THIRD EDITION

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Q

Skills for Success
LISTENING AND SPEAKING

Kristin Donnalley Sherman

Teacher's Handbook
WITH TEACHER ACCESS CARD

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CONTENTS

Teaching with *Q: Skills for Success Third Edition*

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Q

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.
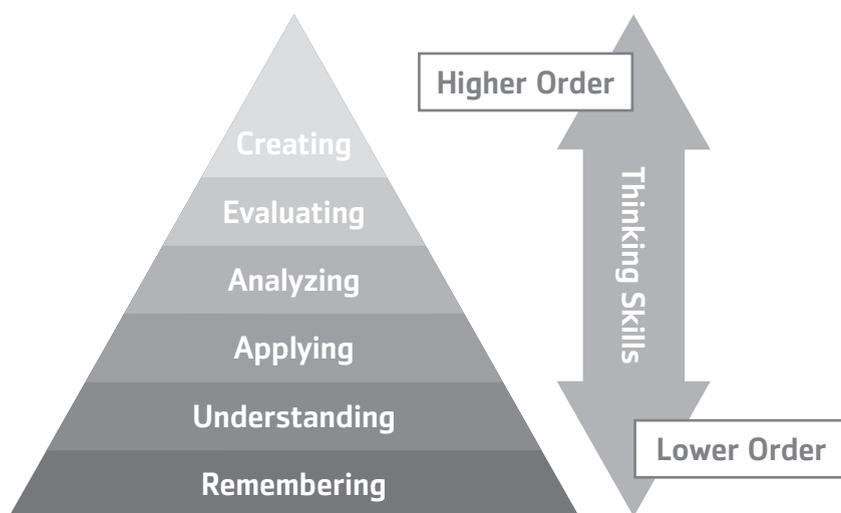

Fig. 1: Bloom's Revised Taxonomy

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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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.

Q 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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Q TIPS
Assessment tips for Q Third Edition

ASSESSMENT

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.

Q 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!

Q 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!

Q 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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Q 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.
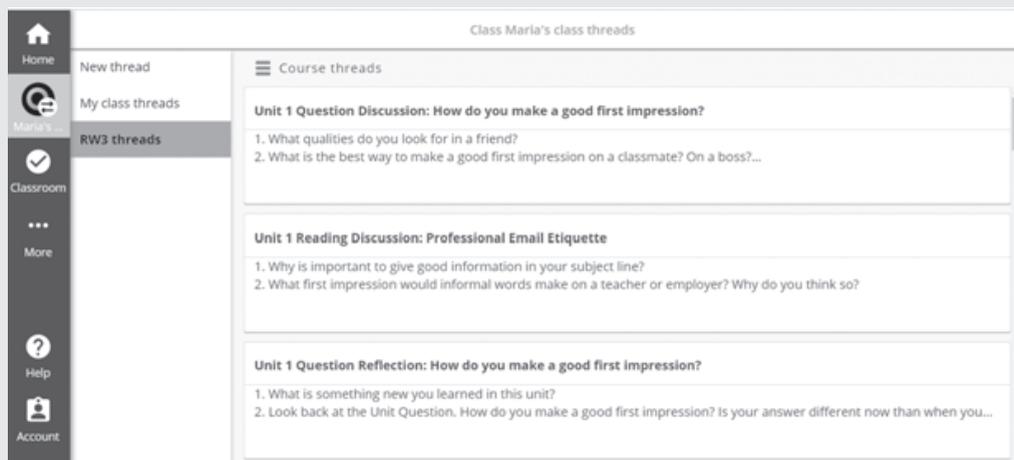
3 **Reading an online article: applying the study skills learnt off line**
Go online to guide students to preview the vocabulary, read the paragraphs and do Quick Write. This is a good way to encourage students to interact with the text online. The reading exercises present examples of sentence structures 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.

presentation

isolation and explanation

practice
- form-based
- meaning-based
- communicative grammar practice

test
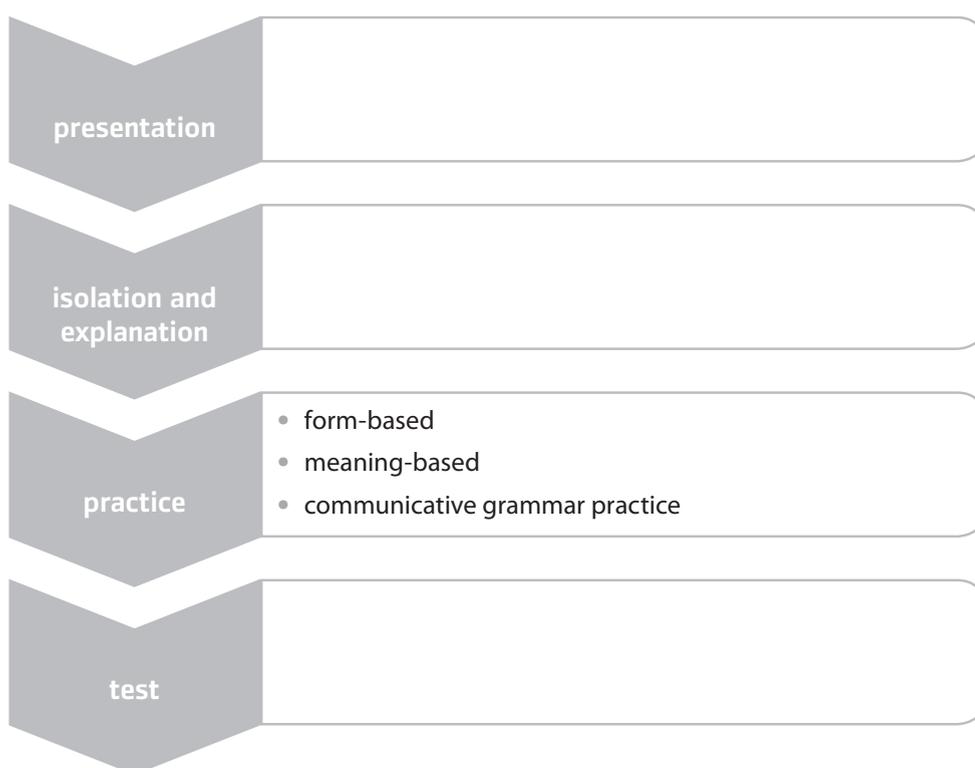
Fig. 1 Sequencing grammar lessons (Ur, 1988)

Methodology Articles

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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Q 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.

Q Vocabulary in your students' writing: the Bottom Line

Cheryl Boyd Zimmerman Q Series Consultant, Vocabulary

Isn't it obvious? In order to write well, we need to know a lot of words, and we need to know a lot about each word so we can use it to say what we mean. In fact, without the knowledge of many words, our writing is stymied—or should I say *crimped*? *impeded*? *blocked*? *snookered*? A word choice transmits not only meaning, but tone and subtleties of meaning such as familiarity or distance, precision or vagueness, certainty or ambiguity, earnestness or light-heartedness and more. For academic writing, this becomes especially challenging. In order to communicate as I intend, I need to know the ways in which words vary and then I need a wide variety of words from which to make my choices.

Why isn't vocabulary development included in every writing class? Perhaps we underestimate the difficulty of this task and prefer to spend precious classroom time on other issues. Or perhaps we don't know how to integrate word learning into writing in a way that is relevant to the writing task. But by not spending time developing our students' vocabulary, we are hindering their writing development and academic success.

This article suggests some techniques that address vocabulary development at each stage of the writing process: pre-writing, drafting, revision and editing, and gives you the bottom line when it comes to explaining the role of vocabulary to your students.

Pre-writing

This is the stage in which we gather ideas, develop thoughts and analyze the writing task. First, what type of writing (genre) is to be used: Newspaper article? Persuasive essay? Summary? Blog? This helps sort through the topic, choose how to focus attention and be clear about purpose and audience. Next, focus on finding a topic and exploring it with a purpose in mind. Reading and writing go hand-in-hand. To help students with both genre identification and topic development, use high-interest readings to provide clear models and to spawn ideas.

A focus on vocabulary can illuminate the topic and guide the planning. Pre-writing activities with a lexical focus might include:

Brainstorming:

- Students read the writing prompt or a short passage about the topic, and identify 1–2 words that stand out as central to the topic. For each one, students generate as many related words in 5–10 minutes without censoring themselves.

- Pairs or small groups compare lists, and explain their choices, keeping the topic and genre in mind. Encourage students to share words and add to their lists.

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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Q 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.

Q 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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Q 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.
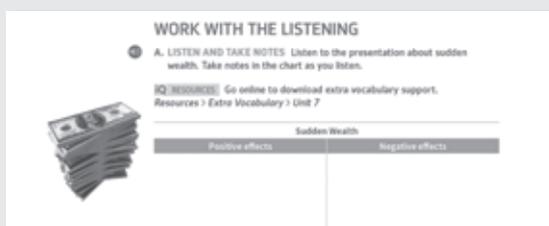
5 **Provide feedback and follow-up activities after a listening**

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.

Q Academic Writing

Dr. Ann Snow Q Series consultant, Writing

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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Q 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*.

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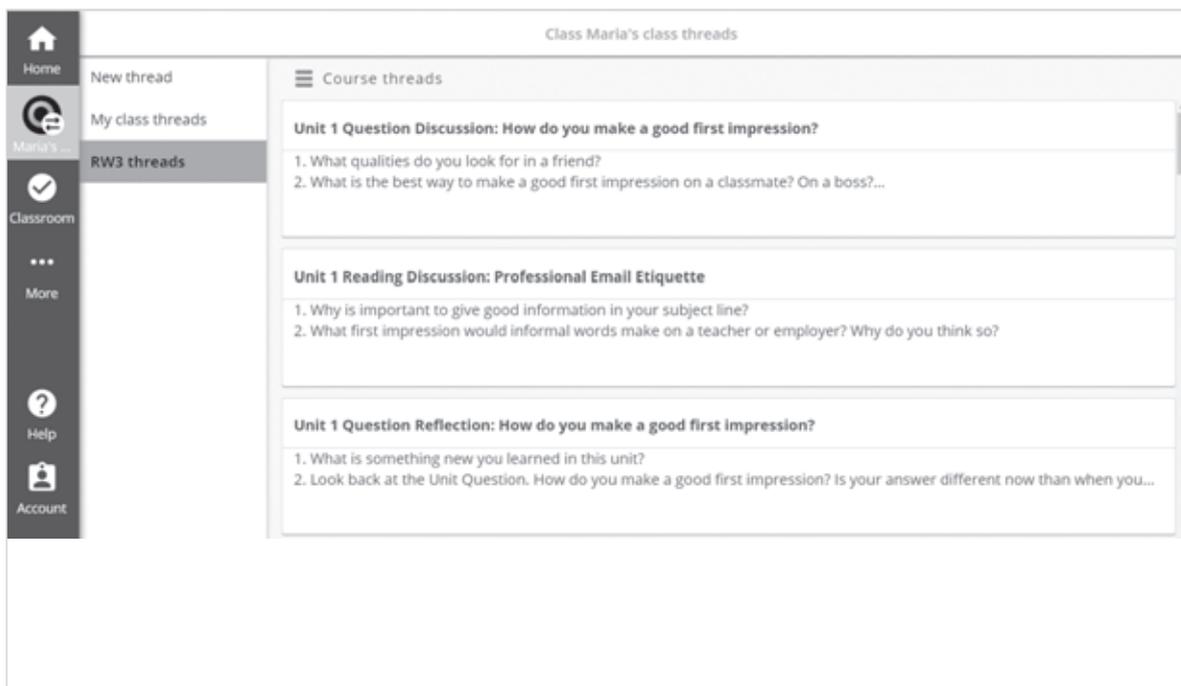
Fig. 1 *Q: Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

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

Listening and Speaking 2 Discussion Boards

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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Q Discussion Board
Teacher's Pack

Listening and Speaking 2

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 Questions 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 which they want their students to address. Additionally, instructors can post their own questions to which students respond.

In the context of your 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 in order to reflect upon what the student has 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 2 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, "Example Discussion Board Post." In the example, the student wrote about his grandfather's positive attitude. A follow-up assignment in which students read and respond to a classmate can be structured as follows.

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 and his guitar lessons. He is 78 years old and learned how to play the guitar. I think that it is difficult for an older person to learn something

new. My grandfather can't do something like that because he has pain in his hands.

Rubrics have been included to help grade the student posts and their replies to a classmate's post. It is important that students write an appropriate response that has complete sentences and uses formal language. This also means that the 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. 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.

5. 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.

6. 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.

7. 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 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 rubric 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.

Responding to a Classmate's 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 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.

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

4. Choose Send.

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.				
The response includes formal and polite language.				
The response is appropriately structured, positive opening statement and a closing sentence.				
The response includes one or more of the following: agreement/disagreement/ example from personal experience.				

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 and Marketing

Unit Question: *How important is it to keep up with current trends?*

How can people predict if something is going to be a lasting trend or just a fad?

Unit 2: Psychology

Unit Question: *How can colors be useful?*

Imagine that you live in a neighborhood where houses can only be certain colors, such as white brown, or gray. Is it better for a house to stand out in a neighborhood or to blend in with the other houses?

Unit 3: Social Psychology

Unit Question: *Why are social skills important?*

In what types of situations are people sometimes rude? Why aren't people polite in these situations?

Unit 4: Technology

Unit Question: *How does technology affect our relationships?*

What would happen to people's personal relationships if they stopped using social media and other types of online technology to communicate?

Unit 5: Sociology

Unit Question: *What does it mean to be part of a family?*

What characteristics, behaviors, or likes are the same for you and one or more of your family members? Is there something that makes *you* very different from your family members? Explain.

Unit 6: Behavioral Science

Unit Question: *How can playing games be good for you?*

Are there some situations when playing games is not good for you? Which games are worse than others? Explain.

Unit 7: Environmental Science

Unit Question: *How do people survive in extreme environments?*

It is possible that extreme environments, such as deserts and areas affected by bad weather, might become more common in the future? What lifestyle changes could people make to lower the chance of negatively impacting the world and creating extreme environments?

Unit 8: Public Health

Unit Question: *How important is cleanliness?*

What will happen in the future if people do not reduce the amount of water that they are using now? How will this affect your country? Give specific examples.

Unit Specific Notes

Unit 1: Business and Marketing

Challenge Question: *How can people predict if something is going to be a lasting trend or just a fad?*
Review the differences between a trend and a fad with students. Then have students think of some examples of current trends and fads and how they might be able to tell them apart. A possible example of a trend is fast-food companies using environmentally friendly products, such as paper straws. A possible example of a fad is extreme dieting, such as low carb high fat diets or intermittent fasting.

Unit 3: Social Psychology

Challenge Question: *In what types of situations are people sometimes rude? Why aren't people polite in these situations?*
Elicit examples of situations when people sometimes forget their manners. For example, people might be rude when interacting with a server at a restaurant, when they are driving their cars, or when they are posting comments on the internet.

Unit 4: Technology

Challenge Question: *What would happen to people's personal relationships if they stopped using social media and other types of online technology to communicate?*
Ask students to list the types of social media and online technology they use to communicate, such as Facebook, Twitter, and email. Once they have created a full list, ask them to think about what their lives would be like without this technology. How would it affect their personal relationships?

Unit 6: Behavioral Science

Challenge Question: *Are there some situations when playing games is not good for you? Which games are worse than others? Explain.*
Ask students to make a list of different categories of games, such as board games, computer or video games, educational games, puzzles, etc. Students can then provide some specific examples for each category. When is it appropriate to play these games? Are there downsides to any of these types of games?

Unit 7: Environmental Science

Challenge Question: *It is possible that extreme environments, such as deserts and areas affected by bad weather, might become more common in the future? What lifestyle changes could people make to lower the chance of negatively impacting the world and creating extreme environments?*
Ask students about climate change and global warming. What is the theory related to these environmental changes? What can people do to prevent climate change and global warming? What can people do to lower the effects of the climate changes that are already occurring? For example, people could build stronger houses to withstand typhoons or avoid lighting campfires during a drought.

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 3 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 click Post. 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. After that, 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 does not worry and always smiles. He is 78 years old, but he likes to learn new things. Last year, he learned how to play the guitar. He has many friends, and he likes to visit them. Every week, he has lunch with several neighbors, and every year, he travels to California to visit his best friend. He likes to tell stories about the good things in his life. He does not talk about his time in the war, but he talks about how he met his best friend there. I believe that positive thinking has helped my grandfather in many ways. I think he does not get sick because he has a positive way of thinking. I also think that he has many friends of different ages because he is a positive person. I want to be like my grandfather when I get older.

