avoid stress, exercise
When someone feels upset or sad—stay connected with friends and family, eat fish, exercise

VOCABULARY SKILL

Activity A., p. 40

1. b
2. a
3. b
4. a
5. a

Activity B., p. 41

1. outside, green spaces
2. more positive, less stressed
3. noisy, busy city
4. walked in the woods; looked at trees and flowers
5. stress, sad thinking

GRAMMAR

PART 1

Activity A., p. 42

1. shouldn't
2. shouldn't
3. should
4. shouldn't
5. shouldn't
6. should

Activity B., p. 43

Answers will vary. Possible answers:

1. You shouldn't stay up too late.
2. You should get enough sleep.
3. You shouldn't forget to eat.
4. You should take breaks.

GRAMMAR

PART 2

Activity C., p. 43

Welcome, everyone. For most of you, as new university students, this is your first time living away from home. It's common to feel tired or stressed. It's important to take care of your body, but you also need to keep your brain in good shape. I'm going to tell you about ways to keep your body *and* your brain healthy. One important way is sleep and relaxation. This gives you energy and helps you fight illness and stress. It's best to sleep at least seven or eight hours every night. Second, social connections are also important for brain health. Join a club or a sport and try to make new friends. It's helpful to keep in touch with your family and friends at home, too.

Activity D., p. 44

Answers will vary. Possible answers:

1. It's important to exercise.
2. It's helpful to learn new skills.
3. It's not healthy to have a lot of stress.
4. It's good to keep in touch with family and friends.
5. It's good to eat fish.
6. It's not good to sit a lot.

PRONUNCIATION

Activity A., p. 45

1. possible
2. possitive
3. negative
4. combination
5. science
6. optimistic

Activity B., p. 45

Answers will vary. Possible answers:

1. It's possible to change your brain.
2. Eating healthy foods has a positive effect on a person.
3. I like to learn science.
4. I am optimistic about my grades.

SPEAKING SKILL

Activity A., p. 46

Should You Have Another Cup?

Many people start the day with coffee. It's also a popular drink when we spend time with family or friends.

Research shows that drinking coffee has both positive and negative effects on the brain.

Here's what happens in your brain after you drink coffee.

YOU FEEL AWAKE

It's common to feel tired or sleepy sometimes. Many people drink coffee in the afternoon. Coffee contains caffeine. Caffeine stops that sleepy feeling in the brain. That's how coffee gives us energy to study or work.

YOU FEEL HAPPY

Research shows that people who drink coffee feel sad less often. Maybe because coffee makes the brain active and more creative.

YOU WORK BETTER WITH PEOPLE

Scientists studied people at work. They learned that people who drank coffee before a group project felt more optimistic about the project. They also felt positive about the other people in the group.

YOU REMEMBER THINGS

Caffeine helps memory. For example, it helps us remember words and simple information. Research shows that those memories stay in the brain longer. That helps us remember it again later.

BUT DON'T DRINK TOO MUCH

Too much caffeine can cause sleep problems. We may have difficulty getting the rest we need. It's OK to enjoy a cup of coffee, but you shouldn't drink too much.

Activity B., p. 46

Article: Should You Have Another Cup?

Main Ideas	Details
Coffee has both positive and negative effects on the brain. Feel awake	Coffee contains caffeine—stops sleepy feeling in the brain, gives us energy to study or work
Feel happy	Research shows that people who drink coffee feel sad less often—makes the brain active and more creative
Work better with people	Scientists studied people who drank coffee before a group project—people felt more optimistic about the project, positive about other people in the group.
Remember things	Caffeine helps us remember words, simple information; memories stay in the brain longer, which helps us remember again later
Don't drink too much	Can cause sleep problems

The Q Classroom

Activity A., p. 51

Answers will vary. Possible answers:

1. I went to Mexico. I visited my aunt in Seoul.
2. Students may mention famous cities, landmarks, or places such as beaches or stadiums.
3. These people are on a safari in Africa. I would go on this vacation. It is a great opportunity to see beauty in nature.

Activity B., p. 51

1. Sophy prefers tourism vacations. Felix prefers unusual vacations, where he can see something very different from what he sees every day.
2. I agree with Felix. I think it is more exciting to see unusual things.

NOTE-TAKING SKILL

Activities A. and B., p. 52

Answers may vary. Sample answer:

Lecture: Costa Rica

Land: mountains, the ocean, rainforest, flat dry areas

Thousands of different animals and plants

Laws: protect land, environment, plants and animals; 30% of land protected by law

(2009)—British environmental experts name Costa Rica greenest* country

CRITICAL THINKING STRATEGY

Activity C., p. 53

Answers may vary. Possible answers:

Tourist Information for Montreal, Canada

If it's your first time in Montreal, you should visit Mount Royal Park. This peaceful, pretty park is located on a hill, high above the busy downtown area. It's a beautiful walk, or you can take the bus. Entrance to the park is free, and there are amazing views of downtown Montreal and the mountains. It's also a wonderful place to take photos. If you like to wake up early, visit the park at sunrise. It's so beautiful to watch the morning light slowly move across the city buildings.

The Old Montreal area also has many things to see and do. Start with a walk along Saint-Paul Street and enjoy the European style buildings and restaurants. There are lots of souvenir shops and art galleries in this area.

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 54–55

1. local
2. shake
3. destroy
4. pollution
5. tourists
6. dangerous
7. insect

Activity B., p. 55

Answers will vary. Possible answers:

1. The Great Wall of China is the longest wall in the world, and it is very old. A lot of tourists visit, and they sometimes damage the wall or leave garbage.
2. Rare plants and animals live on the Galapagos Islands. People can hurt the plants and animals by accident.
3. Antarctica is very cold and dry. Not many animals live there. People leave garbage and can damage the animals' homes.

WORK WITH THE LISTENING

Activities A. and B., p. 55

Answers may vary. Possible answers:

Great Wall:

age—over (2,000) years old!

