THIRD EDITION

INTRO

Q

Skills for Success
LISTENING AND SPEAKING

Kristin Donnalley Sherman

Teacher's Handbook
WITH TEACHER ACCESS CARD

OXFORD
UNIVERSITY PRESS

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Teaching with *Q: Skills for Success Third Edition*

Professional development articles to help you teach with
Q: Skills for Success Third Edition.

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.
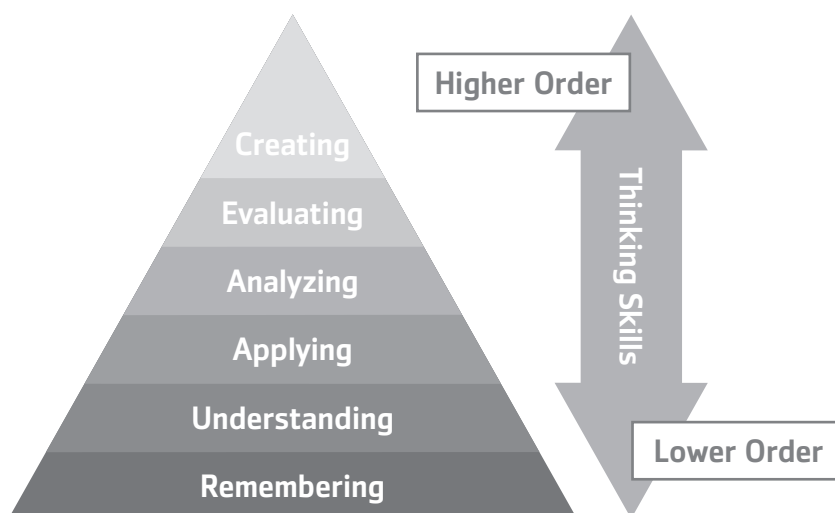

Fig. 1: Bloom's Revised Taxonomy

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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Q TIPS
Critical Thinking tips for Q Third Edition

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

1 Change the terms of an activity

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

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

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

2 Get online

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

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

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

3 Expand into deeper critical thinking skills

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

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

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

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

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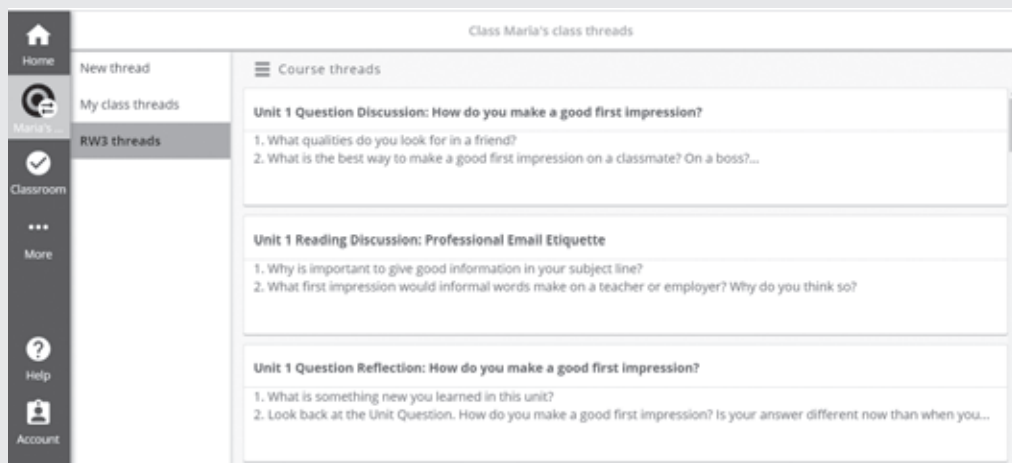
3 Reading an online article: applying the study skills learnt off line
Go online to guide students to preview the vocabulary, read the paragraphs and do Quick Write. This is a good way to encourage students to interact with the text online. The reading exercises present examples of sentence structures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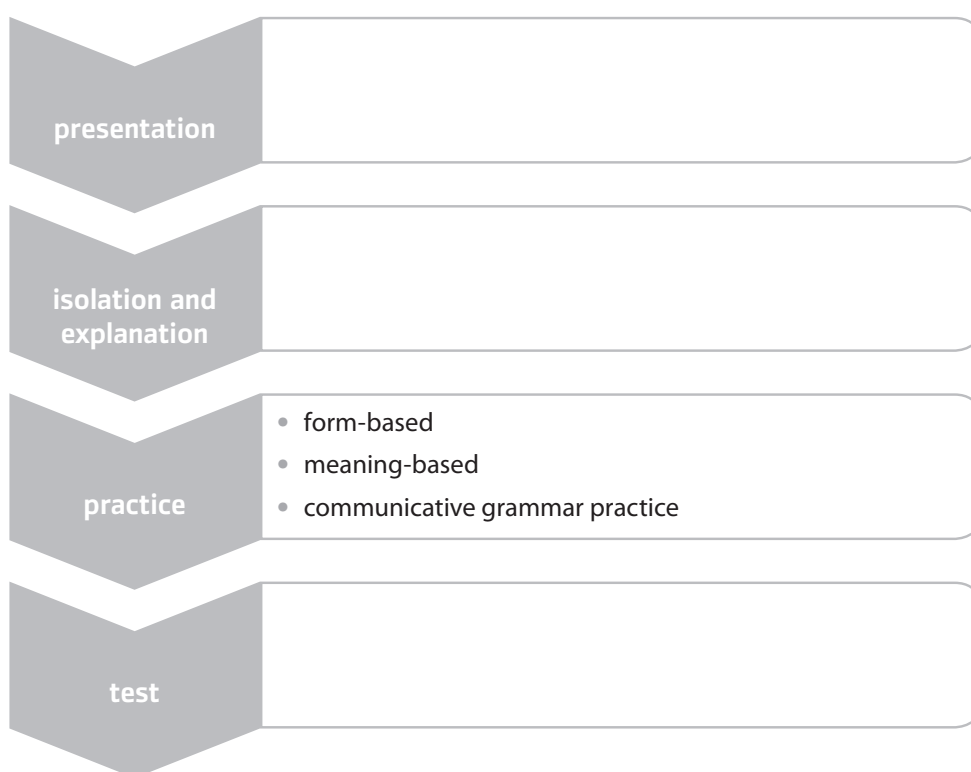
presentation