1. Has the writer answered all the questions? <u>Underline</u> the part that you think answers the first question, and <u><u>double-underline</u></u> 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.

Background Note

UNIT OPENER   pages 2–3

The Unit Opener photo shows people standing in line at an Apple store in Cologne, Germany. They are waiting to buy a new Apple product. Frequently, on launch days for new technology, such as iPhones and Apple Watches, people start lining up hours, or sometimes even days, before the new products are released to the public. They stand in line so they can be among the first to buy the trendy new product. There are even companies you can pay to stand in line for you!

Expansion Activity 1

UNIT QUESTION   page 3

1. Introduce the Unit Question: *How important is it to keep up with current trends?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. Ask: *How do you get information about new products and fashions? Are you interested in technology trends or clothing trends? Do you usually follow trends?*

2. Tell students: *Look at the picture on page 2. Imagine they were waiting in line for a new smart phone. How long would you wait to buy a trendy smart phone?* Tell all the students to stand up. Then say: *If you would not wait in line to buy a new phone, sit down.* After those students sit, say: *If you would wait only 30 minutes, sit down.* After those students sit, say: *If you would wait 1 hour, sit down.* Continue on calling out various lengths of time (i.e., half a day, one day, overnight, two days, etc.) until all the students have sat down. If time permits, repeat this process with a different trend, such as a popular toy for a young family member, a new pair of fashionable running shoes, or to eat in a new highly-recommended restaurant.

3. Ask students to read and consider the Unit Question for a moment, and tell a partner about a trend that they follow or followed in the past. Encourage them to explain why the trend is/was interesting or important to them.

4. Call on volunteers to share their experiences with the class.

Background Note

LISTENING 1   page 5

It's hard to guess which trends will become so life-changing that they become everyday items. In addition to the items discussed in the listening, it's hard to imagine life without inventions such as cars, movies with sound, voicemail, laptop computers, and the Internet.

Multilevel Option 1

LISTENING 1:   They Said it was Just a Fad
A. VOCABULARY   pages 5–6

1. Go over the directions.

2. Direct students to match the sentence with the correct definition.

3. Put students in pairs to compare answers.

4. Go over the answers with the class. As you go over answers, pronounce each underlined word, and have students repeat it.

MULTILEVEL OPTION

Put lower-level students in pairs or small groups of three or four, and assist them with the task. Provide alternate example sentences to help them understand the words. *(Bill Gates is **wealthy**. He has a lot of money. It's **essential** to do your homework if you want to pass the class.)*

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

Multilevel Option 2

SAY WHAT YOU THINK   page 8

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 the roles within each group according to student strengths: a student with high-level speaking skills can be the reporter or the group leader, a student with high-level writing skills can be the note-taker, and a lower-level student can be the timekeeper.

Multilevel Option 3

LISTENING 2: Bucking the Trend
A. VOCABULARY pages 11–12

1. Direct students to read the words and definitions in the box. Pronounce and have students repeat the words.

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.

> **MULTILEVEL OPTION**
>
> Have higher-level students give definitions of the words in the box to lower-level students from their own knowledge or by looking them up in a dictionary. Or, have higher-level students use the words in sentences based on their own knowledge and the definitions in the book.

Background Note

LISTENING 2 page 12

Opening a "bricks and mortar" bookstore might seem like a risky venture. However, increasingly entrepreneurs are taking the chance, and the American Booksellers Association reports that the number of bookstores are on the rise. Even companies that have specialized in internet sales, like Amazon, are opening physical locations. Experts say this points to a future of blended sales, some online and some in real stores.

Expansion Activity 2

WORK WITH THE VIDEO page 14

1. After students watch the video, tell them they are going to have a group discussion about whether or not they would wear the traditional clothing from their country on an evening out with their friends.

2. Put the students into small groups. Give them some time to have a short conversation about traditional clothing or clothing people wore 50 years ago. If it is a multicultural class, encourage students to describe the traditional clothing from their countries. If it's a monolingual class, have students work in small groups to describe their traditional national dress and talk about whether or not they would wear it "to impress," like the speakers in the video said they would.

3. Encourage each group to share one or two interesting things they talked about.

Vocabulary Skill Note

COLLOCATIONS: nouns and verbs page 15

1. Direct students to read the information silently.

2. Check comprehension: *What is a* collocation*? What is one type of collocation? What are some verbs that we use with* home*?*

Skill Note

Point out that knowing collocations can help students speak more fluently. Instead of trying to remember each word, they should try to remember a phrase. One way to learn collocations is to keep a list in a vocabulary notebook. When you introduce vocabulary in class, suggest collocations, or have students notice the words around a new word in a sentence. Remind them to write these collocations in their vocabulary notebooks.

Grammar Note

THE PRESENT CONTINUOUS page 17

1. Read the information about using the present continuous. Provide and elicit additional examples: *I am teaching a class now. We are learning grammar. I am sitting in class. We aren't eating lunch.*

2. Check comprehension by asking questions: *What form of the main verb do we use in the present continuous? Where do we put* not *in a negative sentence?*

Skill Note

Students often have trouble remembering that the present continuous has two parts: the verb *be* and the main verb + *-ing*. Reinforce this in class by giving sentences in the simple present (*I go to work*) and eliciting the present continuous (*I am going to work*). Make sure students say both parts clearly.

Multilevel Option 4

A. COMPOSE page 17

1. Direct students to write sentences in the present continuous using the cues.

2. Put students in pairs to compare sentences.

3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Have lower-level students work in pairs to write the sentences. Have higher-level students write three more sentences and then share them with a partner.

Pronunciation Note

INTERJECTIONS AND INTONATION page 19

1. Read the information about interjections and intonation.

2. Check comprehension by asking questions: *What is an interjection? What are some common interjections? What does an interjection often express?*

3. Play the example sentences on the audio again and have students repeat. Call on students to say a sentence with the appropriate intonation.

Skill Note

Mastering intonation is often difficult for students. Interjections can be a fun way for students to work on their intonation skills. Say each interjection, exaggerating your emotion when you say each one. Have students practice exaggerating interjections. Suggest students notice interjections when they watch English language videos or television shows.

Expansion Activity 3

SPEAKING SKILL: Drawing attention to main ideas
page 20

B. DISCUSS

1. Go over the directions and statements.

2. Seat students in small groups to take turns talking about one of the sentences. Make sure that each group has selected only one sentence to discuss.

3. Call on students to share their ideas with the class.

Against the Wall

1. Read statement two from A aloud. Ask: *Do you agree or disagree?* Give students a minute to silently consider their answers to the question. Then ask students who would answer *yes* to stand on one side of the room and students who would answer *no* to stand on the other side of the room.

2. Direct students to tell a partner next to them their reasons for choosing that side of the issue.

3. Call on volunteers from each side to share their opinions with the class.

4. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so. Continue with the other statements from B.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 22

1. Have students review the Self-Assessment checklist on page 22 and notice what they should include in their presentation.

2. Direct students to present their survey results in their small groups in front of the class.

3. Use the Unit Assignment Rubric at the end of this chapter to score each group's presentation.

21ST CENTURY SKILLS EXPANSION

Presenting data in activities like this gives students an opportunity to practice solving problems with a group, an important skill in future academic and professional settings. By taking on roles in a group, students can better understand and clarify different points of view, which can lead to better solutions. When students have finished Activity C, ask them to reach a group consensus on the topic.

Unit Assignment Rubrics

Unit 1   Business and Marketing

Unit Assignment Rubric

Students' names: _____

Date: _____

Unit Assignment: *Play the role of either an architect or a journalist at a news conference.*

20 points = Role-play element was completely successful (at least 90% of the time).
15 points = Role-play element was mostly successful (at least 70% of the time).
10 points = Role-play element was partially successful (at least 50% of the time).
  0 points = Role-play element was not successful.

Role-Play a News Conference	20 points	15 points	10 points	0 points
Group members spoke easily (without long pauses or reading) and were easy to understand (spoke clearly and at a normal speed) while role-playing a discussion about a new office building.				
Group members used the present continuous correctly.				
Group members correctly used vocabulary words from the unit.				
Group members drew attention to main ideas.				
Group members correctly used intonation to express feeling.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 24–25

The Unit Opener photo shows a chameleon. Chameleons are highly specialized lizards that come in a range of colors and can often change their skin coloration. This skin has an outer layer that contains pigments. Under that layer are cells with crystals. Chameleons change color by making the space between these layers smaller or larger, which changes the way light reflects off the crystals. Chameleons change color to communicate aggression or submission. Some chameleons change color to blend in with their surroundings or to regulate their body temperature.

Expansion Activity 1

UNIT QUESTION page 25

1. Introduce the Unit Question: *How can colors be useful?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question: *What colors do you like to wear? Why? What are good colors for cars? What colors do people wear for special occasions, such as weddings or funerals? Can you use colors to organize things?*

2. Tell students: *Let's start our discussion by listing the ways colors can be useful. You can list a color and then one way the color is useful.*

3. Seat students in groups of four or five and direct them to pass around a paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to list the colors and the way they are useful, and that they should write as many ideas as possible.

4. Call time and ask a reporter from each group to read the list aloud.

5. Use items from the list as a springboard for discussion. Elicit names of certain colors and responses regarding how they are useful.

Background Note

LISTENING 1 page 27

Katydids are sometimes called bush crickets in British English. They can fly a short distance, but usually they walk or climb up trees, where they eat the leaves. A cryptic frog is not a single species of frog; rather, it refers to frogs that are camouflaged, or hidden. The blue poison dart frog was not discovered until 1968. It doesn't have webbed feet, so it can't swim. The poison in its skin comes from the food they eat. When they are kept in captivity and fed different food, they aren't poisonous.

Multilevel Option 1

LISTENING 1: The Colors of Nature
A. VOCABULARY pages 27–28

1. Go over the directions.

2. Direct students to circle the answer that best matches the meaning of each underlined word.

3. Put students in pairs to compare answers.

4. Go over the answers with the class. As you go over the answers, pronounce each underlined word, and have students repeat it.

> **MULTILEVEL OPTION**
>
> Have higher-level students complete the activity individually and then compare answers with a partner. Tell the pairs to create a story using all eight vocabulary words. Ask volunteers to tell their stories to the class. Have listeners write the vocabulary words in the order they hear them.

Multilevel Option 2

B. ANALYZE page 31

1. Go over the directions. Direct students to read the causes and effects.

2. Play the audio and have students match each cause and effect.

3. Have students compare answers in pairs.

4. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Have higher-level students create sentences that express each cause and effect in Activity B, using *because* and *so*.

Background Note

LISTENING 2 page 35

Luis Barragán was one of the most respected architects in the world. Born in Guadalajara, Mexico, in 1902, Barragán graduated with a degree in engineering in 1923. While traveling in France, he met the French architect Le Corbusier and became interested in European modernist architecture. The Modernist influence can be seen in the clean lines of his buildings. In 1980, Barragán won the Pritzker Prize, which is one of architecture's highest awards. In 2004, his home was declared a World Heritage Site. No one is really sure when the women of Asir began painting their homes in bright colors, but it is clear that they have been doing so for several generations. One researcher discovered painted houses that were at least 300 to 400 years old. In the Asir culture, men build the houses, but women

are entirely responsible for the appearance of their homes. After the men have built the structures, the women apply plaster, smooth the floors and walls, and decorate.

Expansion Activity 2

WORK WITH THE VIDEO page 38

1. After the students have completed the activities on page 38, tell them that they are going to create a survey to find out what their classmates think about a famous brand changing its color.

2. As a class, brainstorm some famous brands that are identifiable by their color. Some can be from the video, but encourage students to try to come up with several additional brands, such as McDonald's "golden arches." Coke's red and white logo, and Starbucks green and white coffee cups.

3. Put students into pairs and give each pair a piece of paper.

4. Tell the class to imagine that some world-famous brands are going to change the color of their logos. Instruct each pair to choose one of the famous brands the class brainstormed in step 2. In pairs, have them come up with two or three alternative colors for the brand and write them on the piece of paper under the brand name. Tell them to brainstorm ideas about what each new color could represent for the company and how they'll let the public know about each change of colour (e.g., they could think of an idea for a TV advertisement, or a social media campaign, etc.)

5. Have the pairs interview other pairs in the class, asking them to note down which alternative color other students preferred for their brand.

6. After each pair has interviewed several other pairs, ask each pair to identify which color was the most popular for their brand. Encourage other students to give reasons for their choices.

Vocabulary Skill Note

WORD FAMILIES: nouns and verbs page 39

1. Direct students to read the information silently.

2. Check comprehension: *How can we tell if a word is a noun or a verb? What often comes before a noun? What often comes before a verb?*

Skill Note

Point out that recognizing that some words are both nouns and verbs is an easy way to expand your vocabulary. Suggest that students take note of these noun/verb words in a vocabulary notebook, or make a notation in their textbooks. Remind students that another way to notice verbs is by an *-ed/-en/-ing* ending.

Multilevel Option 3

B. APPLY page 40

1. Have students complete the sentence with the correct word from the box, and then write *N* or *V* on the lines.

2. Have students compare answers in pairs.

3. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate sentences to help them understand the words i.e., *These shoes match my dress perfectly.*

After higher-level students have completed the activity as outlined above, group them in pairs to write a sentence for each word using the other form. (For example, if the book used the word as a verb, students should use it as a noun.) Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words as nouns or verbs rather than on other grammatical issues.

Grammar Note

THERE'S AND IT'S page 41

1. Read the information about using *There's* and *it's*. Provide and elicit additional examples: *There's a coffee shop near here. It's a popular hangout. There's a bowerbird looking for colored objects. It's not going to choose something red.*

2. Check comprehension by asking questions: *What do we use for things that are mentioned for the first time? What do we use for something we already know about or have already talked about?*

Skill Note

Students often have trouble distinguishing between *there's* and *it's*. Students can get used to using the two expressions within a context that is familiar to them all—the classroom. Seat them in small groups and ask each group to come up with pairs of sentences. In the first sentence, they can introduce something using *there's* (*There's a book on my desk.*) In the second sentence, they can provide more information about the object using *it's* (*It's an English book.*)

Pronunciation Note

SCHWA /ə/ IN UNSTRESSED SYLLABLES page 42

1. Read the information about the schwa sound in unstressed syllables.

2. Play the audio.

3. Check comprehension. Write *forest* and *predator* on the board, and elicit the stressed syllable (**for**est; **pre**dator). Point out that the other vowels are pronounced as schwa.

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 multi-syllable word, ask students to identify the stressed syllable and point out vowels that are reduced to the schwa. Also point out the role of the schwa in sentence stress. For example, *to* and auxiliary *do* are pronounced with a long /**uː**/ out of context, but normally with the schwa in a sentence, they are unstressed.

Speaking Skill Note

ASKING FOR AND GIVING EXAMPLES page 43

1. Direct students to read the information about asking for and giving examples.

2. Check comprehension: *Why should you give examples when you explain something? What are some phrases you can use to give an example? How can you ask for an example?*

Skill Note

A common academic situation for asking for and giving examples is during a lecture. One way to take notes on a lecture is to draw a vertical line down the page about one-third of the way from the left. Students can write down the main ideas and key terms on the left side of the line, and examples, details, and reasons on the right. Suggest students try this form of note-taking on a piece of paper after completing Activity A. Play the audio again, and have students note the main ideas on the left side of the line and details on the right side of the line. For example, they might write *camouflage* or *hide from predators* on the left, and *insect looks like green leaves* on the right.

Expansion Activity 3

PREPARE AND SPEAK
C. SPEAK page 44

1. Go over the directions.

2. Have students review the Self-Assessment checklist on p. 45 to notice what they should include in their presentation and how they should present it.

3. Direct students to join another group and present their building design. Suggest each student in the group present one of the bullet points so that everyone has a chance to speak (for example, *Location* or *Outside colors*). Have listeners in the other group complete the Unit Assignment Rubric (found at the end of this chapter). Point out that this is a group grade.

4. Or, have each group present to the class. Use the Unit Assignment Rubric at the end of this chapter to score each group's presentation.