Visitors—(53,000) tourists visit every day = (10 million) a year

Problems—shaking* from buses, cars, and walking destroys* wall

Help—closing parts of wall to visitors

Galapagos Islands:

19 main islands

tourists—(175,000/year) from many different places

Problems—planes, boats carry insects*—dangerous* for local plants, animals

Help—airlines spray visitors' clothing and bags to kill insects

Antarctica:

(1956)—first group tourists, (500 visitors/year)

Today—(50,000/year!)

Problems—tourist business—pollution*, changing the land, problems for animals

Help—special rules—cannot feed animals, move or take plants, must wash boots before walking

Activity C., p. 56

Great Wall of China—Millions of walking feet have begun to destroy large parts of it; Buses and cars shake the very old stones.

Galapagos Islands—Planes and boats sometimes carry insects that don't belong.

Antarctica—Tourist business causes pollution, changes the land, and causes problems for animals.

Activity D., p. 56

L to R: Antarctica, the Great Wall of China, the Galapagos Islands

Activity E., p. 56

1. are closed to visitors
2. spray visitors' clothing and bags with a special liquid to kill insects
3. feed animals; any plants; their boots before walking to a new area

Activity F., pp. 56–57

1. T
2. F; Tourists usually walk on top of the Great Wall. They can ride in buses and cars to the wall.
3. T
4. F; The Galapagos Islands are home to thousands of plants and animals.
5. T

SAY WHAT YOU THINK

p. 57

Answers will vary. Possible answers:

1. Yes, I was surprised because I'd never heard about the problems before. No, I wasn't surprised because tourists always cause damage.
2. Students may suggest limiting the number of tourists, closing sites for recreation, or raising prices so fewer people go.
3. If students are unaware of tourism damage to the places in their countries, suggest that they research the topic on the Internet and report back to class the next day.

LISTENING SKILL

Activity A., p. 58

Great Wall of China—8,852; 2,000; 53,000; 10,000,000
Galapagos Islands—19; 175,000
Antarctica—1956; 500; 50,000

Activity B., p. 58

Answers will vary.

Activity C., p. 59

1. b
2. c
3. a
4. b
5. b
6. a

LISTENING 2

PREVIEW THE LISTENING

Activity A., pp. 60–61

1. a
2. b
3. a
4. b
5. a
6. a
7. a
8. b

Activity B., p. 61

Answers will vary. Possible answer:

- 1, 2, 3

WORK WITH THE LISTENING

Activities A and B., p. 62

350,000; 3; 13th; 5th; local families; repair local school; teach

Activity C., p. 62

1. Cusco, Peru is a city of about 350,000 people near the Andes Mountains.
2. The volunteers will visit Machu Picchu at the end of the first week.
3. The volunteers will travel to Peru during June and July.
4. The group will live with local families and work at a local school.
5. For work, the volunteers will repair classrooms at a school.
6. They may teach English to children at a school.

Activity D., p. 63

1. b
2. a
3. d
4. c

Activity E., p. 63

1. It doesn't say.
2. False
3. It doesn't say.
4. False
5. It doesn't say.

WORK WITH THE VIDEO

Activity A., p. 64

Answers will vary. Possible answers:

Hawaii is a group of islands in the Pacific Ocean. Tourism brings money, but Hawaiians have to change their way of life to make the tourists happy.

Activity B., p. 64

Where Hawaii is; how many tourists visit there	Islands in the Pacific Ocean; 7 million tourists/year
Positive effects of tourism	Tourism provides jobs; protects the environment
Negative effects of tourism	Change from quiet villages to noisy cities; some Hawaiians don't have jobs all year

Activity C., p. 64

Answers will vary.

SAY WHAT YOU THINK

p. 65

Answers will vary. Possible answers:

1. Tourism can help places, but also hurt them. Tourists learn about other cultures, gain a better understanding of the world, and can provide money and jobs. But tourists can cause damage to important structures and harm native plants and animals.
2. Tourists come to see beautiful sites, but they are sometimes crowded and dirty now.
3. People can avoid leaving garbage or damaging ancient sites. The government can also limit the number of tourists at sites.

VOCABULARY SKILL

Activity A., p. 65

1. amazing
2. peaceful
3. helpful
4. charming
5. interesting
6. careful

Activity B., p. 66

Answers will vary. Adjectives:

1. wonderful
2. amazing
3. exciting
4. beautiful

Activity C., p. 66

Answers will vary.

GRAMMAR

Activity A., p. 68

1. I'm going to join
2. 're going to do
3. 're going to take
4. 's going to be
5. 're going to spend
6. 's going to teach
7. 's going to stop
8. 's going to be
9. 'm going to write

Activity B., p. 69

1. e
2. d
3. a
4. c
5. b

Activity C., p. 69

1. What are you going to do this weekend?
2. Are you going to study English this weekend?
3. What are you going to do during the next holiday?
4. Where are you going to travel next summer?

PRONUNCIATION

Activity A., p. 70

Answers may vary.

1. I am going to take my next vacation this summer.
2. I am going to go to Costa Rica.
3. I am going to travel with my family.
4. I am going to go to the beach.

Activity B., p. 70

Answers will vary.

SPEAKING SKILL

Activity A., p. 71

Answers may vary. Possible answer:

- 6 the cost of the trip
- 2 the first day
- 5 the flight information
- 4 the food
- 1 the schedule of places to visit
- 3 the volunteer activities

Activity B., p. 71

Answers will vary. Possible answer:

The first thing I'm going to talk about is the schedule of places to visit. Next, I'm going to talk about the first day. Then we're going to look at the volunteer activities and the food. To wrap up, I'm going to tell you about the flight information and the cost of the trip.

UNIT ASSIGNMENT

CONSIDER THE IDEAS

Activity A., p. 71

- 3 activities
- 5 cost
- 4 food
- 2 lodging
- 1 schedule

The Q Classroom

Activity A., p. 75

Answers will vary. Possible answers:

1. It's important for communication. We express a lot through body language.
2. Smiling, nodding, bowing, shaking our head *no*
3. The man and woman are having a disagreement.

Activity B., p. 75

Answers will vary. Possible answers:

1. Sometimes we think body language means one thing, but it means something different.
2. Some cultural differences include bowing instead of shaking hands, making or not making eye contact, and using different hand gestures.
3. I wave, smile, and shake hands with people.