isolation and explanation

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

test

Fig. 1 Sequencing grammar lessons (Ur, 1988)

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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ACADEMIC WRITING

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*.

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

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

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

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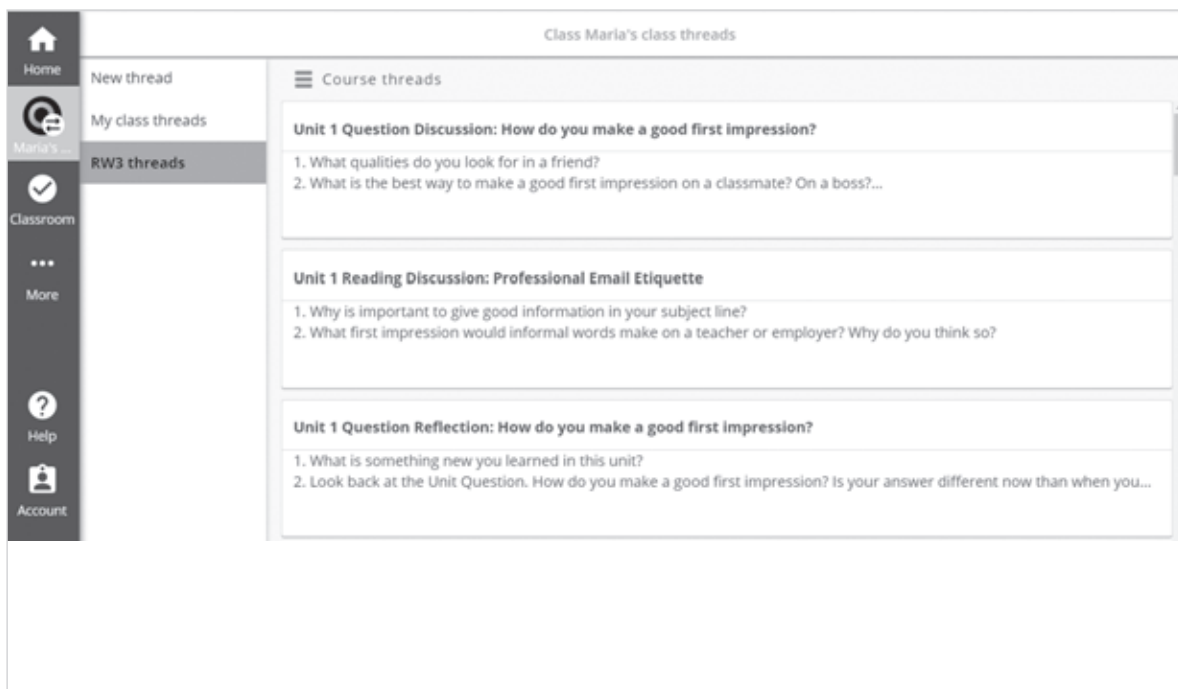
Fig. 1 *Q: Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