> ### 21ST CENTURY SKILLS EXPANSION
>
> Collaboration with others is an essential skill in today's professional environment. Not only do people have to work with others, they must also be accountable for the results of the group. This usually involves dividing tasks fairly among group members, managing time effectively, and producing quality results. When students are in their groups to begin working on the Unit Assignment, suggest they come up with a plan that will involve all group members equally. They may want to assign roles (e.g., project manager, note-taker, timekeeper, and so on).

Unit Assignment Rubrics

Unit 2   Psychology

Unit Assignment Rubric

Students' names: _____

Date: _____

Unit Assignment: *Present a design of a house or an apartment building.*

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.

Present a Building Design	20 points	15 points	10 points	0 points
Group members used *there's* and *it's* correctly while describing the building they designed.				
Group members correctly used vocabulary words from the unit.				
Group members used creativity in their design.				
Group members gave examples to help listeners understand ideas.				
Group members correctly used the schwa in unstressed syllables.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 46–47

The photo shows a younger woman helping an older woman out of a car in the United Kingdom. In the UK, as in many countries, the population is aging. Because of improvements in medicine and because families are having fewer children, experts predict that the percentage of elderly people in the total population will be larger than the percentage of younger people. In the photo, the younger woman is politely assisting the older woman, demonstrating strong social skills.

Expansion Activity 1

UNIT QUESTION page 47

1. Introduce the Unit Question: *Why are social skills important?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *How can we tell if someone has good social skills? What are some examples of polite behavior? How do you feel when someone has good social skills? How do you feel when someone has bad social skills?*

2. Tell students: *Let's start our discussion by thinking about reasons why social skills are important.*

3. Put students in small groups, and give each group a piece of poster paper and a marker.

4. 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 an answer to the question in turn. Encourage them to help one another.

Background Note

LISTENING 1 page 48

Pier Massimo Forni taught at Johns Hopkins University for more than 30 years. He co-founded the Johns Hopkins Civility Project, which is now called the Civility Initiative. It explores ways that civility affects our lives. Forni also published widely on issues related to civility. In his best-seller, *Choosing Civility*, he gives 25 rules for behaving in a considerate way.

Road rage is fairly common around the world. In one American study, 50% of the drivers who experienced rudeness responded with aggression. Cell phone users are more likely to be rude than those who don't use a cell phone in the car, and parents are ruder than people without children. One study shows that South Africa has the most road rage of countries around the world, with the United Kingdom second, and Greece third.

Multilevel Option 1

LISTENING 1: Be Polite
A. VOCABULARY pages 48–49

1. Have students read the words and definitions. Pronounce and have students repeat the words.

2. Point out that *manners* and *etiquette* are very similar in meaning and are often used as synonyms.

3. Have students work with a partner to circle the best word to complete each sentence. Call on volunteers to read the completed sentences aloud.

4. Have the pairs read the sentences together. As you go over the answers, pronounce each vocabulary word, and have students repeat it.

> **MULTILEVEL OPTION**
>
> Group lower-level students together to identify answers. Have higher-level students work in pairs to use their dictionaries to provide alternate sentences or explanations for the nouns in the list of words. Then have them write the sentences on the board.

Multilevel Option 2

F. CREATE page 53

1. Read the instructions out loud and have students follow in their textbooks.

2. Have students work together to choose a situation and create and practice an appropriate conversation. They can use notes if they wish, but they should not write out the entire conversation.

3. Ask for volunteers to act out their conversation in front of the class.

> **MULTILEVEL OPTION**
>
> Pair lower-level students with higher-level students so the more proficient learners can support and help struggling students. If lower-level students are paired together, circulate to make suggestions and corrections. If higher-level students are paired together and they finish early, ask them to create and practice the other dialogue.

Expansion Activity 2

SAY WHAT YOU THINK page 53

1. Brainstorm everyday situations in which someone is rude (e.g., cutting someone off on the road, someone cutting in front of someone else in line, yelling at a store clerk because the line is too long or the clerk made a mistake, someone using a cell phone in a library).

2. Put students in pairs to choose a situation and create a role-play. Remind students to think about the reasons for the behavior as well as the natural

reaction to it. Suggest students role-play it both ways: reacting with anger and reacting with politeness but assertiveness.

3. Have pairs perform their role-plays for the class.

4. Ask students how they would handle these situations outside of class. Have students volunteer answers.

Background Note

LISTENING 2   page 55

Families sometimes send their children to etiquette classes. Nowadays, it's not only children who take classes in good manners. Some schools have Parent Universities, where they offer all kinds of classes to parents, including social etiquette classes.

Multilevel Option 3

LISTENING 2:   Classroom Etiquette
A. VOCABULARY   page 55

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

2. Have students work with a partner to write the word that best completes each sentence.

3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Put lower-level students in pairs or small groups. Distribute index cards, and have them make flashcards, writing the vocabulary word on one side and the definition on the other. Have them work in groups to take turns displaying a vocabulary word and eliciting the definition. Have higher-level students work in pairs to write a paragraph that uses all of the new vocabulary words. Then each pair joins another pair to take turns reading their paragraphs.

Expansion Activity 3

WORK WITH THE VIDEO   pages 58–59

1. Draw students' attention to the part of the video that mentions *tag lines*. Make sure students understand what a tag line is by asking comprehension questions, such as *What is the example of a tag line from the video?* and *What does a tag line do in a conversation?* (Students should understand that a tag line is a piece of personal information that provides an opportunity for the other person to ask a question.)

2. Tell students they are going to use their own tag lines with the class. Model the process of asking yourself what small detail you can give about your life that will make other people want to find out more details by using a "think-aloud" process. Ask questions like *What is interesting about me?* Or *What do I want people to know about me? I know, I can tell them that I am a teacher. What can I say about that?* Or *What will other people probably ask me about my job?*

3. Give students a minute to think of their own tag line. They can make a note of it if they wish. Tell them they are going to practice using their tag line with five other students in a class mingle activity. Tell them everyone will stand up and find their first partner. They should then make small talk for a minute or two and use their tag lines. Once they have both used their tag lines and asked follow-up questions, tell them to find a new partner. They should try to talk to four other students before they sit down.

4. As a class, ask for volunteers to give a summary of the most interesting conversations they had.

Vocabulary Skill Note

SYNONYMS   page 60

1. Direct students to read the information silently.

2. Check comprehension: *What is a synonym? Why is it good to know synonyms? How can a dictionary help with synonyms?*

Skill Note

Point out that synonyms can help students paraphrase, or restate information in a different way. This is a good way to show they understand the material. If helpful, have higher-level students listen to Listening 2 again, or read the script and have them work in pairs to paraphrase the main points. With lower-level students, suggest they use the main points from the news report from pages 56 and 57 to practice paraphrasing.

Grammar Note

MODAL VERBS *SHOULD* AND *SHOULDN'T* page 61

1. Read the information about using *should* and *shouldn't*. Provide and elicit additional examples: *You should say* please *and* thank you. *You shouldn't yell at people. Should we teach manners in school? How should we treat other people?*

2. Check comprehension by asking questions: *When do we use* should *and* shouldn't? *Where does* should *go in the sentence? What form of the main verb do we use with* should *and* shouldn't?

Skill Note

Modals like *should* can be confusing for students because they don't exist in many languages. Students often forget to use the simple form of the main verb. They add *-s* to the verb following *he, she,* or *it*, or they add *-ed* or *-ing*. Students can get used to using *should* and *shouldn't* with the context that is familiar to them all—the classroom. Seat them in small groups, and ask each group to come up with a list of things that students should and shouldn't do in their English class. Suggest they begin sentences with *A student/A teacher*. Elicit items from the lists afterwards, and see if everyone agrees on appropriate English-class behavior.

Pronunciation Note

FINAL /s/ OR /z/ SOUNDS page 62

1. Read the information about final /s/ or /z/ sounds.
2. Play the audio.
3. Check comprehension. Ask: *When do we connect the final -s sound to the next word?*

Skill Note

Students are often hesitant to use linking or reduction because they are afraid to make a mistake. Explain that linking will make them sound more like a native speaker, and it will help them understand other speakers better.

Speaking Skill Note

GIVING ADVICE AND MAKING RECOMMENDATIONS page 63

1. Direct students to read the information about giving advice and making recommendations.
2. Check comprehension: *Is giving advice the same as giving commands? What are some expressions you can use to give advice or make recommendations?*

Skill Note

Phrases such as *I think*, *I don't think*, and *maybe* soften the message and make it easier for the listener to accept. Remind students to include these phrases when they want to make sure they don't offend the listener.

Expansion Activity 4

PREPARE AND SPEAK
C. SPEAK page 66

1. Go over the directions.
2. Have students review the Self-Assessment checklist on p. 66 to notice what they should include in their presentation and how they should present it.
3. Have groups present to the class. Use the Unit Assignment Rubric at the end of this chapter to score each student's presentation individually.
4. Or, direct groups to give their presentations to another group. Have students complete the Unit Assignment Rubric (found at the end of this chapter). Remind students this is an individual grade.

21ST CENTURY SKILLS EXPANSION

Flexibility and the willingness to help others to achieve a common goal are important qualities on academic and professional teams. Whether students are making a group presentation to their class, to their customers, or to a professional organization, they have to be willing to change their ideas or roles so that each member can do his or her best. Encourage groups to come up with a plan for the presentation, but modify it as necessary to maximize the participation of everyone.

Unit Assignment Rubrics

Unit 3   Social Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give a short presentation about manners.*

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 on Manners	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used *should* and *shouldn't* correctly while giving a presentation on manners.				
Student correctly used vocabulary words from the unit.				
Student gave advice and made recommendations.				
Student connected final */s/* and */z/* sounds to vowels.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 68–69

The photo is an overhead view of preteen friends playing games, eating snacks, and using their smart phones at a table. Research shows that this age group (preteens and young teenagers) have unprecedented access to smart phones, and nearly half of American teenagers say they are on their smart phones almost constantly.

Expansion Activity 1

UNIT QUESTION page 69

1. Introduce the Unit Question: *How does technology affect our relationships?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *Why do people use technology? How do you communicate with people on your smartphone? Do you prefer to connect with people face-to-face or online?*

2. Tell students: *Let's start our discussion by thinking about how technology affects our relationships.*

3. Put students into groups of three or four and give each group a piece of paper. Tell the students to fold the paper in half. On one side, they should write some positive impacts technology can have on relationships, for instance *I can use Skype to chat with my family when I'm far away.* On the other side, they should write some negative impacts technology can have on relationships, such as *When my friends are on their phones at lunchtime, we don't talk much.*

4. Call on volunteers from each group to share their lists with the class.

NOTE-TAKING SKILL page 70
B. APPLY

1. Prepare a list of symbols, numbers, and abbreviations, including the examples in the Skill Box and Activity A.

2. Put students into pairs. Give each pair a white board (these can be made with page protectors and cardstock if whiteboards are not available in your teaching context), a white board marker, and a white board eraser or paper towel. Alternatively, divide the class into larger groups and give each group a space at the whiteboard.

3. Tell students that you are going to call out a word or phrase and they should work with their partner (or group) to write the corresponding symbol, number, or abbreviation. They are going to compete with the other pairs (or groups) to be the fastest to correctly write it accurately.

4. Call out a word, for instance, *about*. Give a point to the first pair who correctly writes the abbreviation, *re*, and holds up the whiteboard to show. Write the word and the corresponding symbol, number, or abbreviation on the board so that any students who didn't get the correct answer can see and hear it again.

Background Note

LISTENING 1 page 71

The impact of social media on relationships is a hotly-contested topic. Studies have linked increased connections with others with longer lifespans and increased satisfaction. As well, developing online friendships is more convenient than cultivating face-to-face relationships. However, there are many reported downsides associated with social media-based relationships. In addition to those discussed in the listening, psychologists worry that substituting online relationships for real connections isn't good for peoples' mental health.

Multilevel Option 1

LISTENING 1: Online Friendships
A. VOCABULARY page 71

1. Go over the directions.

2. Have students work with a partner to fill in the blanks with the word that best fits.

3. Go over the answers with the class. As you go over the answers, pronounce each underlined word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Group lower-level students together and provide additional examples to help with understanding where appropriate. Have higher-level students work in pairs to use their dictionaries to provide alternate sentences for the missing words or phrases. Then have students write and read aloud the sentences on the board. Review the sentences as a class, focusing on meaning over grammar or spelling.

Background Note

LISTENING 2 page 76

Although many people benefit from using AI, such as GPSs and Personal Assistants, they are not without controversy. Primarily, people are concerned about protecting their privacy because there have been reports of AI devices recording people's conversations in their homes.

Multilevel Option 2

LISTENING 2: Who are you talking to?
A. VOCABULARY pages 76–77

1. Go over the directions.

2. Have students work with a partner to circle the answer that best matches the meaning of the underlined word.

3. Go over the answers with the class.

Expansion Activity 3

WORK WITH THE VIDEO pages 79–80

1. After students have completed the activities on pages 79–80, tell the class that they are going to compare how life is now with how it was in 1927.

2. Model the activity. Draw a T-chart on the board and write *1927* above the first column and *Now* above the second column. Elicit some of the contrasts from the video, such as *In the past, the men sang in the evening, but now they might watch TV.* Or *In the past, people made gifts, but now we might buy them online.*

3. Divide the class into groups of three or four. Give each group a piece of paper. Tell them to fold the paper in half. On one side, they should write *1927* and on the other they should write *Now*.

4. Give them time to work together to list some differences between 1927 and now. They can note things they learned from the video or use their own ideas. For each contrast or difference on their list, ask them to discuss and note what was better in 1927 than now, and what is better now than in 1927.

5. Call on volunteers to share some contrasts from their list that were not explicitly mentioned in the video. Come to a class consensus about whether things were generally better in 1927 or things are better nowadays.

Vocabulary Skill Note

USING THE DICTIONARY page 81

1. Direct students to read the information silently.

2. Check comprehension: *What can you do if you don't know how to spell a word? What are some letters that can make the /k/ sound? How can a computer help you?*

Skill Note

Point out that a dictionary is a useful tool but that students' brains are the most important tool. If they can guess at meaning, or simply ignore the word they don't understand if it's not important to the overall meaning, they can save time and avoid having to use the dictionary. In Activity A, students have to use their spelling knowledge to use the dictionary. Point out that even if their spelling isn't perfect, if it's close enough, students can often find the word and the correct spelling, especially if they use an online resource with a spellchecker. Some online dictionaries have a "Did you mean …?" option list.

Grammar Note

COMPARATIVES page 82

1. Read the information about comparatives.

2. Check comprehension by asking questions: *How many things do comparatives compare? What word do we usually use after comparatives?* (You may want to draw students' attention to the fact that the word *than* is not always stated in comparative statements e.g., *Jon will get the message more quickly if you send it to his phone.*) *What do you do to one-syllable adjectives to make a comparative? What do you do to two-syllable adjectives to make a comparative? What do you do to three-syllable adjectives to make a comparative?*

Skill Note

Two-syllable words are the most difficult for students because the rule is not always consistent. Point out that two-syllable words ending in *-y* usually use *-ier*, whereas some other two-syllable words are more likely to take *more … than*. Suggest students keep notes about two-syllable words and the forms they take in a vocabulary notebook.

Multilevel Option 3

A. APPLY page 83

1. Read the instructions out loud. Have students follow in their textbooks.

2. Tell students to complete the sentences with the appropriate form of the comparative.

3. Go over the answers with the class.

Pronunciation Note

LINKING BETWEEN CONSONANT SOUNDS page 84

1. Read the information about links between consonant sounds.

2. Play the audio. Play the audio again, and have students repeat.

3. Check comprehension. Ask: *How do you link words when one ends in a consonant sound and the next one begins with the same sound?*

Skill Note

Students are often hesitant to use linking or reduction because they are afraid to make a mistake. Explain that linking will make them sound more like a native speaker, and it will help them understand other speakers better.

Speaking Skill Note

ASKING FOR AND GIVING CLARIFICATION   page 85

1. Direct students to read the information about asking for and giving clarification.

2. Check comprehension: *When do you ask for clarification? What are ways you can ask for clarification? What are some phrases you use to give clarification?*

Skill Note

Asking for clarification is a very important skill for language learners. Sometimes students are hesitant to ask for clarification; remind them that it will help them understand more, and show the other person that they are listening and want to respond and understand. Encourage students to ask you and their classmates for clarification when needed.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK   page 88

1. Go over the directions.

2. Have students review the Self-Assessment checklist on page 88 to notice what they should include in their panel discussion.

3. Have students give a two- to three-minute panel discussion to the class. Encourage students to ask questions about their classmates' panel discussions.