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 76–77

- a. professional
- b. understand
- c. debate
- d. wrong
- e. imagine
- f. communicate
- g. calm
- h. emotions
- i. facial expression
- j. describe

Activity B., p. 77

Answers will vary. Possible answer:

We smile when we say hello and we're happy. We communicate that we are friendly and open.

WORK WITH THE LISTENING

Activity A., pp. 77–78

- 3 a. Smiling in professional situations
4 b. Expressing emotions when we speak
1 c. The meaning of a smile
n/a d. How scientists research smiling
n/a e. Why people smile when they feel sad
2 f. How often men and women smile

Activity B., p. 78

Answers will vary. Possible answers:

- 3 a. Smiling in professional situations important; first thing customers should see; 28% of people smile more than 20 times a day at work
4 b. Expressing emotions when we speak when expressing strong emotions, might send the wrong message; many people feel nervous when speaking
1 c. The meaning of a smile important way we communicate without words; shows we are friendly; helps us make connections
n/a d. How scientists research smiling
n/a e. Why people smile when they feel sad
2 f. How often men and women smile women smile more often than men

Activity C., p. 78

1. a
2. b
3. b
4. b
5. c

Activity D., p. 79

Members of a debate team in the UK learn how to express their ideas calmly and confidently.

Activity E., p. 79

1. express their ideas about important topics
2. a team from another school
3. expresses too much anger
4. nervous
5. comfortable

SAY WHAT YOU THINK

p. 80

Answers will vary. Possible answers:

1. Ten to twenty; happy, friendly, proud, having fun
2. Mona Lisa, actors, TV personalities; They have beautiful or strange (mysterious) smiles.
3. Many people feel nervous when they discuss important issues. To help stay calm, you can take your time and not rush.

LISTENING SKILL

Activity A., p. 80

1. by Friday
2. Women smile more.
3. 40 to 50 times a day
4. at the Central Hotel
5. 28%
6. 75%

Activity B., p. 81

1. Leonardo da Vinci
2. 1503
3. France
4. Louvre Museum in Paris
5. six million
6. eight hundred million

NOTE-TAKING SKILL

Activities A. and B., p. 82

Answers will vary. Possible answers: saying hello; showing emotions; showing respect; hiding our true feelings

CRITICAL THINKING STRATEGY

Activity C., p. 82

Answers will vary. Possible answers:

- a. She looks like she found out that someone did something wrong.
- b. The man on the left wants the man on the right to do something. He is saying *no*.
- c. The man thinks he made a mistake.
- d. She feels sad and lonely.

Activity D., p. 82

1. d
2. b
3. a

Activity E., p. 82

Answer will vary. Possible answer: I made a mistake. I think I gave my teacher the first draft of my essay instead of the final essay.

Vocabulary Skill Review

p. 83
interest

LISTENING 2

PREVIEW THE LISTENING

Activity A., pp. 83–84

1. a
2. b
3. a
4. a
5. a
6. b
7. a
8. a

Activity B., p. 84

Answers will vary. Possible answers: breathing quickly, moving their head quickly, covering their mouth

WORK WITH THE LISTENING

Activities A. and B., pp. 84–85

Answers will vary. Possible answers:

Example 1: moving their head quickly—up, down, to the side; just before they answer a question

Example 2: breathing faster, louder—means they feel stress; afraid other person will know they are lying

Example 3: crossing arms—trying to hide information

Example 4: covering mouth—not telling everything

Activity C., p. 85

1. c
2. b
3. c
4. a

Activity D., p. 85

1. T
2. F; He says body language is very helpful.
3. F; The professor says she sometimes crosses her arms.
4. T
5. T

Activity E., p. 86

Answers will vary. Possible answers:

1. quickly up, down, or to the side; they answer a question
2. gets faster and louder; stressed
3. his or her arms; is trying to hid something
4. their mouth; the communication
5. they are telling a lie

SAY WHAT YOU THINK

p. 86

Answers will vary. Possible answers:

1. Body language helps us know how other people feel. For example, if my friend smiles and waves at me, I know he is feeling friendly and happy.
2. Yes. Once I didn't understand that my boss was angry. She crossed her arms and stared at me, but I didn't know what was wrong. I just looked back at her.

VOCABULARY SKILL

Activity A., p. 87

1. however
2. observe

3. describe
4. emotions
5. afraid

Activity B., p. 87

Answers will vary. Possible answers:

1. examine; I examined the rock to find out where it came from.
2. incorrect; I did the incorrect homework last night.
3. show; Facial expressions can show how a person feels.

GRAMMAR

Activity A., pp. 88–89

1.
 1. get
 2. misses
 3. invites
 4. reply
 5. accept
 6. buy
 7. arrive
 8. ring
 9. opens
 10. looks
 11. asks
2.
 1. decide
 2. tell
 3. ask
 4. says/explains
 5. buy
 6. make
 7. go
 8. changes
 9. sends
 10. says/explains
 11. have

Activity B., p. 89

Answers will vary.

PRONUNCIATION

Activity A., p. 91

1. This happened to my sister Anya. She's at home, and she hears (/z/) her doorbell ring. She rushes (/əz/) to the door. A man asks (/s/) to speak with Anya. She says (/z/) that she is (/z/) Anya. Then he smiles (/z/) and tells (/z/) her she won a million dollars in an online contest. At first, Anya feels (/z/) really excited. But then she looks (/s/) at the man's strange smile and realizes (/əz/) that he's lying. She explains (/z/) that she didn't enter an online contest, and she asks (/s/) for the man's name. The man doesn't reply. He just turns (/z/) and runs (/z/) away.
2. *Detective Jones* is (/z/) the name of my favorite TV show. My family watches (/əz/) it together every week. This week's show is (/z/) really good. Detective Jones investigates (/s/) a bank robbery. He interviews (/z/) several people. He asks (/s/) questions and watches (/əz/) their facial expressions and body language. One woman moves (/z/) her head and eyes quickly. She also touches (/əz/) her mouth and face a lot. Detective Jones says (/z/) he knows (/z/) the woman is (/z/) the robber. The woman tells (/z/) him he is (/z/) right. Detective Jones always catches (/əz/) the bad people. That show is (/z/) the best!