Benefits

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

Students in both content and language courses can benefit from discussion board writing activities. One outcome of these online tasks is that they prepare NNS students for future course work by developing their academic literacy skills (Cheng, 2010; Kingston, 2011) because a discussion board affords regular opportunities for students to practice their writing while following conventions for traditional types of academic writing, such as assignments with multi-paragraph structure, a main idea, and adequate support. At the same time, such regular practice affords NNS students additional opportunities for language learning: teacher feedback provides added focus on grammar, vocabulary, and mechanics; classmates' reactions to language choices increase students' awareness of issues in their writing, such as lack of clarity and ambiguity.

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

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

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

Considerations for the Teacher

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

Prior to implementation, instructors also need to assess the level of students' skill in using the online courseware that is available to them. To ensure that students approach the task with a clear understanding of the instructor's expectations, it is important for teachers to demonstrate to the class how to use the tool in an "orientation tutorial" (Wozniak & Silveira, 2004, p. 957) and allow the class to practice navigating the discussion board site before the first formal assignment. Teachers should also have students explore model posts to discover the differences between discussion board writing and other forms of online communication with which students are more familiar (e.g., social media posts, text messages, email) (Generating and facilitating engaging and effective online discussions, n.d.).

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

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

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

Unit Question: What makes food attractive?

1. What kinds of food do you eat every day?

2. What kinds of food do you eat on special occasions?

3. Look at the photo. Do you think how food looks— its presentation—affects how it tastes? Explain.

Go to the Discussion Board to discuss these questions.

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

Teachers should plan to address the following elements:

- requirements for participation and time parameters as well as expectations with respect to quality, length, and level of formality;

- a framework for composing well-developed paragraphs that address multiple questions, a format that tends to be characteristic of discussion board writing in academic courses; in ESL contexts, this framework should be designed to reflect the proficiency level of the students, progressing from the simple paragraph level to multiple integrated paragraphs;

- appropriate responses to classmates' posts that employ respectful and formal language, especially when there is disagreement about ideas;

- thoughtful responses to classmates' ideas that go beyond simple statements like "I agree with you," which are not constructive and do not promote further interaction among the students; responses that build on classmates' contributions and show critical thinking describe personal experiences, extend ideas to other contexts, and/or support agreement or disagreement with sufficient examples; and

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

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

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

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

Conclusions

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

Regardless of the extent to which instructors incorporate discussion board writing with other required academic writing assignments, they need to guide students in establishing connections between their learning in the online environment and their face-to-face interactions in the classroom (Wozniak & Silveira, 2004). These connections ensure that ESL students understand that discussion boards are an important learning tool that they can employ and through which they can improve their academic language skills. For these reasons, discussion board writing activities are a valuable tool in ESL instruction.

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Q Discussion Board Teacher's Pack

Listening and Speaking Intro

Teaching Notes

Objectives

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

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

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

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

Teacher's Pack Organization

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

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

Implementing the Discussion Board

Discussion Board Content

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

Teaching Strategies

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

In addition, it may be more suitable at the Intro Level 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

Listening and Speaking Intro Discussion Board • Teacher's Pack

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

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

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

Potential student reply:
Gabriel, I would like to know more about your friend Alberto. How does he encourage you at school?

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

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

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

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

1. After talking in class about the Unit Question and the Unit Question Discussion questions, tell students that they will extend those ideas that they discussed in an assignment outside of class.

2. Distribute the student worksheet, "Example Discussion Board Post," to students. Tell them that they are going to learn how to write on a discussion board online and share information with their classmates and instructor when they are not in the classroom.

3. Review the example Unit Question Discussion. Start with the unit academic subject area, sociology. Then review the Unit Question and the Unit Question Discussion questions with students. Point out that there are two additional questions that the students should address. Clarify the meaning of "interests." 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 rubrics with your class, go over the student instructions with the students. If you have computer projection in the classroom, you may go online and demonstrate this process to the students.

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

Logging in to the Discussion Board

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

Responding to a Post

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

Creating a New Discussion Topic

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

1. Choose New Thread.
2. In the subject line, write: "Unit X: Challenge Question 1," or "Unit X: (Your own writing topic)." Note: It is important that you identify the unit number as this will not be automatically added.
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 = The Discussion Board post is very successful.
15 = The Discussion Board post is successful.
10 = The Discussion Board post is partly successful.
0 = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the questions clearly and completely.				
The post has a general opening sentence and a general closing sentence.				
The post has clear explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have correct punctuation.				
The post is long enough.				