4. Use the Unit Assignment Rubric at the end of this chapter to score each discussion.

5. Alternatively, if your class is large, seat students in small groups to give their presentations. Assign a timekeeper. Give listeners a copy of the Unit Assignment Rubric to complete.

21ST CENTURY SKILLS EXPANSION

Students need to know how to interact effectively with others in educational and professional settings. One way to do this is to know when it is appropriate to listen and when to speak. In Activity C, students have to take turns listening and speaking. Remind students that it is just as important to listen to others and respect their point of view as it is to give their own opinions.

Unit Assignment Rubrics

Unit 4   Technology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Develop an educational board game that can help people in real life.*

20 points = Game introduction element was completely successful (at least 90% of the time).
15 points = Game introduction element was mostly successful (at least 70% of the time).
10 points = Game introduction element was partially successful (at least 50% of the time).
  0 points = Game introduction element was not successful.

Develop and Explain a New Game	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used imperative verbs correctly.				
Student correctly used vocabulary words from the unit.				
Student gave clear instructions about a new game.				
Student correctly used syllable stress in words.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 90–91

The Unit Opener photo shows a picture of a family in Haridwar, a holy city on the River Ganges in Northern India. They are having a family reunion and there are several generations of the same family in the photo. The adult women are wearing traditional dress, called a sari. Some of them also have a headscarf around their heads.

Expansion Activity 1

UNIT QUESTION page 91

1. Introduce the Unit Question: *What does it mean to be part of a family?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *What kind of families do you know about? Are families always close? What do family members do for each other?*

2. Tell students: *Let's start our discussion by thinking about what it means to be part of a family.*

3. Put students in small groups, and give each group a piece of poster paper and a marker.

4. 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 one another.

5. 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 of the answers. Post the list to refer to later in the unit.

Background Note

LISTENING 1 page 93

Although twins often look alike, they usually have different personalities. This has lead researchers to question how much of who we are comes from our DNA, and how much comes from external sources in the environment. Since we now know that life experience can impact the development of our brains, it makes it even more surprising when we hear about twins who have never met but who have similar characters and personalities.

Multilevel Option 1

LISTENING 1: Twins in the Family
A. VOCABULARY page 93

1. Direct students to read the paragraphs.

2. Have students work with a partner to write the underlined word next to the definition.

3. Go over the answers with the class. As you go over the answers, pronounce each vocabulary word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Group lower-level students together in pairs or small groups and have them take turns reading sentences from the paragraph aloud. Then have them work together to write the underlined words next to the correct definition. They can check their answers in the dictionary. Have higher-level students work in pairs to write new paragraphs, using as many of the vocabulary words as they can.

Background Note

LISTENING 2 page 98

DNA, or deoxyribonucleic acid, is the hereditary material in humans and almost all other organisms. It is the way we inherit traits from our parents and other ancestors.

Henry Louis Gates is an educator and writer. In 2012, he began hosting, writing, and producing the PBS television series *Finding Your Roots with Henry Louis Gates, Jr.*, in which he guides famous people through an exploration of their family trees.

Multilevel Option 2

LISTENING 2: Family History
A. VOCABULARY page 98

1. Go over the directions.

2. Have students work with a partner to choose the answer that best matches the meaning of the underlined word.

3. Go over the answers with the class. As you go over the answers, pronounce each underlined word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Allow lower-level students to use their dictionaries to check their answers. Encourage higher-level students write another example sentence with the words.

Expansion Activity 2

WORK WITH THE VIDEO pages 102–103

1. After students have completed the video activities on pages 102–103, draw attention to the part of the video that showed Nadiya's visit at home with her family by asking questions, such as *Who are all the people who come to meet Nadiya when she arrives at home? How do you think Nadiya feels when she sees her family? What family members does Nadiya see when she arrives in Bangladesh?*

2. Encourage students to make connections to their own experiences. Ask questions like *Have you ever*

visited your family after a long time away? Has a family member or good friend ever visited you after being away for a long time?

3. Tell them to think about what the visit was like, how it felt, and what they (or the visitor) did. Give them time to make a few notes (not sentences) about what the visit was like. (If necessary, model this part by thinking aloud as you make notes about a family visit of your own on the board.)

4. Tell the students they are going to participate in a fluency circle. Tell them that the aim of the activity is to try to tell the same story in less time. Firstly, give them one minute to tell a partner the story of their family visit. Then have them listen to their partner for one minute. Next, have them change partners. Instruct them to repeat the speaking and listening steps, but this time give them only 45 seconds each. Finally, have them change partners again and repeat the steps a third time, but this time in only 30 seconds. The repetition should help them speak more fluently.

5. Use a timer to signal when students should change partners after one minute, then 45 seconds, and finally 30 seconds.

Vocabulary Skill Note

WORD FAMILIES: verbs, nouns, adjectives page 104

1. Direct students to read the information silently.

2. Check comprehension: *What are word families? What should you do when you learn a new word?*

Skill Note

Point out that knowing word families is a good way to increase vocabulary. For example, if students know the meaning of the root or headword (e.g., *differ*), they can guess the meaning of the other words in that family. Suggest students use their dictionaries to add other members of word families to page 104. For example, they can add *differentiate* and *indifferent* to the *differ* word family.

Multilevel Option 3

A. CATEGORIZE page 104

1. Direct students to complete the chart with noun and adjective forms.

2. Have students compare answers with a partner.

3. Go over the answers with the class.

MULTILEVEL OPTION

Allow lower-level students to work in pairs. Have higher-level students create sentences for each of the words in the chart. Then pair a higher-level student with a lower-level student to read their sentences.

Grammar Note

AUXILIARY VERBS IN QUESTIONS page 105

1. Read the information about using auxiliary verbs in questions. Provide and elicit additional examples: *Did*

you live with your grandparents when you were a child? Are you living with your parents now? Do you want to know more about your ancestors? What do you want to learn about families? How can this information help? Who do you think you are like in your family?

2. Check comprehension by asking questions: *What kind of word comes first in a yes/no question? What kind of word comes first in an information question? What form of the main verb do we use in questions with auxiliary verbs?*

Skill Note

Students often forget to add the auxiliary verb before the subject when they form questions. One way to help students master this is to use a different color to highlight the auxiliary verbs when you write sentences on the board. Another way is to use sentence strips: cut up questions into words, shuffle them, and have students put them back in order.

Expansion Activity 3

D. DISCUSS page 106

1. Prepare index cards or pieces of paper with both question words (*what, how, who, why, when, where*) and auxiliary verbs (*is, am, are, did, does, do, was, were*) on them. Make enough sets of these cards so each group of three to four students will get one set.

2. Tell the students they are going to play a game that will help them practice forming questions correctly. Put them into groups of three to four. Give each group a set of cards. Have them place the cards face down in a pile in the center of the group.

3. Tell them that they will take turns turning over a card and making a question for the group to answer using the question word or auxiliary on the card. For instance, if a student turns over a card that says *where*, he/she could ask *Where do you like to go on vacation?* Or if a student turns over a card that says *did*, he/she could ask *Did you study last night?* If the group determines that the question was grammatically correct, they should all answer the question and the student gets to keep the card. If the group determines that there was a mistake in the question, the card goes to the bottom of the pile.

4. While students are playing the game, circulate to answer questions and correct students as necessary. Set a time limit of five minutes, or bring the activity to an end when the quickest group finishes. The winner is the student with the most cards.

Pronunciation Note

INTONATION IN QUESTIONS WITH *OR* page 107

1. Read the information about intonation in questions with *or*. Point out that intonation rises before *or*.

2. Play the audio.

3. Check comprehension. Ask: *When we ask questions that offer two choices, what word do we use to connect the choices? What kind of intonation do these questions have?*

Skill Note

Students often use falling intonation with items in a list, whether the items are connected by *and* or *or*. Point out that the rising intonation lets the listener know that the speaker is not coming to the end of the sentence, but rather will continue. When students are reading sentences aloud, suggest they look ahead to notice an *or* that connects choices. This will help them anticipate the choices and use rising intonation.

Speaking Skill Note

EXPRESSING OPINIONS page 108

1. Direct students to read the information about expressing opinions.

2. Check comprehension: *What phrases can you use to introduce your opinion? What phrase can you use to introduce someone else's opinion?*

Skill Note

Students may feel uncomfortable expressing their opinions in a language they don't know that well. Reassure students that expressing opinions is not only OK, it is a way to show they are interested in a topic. It is not impolite in most cultures to disagree with someone if they use appropriate phrases.

Expansion Activity 4

PREPARE AND SPEAK
C. SPEAK page 110

1. Go over the directions and the rules.

2. Have students review the Self-Assessment checklist on p. 110 to notice what they should include in their presentation. Remind students that in addition to their own speeches, they also will be scored for asking questions about their classmates' speeches and correctly using auxiliary verbs in those questions.

3. Seat students in groups of four or five. Have one student from each group be the timekeeper.

4. Use the Unit Assignment Rubric at the end of this chapter to score each speech as you walk around the room.

5. Or have listeners in each group complete the Unit Assignment Rubric for each student.

21ST CENTURY SKILLS EXPANSION

Students have to be able to speak without preparation in a professional environment. Knowing how to respond thoughtfully but spontaneously to a question, statement, or quotation is an important skill, whether students are interacting with customers, colleagues, or supervisors.

Unit Assignment Rubrics

Unit 5   Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give a short speech about families.*

20 points = Speech element was completely successful (at least 90% of the time).
15 points = Speech element was mostly successful (at least 70% of the time).
10 points = Speech element was partially successful (at least 50% of the time).
  0 points = Speech element was not successful.

Give a Short Speech	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed) while responding to a quotation about families.				
Student used auxiliary verbs, when necessary, correctly.				
Student correctly used vocabulary words from the unit.				
Student explained what the quote meant.				
Student expressed opinions.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 112–113

The Unit Opener photo shows two female friends having fun playing video games in Serbia. Video game industry researchers report that, since 2014, females make up about 40% of all video game players. However, they are underrepresented in many of the games themselves, which feature mainly male characters.

Expansion Activity 1

UNIT QUESTION page 113

1. Introduce the Unit Question: *How can playing games be good for you?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *Why do people like to play games? What kinds of games have you played in school? What can games teach us?*

2. Tell students: *Let's start our discussion by thinking about ways games can be good for us and also ways that playing games might cause problems for us.*

3. Put the students into groups of three or four. Give each group a piece of paper and instruct them to fold the paper in half. Have the students work together to list several benefits of playing games on one side and disadvantages to playing games on the other side.

4. Ask students to read and consider the Unit Question for a moment as they review the list they have created with their groups. Ask them to stand on one side of the room if they believe the benefits of playing games outweigh the potential problems and on the other side if they believe the opposite.

5. Call on volunteers from each side of the room to share the reasons for their opinions with the class.

Background Note

LISTENING 1 page 116

Researchers in the US have found that while the majority of video game players are young men, 40% of women, and 25% of Americans aged 65 and over, also say they play video games at least sometimes. In general, most Americans like to play strategy and puzzle games the most.

Multilevel Option 1

LISTENING 1: Why Should Adults Play Video Games?
A. VOCABULARY page 116

1. Go over the directions.

2. Have students work with a partner to circle the answer that best matches the meaning of the underlined word.

3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Put lower-level students in pairs or groups to identify the clues in the sentences that help them guess at meaning. Allow them to check in a dictionary. Have higher-level students provide additional sentences for each new word.

Background Note

LISTENING 2 page 120

Sometimes parents worry about their children engaging in competitive activities. However, researchers suggest there are many benefits when children have experienced both winning and losing at games. Winning can help a child develop confidence and prompts children to develop strategic thinking skills. Learning how to deal with losing a game can teach a child empathy and they can also learn from their mistakes.

Multilevel Option 2

LISTENING 2: Chess Champions
A. VOCABULARY page 120

1. Direct students to read the definitions.

2. Have students complete the sentences with the correct word or phrase.

3. Go over the answers with the class. As you go over the answers, pronounce each vocabulary word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Group lower-level students together in pairs or small groups. Have each group go over the definitions. Go through the sentences, and elicit the parts of speech for each blank. Have students work together to write the correct words on the lines. Have higher-level students complete the sentences and then work in pairs to write additional sentences for each of the vocabulary words.

Expansion Activity 2

WORK WITH THE VIDEO pages 125–126

1. After students have completed the video activities on pages 125–126, draw their attention to the educational SIMS video game shown in the video by asking questions like *What problem do the students have to solve in the game?* and *What do they learn from the game?*

2. Tell students they are going to work in a group to come up with an idea for an educational video game. The game could be connected to any of their school classes except for English or math, or it could be for a skill, like playing a musical instrument or driving a car.

3. Put students into groups of three or four and give them some time to brainstorm problems and solutions that might work well in an educational video game. Then encourage them to choose one idea and plan a short explanation of their game.

4. Have each group briefly present the idea for their video games to the class or to another group.

Vocabulary Skill Note

WORD FAMILIES: suffixes page 127

1. Direct students to read the information silently.

2. Check comprehension. Ask: *What is a suffix? What does a suffix often do? What suffixes change an adjective to a noun?*

Skill Note

Point out that knowing word families is a good way to increase vocabulary. For example, if students know the adjective *honest*, and the suffix *-y* can make an adjective into a noun, they can be fairly certain of the meaning of *honesty*. Tell students that a dictionary can assist them with learning word families.

Grammar Note

IMPERATIVE VERBS page 129

1. Read the information about using imperative verbs. Provide and elicit additional examples: *Open your books. Complete the sentences. Don't use a dictionary on this assignment.*

2. Check comprehension by asking questions: *When do we use imperatives? What is the subject of the verb? Do we say the subject? What form of the verb do we use in the imperative?*

Skill Note

Students sometimes have trouble remembering to use the base form of the verb or *don't* in the negative. To help students begin to use these forms more automatically, seat students in small groups to practice with the imperative. Have each group choose a game or sport that is familiar to all members and write a list of rules for the game. Remind them to use both affirmative and negative imperatives (e.g., *Move the ball with your feet. Don't touch the ball with your hands.*).

Pronunciation Note

WORD STRESS page 131

1. Read the information about word stress.

2. Play the audio. Play the audio again, and have students repeat.

3. Check comprehension. Ask: *What syllable is stressed when the word ends with the suffix -tion?*

Skill Note

Students sometimes have difficulty with syllable stress in English because it seems so unpredictable. Remind students that if they pay attention to the pronunciation patterns used with common suffixes, they can begin to predict stress in unfamiliar words.

Multilevel Option 3

PRONUNCIATION: Word Stress
A. IDENTIFY page 131

1. Direct students to read the instructions.

2. Have students underline the stressed syllable in each word in the chart.

3. Go over the answers with the class. As you go over the answers, pronounce each word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Encourage lower-level students to use their dictionaries to look up words for which they are not easily able to identify the stressed syllable. Remind them that their dictionaries will mark the stressed syllable differently: sometimes in bold, but more commonly with a symbol ('). Help the students to become familiar with the way their dictionaries mark stress so they can learn the stress patterns of unfamiliar words easily. Have higher-level students add another word with the same stress pattern to each cell in the chart. For instance, beside *introduce*, students would write another three-syllable word with the stress on the third syllable, such as *everyday* or *volunteer*.

Speaking Skill Note

GIVING INSTRUCTIONS page 132

1. Direct students to read the information about giving instructions.

2. Check comprehension: *What should you do first when you're giving instructions? What phrases can you use to make the sequence of instructions clear?*

Skill Note

Students are probably familiar with many of the order words and phrases. Point out that these phrases only work when the speaker has a clear idea of the sequence of steps. Suggest students take a moment to think through the series of steps before they begin to give instructions.

Expansion Activity 3

PREPARE AND SPEAK
C. SPEAK page 135

1. Go over the directions.

2. Have students review the Self-Assessment checklist on page 136 to notice what they should include in their presentation. Suggest each group member explain some aspect of the game (e.g., turn-taking, objective, movement/advancing, ways to win or lose), as they will each receive an individual grade.

3. Put two groups together to explain their game. Have one group explain their game and, if time permits, coach the other group in playing it for ten minutes; then the groups should switch roles. Have listeners complete the Unit Assignment Rubric (found at the end of this chapter) to score each group member's explanation.

4. Or, see the Unit Assignment Rubric at the end of this chapter to score each group member's explanation as you walk around the room. You may choose to score the group as a whole rather than scoring individual members.