SPEAKING SKILL

Activity A., p. 93

Answers will vary.

Activity B., p. 93

1. b
2. d
3. a
4. c

UNIT ASSIGNMENT

CONSIDER THE IDEAS

Activity A., p. 94

Answers will vary. Possible answers:

This happened to my sister Anya. She's at home, and she hears her doorbell ring. She rushes to the door. A man asks to speak with Anya. She says that she is Anya. Then he smiles and tells her she won a million dollars in an online contest. At first, Anya feels really excited. But then she looks at the man's strange smile and realizes that he's lying. She explains that she didn't enter an online contest, and she asks for the man's name. The man doesn't reply. He just turns and runs away.

Detective Jones is the name of my favorite TV show. My family watches it together every week. This week's show is really good. Detective Jones investigates a bank robbery. He interviews several people. He asks questions and watches their facial expressions and body language. One woman moves her head and eyes quickly. She also touches her mouth and face a lot. Detective Jones says he knows the woman is the robber. The woman tells him he is right. Detective Jones always catches the bad people. That show is the best!

Activity B., p. 95

Answers will vary. Sample answers:

	Words and Phrases	Possible Body Language
1.	she hears her doorbell ring	cups her ear
	she rushes to the door	pretends to run
	he smiles	smiles
	really excited	big open-mouthed smile
	looks at the man's strange smile	suspicious face (lowered eyebrows, frown)
	turns and runs away	pretends to run away
2.	really good	thumbs up
	watches their facial expressions and body language	pretends to watch someone (narrowed eyes, intense stare)
	moves her head and eyes quickly	moves her head and eyes quickly
	touches her mouth and face a lot	touches her mouth and face a lot
	catches the bad people	pretends to grab someone

The Q Classroom

Activity A., p. 99

Answers will vary. Possible answers:

1. I like to play soccer and tennis. I like to watch car racing and kick-boxing.
2. Basketball and soccer are probably the most popular.
3. This sport is baseball. It is not very popular in my country.

Activity B., p. 99

1. a
2. c
3. b
4. e
5. d

NOTE-TAKING SKILL

Activities A. and B., p. 100

3. good for the mind
feel happy
enjoy life more
improves mood
many people: mind feels clear and sharp
4. better social life
spend time with family and friends
meet new people

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 101–102

- a. reaction
- b. exciting
- c. coach
- d. active
- e. skill
- f. traditional
- g. improve
- h. humans

Activity B., p. 102

Answers will vary. Possible answers: Technology makes sports more exciting to watch and can improve athletes' performance.

WORK WITH THE LISTENING

Activities A. and C., p. 102

Answers may vary. Possible answers:

1. Camel racing—robots help camels run faster, drivers talk to camels through robots, camels run 30% faster
2. Tennis—coach takes videos of matches, uses videos to talk about ways to play better
3. Computer games—many people watch e-sports, professional e-sports players practice many hours, fun to watch

Activity D., p. 103

Answers may vary. Sample answers:

1. F; The main point of the video is to show how technology is changing the sport of racing camels.
2. F; Camel racing is a traditional sport in the Middle East.
3. T
4. F; The camels still have human trainers.
5. T
6. F; The camels have increased their running speed by 30%.

Activity E., p. 103

1. f
2. d
3. a
4. c
5. b
6. e

Activity F., pp. 103–104

1. b
2. b
3. c
4. b
5. c
6. a

SAY WHAT YOU THINK

p. 104

Answers will vary. Possible answers:

1. Technology can make sports more exciting to watch. It can be used to improve athletes' skills.
2. I like to run, so I use my fitness tracker to see how fast and how far I am running.
3. I learned that people consider e-sports to be real sports now.

LISTENING SKILL

Activity A., p. 105

1. One reason
2. In addition
3. another example
4. First of all; Also; Finally

LISTENING 2

PREVIEW THE LISTENING

Activity A., pp. 106–107

1. escape
2. benefit
3. except for
4. some kind of
5. forget
6. patient
7. protect

Activity B., p. 107

Marco: a

Eric: c

Takumi: d

Alex: b

WORK WITH THE LISTENING

Activity A., p. 108

Marco

1. likes being on a team

2. likes to learn from older players

3. Improving his skills makes him feel good about himself.

Eric

1. Hockey makes him feel proud of his country (Canada).

2. Hockey is a fast, exciting game.

3. brings family together

Takumi

1. health benefits

2. help you concentrate, be more patient

3. proud—important part of Japan's culture

Alex

1. staying healthy important
2. prefers exercising by himself
3. escape from the rest of the world
4. forget about his problems

Activity C., p. 108

1. f, g
2. c, h
3. d, e
4. a, b

Activity E., pp. 108–109

Answers may vary. Possible answers:

1. Marco just joined the soccer team this year.
2. They practice every day after school for two hours.
3. Eric likes hockey because it is a fast, exciting game.
4. Eric watches hockey games with his brother and father.
5. Takumi says baseball and soccer are the most popular sports.
6. They must learn how to fight and protect themselves from danger.
7. Alex exercises every day.
8. He likes to swim and run, but cycling is his favorite sport.

SAY WHAT YOU THINK

p. 109

Answers will vary. Possible answers:

1. Baseball is a traditional sport in my country. There is not a lot of technology in the game, but players use some technology to improve their skills in practice.
2. The national soccer team makes me feel proud of our country. They work hard and sometimes win championships.
3. Football is the most popular sport to watch in my country, but soccer and basketball are more popular to play.

VOCABULARY SKILL

Activity A., p. 110

1. 1
2. 1
3. 3
4. 4
5. 1

GRAMMAR

Activity A., pp. 111–112

1. Being
2. Improving
3. seeing; watching
4. Learning
5. Staying; exercising; cycling

Activity B., p. 112

Answers will vary. Possible answers:

1. Exercising helps me stay healthy.
2. Joining a new sport always makes me feel happy.
3. I love watching my favorite sports team.
4. Playing soccer helps me relax.
5. Being a part of a team is like having another family.