Total points: _____ out of _____

Comments:

Rubric: Response to Classmate's Post

Name: _____ Date: _____

20 = The Discussion Board post is very successful.

15 = The Discussion Board post is successful.

10 = The Discussion Board post is partly successful.

0 = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The response has a general opening sentence and a general closing sentence.				
The response has clear explanations and examples.				
The response shows careful thinking about the classmate's ideas.				
The sentences are complete and have correct punctuation.				

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: Social Sociology

Unit Question: *What are you interested in?*
   Think about a friend or family member who has an interesting or unusual hobby. What does that person do?

Unit 2: Education

Unit Question: *What makes a good school?*
   What types of cities are good places for a university or college? What do these cities have?

Unit 3: Cultural Studies

Unit Question: *How do you choose your food?*
   What do many people eat when they travel or are on vacation? How are those foods different from the foods that they eat at home?

Unit 4: Sociology

Unit Question: *What do you enjoy doing?*
   What is something that you really enjoy doing with your family but that you never do with your friends? Why?

Unit 5: Architecture

Unit Question: *What makes a good home?*
   What is the best kind of housing for roommates to share? What does this type of house or apartment have or not have?

Unit 6: Health Sciences

Unit Question: *What do you do to stay healthy?*
   What things in your everyday life cause you stress? In which ways do you try to reduce stress?

Unit 7: Global Studies

Unit Question: *Where do you want to travel?*
   What are some of the ways people can travel long distances? How do you like to travel? Explain your answer.

Unit 8: Technology

Unit Question: *How do you use technology?*
   Are there any types of modern technology that people should use less? Give examples.

Unit Specific Notes

Unit 2: Education

Challenge Question

What types of cities are good places for a university or college? What do these cities have?

Help students brainstorm aspects of a city that are important for college students (e.g., affordable housing, entertainment, variety of stores, public transportation, etc.).

Unit 3: Cultural Studies

Challenge Question

What do many people eat when they travel or are on vacation? How are those foods different from the foods that they eat at home?

Brainstorm with students where they typically eat and what they typically eat when they travel for fun, for business, or when they go on vacation.

Unit 5: Architecture

Challenge Question

What is the best kind of housing for roommates to share? What does this type of house or apartment have or not have?

Help students brainstorm some attributes of an apartment/house that would be important for more than one occupant (e.g., multiple bedrooms and bathrooms, quiet spaces, spacious common room, etc).

Unit 7: Global Studies

Challenge Question

What are some of the ways people can travel long distances? How do you like to travel? Explain your answer.

Work with the students to brainstorm different modes of transportation for travelling long distances, such as airplanes, trains, cruise ships, ferries, cars, buses, campers, bicycles, motor bikes, or even on foot.

Unit 8: Technology

Challenge Question

Are there any types of modern technology that people should use less? Give examples.

Have students work together to create a list of different kinds of modern technology. They can then identify which kinds of technology on their list might negatively impact people's lives. Some examples might include nuclear power, gas fueled cars, smart phones, GPS, pesticides, factory robots, and genetically modified foods.

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 Intro threads. (Or choose My class threads for posts by your teacher or other students.)

OR

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

Replying to a Post

1. Choose the unit and discussion question that your teacher assigned.

2. Read the question or questions carefully. If responding to another student's post, read their response carefully.

3. Choose Add Comment.

4. Type your answer to the question or questions. Follow your teacher's instructions on how to write a good reply. If responding to another student, be sure to include their name so it is clear who you are responding to.

5. Read through your reply carefully. Check the organization of your ideas, and check your spelling and grammar.

6. Choose Send.

Creating a New Discussion Topic

1. Choose New Thread.

2. In the subject line, enter the name of the thread. Be sure to choose a name that indicates clearly what the subject of the thread is (by including the unit number, for example).

3. Write your comments.

4. Choose Send.

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

Name: _____   Date: _____

Example Discussion Board Post

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

Example Unit: Sociology

Unit Question Discussion: Who are your friends?

1. Write about a friend of yours. What are your friend's interests?
2. Why is this person your friend?

One of my good friends is Alberto. He is interested in science and math. He wants to be a teacher. He also plays soccer and basketball.

Alberto is my friend because we are similar. We are both good at science. We are both interested in sports. I think Alberto and I are like twins.