21ST CENTURY SKILLS EXPANSION

Students will have to use communication for a range of purposes in their academic and professional lives. One purpose of communication is to instruct, which is what students will practice in this assignment. Being able to instruct others in a clear and effective way is important for managers and those in positions of responsibility.

Unit Assignment Rubrics

Unit 6   Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give a presentation on a handmade object.*

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 (without long pauses or reading) and was easy to understand (spoke clearly and at a normal speed) while giving a presentation about a handmade object.				
Student correctly used comparatives and superlatives to describe a handmade object.				
Student correctly used vocabulary words from the unit.				
Student answered questions for clarification when necessary.				
Student correctly used links between consonant sounds.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 138–139

The Unit Opener photo shows a small cottage in the snow in Glencoe, western Scotland. This area is famous for its natural surroundings and it's very popular with mountaineers and hikers.

Expansion Activity 1

UNIT QUESTION page 139

1. Introduce the Unit Question: *How do people survive in extreme environments?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *Do you like to be out in a natural setting? Have you ever experienced extreme weather? What things do people need to do to be safe in extreme environments?*

2. Tell students: *Let's start our discussion by thinking about how people survive in extreme environments.*

3. Label four pieces of poster paper with the following possible extreme environments: *a desert*, *a mountain top*, *the North or South Pole*, and *a deserted island*. Place each piece of paper in a different corner of the room.

4. Ask students to read and consider the Unit Question for a moment, and then to stand in the corner next to a poster that they have some ideas about. Note that there must be a minimum of two students per corner to make the activity work.

5. Direct the groups in each corner to talk amongst themselves about the things people need to do to survive in these environments. Tell them to choose a note-taker to record the answers on the poster paper.

6. Call on volunteers from each corner to share their ideas with the class.

7. Leave the posters up for students to refer back to at the end of the unit.

Background Note

LISTENING 1 page 141

The Darhad people are some of the most self-sufficient people in the world. The Darhad Valley is actually named after the people. There are around 21,500 Darhad people who still live in Mongolia, and they are famous for their hospitality. They move up to six times each year, and they can take down or put up their *ger* (yurt) in under an hour.

Multilevel Option 1

LISTENING 1: The Nomads of Outer Mongolia
A. VOCABULARY page 141

1. Direct students to read the definitions.

2. Have students complete the sentences with the correct word.

3. Go over the answers with the class. As you go over the answers, pronounce each vocabulary word and have students repeat it.

> **MULTILEVEL OPTION**
>
> Group lower-level students together in pairs or small groups. Have each group go over the definitions. Have students take turns asking for and giving the definitions in pairs before they do the exercise. Have higher-level students identify which words can be both nouns and verbs and write sentences using them in both ways. They can check their usage in the dictionary.

Background Note

LISTENING 2 page 147

More and more high-rise apartment buildings are being constructed. In fact, even in the US, a country where a suburban detached house with a yard has long been held as The American Dream, new construction of single-family houses has decreased and multi-family houses has increased significantly over the past decade. In addition, researchers have found that apartment buildings themselves are getting taller, which means that more people are moving into larger buildings.

Multilevel Option 2

LISTENING 2: High-Rise Living
A. VOCABULARY pages 147–148

1. Go over the directions.

2. Have students work with a partner to write the underlined word or phrase next to the correct definition.

3. Go over the answers with the class. As you go over the answers, pronounce each vocabulary word or phrase, and have students repeat it.

> **MULTILEVEL OPTION**
>
> Allow lower-level students to check their answers in the dictionary. Have higher-level students work in pairs to write additional sentences using each vocabulary word. Ask volunteers to read aloud and write sentences on the board. Have the class check their use of new vocabulary, focusing more on meaning than grammar.

Vocabulary Skill Note

COMPOUND NOUNS page 150

1. Direct students to read the information silently.

2. Check comprehension: *What do we call a noun paired with another noun or adjective? Are they all written as one word? What does the first word of a compound noun do?*

Skill Note

Point out that students will learn about stress in these words later in the unit. While this skill focuses on adjective + noun and noun + noun combinations, some compound nouns are formed by preposition + noun, noun + verb, or even preposition + verb. The important thing to emphasize is that two words combine to form a single noun.

Multilevel Option 3

VOCABULARY SKILL: Compound Nouns
B. RESTATE page 151

1. Go over the directions.
2. Have students work in pairs or small groups to think of the compound nouns for the definitions.
3. Check the answers as a class.

> **MULTILEVEL OPTION**
>
> Have lower-level students underline or highlight key words in the definition to help them come up with the answer. For instance, for *A phone that is intelligent*, students should underline or highlight *phone* and *intelligent*. Have higher-level students take turns using the compound nouns in sentences or short dialogues.

Grammar Note

FUTURE WITH *WILL* page 152

1. Read the information about using future with *will*.
2. Check comprehension by asking questions: *What form of the verb follows* will*? What is the contraction for* will*? What is the contraction for* will not*? How do you form a yes/no question? How do you form an information question?*

Skill Note

Point out that we use *will* to talk about future plans, to make predictions, to make promises, and to make offers or volunteer to do something (e.g., *We need a cake for dessert. I'll bring one*). In many cases, *will* can be used interchangeably with *[be] going to* (e.g., *I am going to bring a cake.*) We use *[be] going to* more for specific plans in the near future.

Expansion Activity 3

B. EXPLAIN page 153

1. Bring in items from home that you no longer use, including things you might throw away. Or ask each student in advance to bring in one item they are thinking of throwing away. Tell students to consider bringing in items such as clothing, DVDs, and books.
2. Display an item, and model the activity by talking about four possible ideas for reusing the item. (*I will use this shirt as a pillow cover. Or, I will tear it into strips and use it to stake my tomato plants. Or, I will use it to wash my car. Or, I will use it to dust my furniture.*)
3. Give an item to each pair of students. Have students decide on four possible plans for their item. Encourage students to be creative with their ideas.

4. Have each pair of students share their ideas with another pair.
5. Elicit the most creative ideas from the students.

Pronunciation Note

WORD STRESS IN COMPOUND NOUNS page 153

1. Read the information about stress in compound nouns.
2. Check comprehension. Ask: *Where is the stress in compound nouns?*
3. Play the audio. Play the audio again, and have students repeat.

Skill Note

Some compound nouns have near sound-alikes: adjective + noun combinations that sound like compound nouns but aren't. One example is *the White House* (where the US president lives) and *a white house* (a house that is white). Other pairs include *greenhouse*, *blackbird*, *blackboard*, and *hot plate*. When it is a true compound noun, the stress in on the first word; when it is an adjective + noun combination, the stress is on the second word. Suggest students work in pairs to write a sentence for each compound noun option (*blackbird* versus *black bird*; *White House* versus *white house*). Call on students to read their sentences to the class, using the correct stress.

Speaking Skill Note

SUMMARIZING page 154

1. Direct students to read the information about summarizing.
2. Check comprehension: *What does* summarize *mean? What is the noun form of* summarize*? What is a good summary? Why might you summarize when speaking?*

Skill Note

People summarize when speaking all the time. You can summarize the plot of a novel, the latest news, what happened at a sporting event. Knowing how to be clear and how to focus is important. Point out that summarizing may seem difficult, but it's a skill they can apply in their personal lives as well as academic and work settings. Have students take turns summarizing a TV show to a partner. Set a time limit of two minutes each.

Expansion Activity 4

PREPARE AND SPEAK
C. SPEAK page 157

1. Go over the directions.
2. Have students review the Self-Assessment checklist on p. 158 to notice what they should include in their interview.
3. Have students present the interview to the class.
4. Use the Unit Assignment Rubric at the end of this chapter to score each pair's interview.

21ST CENTURY SKILLS EXPANSION

To be effective global citizens in the 21st century, students need to develop environmental literacy. One aspect of this literacy is knowledge and understanding of society's impact on the natural world. Extreme environments are often susceptible to environmental change, so it's important to be able to describe such environments.

Unit Assignment Rubrics

Unit 7   Environmental Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Role-play an interview with someone who lives in an extreme environment.*

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 an interview	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a normal speed) while participating in a role-play interview.				
Student used future tense with *will* correctly.				
Student correctly used vocabulary words from the unit.				
Student summarized what was heard.				
Student correctly stressed words in compound nouns.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 160–161

The Unit Opener photo shows a man power washing a sidewalk in Spain. The average power washer uses around eight gallons of water per minute. This water has been treated and could otherwise be used as drinking water. Water conservation groups point out how wasteful the use of water is in some countries when others don't even have enough clean water to drink.

Expansion Activity 1

UNIT QUESTION page 161

1. Introduce the Unit Question: *How important is cleanliness?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *How often should you take a shower? Wash your hands? Wash your clothes? Wash your car?*

2. Tell students: *Let's start our discussion by thinking about the importance of cleanliness.*

3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Then ask students who would say *Very important* to stand on one side of the room, and students who would answer *Not as important* to stand on the other side of the room. Allow students to stand in the middle, too.

4. Direct students to tell a partner next to them their reasons for choosing that side of the issue.

5. Call on volunteers from each side and the middle to share their opinions with the class.

6. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so.

7. Ask students to sit down, copy the Unit Question, and make a note of their answers and their reasons. They will refer to these notes at the end of the unit.

Background Note

LISTENING 1 page 162

We use water in many ways. Most of it, around 70%, is used for agriculture, 20% is used for industry, and we use 10% of it at home. The demand for clean fresh water has increased dramatically over the past few decades. The earth's population is growing by about 80 million people each year, and we are buying and eating more than ever before. In addition, as we look for more environmentally friendly alternatives to fossil fuels, we need more water to produce biofuels.

Multilevel Option 1

LISTENING 1: Water for Life
A. VOCABULARY page 162

1. Go over the directions.

2. Direct students to circle the answer that best matches the meaning of each underlined word.

3. Put students in pairs to compare answers.

4. Go over the answers with the class. As you go over the answers, pronounce each underlined word and have students repeat it.

MULTILEVEL OPTION

Have lower-level students work in pairs to underline the key words in each sentence which help them know the meaning of the underlined words.
Have higher-level students complete the activity individually and then compare answers with a partner. Tell the pairs to write alternate sentences for each word.

Expansion Activity 2

E. DISCUSS page 165

1. Draw their attention to the part of the video that tells us to consider ways to reduce our water footprint. Make sure students understand the phrase by asking *What is a footprint? What does it mean when we talk about how we use water?*

2. Tell students they are going to brainstorms things people can do to reduce their water consumption. Encourage them to think about both things they can do in their own homes as well as ways they can change their shopping and consumption habits to reduce their water footprint.

3. Put students into groups. Give them time to brainstorm several changes they could make to reduce their water footprint.

4. Have the students share their ideas with the class. Write all the original ideas on the board. Do not write duplicate ideas.

5. Give each student a marker or a piece of chalk and have them come up to the board and put a check mark beside the changes that they have already made and a question mark beside the changes they think they might make to reduce their water consumption in the future.

Background Note

LISTENING 2 page 168

Tore Midtvedt, a microbiologist at the Karolinska Institute in Sweden, is the person who said people should be less clean. He believes people should stop living in sanitized houses and bodies. Dr. Erika Von Mutius is the researcher who studied rates of asthma and allergies in two groups of children—one in cleaner

environments and one in less clean environments. She has a "hygiene hypothesis" that proposes that our bodies have two defense systems. When one is out of practice fighting germs and bacteria because of a too-clean environment, the other becomes too powerful and attacks things like pollen, setting us up for more allergies.

Multilevel Option 2

LISTENING 2: Is It Possible to Be Too Clean?
A. VOCABULARY page 168

1. Go over the definitions. Say each word and have students repeat it.

2. Have students work with a partner to complete the sentences.

3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Have lower-level students work in pairs to complete the sentences. Have higher-level students work in pairs to cover the sentences and use the definitions to write sentences that have to do with cleanliness and clean water. They can then compare their sentence ideas to the ones in the book.

Vocabulary Skill Note

USING THE DICTIONARY page 172

1. Direct students to read the information silently.

2. Check comprehension: *What kinds of information about words can you get from a dictionary? What are some examples of parts of speech? What is a* synonym? *An* antonym?

Skill Note

Point out that online or handheld electronic dictionaries often provide the pronunciation of a word through an audio link. Encourage the students to use the dictionaries on their smart phones or online to try this out.

Expansion Activity 3

VOCABULARY SKILL USING THE DICTIONARY
B. INVESTIGATE page 173

1. Tell students they are going to practice using their dictionaries. Tell them they will work with in small groups and use their dictionaries to write a list of five questions (and answers) like the ones on p. 173. Then they are going to pair with another group to use their dictionaries to find the answers to the questions the other group has created.

2. Put the students into groups of three or four. Make sure everyone has a dictionary or smart phone. Give them time to work together to write five prompts that ask about things like plural forms, word families, spelling, and pronunciation. Circulate and assist as necessary.

3. Put two groups together and instruct them to exchange their lists of questions. The members of each group should use their dictionaries to find the answers.

4. Discuss any difficult questions as a class.

Multilevel Option 3

C. ANALYZE page 173

1. Go over the directions and the example.

2. Have students identify the errors and then rewrite the sentences to correct them.

3. Go over the answers with the class. You may want students to write the correct sentences on the board.

> **MULTILEVEL OPTION**
>
> Have lower-level students work in pairs to correct the sentences. Have higher-level students write additional sentences with errors, using the same words in B. Have volunteers write the incorrect sentences on the board and elicit the corrections from the class.

Grammar Note

***IF* CLAUSES FOR FUTURE POSSIBILITY** page 174

1. Read the information about using *if* clauses for future possibility.

2. Check comprehension by asking questions: *What kind of relationship do sentences with* if *clauses show? What does the* if *clause describe? What does the result clause give? What form of the verb do we use in the* if *clause? What do we use in the result clause? When do we use a comma between the clauses?*

Skill Note

There are several types of conditional, or *if*, clauses. This type is usually the simplest to understand because it describes situations that are real, or may be real in the future. Review the differences in the modals and the certainty they express (*will*—very certain; *can*, *may*, *might*—possible, perhaps 50% certain).

Pronunciation Note

FUNCTION WORDS AND STRESS page 175

1. Read the information about function words and stress.

2. Play the audio. Play the audio again and have students repeat.

3. Check comprehension. Ask: *What are function words? Do we usually stress them? What are some examples of function words?*

Skill Note

Students often give every word in a spoken sentence equal time and stress. Point out that many of these function words are contracted or reduced in speech.

Speaking Skill Note

PARTICIPATING IN A GROUP DISCUSSION page 179

1. Direct students to read the information about participating in a group discussion. Ask: *Why do you think participating in a group discussion is sometimes challenging for a language learner?*

2. Check comprehension: *What are some things that can help you participate in a group discussion?*

Skill Note

Participating in a group discussion can be challenging for language learners in a variety of ways. Some learners don't want to speak because they are afraid of making a mistake. Other learners are afraid no one will understand them. Still others think they don't have enough vocabulary to discuss the topic. And some may not know how to join the discussion politely. Suggest students take a moment to think through their ideas before speaking.

Expansion Activity 4

PREPARE AND SPEAK
C. SPEAK page 182

1. Go over the directions.

2. Have students review the Self-Assessment checklist on p. 182 to notice what they should include in their interview.

3. Have groups present their solutions and ask the questions.

4. Use the Unit Assignment Rubric at the end of this chapter to score each group's presentation as they present it to the class.

5. Alternately, have one group join another to take turns giving their presentations, as listeners complete the Unit Assignment Rubric.

21ST CENTURY SKILLS EXPANSION

Being able to address environmental challenges and design solutions is an essential skill for the 21st century. The issues of water and sanitation are only going to become more important in the coming years. In this Unit Assignment, students have to think about a problem related to water, brainstorm solutions, and evaluate those solutions. This process of considering the issue, generating solutions, and weighing the pros and cons of each solution will help students in both academic and professional settings.

Unit Assignment Rubrics

Unit 8 Public Health

Unit Assignment Rubric

Students' names: _____

Date: _____

Unit Assignment: *Give a persuasive presentation.*

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 Persuasive Presentation	20 points	15 points	10 points	0 points
Group members spoke easily (without long pauses or reading) and were easy to understand (spoke clearly and at a normal speed) while giving a persuasive presentation.				
Group members used *if* clauses for future possibility correctly.				
Group members correctly used vocabulary words from the unit.				
All group members participated in group discussion.				
Group members correctly used stress for function words.				