PRONUNCIATION

Activity A., p. 113

1. C
2. I
3. I
4. C
5. C
6. Y/N
7. C

Activity B., p. 113

1. Are you better at playing tennis or baseball?
2. Who is your favorite athlete?
3. What is an example of a traditional sport from your country?
4. Is your favorite athlete from your country or another country?
5. Do you exercise outside, or do you go to the gym?
6. Do you enjoy watching sports on TV?
7. What kind of sports do you like better, winter sports or summer sports?

SPEAKING SKILL

Activity A., p. 114

Answers will vary. Possible answers:

1. Do you think traditional sports are important?
2. How do you feel about watching sports on TV?
3. What do you think of gyms?

CRITICAL THINKING STRATEGY

Activities C., D., and E., pp. 115–116

Answers will vary.

UNIT ASSIGNMENT

CONSIDER THE IDEAS

p. 117

1. 3. 6.

The Q Classroom

Activity A., p. 121

Answers will vary. Possible answers:

1. It is easy for me to make decisions. I think about the good and bad things about each choice, and then I decide.
2. I had to decide what kind of car to buy. I thought about what was important to me: safety and cost. Then I found the safest car that fit my budget.
3. Other big decisions are where to live, whether to go to college, and when to have a family. Money affects these decisions, but so does what you want to do.

Activity B., p. 121

Answers may vary. Possible answers:

1. Everyday decisions: what clothes to wear, what food to eat, what TV program to watch; More important decisions: what to study in college, where to live, career
2. Parents' opinions may influence decisions; famous people (we want to be like them)
3. Students will have their own opinions. Answers may include examples of buying new clothing or following a trend to change our image or because it gives us confidence.

NOTE-TAKING SKILL

Activity A., p. 122

Answers will vary. Possible answers:

Bef. co. intro. new prod – need to know if ppl will buy. Sales dept does rsrch.

Coca-Cola asked 200,000+ ppl in US to try taste test.

Ppl tasted 3 drks:

1. orig. C-C
2. new C-C
3. smlr cola from diff co.

50% + chose new C-C → Co. stopped selling orig. C-C.

Ppl didn't want to give up orig. prod → sales ↓

Co. stopped selling new C-C – now only uses orig. recipe

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 123–124

- a. consumers
- b. promote
- c. survey
- d. trends
- e. a little bit
- f. average
- g. according to
- h. responsibility

Activity B., p. 124

over 3,000,000,000

WORK WITH THE LISTENING

Activities A. and B., pp. 124–125

Answers will vary. Possible answers:

1. Mrktng = advrtng
Goal = infl. consmr's choices, usually abt how they spend \$
Mrktng dept's resp: rsrch how ppl make decisns; find out what they want/need, use info to promo prod = mrktng strategy
2. Cos. use "influencers" (ex: celebs, musicians) to promo prod.
Key = where it happens: on soc. med.
3 bill + ppl actively use soc. med. = 40% of world pop.
Only 25% of small bus do not use soc. med. to promo prods.
Cos. idntfy leaders who share photos, videos, etc.

3. Mrktrs use everyday ppl as influencers = micro-influencers (have a lot of followers on soc. med.) Ex: co. selling kitch prod (knife) → Mrktrs search soc. med. for pop. cooking vids. → ask person to use knife in fut. vid.
4. Ind. exprts = spec. quals. or knowl. abt a topic. Ex: univ profs, resrchr, news reprtrs = have a lot of influence b/c ppl respect & value opins, & bloggers -- popular bloggr writes abt prod → can lead readers to try prod

Activity C., p. 125

4.

Activity D., p. 126

Answers may vary. Possible answers:

1. finding out what people want and need in order to promote products
2. that companies find people with influence to promote products on social media
3. celebrities like famous musicians, industry experts like news reporters, and bloggers
4. will influence people to buy their products
5. is an everyday person but has a lot of followers on social media

Activity E., pp. 126–127

Answers may vary. Possible answers:

Micro-influencer: ppl w/ a lot of followers on soc. med. Ex: co. selling kitch. prod (knife) → Mrktrs search soc. med. for pop. cooking vids. → ask person to use knife in fut. vid.

Industry expert: spec. quals. or knowl. abt a topic. Ex: univ profs, resrchr, news reprtrs = have a lot of influence b/c ppl respect & value opins

Blogger: pop. bloggr writes abt prod → can lead readers to try prod

CRITICAL THINKING STRATEGY

Activities F. and G., p. 127

Answers will vary.

SAY WHAT YOU THINK

p. 128

Answers will vary. Possible answers:

1. Yes. I use Instagram, Facebook, etc. I use them every day.
2. I think influencer marketing works well for clothing, cosmetics, and electronics. Musicians/celebrities wear fashion brands or use a brand of cosmetics, shampoo, etc.; industry experts or bloggers recommend a type of cell phone.
3. I think influencer marketing is OK. Consumers are responsible for making good choices.

LISTENING SKILL

Activity A., pp. 128–129

1. a
2. b
3. b
4. a
5. a
6. a

LISTENING 2

PREVIEW THE LISTENING

Activity A., p. 130

1. b
2. a
3. b

4. a
5. b
6. b
7. a
8. a

Activity B., pp. 130–131

Answers will vary. Possible answers:

Bad crowd behavior:

At a sports game, cheering when a player on the other team is injured

Stealing from stores after a disaster

Good crowd behavior: Volunteers cleaning a beach. People helping others after an accident

WORK WITH THE LISTENING

Activity A., p. 131

Answers will vary. Possible answers:

“Blck Fri.” = Stores open @ 12, evrythng on sale. Bargains on clothing, shoes, toys, & electr. 75% of ppl shop online, but mill. still go to stores for Blck Fri. - items 60 to 70% ↓

Also unplsnt. attitds.

Expert: Being in crowd can inflnce decisions & change behavior –

Ex: Blck Fri. Rsrch: shpping in crowded store gives us enrgy & + emtions. But if somthg bad happens, emtions can change quickly. Blck Fri. last yr, lg crowd became violnt @ dept store → many ppl hurt

& sports matches, protsts=ex of how crowds can inflnce us to make bad dec. Also ex of crowds doing good things: fam. @ beach. 2 sons swmmng, ocean current pulled out to sea. Fam. jumpd in to help → went into currnt. Abt 80 ppl stood, held hnds, formed human chain frm beach → rescued fam.