1. Look for answers to all the questions.
   What part answers question 1? <u>Underline</u> that part.
   What part answers question 2? Underline that part <u>with two lines</u>.

2. Look at the first and last sentence of the post.

   a. What does the first sentence tell you?

   b. What does the last sentence tell you?

3. Look for examples in the student's writing for question 1 and question 2.

   a. Find the examples for question 1 and number them.

   b. Find the examples for question 2 and number them.

4. Did the writer answer both questions?

   a. If yes, explain.

   b. If no, what can the writer change?

     Listening and Speaking Intro   Discussion Boards • Students

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

> **20** = The Discussion Board post is very successful.
>
> **15** = The Discussion Board post is successful.
>
> **10** = The Discussion Board post is partly successful.
>
> **0** = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the questions clearly and completely.				
The post has a general opening sentence and a general closing sentence.				
The post has clear explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have correct punctuation.				
The post is long enough.				

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. What is similar between you and your closest friends?
> 2. What do you do together that makes you close friends?

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 picture shows an artist painting a mural on a wall in Buenos Aires, Argentina. While many cities have beautiful murals on their buildings, Buenos Aires is especially famous for street art because there are almost no restrictions that limit where or what artists can paint.

Multilevel Option 1

UNIT QUESTION page 3

1. Say each sample topic in Activity A and have students repeat.

2. Put students in pairs or small groups to complete the activity and discuss their answers.

3. Call on volunteers to share their ideas with the class. Ask questions: *What topics do you like to talk about? Do you have a favorite book? Are sports a good topic? What things are not good topics?*

MULTILEVEL OPTION

Pair lower-level students with higher-level students to think of an example of each topic (for example, hip hop, basketball, *Star Wars, Harry Potter,* cartoons, cat pictures, brother, accountant). Elicit examples from the class to check that students understand the vocabulary in Activity A.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question: *What are you interested in?* Ask related information questions or questions about personal experiences: *Do you like games? Sports? Books? Are you interested in news? What things are fun for you? What are you excited about?* Remind students to draw on their answers from Activity A.

2. Say the Unit Question again: *What are you interested in?* Seat students in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists, and they should write as many words as possible.

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

4. Use items from the lists as a springboard for discussion. For example, *Let's talk about books. What are your favorite books? Think about jobs. What jobs are you interested in?*

Background Note

LISTENING page 4

Some of the most popular free-time activities around the world are reading, watching TV, spending time with friends and family, using the computer, and exercising / working out.

Multilevel Option 2

LISTENING: Are You Interested in Hiking?
A. VOCABULARY pages 4–5

1. Go over the directions and the definitions in the box.

2. Direct students to circle the correct word or phrase to complete the sentences.

3. Put students in pairs to compare their answers.

4. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I belong to a book club. We read books and discuss them at meetings. / My sister collects baseball caps. She has caps from more than 50 teams. / Mike is good at biology. He gets good grades in his biology classes. / I'm not a basketball player, but I'm interested in the sport. I watch it on TV.*

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

Expansion Activity 2

A. CATEGORIZE page 6

1. Put students in pairs to create their own conversations. If helpful, play the audio again so that students can follow the models.

2. Have each pair choose a situation: two students meeting in class for the first time, two friends talking about activities, two students sitting outside who know each other a little bit.

3. Have students write out the conversation. Walk around the room to provide help as needed.

4. Ask volunteers to perform their conversations in front of the class.

Vocabulary Skill Note

BUILDING VOCABULARY: Collocations for hobbies and interests page 8

1. Direct students to read the information.

2. Check students' comprehension of the information. Say a verb and elicit a noun or a preposition + noun collocation. For example, say: *be good at (volleyball/ math); go (shopping/hiking).*

Skill Note

Knowing collocations can help students speak more fluently. They should try to remember a phrase, not each word. Students can keep a list of collocations in

a vocabulary notebook. This will help them learn the collocations. When you introduce vocabulary in class, suggest collocations for the words. Have students notice the words around a new word in a sentence.

Multilevel Option 3

C. CREATE page 9

1. Go over the directions.
2. Have students write three sentences about themselves.
3. Put students in pairs or small groups to read their sentences aloud.

MULTILEVEL OPTION

Have higher-level students work with lower-level students to create sentences. If necessary, suggest the lower-level student dictate ideas to their higher-level partner. The lower-level student can use the partner's sentences as a guide.