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

The Q Classroom
Activity A., p. 3
Answers will vary. Possible answers:
1. Clothing is more informal. People are using their phones more.
2. People can communicate on their phones more often and more easily now, but sometimes spend too much time staring at a screen.
3. Answers will vary.

Activity B., p. 3
1. Sophy does not feel that it's important to keep up with it. She says that it can be very expensive.
2. Marcus and Yuna disagree with Sophy, saying people often need to be familiar with the latest technology for work and school.
3. Felix says that outside of work and school, he prefers seeing people face-to-face and doing other non-tech activities.

NOTE-TAKING SKILL
Activity A., p. 4
Answers may vary. Possible answers:
fad, trend, popular, suddenly, last long, success, risky

Activity B., p. 4
Answers may vary. Possible answers:
The speaker repeated all the words in A. Other possible words:
rock, green energy, organic

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 5–6
1. d
2. a
3. g
4. b
5. c
6. e
7. h
8. f

WORK WITH THE LISTENING
Activity A., p. 6, B., p. 7
Answers will vary.

Activity C., p. 7
☑ 1 and 3

Activity D., p. 7
1. He asked Edison to install lightbulbs in his mansion.
2. He thought it was just a fad.
3. They were hard to control and had no brakes.
4. They had two wheels of the same size, were smaller, and had brakes.
5. No, it didn't. Bicycles have remained popular.
6. Cycling is a popular sport, and in many places, bicycles are an important form of transportation.
7. A fidget spinner is small toy that people can hold in their hand and spin around when they are bored or stressed.
8. No, she doesn't. She says it is too early to tell.

Activity E., p. 8
1. L
2. F
3. L
4. L

5. B
6. F

Activity F., p. 8
Lightbulb: affordable, candles, cheap electricity
Bicycle: brakes, fuel, transportation, wheels
Fidget spinner: nervous energy, play around, triangular toy

SAY WHAT YOU THINK
p. 8
Answers will vary. Possible answers:
1. Students may mention an old-fashioned dance, toy, type of music, etc.
2. Students might mention popular businesses, clothing styles, etc.
3. It will be just a fad. No one could get really interested in a fake fish. OR It will become a trend. Watching fish swim reduces stress, and these fish are easy to care for since they don't die.

LISTENING SKILL
Activity A., p. 9
☑ 3

Activity B., p. 9
1. Answers will vary.
2. Answers will vary. Possible answers: Understanding key words was enough for me to get the main idea. I knew enough about the subject already to be able to guess.
3. The report mentions clear labeling, healthy foods, and vegetables more than once. It repeats the idea that eating healthier food is a growing trend.

CRITICAL THINKING
Activity C., p. 10
1. c
2. a
3. b

LISTENING 2
PREVIEW THE LISTENING
Activity A., p. 11–12
1. chat
2. reasonable
3. get the point
4. postage
5. advertise
6. potential
7. buck the trend
8. realize

WORK WITH THE LISTENING
Activity A., p. 12
Answers will vary. Possible answers:
Pro: independent bookstores increasing, sales increasing, community, children, no postage, chat
Con: e-books, order online, stores closing, fewer people downtown

Activity B., C., p. 12
Answers will vary.

Activity D., pp. 12–13
1. a
2. c
3. b
4. b

Activities E., p. 13
Answers will vary. Possible follow-up answers in parentheses.
1. Fiction (Fiction is more popular. People prefer print copies of nonfiction books.)
2. Children's (Many children's books are picture books. Parents prefer to read print books aloud to children.)
3. Nonfiction e-book sales are much smaller than fiction e-book sales.
4. E-books sales increased most between 2012 and 2013. They were highest in 2015, and then declined slightly in 2016.
5. Possible answers: They support her idea by showing that people still prefer print books for many types of reading. OR They don't support her plan because fiction is very popular and that is the category where e-book sales are the strongest.

WORK WITH THE VIDEO
Activity A., pp. 14–15
Answers will vary. Possible answer:
I give old clothes to neighbors or to charity. I prefer modern clothing. It is stylish and comfortable.

Activity B, pp. 14–15
1. c
2. b
3. a
4. b

Activity C., p. 15
Answers will vary. Possible answers:
1. Traditional clothing is more expensive because it is made by hand.
2. It is important because traditional clothing is part of history. It tells a story.

SAY WHAT YOU THINK
p. 15
Answers will vary. Possible answers:
1. I like buying secondhand clothing. It is less expensive. I don't buy anything else secondhand. OR I don't want to wear someone else's clothes, but I buy secondhand books.
2. lifting weights, baking bread, wallpaper
3. Students' own answers.

VOCABULARY SKILL
Activity A., B., p. 16
1. start
2. follow
3. set
4. buck
5. continue

GRAMMAR
Activity A., pp. 17–18
1. Sales in independent bookstores are increasing all the time.
2. Everyone is wearing red these days because it's a trendy color!
3. We're discussing the difference between a fad and a trend.
4. More people are riding bicycles to work these days.

Activity B., p. 18
1. N
2. A
3. A
4. N
5. A
6. A

PRONUNCIATION
pp. 19–20
1. 2
2. 1
3. 2
4. 1

SPEAKING SKILL
Activity A., B., p. 20
Answers will vary.

Unit Assignment
Consider the Ideas, p. 21
Answers may vary. Possible answers:
1. Trend spotting is something people do to get information about what is popular.
2. They might use it to find out what colors are popular with teenagers.
3. A survey is a list of questions that a someone might use to get information about a topic.
4. Uma feels that it pushes people to like things just because they are "trendy."

The Q Classroom
Activity A., p. 25
Answers will vary. Possible answers:
1. Drivers can't see you. Traffic police sometimes wear orange so drivers will see them.
2. Students may say *white* because it makes a house look large and bright, *blue* or *green* because they are relaxing and cool, or *red* or *orange* because they are warm.
3. This animal uses color to blend into its surroundings. That can keep it safe.

Activity B., p. 25

	Use of Color	**Example**
Sophy	b. for symbolic reasons	g. wearing school colors
Felix	a. to affect moods	c. hospitals use relaxing colors
Marcus	d. to attract attention	h. big red letters on a sign
Yuna	f. to organize	e. different-colored notebooks

NOTE-TAKING SKILL
Activity A., p. 26
Answers may vary. Possible answers:
midrib runs bottom to top of leaf; veins distribute water; leaves make food from CO_2 = photosynthesis

The Structure of a Leaf

midrib
Stem
Petiole – connects leaf to stem, pipe, water
vein
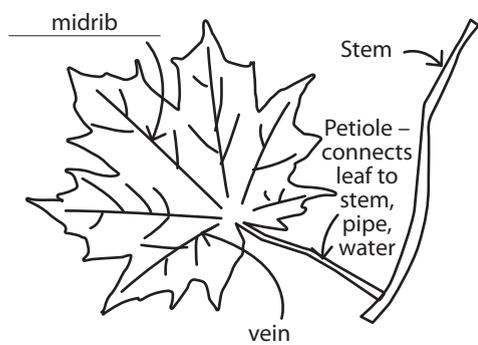
Activity B., p. 26
Answers may vary. Possible answer:
Roots bring water from soil to tree; trunk = main support for tree; bark protects tree; branches form crown; rings = years

Parts of a Tree

Crown
Bark
Branches
Trunk
Roots
Rings
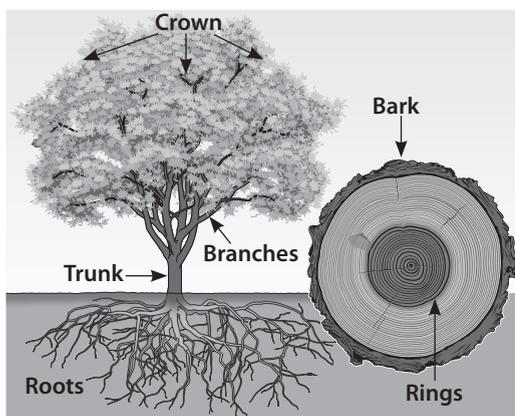
LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 27–28
1. a
2. b
3. a
4. a
5. b
6. a
7. b
8. a

Activity B., p. 28
Answers will vary. Possible answers:
1. The animals have coloring similar to their surroundings.
2. It is easy to see the blue frog.
3. The animals in 1 and 2 have coloring that camouflages them. The bright blue color of the frog in 3 is probably a warning color.

WORK WITH THE LISTENING
Activity A., B., p. 29
Answers will vary. Possible answers:
A false-leaf katydid: camouflage = wings looks like leaves, got name from sound
Cryptic frog: camouflage = takes colors from environment
Blue poison dart frog: blue color = warning, dangerous, poisonous

Activity C., p. 29
color: green; brown; blue
location: among the green leaves; on the forest floor; in the rain forest

Activity D., p. 29
1. b
2. c
3. a
4. b
5. c
6. a

Activity E., p. 30
Answers may vary. Possible answers:
1. The word *camouflage* means coloring that helps an animal blend into its surroundings. Animals use camouflage to hide from predators or to warn other animals that they are poisonous.
2. The bright color of the poison dart frog works as a warning to other animals that it is very poisonous to eat. The cryptic frog, on the other hand, is colored to blend in very carefully with its surroundings.

Activity F., p. 30
1. W
2. C
3. W
4. C

SAY WHAT YOU THINK
p. 30
Answers will vary. Possible answers:
1. The katydid and the cryptic frog use color for camouflage. Their colors usually match their environment. The poison dart frog's color is a warning. It stands out brightly.

2. They aren't brightly colored so their prey won't see them.
3. Soldiers wear camouflage. Hunters wear orange vests so they can be seen easily and won't get shot.

LISTENING SKILL
Activity A., p. 31
1. circle *their green color,* underline <u>*Katydids are hard to see*</u>
2. circle *Predators can't see the katydids,* underline <u>*the katydids stay safe*</u>
3. circle *it uses camouflage,* underline <u>*It's hard to see the cryptic frog*</u>
4. circle *The cryptic frog is the same color as the leaves,* underline <u>*you can't see it very well*</u>
5. circle *The blue poison dart frog is bright blue,* underline <u>*you can see it easily*</u>
6. circle *their skins contain a strong poison,* underline <u>*Dart frogs are dangerous*</u>

Activity B., p. 31
1. a
2. c
3. b

CRITICAL THINKING
Activity C., p. 32
Answers and possible explanations:
1. V, This is probably valid because frogs need water to survive.
2. N, Katydids can't make it rain.
3. V, It is a fact that trees need their bark and can't live without it.
4. V, There is strong evidence that bower birds remove things that aren't blue.
5. N, Other people might know about something before one person learns about it.

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 33–34
1. a
2. b
3. a
4. a
5. b
6. a
7. a
8. b
9. a

Vocabulary Skill Review
p. 33
Answers will vary. Possible answers:
paint + the wall, draw + a straight line, use + a tool, match + the color

WORK WITH THE LISTENING
Activity A., p. 35
Answers will vary. Possible answers:
Luis Barragán, Mexican architect, architect of color, bright colors, buildings, small towns, travels 1920s–30s, North Africa, houses blend landscape, house + garden, peaceful, solid, wall colors

Activity B., p. 35
Answers may vary. Possible answers:

Asir, S.A, paint homes, Eid, bright colors, traditional designs, lines, triangles, mountains, women painters, pride, fairs/competitions encourage modern artists, keep traditions

Activity C., p. 35
1. architecture
2. bright colors
3. gardens
4. peaceful
5. special tradition
6. colorful designs
7. shapes
8. women
9. artistic

Activities D., p. 36

	Luis Barragán	**The women of Asir**
Country	Mexico	Saudi Arabia
Typical colors	bright colors, red, green, blue, brown	bright colors
Special features	influence of North Africa, house and garden together	traditional designs/shapes with special meanings

Activity E., p. 36
1. b
2. c
3. b
4. a
5. b
6. c

Activity F., p. 37
1. F, For Luis Barragán, the landscape and gardens around a house <u>were important</u>.
2. T
3. F, The large triangles represent <u>mountains</u>.
4. T

Activity G., p. 37
Students might mention preferring brighter colors or say that simple white is a more calming color.

WORK WITH THE VIDEO
Activity A., p. 38
Answers will vary. Possible answer:
It is important because it helps people remember the company. Also if people like the color, they will have a positive image of the company.

Activity B, p. 38
1. c
2. d
3. b
4. f
5. a

Activity C, p. 38
Answers will vary. Possible answers:
1. Because it identifies the company. If the color changes, people may not recognize that something in the new color is connected with that company.
2. Blue is the color of the sky, so it is something that is always there and "true."
3. They wanted a new color to reflect changes in the company.

4. They said it made them think of things like spring, growth, and money.
5. It mentions traffic lights and taxi cabs. These things would not be recognized if they changed color.

SAY WHAT YOU THINK

p. 39
Answers will vary. Possible answers:
1. Animals use color for protection or to warn other animals of danger. People also use color for these reasons, but they also use colors for the way they make them feel.
2. Answers will vary.

VOCABULARY SKILL

Activity A., p. 39
1. V
2. V
3. N
4. N
5. V
6. V
7. N
8. V

Activity B., p. 40
1. change, V
2. sound, N
3. fight, V
4. camouflage, V
5. poison, V
6. match, N

GRAMMAR

Activity A., p. 41
1. There's
2. It's
3. there's
4. it's
5. It's
6. there's
7. It's
8. it's

Activity B., p. 41
Students' own answers.

PRONUNCIATION

Activity A., p. 42
1. camouflage, *mou* is circled
2. famous, *mous* is circled
3. nature, *ture* is circled
4. around, *a* is circled
5. advise, *ad* is circled
6. believe, *be* is circled
7. ordinary, *di* is circled
8. recent, *cent* is circled

Activity C., p. 42
1. tradition
2. element
3. another
4. protection

Activity D., p. 42
1. It is a <u>tra</u>ditional fes<u>ti</u>val that we cel<u>e</u>brate every year.
2. Is there an a<u>part</u>ment for rent on State Street?

3. We need to find a<u>no</u>ther answer to the prob<u>lem</u>.
4. There's <u>a</u> spe<u>cial</u> program to pro<u>tect</u> the city's wat<u>er</u>.

SPEAKING SKILL

Activity A., p. 43
1. For instance,
2. Let me give you an example.
3. For example,
4. Can you give us some examples?

Activity B., p. 43
Answers will vary.

Unit Assignment
Consider the Ideas, p.44
Answers may vary. Possible answers:
1. I like the log cabin the most because it blends in with nature. The house looks warm and cozy.
2. I like the tiny house the least because it is so small.
3. I like buildings that are unusual because they say a lot about the personality of the people inside. They also say a lot about the people who designed them.

The Q Classroom
Activity A., p. 47
Answers will vary. Possible answers:
1. They are skills that help us know how to behave in social situations.
2. Yes, when I am with people I don't know well, I'm not always sure what to do or say.
3. We can smile or offer to help people. We can be polite.

Activity B., p. 47
1. Yuna says social skills include good manners, like saying *please* and *thank you*.
2. Sophy and Felix think social skills are about communicating with others in social situations.
3. Marcus took a course in etiquette, or polite behavior.

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 48–49
1. courtesy
2. behavior
3. etiquette
4. polite
5. manners

Activity B., p. 49
1. a
2. b
3. b
4. b
5. a

Vocabulary Skill Review
p. 49
increase, scream

LISTENING SKILL
Activity C., p. 50
Students' own answers.

Activity D., p. 50
Answers will vary. Possible answers:
Part 1 – name and/or occupation of guest
Part 2 – Does he (Forni) think people are ruder now than in the past? Yes, because he's writing about it OR No, it's always been this way.
Part 3 – He feels it isn't easy to be polite if others are rude. Hancock will say it's easier than he thinks it is OR It is hard, but we have to try.

WORK WITH THE LISTENING
Activity B., p. 51
1. F
2. T
3. F
4. T
5. T

Activity C., p. 51
1. a
2. a
3. c
4. b

Activity D., p. 52
Answers may vary. Possible answers:
1. She accidentally bumped into someone on the bus.
2. It was accidental.
3. At first, the man yelled at her.
4. She calmly apologized, told him it was an accident, and said that he didn't need to yell.
5. Yes, it was useful. She was able to have a civil exchange with the man instead of both of them yelling and getting stressed.