Activity C., pp. 131–132

1. F; Black Friday is a very busy shopping day.
2. T
3. F; It shows that shopping in crowded stores creates positive emotions.
4. F; Many people were hurt.
5. F; Roberta’s two sons were swimming, and a current pulled them out to sea.
6. T

Activity D., p. 132

Answers may vary. Possible answers:

1. are very crowded and busy.
2. gives us energy and creates positive emotions
3. the emotions can change
4. sports matches or protests
5. good crowd behavior
6. a strong current pulled them out to sea

WORK WITH THE VIDEO

Activity A., p. 133

Answers will vary. Sample answer: I take a long time to make decisions. I make lists of all the pros and cons and think for a long time before deciding.

Activity B., p. 133

1. b
2. c
3. c
4. a
5. b
6. c

Activity C., p. 133

Answers will vary.

SAY WHAT YOU THINK

p. 134

Answers will vary. Possible answers:

1. Fashion trends, advertisements, or what celebrities or famous athletes do or wear can influence our everyday choices about what to wear or which products we buy. For example, a lot of people buy clothes that celebrities promote on Instagram. The actions of others in a crowd can influence our behavior in public. For example, if a lot of people are littering, we are more likely to throw garbage on the ground as well.
2. Which university to attend, what to study: our parents’, friends’, or teachers’ opinions or advice
Who to marry: our personal experiences, values, family
What career or job to have: our interests, experiences, values, parents, and friends

VOCABULARY SKILL

Activity A., pp. 134–135

1. More than 50 percent
2. 40 percent
3. only 25 percent
4. 30 to 40 percent
5. 75 percent
6. 60 to 70 percent

Activity B., p. 135

1. more than half
2. almost half
3. only a quarter
4. around a third
5. three quarters
6. around two thirds

GRAMMAR

Activity A., p. 136

1. but
2. and
3. but
4. and

Activity B., p. 137

Answers may vary. Possible answers:

1. and they always have good ideas
2. but it takes time
3. and sometimes I buy the products
4. but I still enjoy shopping in stores
5. but I don’t follow a crowd when people are doing something bad

PRONUNCIATION

Activity A., p. 137

1. Decisions are difficult for a lot of people.
2. How often do companies change a product after they introduce it?
3. About twenty-five percent of the students in the class have an account on a social media site.
4. Do you think it’s OK for a company to give false information about a product?
5. We gave our survey to a group of about 100 people, but only about a third of them answered.

SPEAKING SKILL

Activity A., p. 138

Answers may vary. Possible answers:

1. d
2. b
3. e
4. a
5. c

UNIT ASSIGNMENT

CONSIDER THE IDEAS

p. 139

1. 36%
2. 25%, 75%
3. 0%, 61%, 29%

The Q Classroom

Activity A., p. 143

Answers will vary. Possible answers:

1. Thomas Edison changed the world. He invented ways to record audio and video. He also made the best lightbulb.
2. Climate change is an important problem today.
3. Yes, young people can help. They can recycle and use renewable energy sources.

Activity B., p. 143

Answers may vary. Possible answers:

1. Yuna says that adults don't always listen to young people's ideas.
2. They think adults and young people need to work together to change the world.
3. Answers will vary.

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 144–145

1. issue
2. progress
3. opportunity
4. accept
5. especially
6. solve a problem/make a difference
7. make a difference/solve a problem
8. change your mind

Vocabulary Skill Review

p. 145

90 percent; a quarter

Activity B., p. 145

the environment
government
education
health care

WORK WITH THE LISTENING

Activity A., p. 146

- 1.
- 2.
3. She does not enjoy being away from home.
4. She hopes Julie chooses the International Leaders Summer Program.
- 5.
6. Julie's mother thinks that young people can change the world.
- 7.
- 8.

Activity B., p. 146

Answers will vary.

Activity C., pp. 146–147

1. b
2. b
3. a
4. b
5. c
6. a

Activity D., p. 147

INTERNATIONAL LEADERS SUMMER PROGRAM FOR HIGH SCHOOL STUDENTS!

Do you enjoy solving problems? Do you want to make a difference in the world?

Become an International Leader!

- We have seven locations around the world.
- Meet young people from different countries.
- Share ideas about world problems.
- Programs are two weeks long.

Week 1	Week 2
Take classes about different issues. Topics include: The environment <u>Education</u> Government Transportation <u>Health care</u>	Work in <u>small groups</u> . Each group chooses an issue. Work together to make a <u>plan for a project</u> .

CRITICAL THINKING STRATEGY

Activity E., p. 148

cars/traffic
old trains stop working

Activity F., p. 148

Answers will vary.

Activity G., p. 149

Answers will vary.

SAY WHAT YOU THINK

p. 149

Answers will vary. Possible answers:

1. Young people can learn how to make plans. They can also learn how to work with government leaders and how to raise money for their projects.
2. Young people can practice leadership skills in school. They can lead group projects or be part of their student government.
3. There is too much hunger in my community. Several groups run food pantries and soup kitchens, but they don't help enough people.

LISTENING SKILL

Activity A., p. 150

1. I totally agree
2. I agree with you
3. I'm not sure I agree
4. I don't know about that
5. you're right
6. Me too.
7. That's true
8. definitely

LISTENING 2

PREVIEW THE LISTENING

Activity A., pp. 151–152

1. b
2. a
3. a
4. b
5. b

6. b
7. a
8. a

Activity B., p. 152

Answers will vary.

WORK WITH THE LISTENING

Activity A., p. 152

Answers will vary. Possible answers:

1. Start with yourself. Make small, positive changes in your own life.
2. issues that they care about
3. use less water, ride the train or bus
4. He wants to make a difference, but he doesn't know what to do.
5. He is interested in reading; writes children's stories; enjoys being with children; worked at a summer camp
6. Small goals are easier to stick to.
7. research schools in his area
8. writing down their goals, put the paper where you'll see it often

Activity B., p. 153

3

Activity C., p. 153

1. d
2. e
3. a
4. b
5. c

Activity D., p. 153

Answers will vary. Possible answer: How can I help people who don't have enough food?