Expansion Activity 3

A. WORK WITH THE VIDEO page 10

1. After students have completed Activities A–C on page 10, tell them they are going to find someone who wrote similar answers for Activity C.
2. Instruct students to mingle around the classroom, asking and answering the questions from Activity C. If they find someone who has a similar answer for one of the questions, they should write the student's name beside that row in the chart on page 10. For example, if one student's hobby is hiking, it costs $200 a year and they spend two weeks each year on it, and another person's hobby is basketball, which costs them $200 a year and they spend 30 weeks on it, they would write each other's names beside the answer which is the same (i.e., the cost) like this:

My hobby	What is it?	hiking	
	How much does it cost?	$200	Tom
	How much time do you spend on it?	2 weeks	

3. After students have had a chance to talk to several classmates, have them write sentences about the similarities they have discovered, such as: *Both Tom and I spend $200 on our hobbies.*
4. Encourage several volunteers to read their sentences aloud to the class.

Grammar Note

SIMPLE PRESENT OF *BE*; SIMPLE PRESENT OF OTHER VERBS pages 12–14

1. Read the statement about when the present of *be* is used.
2. Focus students' attention on the charts on p. 12. Go over how to form affirmative and negative sentences with the present of *be*.

3. Say and have students repeat the sentences.
4. Go over the information about contractions and questions with *be*.
5. Provide and elicit additional examples for both charts: *I am a teacher. You are not from the United States. We are in class now. Your parents aren't old. He isn't good at swimming. Are they good at chess? Yes, they are.*

Skill Note

Students are often hesitant to use contractions because they think they are too informal or because they aren't sure exactly how to say them. Encourage students to practice using contractions. If they say the full form, ask them to repeat using the contracted form.

Students also have trouble remembering the -s ending on the simple present verb used with *he, she*, or *it*. Have students exaggerate the sound as they make present affirmative statements.

Multilevel Option 4

A. APPLY page 13

1. Have students complete the activity individually and compare their answers with a partner.
2. Go over the answers with the class.
3. Have students practice the sentences in pairs.

MULTILEVEL OPTION

Have lower-level students work in pairs to complete the sentences. Have higher-level students write two more sentences and then share them with a partner.

Pronunciation Note

SIMPLE PRESENT THIRD-PERSON
-S / -ES page 15

1. Read the information about simple present third-person -s / -es.
2. Play the audio.
3. Check comprehension by asking questions: *What sound does* -s *make at the end of the verb* get? *What does* -s *sound like after* listen? *What is the sound for the* -es *ending?*

Skill Note

When a word ends with a voiceless consonant sound (*f, k, p, t*), the -s sounds like /s/. When the word ends in a vowel sound (*play*), or with a voiced consonant sound (*b, d, g, m, n, r, v*), the -s sounds like /z/. When the word ends in a sound that is close to an *s* sound (*ch, sh, s, x, z, j,* soft *g*), the ending is a new syllable and sounds like /ɪz/.

Suggest that students put their hands on their throats as they say these words: *take, get, live, move, work, walk, clap, run, read.* Have them notice which words make their throats vibrate (*live, move, run, read*). Adding an -s will sound like a /z/ on those words.

Expansion Activity 4

PREPARE AND SPEAK pages 19–20
A. FIND IDEAS

1. Go over the directions, the steps, and the questions in the questionnaire.

2. Have students add one question.

3. Direct students to work in pairs to ask and answer the questions so that each partner has a completed questionnaire.

21ST CENTURY SKILLS EXPANSION

Being able to interview someone else is a skill students will need in both professional and academic settings. Remembering key information and communicating it to others is an essential communicative function in the business world.

Unit Assignment Rubrics

Unit 1   Social Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Interview and introduce a classmate.*

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

Make an Introduction	20 points	15 points	10 points	0 points
Student's introduction was clear.				
Student used vocabulary from this unit.				
Student used the verb *be* correctly.				
Student used simple present statements correctly.				
Student included interesting information about his / her partner.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 22–23

The photo shows students in a recreation room at Colorado State University in Fort Collins, Colorado. For the past 30 to 40 years, many North American universities have invested a lot of money into building and maintaining student recreation facilities, just like the one in the picture. Research shows that students who use these kinds of facilities are more likely to be academically successful than students who don't.

Multilevel Option 1

UNIT QUESTION page 23

1. Put students in pairs or small groups to complete Activity A and discuss their answers.

2. Call on volunteers to share their ideas with the class. Ask questions: *What is a good number of students to have in a school? What is a good number of students to have in a class? What do you like about this school?*

> **MULTILEVEL OPTION**
>
> Group lower-level students to review vocabulary from Unit 1 and brainstorm names of clubs and sports teams. Have higher-level students work in pairs to write three more questions about their school and answer them. Call on students to share their ideas with the class.