Activity E., p. 52
1. solution
2. rude
3. normal
4. circle
5. polite
6. breaks
7. words
8. society

SAY WHAT YOU THINK
p. 53
Answers will vary. Possible answers:
1. Student's own answers.
2. They are good ideas, but they're hard to follow. They can work because if you act calmly, the other person can calm down.
3. I think so. If people don't get angry so easily, there will be less stress and less violence. OR I don't think so. People will always get angry.

NOTE-TAKING SKILL
Activity A., B., p. 54
Answers may vary. Possible answers:
politeness today, past
1. Table manners
      Roman times to present
      eating with fingers bad?
2. Public behavior
      talking during concert today=bad
      past=people talked during concerts

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 55–56
1. respect
2. principal
3. influence
4. deal with
5. valuable
6. shout out
7. improve
8. attentive
9. courteous

WORK WITH THE LISTENING
Activity A., B., p. 56
Answers will vary.

Activity C., pp. 56–57
1. c
2. a
3. c

Activity D., p. 57
1. Use titles like *Mr.*, *Mrs.*, and *Ms.*
2. Polite Children
3. Answers may vary. Possible answer: using polite words such as *please, thank you,* and *excuse me*
4. Students are more attentive in class. There are fewer fights in the school.
5. The classes help out at home, too, since the students also learn something about manners at home, not just in the classroom.

Activity E., p. 57
1. a
2. a
3. b
4. a

Activity F., p. 58
1. raise your hand
2. shout out the answer
3. Mr., Ms., or Mrs.
4. say *Excuse me*
5. say *Please*
6. get into fights
7. say *Thank you*
8. Students' own answers.

WORK WITH THE VIDEO
Activity B., p. 59
1. F
2. T
3. F
4. F
5. F
6. T
7. T
8. T

SAY WHAT YOU THINK
p. 59
1. Answers will vary.
2. Answers will vary. Possible answer: He would probably think it's a good idea. Some children don't learn good manners at home.
3. Answers will vary.

VOCABULARY SKILL
Activity A., p. 60
1. c
2. b
3. d
4. f
5. e
6. a

Activity B., p. 60
1. I think it's impolite to use your cell phone on the bus.
2. Please tell the kids outside to stop yelling.
3. If salespeople are polite, they'll probably make more sales.
4. Emily Post wrote many books about etiquette.

GRAMMAR
Activity A., p. 61
Answers will vary.

PRONUNCIATION
Activity A., p. 62
1. The student<u>s a</u>dmitted they made a mistake.
2. Parent<u>s a</u>re too busy to teach their children manners.
3. The book talk<u>s a</u>bout different ways to deal with problems.
4. Bad manner<u>s a</u>re a problem in our office.
5. I wa<u>s a</u>mazed by my visit to the Great Wall.
6. I<u>s i</u>t possible for them to deal with the problem today?

Activity C., pp. 62–63
1. rules
2. hats
3. Long
4. ago
5. hats
6. outdoors
7. manners
8. hats
9. indoors
10. was
11. a

The Q Classroom
Activity A., p. 69
Answers will vary. Possible answers:
1. I use a cell phone several times a day. I have a smart TV as well, but I don't have a GPS in my car.
2. I might spend a total of two hours on my phone throughout the day. I leave it off at work, but I look at it frequently when I'm home.
3. When I'm with my family, I put away my phone. But when I'm with my friends, I sometimes get distracted by my texts, or I want to show them videos.

Activity B., p. 69
1. c
2. a
3. b
4. d

NOTE-TAKING SKILL
Activity A., p. 70
Answers may vary. Possible answer:
Alexander Graham Bell was a scientist born in 1847 in Scotland. In 1870, he moved to Canada, to the province of Ontario. He had a workshop there. In 1874, Thomas Watson became his assistant. In 1876, Bell invented the first working telephone with Thomas Watson's help. On March 10 of 1876, Bell made the first telephone call. He called Watson, who was in the next room and said, "Mr. Watson. Come here. I want you." In 1877, Bell started the Bell Telephone Company. By 1886, more than 150,000 people in the United States had a telephone in their home.

Activity B., p. 70
Answers will vary.

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 71–72
1. relationship
2. post
3. privacy
4. face-to-face
5. friendship
6. headline
7. forever
8. meaningful

WORK WITH THE LISTENING
Activity A., p. 72
Answers will vary. Possible answers:
Statistics about social media
Social media affects friendships
Problems and dangers of social media

Activity B., p. 73
Answers will vary.

Activity C., p. 73
☑ 1, 4, and 6

Activity D., p. 73
1. 88
2. 2.62 billion
3. 500
4. 3,000
5. 150
6. 10

Activity E., p. 73
Speaker – Probable answers:
1. D
2. D
3. A
You – Students' own answers.

Activity F., p. 74
Students' own answers. Students should use information from the listening to support their answers for the speaker.

Activity G., H., p. 74
Students' own answers.

SAY WHAT YOU THINK
p. 74
Answers will vary. Possible answers:
1. I wasn't surprised. Almost everyone I know uses social media.
2. It brings people closer and makes it easier to keep up to date with what people are doing. OR It often causes problems between friends when people post angry comments or share things without asking permission.
3. Misunderstanding about what someone says, arguments, information going to the wrong people

LISTENING SKILL
Activity A., p. 75
1. 150
2. It said that online friends were not real friends.
3. Online discussions are less respectful and angrier than face-to-face discussions.

Activity B., p. 75
1. 626
2. They came from many areas of her life (her family, her home in Maine, and her professional life). They were from all over the U.S. and other parts of the world.
3. She decided to visit each person and photograph them.
4. Six years.
5. Paris, France

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 76–77
1. b
2. b
3. a
4. a
5. b
6. b
7. a
8. b

Vocabulary Skill Review
silly/crazy; strange/unusual; scary/frightening; common/usual

WORK WITH THE LISTENING
Activity A., p. 77
Answers will vary. Possible answers:
1. art. voice
2. ai
3. v-a dev
4. smt dev
5. 2 dep on
6. inv

Activity B., p. 77
Answers will vary.

Activity C., p. 77
☑ 2

Activities D., p. 78
1. It continues to repeat the same direction, *Turn left.*
2. He says they are a little scary.
3. She asks it silly questions.
4. It can open the garage door / turn off the lights / answer questions.
5. They disconnected it completely.
6. He mentions the telephone.

Activity E., F., pp. 78–79
Students' own answers.

WORK WITH THE VIDEO
Activity A., p. 79
Students' own answers.

Activity B., p. 80
1. electricity
2. kitchen
3. cars, walk
4. buy, make
5. computers

Activity C., p. 80
Students' own answers.

SAY WHAT YOU THINK
p. 80
Answers will vary. Possible answers:
1. I use my smartphone all the time. It makes it easy to keep in touch with my friends.
2. I am very dependent on modern technology. I can't go anywhere without my car, and I can't contact anyone without my smartphone.
3. No. Life is harder without technology! OR Yes, I would like to try living without technology. I want to learn new skills.

VOCABULARY SKILL
Activity A., p. 81
1. exhibits
2. laughs
3. kitchen
4. mentioning
5. frustrating

Activity B., p. 81
Students' own answers.

GRAMMAR
Activity A., p. 83
1. lonelier
2. easier
3. less often
4. less lonely
5. more dependent
6. more common

Activity B., p. 84
Students' own answers. Possible answers:
1. less/more meaningful
2. less/more interesting
3. less/more intelligent
4. less/more important

PRONUNCIATION
Activity A., p. 84
1. sto<u>p p</u>utting
2. onli<u>ne n</u>ewspaper
3. websi<u>te t</u>omorrow
4. ta<u>ke c</u>are
5. Dunbar'<u>s st</u>udy

Activity B., p. 85
1. dele<u>te t</u>oo
2. grea<u>t t</u>itle
3. qui<u>ck c</u>omment
4. so<u>me m</u>ore
5. ni<u>ne n</u>ew

SPEAKING SKILL
Activity A., p. 86
1. Do you mean…, That's right.
2. Be careful? What do you mean?, What I'm saying is…

Unit Assignment
Consider the Ideas
p. 87
1. business
2. culture
3. education and learning
4. Answers will vary.

The Q Classroom
Activity A., p. 91
Answers will vary. Possible answers:
1. My parents and brothers and sisters; the people I am related to; people I can depend on.
2. My parents (or brother, sister, cousin, etc.) influence me because they teach me how to do everything.
3. I think they are a very large family. I think the woman in the middle is a great-grandmother, and these are all her children, grandchildren, and great-grandchildren.

Activity B., p. 91
1. d
2. b
3. e
4. a
5. c

NOTE-TAKING SKILL
p. 92
Answers will vary. Possible answer:
Families around the World
A. How are they different?
B. Why are they different?
C. How are they the same?

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 93–94
1. coincidence
2. appearance
3. inherit
4. twins
5. separate
6. tendency
7. identity
8. get along

Activity B., p. 94
Students' own answers.

WORK WITH THE LISTENING
Activity A., p. 94
Answers will vary. Possible answer:
twins – What physical differences?
    Faris taller / thinner
personalities? like same things or different?
    different sports – soccer/tennis
    same music – piano
How twins relate to family
    get along with brother
    closer to each other

Activity B., p. 95
Answers will vary. Possible answer:
Twins, own identity important?
    yes, twins different classes
How they feel about being twins
    one person together
    different when apart
Born to act in certain ways? Family friends influence personality?
    twins in different families very similar
    coincidences – names of wives, pets

Conclusion
    tendency to have certain personality
    combination of inheriting + life experience

Activity C., pp. 94–95
1. a
2. c
3. c
4. b

Activity D., pp. 95–96
1. Faris is taller.
2. Faris likes soccer, but Fahad prefers tennis.
3. They had their own "twin language."
4. They put the boys in different classes in their school.
5. They wanted each boy to develop his own identity.
6. They feel like they are one person.
7. They both liked math and making things out of wood.
8. Their wives and pets had the same names.

Activity E., p. 96
Answers may vary. Most likely answers:
1. D
2. A
3. D
4. A
5. D

Activity F., p. 96
Students' own answers.

SAY WHAT YOU THINK
p. 97
Answers will vary. Possible answers:
1. Inherited characteristics. I've always had the same personality, even when I was a baby. OR People and events in my life. My parents are a big influence on how I act and feel.
2. Students' own answers.
3. Students' own answers.

LISTENING SKILL
Activity A., p. 97
1. Faris is more social than his brother, so he prefers team sports.
2. When the twins are apart, people treat them differently.

Activity B., p. 97
1. …he feels that he can talk more honestly to his friends without getting critical reactions.
2. …family members feel a responsibility to help you with everything because your problems are their problems.

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 98–99
1. a
2. b
3. b
4. a
5. a
6. a
7. b
8. a

Vocabulary Skill Review
keep

Activity B., p. 99
Students' own answers.

WORK WITH THE LISTENING
Activity A., B., p. 100
Most African Americans have little information about their ancestors.

    African Americans came to America as slaves, few written records.

Henry Louis Gates used DNA to study the history of African-American families.

    participants wanted to know where ancestors came from

The results of Gates's study were surprising.

    Gates found participants had both black and white ancestors, Gates was 50% white.

Another person in Gates's study, author Bliss Broyard, had a different experience.

    Broyard found she was 18% black. She doesn't identify with being black.

Activity C., p. 100
☑ 2

Activities D., pp. 100–101
1. a
2. b
3. c
4. c
5. a
6. b

Activity E., p. 101
1. ancestors
2. slaves
3. written
4. history
5. reason
6. DNA
7. Participants
8. part

WORK WITH THE VIDEO
Activity A., p. 102
Answers will vary.

Activity B., p. 103
1. b
2. a
3. b
4. b
5. a
6. b

Activity C., p. 103
Answers will vary.

SAY WHAT YOU THINK
p. 103
Answers will vary. Possible answers:
1. Advantages might be opportunities to travel and learn about other cultures/languages. Disadvantages could include not seeing family members and difficult communication.
2. It is very important. These people are part of my family and my history. It's important to know them. OR Not that important. The family is too large. One can't know everyone.
3. Students' own answers.

VOCABULARY SKILL
Activity A., p. 104

Verb	Noun	Adjective
participate	participant	participatory
coincide	coincidence	coincidental
differ	difference	different
identify	identity	identifiable
tend	tendency	----------------

Activity B., p. 104
1. identify
2. tendency
3. different
4. participant
5. coincidence

GRAMMAR
Activity A., p. 106
1. Do they study math at school?
2. Did your grandfather come here from Lebanon in the 1900s?
3. Does Andrew have a twin brother?
4. Does he want to go to Ireland next week?

Activity B., p. 106
1. Why did Henry Louis Gates use DNA in the study?
2. How did you find out about your family history?
3. Who does your son look like?
4. What are the twins doing today?

Activity C., p. 106
Students' own answers.

Activity D., p. 106
Students' own answers.

SPEAKING SKILL
Activity A., p. 108
1. I think that
2. I feel that
3. In my view
4. For me
5. As I see it

Activity B., p. 108
Students' own answers.

The Q Classroom
Activity A., p. 113
Answers will vary. Possible answers:
1. No, because everyone needs to have fun. OR Yes, I'm always working or doing serious things. I don't have time for games.
2. Students' own answers.
3. The women are playing a video game.

Activity B., p. 113
Answers may vary. Possible answers:
1. Yuna says it helps people learn to work together, and Marcus mentioned that it helps people face challenges in real life.
2. Felix says that games can help us relax.
3. Sophy says that games help build social relationships among people.

NOTE-TAKING SKILL
Activity A., p. 114
Answers may vary. Possible answers:
A. selling property
land on property
the most money
B. 33
"Landlord," invented by actress
players can choose to
of the money
C. Landlord and Monopoly are similar but tell us different things about societies

LISTENING SKILL
Activity A., p. 115
1. 1938
2. 1948
3. 1952; 100
4. 4
5. 25
6. 1991

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 116–117
1. a
2. b
3. a
4. a
5. b
6. a
7. b
8. a

WORK WITH THE LISTENING
Activity A., p. 118
4 Reduce stress
1 Improve hand–eye coordination
3 Use as a learning tool
2 Practice skills useful in the workplace

Activity B., p. 118
Answers may vary. Possible answers:
1. improve hand–eye coordination; surgeons, video games get better
2. practice workplace skills; decision making, planning
3. good tool for learning; history, mathematics
4. reduce stress; escape worries, positive messages make players feel good

Activity C., pp. 118–119
1. 72
2. 43; 35
3. 3; 32
4. 70

Activity D., p. 119
1. T
2. F, The speaker says the games can be both educational and entertaining.
3. F, The speaker says that skills learned while playing are useful in the workplace.
4. F, The speaker says the games are exciting but do not cause stress.
5. T
6. T

Activity E., p. 119
Answers will vary. Possible answers:
1. When playing video games, you have to react quickly to what you see.
2. It may be that having fun while learning makes people pay attention and remember more.
3. Many video games give positive messages. They also allow players to escape from their everyday problems.

SAY WHAT YOU THINK
p. 119
Answers will vary. Possible answers:
1. Yes, I thought children played more. OR Not surprised. Many of my friends play video games.
2. Yes, they are fun and many are about topics good for adults. OR No, they take too much time away from more important things.
3. Some people think that violent games make people more violent in real life. Content is too negative.

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 120–121
1. competitive
2. coach
3. apply
4. disappointment
5. tournament
6. wonderful
7. lose
8. pressure

Activity B., p. 122
1. Answers will vary. Some students might be able to describe the different pieces and their moves. The object of the game is to trap the king.
2. a = king; b = queen; c = bishop; d = knight
3. Students' own answers.

WORK WITH THE LISTENING
Activity A., p. 122
Students' own answers.
Answers will vary. Possible answers:
Words and ideas students may say: elementary, won first place, compete against high school students, boy from Nigeria won tournament, chess helps students learn skills, question tournaments, stress

Activity B., p. 122
Answers may vary. Possible answers:
More children playing chess: more schools have chess classes, clubs; kindergarten to high school
Benefits of playing chess: fun; teaches skills; players learn to think ahead; makes players slow down
Does chess cause stress? depends on teachers, parents; not good if too competitive or winning too important
What to do when children lose a game: don't get angry; tell them even best players lose; learn from experience

Activities C., pp. 123–124
1. b
2. c
3. b
4. a
5. a
6. c

CRITICAL THINKING
Activity D., p. 125
1. Supported: More schools are offering chess clubs and classes, even starting in kindergarten. This suggests that schools see benefits in playing chess.
2. False: Nothing Dr. Ochoa says indicates that he thinks chess would be good for <u>all</u> schools. He is only reacting to the experience of the Panda Pawns.
3. False: Dr. Ochoa advises parents not to get angry when their children lose, but he says nothing about how often parents react angrily.
4. Supported: Dr. Ochoa says that losing a chess game can help players learn to manage disappointment and move on. Players can also learn from the mistakes they made in the game.