WORK WITH THE VIDEO

Activity A., p. 154

Answers will vary. Possible answer: We have forest fires sometimes. Our city makes wide roads around the forest. That way fire doesn't spread to houses.

Activity B., pp. 154–155

1. c
2. b
3. a
4. a
5. c
6. b

Activity C., p. 155

Answers will vary.

SAY WHAT YOU THINK

p. 155

Answers will vary. Possible answers:

1. I want to help feed poor people in my community. I can buy extra food at the supermarket and bring it to the food bank. Or I can volunteer at the soup kitchen and cook meals for hungry people.
2. Yes. A life coach would be helpful because it's useful to get advice, report progress to someone, or get feedback. No. A friend is just as good as a life coach. Life coaches are expensive, and it's better to work out your own problems.

3. Young people can help in their own communities. They can clean up parks and beaches. They can also visit the sick and the elderly. I think young people should find a problem and try to fix it.

VOCABULARY SKILL

Activity A., pp. 156–157

1. makes
2. friends, change
3. mind
4. make
5. give, change
6. Set
7. achieve

Activity B., p. 157

Answers will vary. Possible answers:

1. What did you do to change the world today?
2. Has he changed his mind about the job?
3. Did you make any progress with your essay?
4. What advice should I give my nephew?
5. Have you set a goal for how many hours you want to volunteer?

GRAMMAR

Activity A., p. 158

Answers may vary. Possible answers:

1. Don't be afraid to make mistakes.
2. Be careful.
3. Be prepared for class.
4. Be ready.
5. Be sure to pay attention.

Activity B., p. 159

Be sure to choose something that you will enjoy.

If you don't have any experience, be ready to do some extra training.

Be careful to check your spelling and address the message to the correct person.

Don't be afraid to use the telephone or visit the office in person.

Be prepared to wait until they have open positions.

Be flexible.

PRONUNCIATION

Activity A., p. 160

1. Circled: learn, change
2. Circled: change, good, rest
3. Circled: Change, thoughts, change, world
4. Circled: improve, change, perfect, change often
5. Circled: change, life, changing, heart.

NOTE-TAKING SKILL

Activity A., p. 161

II. Section 2—Making the Change

A. Chapter 1—Making Goals

1. importance of writing down goals
2. recommends making a poster of goals

B. Chapter 2—The Road to Success

1. ideas for how to handle challenges
2. it is normal to make mistakes
3. "Don't think of it as a failure."

SPEAKING SKILL

Activities A. and B., p. 161

Answers will vary.

UNIT ASSIGNMENT

CONSIDER THE IDEAS

p. 162

1. Each time you buy a drink, write down the cost.
2. When you finish the drink, keep the empty bottle.
3. Count how many bottles you used in one month.
4. Add the total cost.
5. Clean five or six empty plastic bottles.
6. Fill the bottles with cold water and put them in the freezer.
7. Every time you go out, take a bottle with you.
8. Put a note on the front door to remind you to take your water bottle.

The Q Classroom

Activity A., p. 167

Answers will vary. Possible answers:

1. insects, animals, hospitals, heights, enclosed spaces, crowds, amusement park rides, driving, deep water
2. Yes, I enjoy the feeling of fear because it's exciting.
3. The people are skydiving. I think one person might be afraid, but the other person looks excited.

Activity B., p. 167

1. They discuss fear of spiders, being on airplanes, and dangerous sports.
2. Answers will vary. Possible answers: dangerous animals, heights, traffic, etc.
3. Answers will vary. Possible answers: It can be fun to be afraid sometimes. Overcoming a fear can make you stronger.

NOTE-TAKING SKILL

Activity A., p. 169

Answers will vary. Possible answer:

Questions/ Key words	Notes
First novel	Wife—Tabitha, took <i>Carrie</i> out of trash—"not to give up." King wrkd more
King's career	<i>Carrie</i> accepted by major pub. co. 1974—inst. success King has written >50 novels
What is King afraid of?	fears: rats, snakes, dark
Summary: <i>Carrie</i> would not have been published if his wife, Tabitha, had not taken it out of the trash. <i>Carrie</i> was published in 1974, the first of more than 50 novels. King writes scary novels but has fears himself.	

LISTENING 1

PREVIEW THE LISTENING

Activity A., pp. 170–171

1. strength
2. phobia
3. sweat
4. get over
5. purpose
6. panic
7. anxiety
8. move on to

VOCABULARY SKILL REVIEW

p. 171

Students should circle: build strength, change your attitude, feel anxiety

Activity B., p. 171

It helps protect us from dangerous situations.

WORK WITH THE LISTENING

Activities A. and B., p. 172

Presentation: The Science of Fear

Questions/ Key words	Notes
What is fear?	emotion (happiness, sadness, love) feel when <u>we believe we're in danger</u> diffrent ppl afraid of diffrent thngs
Types of fear	anxiety (worry) – common fear abt something may happn in future panic – <u>sudden, strong feeling of fear</u> phobia – <u>very strong fear of prtculr person, place, or thng</u> Imp*: Fear isn't <u>always bad</u> . Some ppl <u>enjoy fear</u> .
Effects of fear	When you 1st feel fear – <u>brain makes chems that cause phys. reactions</u> Body gets <u>warmer, sweat</u> might hear <u>heartbeat, feel in chest</u> body <u>strong, tight all over</u> may be able to do amzing thngs, for ex, <u>see, smell, hear very well, lift smthng very heavy</u>
Purpose of fear	feel fear when <u>there is danger</u> get energy, strength to <u>fight or run away</u> basic purpose: <u>to protect us from danger</u>

Summary: Fear is an emotion, like sadness or love. We feel it when we believe we're in danger. People fear different things. Anxiety is a common fear about something that may happen. Panic is a sudden, strong feeling of fear. A phobia is a very strong fear of a particular person, place, or thing. Fear isn't always bad, and some people enjoy it. When you first feel fear, your brain makes chemicals that cause physical reactions. You get warmer and sweat, your body gets strong and tight all over, and you may be able to do amazing things, like seeing, smelling, or hearing very well. The purpose of fear is to protect us from danger.