Expansion Activity 1

UNIT QUESTION page 23

1. Introduce the Unit Question: *What makes a good school?* Ask related information questions or questions about personal experiences: *What do you like about this school? What do you like about other schools? Is size of the school important? Are clubs and teams important?* Remind students to draw on their answers from Activity A.

2. Say the Unit Question again: *What makes a good school?* Seat students in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists, and they should write as many words as possible.

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

4. Use items from the lists as a springboard for discussion. For example, *Let's talk about class size. What is a good number of students to have in a class?*

Background Note

LISTENING page 24

Online education is becoming increasingly popular. The cost of a university education is growing all over the world, and online courses are typically less expensive for students than traditional university programs. In fact, sometimes online courses are free. One of the reasons the cost of digital education is lower for students is because there is no limit to the number of students who can take any individual massive open online course, or MOOC. Although online programs can offer low-cost, or even free, education, there are a few things that they cannot offer, such as opportunities to socialize face-to-face and, in the case of MOOCs, personalized instruction.

Multilevel Option 2

LISTENING: Asking Questions about a University
A. VOCABULARY pages 24–25

1. Go over the directions.

2. Direct students to complete the activity individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *Students often have many places to eat on a university **campus**, like cafeterias, dining halls, and coffee shops. / My mother cooks a **special** meal for Hiro. / Sandra wants to learn a **foreign language** so she can travel more. / One of my **skills** is computer programming.*
>
> Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write an additional sample sentence for each word or phrase. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than on grammatical issues.

Expansion Activity 2

E. CREATE page 26

1. Explain the activity. Students will work in pairs to describe three features of their school for a potential student.

2. Have students work in pairs to choose three features and write notes about each one.

3. Have students write one sentence about each feature they have chosen.

4. Call on pairs of students to present their ideas to the class.

21ST CENTURY SKILLS EXPANSION

Flexibility and a willingness to help others to achieve a common goal are important qualities of people 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 that ensures everyone feels comfortable with the topic and can participate fully.

Vocabulary Skill Note

BUILDING VOCABULARY: Using the dictionary: antonyms page 29

1. Direct students to read the information silently.
2. Go over the dictionary entry for *hard*. Point out that this word has two antonyms, depending on the context of the sentence.
3. Check comprehension by asking: *What is an antonym? Is its meaning the same or the opposite? What is the antonym of* good? *What is the antonym of* hard? *What is the antonym of* up?

Skill Note

Students may not recall what the different parts of speech are. If helpful, give an example of each part of speech and its antonym:

noun: man / woman

verb: give / take

adjective: tall / short

adverb: quickly / slowly

Multilevel Option 3

A. APPLY page 30

1. Go over the directions. Say each word in the box and have students repeat.
2. Direct students to complete the activity individually.
3. Have students compare their answers with a partner.
4. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. For each item, have students look up the word in the dictionary and confirm the answer as a group. Have higher-level students complete the activity on their own and check their answers with their dictionaries. Have them choose four of the words to use in sentences.

Multilevel Option 4

B. IDENTIFY page 30

1. Go over the directions.
2. Have students complete the activity individually.
3. Have students compare their answers with a partner.

4. Go over the answers with the class. For more practice, ask students to read the sentences aloud.

MULTILEVEL OPTION

Have higher-level students write sentences using the other word in each pair (the antonym not chosen). Call on volunteers to write sentences on the board. Suggest lower-level students copy the sentences in their notebooks.

Expansion Activity 3

WORK WITH THE VIDEO page 31

1. After students have completed Activities A–C on page 31, tell them that they are going to work in small groups to create a set of rules for the class.
2. As a class, summarize the rules that Japanese students follow. Write the rules on the board, as in *Help keep the school clean* and *Don't wear shoes inside the school.*
3. Put students into small groups. Give each group a large piece of paper and a marker. Tell them to write two or three rules for their class.
4. Have each group share their rules and post them where all students can see them. Vote on the rules as a class and create one set of rules that most people agree on. Add non-negotiable rules (determined by the teacher or school) as appropriate. Post the list of rules in a place where all students can see them.