Activity E., p. 125
Students' own answers.

WORK WITH THE VIDEO
Activity A., p. 125
Students' own answers.

Activity B., p. 126
1. T
2. F
3. T
4. T
5. T
6. F
7. F
8. F

Activity C., p. 126
Students' own answers.

SAY WHAT YOU THINK
Activity A., p. 127
Answers will vary. Possible answers:
1. Students' own answers.
2. Fun is very important. It makes people happier and this helps their lives in many ways. OR There are many things more important than fun. Life is serious and difficult.
3. I agree. Playing games reminds adults of what it is like to be a child and have fun. It keeps them young. OR I don't agree. Many older people who are active and feel young do not play games.

VOCABULARY SKILL
Activity A., p. 128

Verb	Noun
coordinate	coordination
discuss	discussion
inform	information
instruct	instruction
operate	operation
pronounce	pronunciation

Activity B., p. 128
1. presentation
2. introduction
3. decision
4. creation
5. education

GRAMMAR
Activity A., pp. 129–130
1. take one
2. Do not tell
3. you act out
4. Use your hands
5. don't say
6. put up one finger

PRONUNCIATION
Activity A., p. 131
3 syllables:
    intro<u>duce</u>
    ex<u>cit</u>ed
    <u>mes</u>sages
4 syllables:
    com<u>pet</u>itive
    ex<u>per</u>ience
    under<u>stand</u>ing
5–6 syllables:
    ele<u>men</u>tary
    coordi<u>na</u>tion
    crea<u>tiv</u>ity

Activity B., p. 132
1. <u>po</u>sitive
2. situ<u>a</u>tion
3. <u>won</u>derful
4. disap<u>point</u>ment
5. <u>or</u>ganizers
6. <u>tour</u>nament
7. de<u>vel</u>oper
8. de<u>struc</u>tion

SPEAKING SKILL
Activity A., pp. 132–133
1. object
2. First
3. next
4. Next
5. After that
6. Then
7. idea
8. Finally

Activity B., p. 133
3, 5, 2, 1, 4

Unit Assignment
Consider the Ideas
Activity B., p. 135
Answers may vary. Possible answers:
1. A group can create more ideas and you can test the game.
2. real-life situations like work, travel, or family life.
3. think of a theme, decide on the object of the game, design the game, write the rules, make pieces, test the game.

The Q Classroom

Activity A., p. 139

Answers will vary. Possible answers:

1. An extreme environment is someplace very hot or very cold, or very far from other people. I think one example of an extreme environment would be at the deepest parts of the ocean. I know very few things can live there.
2. I think so. I think people can get used to anything. OR No, I definitely could not. I like life in the city.
3. I only see one house, so there is probably just one family. OR There may be other families nearby that are not in the photo.

Activity B., p. 139

Answers may vary. Possible answers:

1. Yuna mentions places that are very hot or very cold.
2. Felix mentions very tall buildings.
3. A tall building is not a natural environment. People are completely separated from nature.
4. Marcus talks about the possibility that humans will live on Mars.

NOTE-TAKING SKILL

Activity A., p. 140

Answers may vary. Possible answers:

Students might look up: *remote, landlocked, surrounded, pasture, camels, cattle,* etc.

VOCABULARY SKILL REVIEW

p. 140

Possible answers:

south<u>ern</u> (south), geograph<u>ically</u> (geography), suit<u>able</u> (suit), import<u>ant</u> (import), tradition<u>al</u> (tradition), nomad<u>ic</u> (nomad)

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 141–142

1. threat
2. suitable
3. permanent
4. remain
5. freezing
6. attack
7. fascinating
8. process

Activity B., p. 142

Answers will vary. Possible answer:

It is extreme because they have to travel in extreme cold over the mountains, and because there are dangers such as wolves.

WORK WITH THE LISTENING
Activity A., B., pp. 142–143

Answers will vary.

Activity C., p. 143

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

Activity D., p. 144

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

CRITICAL THINKING
Activity E., pp. 144–145

Animals: camels, wolves, goats, sheep
Features of the land: mountains, valleys, pastures
Weather: snow, freezing, winter
Food and supplies: yogurt, cheese, milk, tents

Activity F., p. 145

Answers will vary.

SAY WHAT YOU THINK

p. 145

Answers will vary. Possible answers:

1. I thought the animals were interesting. That's the most important thing for them.
2. Yes, I could. I'm strong, and I don't mind cold weather. No, I couldn't. I'm not strong enough.
3. I agree with Ellen. It would be bad for the people to lose these traditions. OR I agree with Jon. It's sad, but people will always want an easier life.

LISTENING SKILL

Activity A., p. 146

1. She sounds surprised.
2. She sounds disappointed or sad.

Activity B., p. 146

1. She sounds surprised.
2. She says it's a crazy idea and that she'll never be able to do it.
3. She sounds angry.
4. Yes, she was speaking loudly and said her idea was "crazy." OR No, she was probably just worried about her.
5. They feel happy. Ellen says she is sorry and hopes Norah has a good trip.

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 147–148

a. shake
b. neighborhood
c. resident
d. response
e. height
f. earthquake
g. elevator
h. suburb

WORK WITH THE LISTENING
Activity A., p. 148

1. Singapore / negative
2. Toronto / positive
3. London / both positive and negative
4. San Francisco / negative

Activity B., C., p. 149
Answers will vary.

Activities D., p. 149
Answers will vary. Possible answers.
1. The lights from the other buildings made it hard to sleep.
2. He felt sick because of the motion of the building.
3. She can see Lake Ontario and birds. (also the city and clouds)
4. It's peaceful. It's high and the noise doesn't come up there.
5. There weren't many children in the building. OR The children couldn't go outside to play by themselves. OR It took a long time to get to the park.
6. They moved to the suburbs.
7. She feels lonely. She misses her friends in the old neighborhood.
8. She worries about fires and earthquakes.

Activity E., p. 150
Students' own answers.

SAY WHAT YOU THINK

p. 150
Answers will vary. Possible answers:
1. The nomadic life of the Darhad was more interesting to me because it is so different from my life. OR Life in a high-rise building was interesting to me because I want to live in a high-rise building someday.
2. I haven't lived in a high-rise building, but I would like to. I want to look down on the whole city.
3. Some people live where it is very hot. They sleep in the afternoon when the sun is the hottest, and work later or at night.

VOCABULARY SKILL

Activity A., p. 151
1. earthquake
2. lifestyle
3. cardboard
4. supermarket
5. skyscrapers
6. storehouse
7. newspapers
8. video games

Activity B., p. 151
1. smartphone
2. basketball
3. sunlight
4. weekend
5. bookstore
6. grandmother

GRAMMAR

Activity A., pp. 152–153
1. Humans will/won't travel to Mars by 2030.
2. Cities will/won't build more skyscrapers.
3. The Darhad will/won't continue to live their traditional lifestyle.
4. I probably will/won't visit Antarctica one day.

Activity B., p. 153
Answers will vary.

PRONUNCIATION

Activity A., B., pp. 153–154
Students' own responses.

SPEAKING SKILL

Activity A., pp. 154–155
☑ **2.** This summary is the best one.
1. This summary does not present the main ideas and focuses too much on the writer's opinions.
3. This summary includes some little details but not the most important ideas.

Activity B., p. 155
Answers will vary.

Unit Assignment
Consider the Ideas
p. 156
Correct order: 2, 5, 4, 1, 3

The Q Classroom
Activity A., p. 161
Answers will vary. Possible answers:
1. Answers will vary.
2. Answers will vary. Students may mention their parents told them about personal hygiene or housekeeping.
3. He's cleaning the sidewalk. Yes, it is important because dirty sidewalks look bad and spread disease. OR no, this is wasteful. The water could be used better in another way.

Activity B., p. 161
1. Yuna says that being clean protects us from germs. Felix agrees but also thinks it is possible to be too clean.
2. Marcus says that places without clean water have more problems with diseases.
3. Sophy agrees that cleanliness is important, but also agrees with Felix. She thinks it's possible to be too clean.

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 162–163
1. b
2. a
3. a
4. b
5. b
6. a
7. a
8. c
9. c
10. b

VOCABULARY SKILL REVIEW
p. 163
Answers may vary. Possible answers:
groundwater, overuse, footprint

WORK WITH THE LISTENING
Activity A., p. 163
Answers will vary. Possible key words:
Part 1
 A: agriculture; industry; drinking
 B: coffee, hamburger, cotton (shirt)
 C: dams, groundwater, lakes, rivers
Part 2
 A: illness, worldwide, cholera
 B: problem, serious, growing
 C: clean water, not enough

Activity B., p. 164
Answers will vary.

Activity C., pp. 164–165
1. b
2. c
3. c
4. b
5. a

Activity D., p. 165
1. 300 million trillion
2. over one billion
3. 120
4. 8,000
5. 29.8

6. more than 55
7. 38 million

Activity E., p. 165
Answers will vary. Possible answers:
1. You have to count the water used to grow the coffee, raise the animals, etc.
2. It could lead to wars because people will fight over water.
3. They will probably suggest getting people to use less water, and possibly ways to make water cleaner.

SAY WHAT YOU THINK
p. 165
Answers will vary. Possible answers:
1. Students might mention things like using water very carefully, boiling water, collecting rain water, etc.
2. By having better sewage systems, more environmentally friendly water usage, and water purification.

LISTENING SKILL
Activity A., p. 166
Sara: fact; It's 45 miles long and 23 miles wide.
Liza: opinion; I'm not so sure, I feel
Jamal: fact; groundwater in the Midwestern U.S. 1911
Walaa: fact; In places, it is down by 8.5 meters.
Paul: opinion; I still think …

NOTE-TAKING SKILL
Activity A., p. 167
Details not included in the summary: Darhad Valley, South of Siberia, two felt-lined, gas stove, TV, 3,000 meters, yogurt, cheese

Activity B., p. 167
Answers will vary. Possible answers:
The world has only a certain amount of usable water. Water shortages are a problem. Now we use too much water in certain industries, in agriculture, and in our homes. Rivers and lakes are drying up and some are polluted. In many parts of the world, people do not have clean water. This causes diseases to spread and people to die. We need to look for solutions to the water problem.

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 168–169
1. bacteria
2. allergy
3. automatically
4. digest
5. defense
6. dirt
7. sensible
8. old-fashioned
9. germs

WORK WITH THE LISTENING
Activity A., p. 170
Answers may vary. Possible answer:
Is it poss. to be too clean?
A Change in attitudes re: dirt
 -Past—not worried.
 -Present—worry a lot abt pers. clean., dirt, germs.
 Use sp. soaps, hand sanit., elec. towels, auto. doors

B Studies re: germs
   -Germany—1980s, 2 grps children,
   Grp 1 lived on farms, pets, around other kids: healthier, fewer allergies
   Grp 2 lived in city, cleaner, washed hands, often >1 bath/day
   -Australia—Asthma—hard for ppl to breathe
   caused by lack of contact w/ norm. bact. as a child.
   taking "dirt pills" for bact. missed as babies
C Conclusion
   not all bact. bad/causes disease
   some good—digest food, compost for gardens
   we should be less clean

Activity B., p. 170
Answers may vary. Possible answer:
People today worry too much about dirt, germs, and bacteria. Researchers in Germany and Australia have concluded that contact with bacteria actually makes people healthier. Some bacteria are even helpful or good for us.

Activities C., p. 170
1. c
2. b
3. a

Activity D., p. 170
1. T
2. F; Carrying hand sanitizer in your pocket is **a modern** custom.
3. F; We **shouldn't** stop taking regular baths or let our houses get dirty.
4. F; The German study showed that children who lived **on farms were healthier than kids who lived in cities and had no pets**.
5. T
6. T

Activity E., p. 171
1. c
2. a
3. b

Activity F., p. 171
1. Group B
2. Group B
3. The number of absences for colds was about the same in both groups, but there were many more absences in Group B for stomach illnesses.
4. Answers will vary. Possible answer: No. One study is not enough evidence to prove anything.

SAY WHAT YOU THINK
p. 172
Answers will vary. Possible answers:
1. I thought it was possible to be too clean. My answer didn't change, but I feel more strongly about it.
2. Yes, I know some germs cause disease, and I don't want to get sick. OR No, there are germs everywhere, and people are not always sick.
3. They can conserve water, reuse it, or find other ways to do things that water does.
4. Students' own answers.

VOCABULARY SKILL
Activity A., p. 172
1. circle—/dɪˈzɪz/
2. underline—*noun; adj.*
3. check—[C, U]
4. star—*an infectious disease; Rats and flies spread disease.; His diseased kidney had to be removed.*

Activity B., p. 173
1. plural
2. sanitary
3. defend
4. sensibly
5. bathe
6. no

Activity C., p. 173
1. Some bacteria don't make you sick.
2. The kitchen in that restaurant is not sanit<u>ary</u>.
3. Don't worry about me! I can defen<u>d</u> myself if there's a problem.
4. After that big storm, I think it's very sensibl<u>e</u> to start boiling our drinking water.
5. My sister bath<u>es</u> her baby before bed. The warm water relaxes him.
6. We can't have a cat because my son has as<u>th</u>ma.

GRAMMAR
Activity A., p. 174
1. test the water; find out if it's polluted
2. drink water from the river; might get sick
3. they use hand sanitizer; they won't get sick
4. it doesn't rain soon; the lake might dry up completely
5. more people have clean water; fewer children will die from water-related diseases

Activity B., p. 175
1. If they use the underground water source, they'll have water for 400 years.
2. If I use hand sanitizer, I might not get sick.
3. If we don't get rain, the crops will die.
4. Sarah will save more water if she takes shorter showers.
5. If people have clean water, there will be fewer deaths.
6. John will spread germs if he doesn't wash his hands.

PRONUNCIATION
Activity A., p. 176
There <u>is</u> no new water <u>on</u> Earth. All <u>of</u> <u>the</u> water <u>on</u> Earth—<u>the</u> rivers, lakes, oceans, ice <u>at</u> <u>the</u> North <u>and</u> South Poles, clouds, <u>and</u> rain—<u>is</u> <u>about</u> one billion years old. <u>The</u> water moves <u>around</u> <u>the</u> planet. <u>It</u> <u>can</u> change <u>to</u> ice, <u>to</u> rain, <u>or</u> <u>to</u> fog, <u>but</u> it's always <u>the</u> same water. Think <u>about</u> it. <u>The</u> population <u>of</u> <u>the</u> world <u>is</u> growing, <u>but</u> <u>the</u> supply <u>of</u> water <u>is</u> always <u>the</u> same.

Activity C., pp. 176–177
   1. are
   2. of
   3. a
   4. in
   5. the
   6. the
   7. of
   8. on
   9. of

10. is
11. of
12. and
13. of
14. is
15. and
16. the
17. and
18. can
19. it

CRITICAL THINKING STRATEGY
Activity E., p. 177
Answers will vary. Possible answers:
It describes a problem with a polluted river that people are using as a water source.

Activity F., G., p. 178
Answers will vary.

SPEAKING SKILL
Activity A., p. 179
1. He addresses her and asks her a question.
2. She answers *Yes* and then gives an example of a water-related disease.
3. It is off the topic.
4. Emma notes that Toby's comment is not strongly related to the discussion. Toby then apologizes.
5. She speaks softly, so not everyone notices that she's trying to contribute to the conversation.
6. Jing interrupts and talks over Marie, which prevents her from adding to the conversation.
7. She tells the others that Marie is trying to speak.
8. He apologizes to Marie for interrupting her.

Unit Assignment
Consider the Ideas
pp. 180–181
Case 1:
1. The lake that supplies the city's water is shrinking.
2. Everyone who lives in the city, including city officials
3. Most people don't want to change how they use water, but if they don't, water will have to be rationed.
Case 2:
1. A school principal and a group of teachers want to put hand sanitizers in the classrooms, but many parents and some teachers are against the idea.
2. The adults involved with the school: the principal, teachers, and parents.
3. The parents and teachers think the principal should make sure there is always soap in the bathrooms, so the kids can wash their hands correctly, rather than using hand sanitizer.