Activity C., p. 173

1. F; Fear is like other emotions, such as happiness or sadness.
2. T
3. F; Some people are afraid of flying.
4. T
5. T
6. F; Fear isn't always bad; some people enjoy it.

Activity D., p. 173

1. depend on the person
2. money
3. strong
4. phobias
5. make chemicals
6. warmer
7. strong and tight
8. strength

Activity E., p. 173

1. Pa
2. A
3. Ph
4. A
5. Ph
6. Pa

SAY WHAT YOU THINK

p. 174

Answers will vary. Possible answers:

1. Anxiety: money, work, relationships; Panic: during an accident or emergency; Phobia: animals, insects, small spaces
2. skydiving, riding a roller coaster, race car driving, mountain climbing, downhill skiing, skateboarding

LISTENING SKILL

Activity A., pp. 174–175

Answers may vary. Possible answers:

1. happiness, sadness, love, fear
2. flying in an airplane
3. snakes, spiders
4. being in a high place, or a closed space
5. see, smell, or hear very well; lift very heavy things
6. go on fast rides, drive fast, do adventure sports

LISTENING 2

PREVIEW THE LISTENING

Activity A., p. 176

1. a
2. b
3. a
4. b
5. a
6. a
7. a
8. b

Activity B., p. 176

Answers will vary.

WORK WITH THE LISTENING

Activities A. and B., p. 176

Questions/Key words	Notes
What is Marcie's phobia?	terrified of high places
How did it start?	12 y.o. nightmare—falling frm. top of tall bdg.
situations afraid of	being above ground, hiking, tall bdgs.
negative effect on life	friends—can't go rock climbing job—ideal job, ovr bridge
How can she get over her phobia?	stop avoiding things, visit high places, dr. help, look at pics of high places, get used to it

Summary: Marcie has a phobia of high places, which started when she was young when she had a nightmare. She is afraid of being above the ground, hiking, and tall buildings. She does not feel normal. Her phobia affects her life negatively. The doctor will help her get over her phobia by not avoiding it.

Activity D., p. 177

- 1, 3, 4, 6

Activity E., p. 177

Answers may vary. Possible answers:

1. She has trouble sleeping.
2. She can't do many things she wants to.
3. She can't do some things with her friends.
4. She can't apply for a job that requires her to travel over a bridge.

Activity F., pp. 177–178

1. a
2. b
3. c
4. c
5. a
6. a
7. b
8. c

CRITICAL THINKING STRATEGY

Activities G. and H., p. 178

1. When and where it happened: London, recently
2. Who was there: Fatima, a 19-yr-old student
3. What happened: texted her dead grandmother to say she missed her, got a response back
4. How the person felt: surprised, frightened
5. How the story ended: She found out the message was from someone who bought a new phone with her grandmother's old number.

WORK WITH THE VIDEO

Activity A., p. 179

Answers may vary. Possible answers: We get sweaty. Our muscles get tight and strong. We feel fear when there is danger.

Activity B., p. 179

What happens in the body	Purpose or effect
When we feel fear, body begins to react right away	This helps us <u>escape danger quickly</u> .
Brain sends messages to amygdala, different parts of the body	Messages from the brain help us <u>prepare for action</u> .
Kidneys produce adrenaline, and adrenaline fills the body	We feel <u>alert and ready</u> . We breathe <u>more deeply</u> . Our heart <u>beats faster</u> . We take in more <u>air for energy and strength</u> . Our muscles wait to <u>either run or fight</u> .

SAY WHAT YOU THINK

p. 180

Answers will vary. Possible answers:

1. Ways fear can be good: it protects you from danger; it's exciting; Ways fear can be bad: it prevents you from doing things you want to; it interferes with your life.
2. Some fears are reasonable and protect you from danger or prevent you from taking excessive risks; other fears are bad because they are unreasonable and they limit your opportunities in life.

VOCABULARY SKILL

Activity A., p. 180

1. When I woke up, I was sweating and shaking like a leaf.
2. I can't stand being up above the ground.
3. You can say that again. It really makes my life difficult.
4. So, I guess I'll just keep the job I have—even though my boss drives me crazy.
5. You may have a hard time looking at the photos at first.
6. You will get used to it before you know it.

Activity B., p. 180

1. c
2. e
3. f
4. a
5. d
6. b

GRAMMAR

Activity A., p. 181

1. so
2. such
3. so
4. so
5. such
6. such
7. so
8. such

Activity B., pp. 181–182

Sentences may vary.

1. I was so scared!
2. It was such a big snake.
3. I watched such a scary program on TV.
4. I used to be so afraid of public speaking when I was younger.
5. I was so worried about you!
6. That was such a long flight.
7. The music is so loud!
8. This is such an important test.

PRONUNCIATION

Activity A., p. 183

- /w/ 1. Are you afraid of bats?
/y/ 2. Why are you scared of snakes?
/w/ 3. Julio is afraid of high places.
/y/ 4. She always screams when she hears thunder.
/w/ 5. Do you know anyone here?
/y/ 6. He is making me nervous.
/y/ 7. I don't see anyone I know here.
/y/ 8. I know three other people who have a phobia of closed spaces.

SPEAKING SKILL

Activity A., pp. 183–184

1. No kidding!
2. I'm sorry to hear that.
3. That's wonderful.
4. How awful.
5. No way!

Activity B., p. 184

Answers may vary. Possible answers:

1. Are you serious?; I'm glad to hear that.
2. I'm sorry to hear that.; That's wonderful.
3. No kidding!; I'm sorry to hear that.

UNIT ASSIGNMENT

CONSIDER THE IDEAS

p. 185

When and where it happened: last summer, camping trip, Green Mountains

Who was there: Mark, Julian, and Jake

What happened: They heard a noise (a black bear) outside the tent.

How they felt: Mark panicked. Julian and Jake stayed calm.

What they did: Julian and Jake tried to use their cell phones to call for help.

How the story ended: Jake played his radio loudly and scared the bear away.