Grammar Note

ADJECTIVES; ADVERBS + ADJECTIVES page 32

1. Read the information about using adjectives and adverbs + adjectives. Provide and elicit additional examples: *She's (very) smart. He's a good soccer player. Our school has a (really) pretty campus. The campus is (really) pretty.*
2. Check comprehension by asking questions: *Is it OK to put an adjective before a noun? Does an adjective sometimes come after* be? *Do we usually put adjectives before verbs? How do adverbs change adjectives?*

Skill Note

In this section, students are learning about adverbs that can strengthen the adjective, but adverbs can also weaken an adjective: *The class is somewhat interesting.* The point to focus on is that adverbs tell us more about the adjective. Remind students that adverbs can also describe verbs: *She works well with other people.*

Pronunciation Note

SENTENCE STRESS page 34

1. Read the information about sentence stress. Elicit some examples of nouns, adjectives, adverbs, verbs, pronouns, and prepositions and write them in columns on the board to review these terms.
2. Read the sample sentences aloud and have students chorally repeat them several times. Focus on reducing the unstressed words and saying the stressed vowel sounds of the important words more clearly.

Skill Note

Giving each student a rubber band to pull when they say the stressed words can really help them begin to feel the effort that should go into the stressed vowel sounds. (For example: There are **two** [pull] **sports** [pull] **fields** [pull].) Thicker, heavier rubber bands require more effort and are more effective. Alternatively, body movements, such as opening a fist for the stressed sounds and closing a fist for the unstressed sounds or standing for the stressed sounds and sitting for the unstressed sounds can be equally beneficial.

Unit Assignment Rubrics

Unit 2   Education

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Plan a perfect school.*

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 Plan	20 points	15 points	10 points	0 points
Student gave his / her opinion clearly.				
Student used vocabulary from the unit.				
Student used adjectives and adverbs + adjectives correctly.				
Student included at least one example or reason to support his / her opinion.				
Student used sentence stress correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 40–41

The photo shows vendors in boats at a floating market in Borneo, Indonesia. While some local people still get their produce from floating markets, most of these kinds of markets operating today are tourist attractions. Floating markets are popular in Thailand, Indonesia, Vietnam, Sri Lanka, Bangladesh, and India.

Multilevel Option 1

UNIT QUESTION page 41

1. Say each adjective in Activity A and have students repeat.

2. Have students circle the adjectives individually and then compare answers in pairs. Point out that some food is safer and healthier than other food, but we don't describe food as *dangerous*.

3. Call on volunteers to share their ideas with the class. Ask questions: *Who likes spicy food? What is something sweet? What is your favorite salty food? Which foods are good for you?*

MULTILEVEL OPTION

Group lower-level students to go over the vocabulary in the box. Allow students to use a dictionary to look up unfamiliar words. Have higher-level students work in pairs to write sentences for three of the adjectives in the box. Call on students to share their ideas with the class.

Expansion Activity 1

UNIT QUESTION page 41

1. Introduce the Unit Question: *How do you choose your food?* Ask related information questions or questions about personal experiences: *Is taste important? Do you care about your health?* Remind students to draw on their answers from Activity A.

2. Label four pieces of poster paper (*Taste, Price, Health,* and *Other*) and place them in the corners of the room. Make sure students understand what the labels mean.

3. Ask students to read and consider the Unit Question for a moment and then to stand in the corner next to the poster that best represents their answer to the question.

4. Direct the groups in each corner to talk among themselves about the reasons for their answer. Tell them to choose a reporter to record the answers on the poster paper.

5. Call on volunteers from each corner to share their opinions with the class.

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

Background Note

LISTENING page 42

One of the speakers is vegetarian, meaning he does not eat animals, although some vegetarians eat eggs and dairy products. The popularity of vegetarianism varies around the world. About 30 percent of the population in India is vegetarian, 14 percent in the United Kingdom, and 3–4 percent in the United States. However, vegetarianism is quite rare in some places, like South America.

Multilevel Option 2

LISTENING: Lifestyles and Food Choices
A. VOCABULARY page 42

1. Go over the definitions in the box.

2. Read the first sentence and elicit the correct word from the box (*ingredient*). Have students write *ingredients* on the line.

3. Direct students to complete the activity individually.

4. Have students compare their answers with a partner.

5. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide example sentences to help them understand the words. For example: *I am not good at math, so I **avoid** math classes. / I like to eat foods with lots of **flavor**. I never order plain cheese pizza. / I like **organic** food. It doesn't have chemicals.* Have higher level students complete the activity individually and then compare answers with a partner. Tell the pairs to write an additional sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary rather than on grammatical issues.

Vocabulary Skill Note

BUILDING VOCABULARY: Prefixes and suffixes
page 48

1. Direct students to read the information silently.

2. Check comprehension of the information and the dictionary entries: *What prefixes mean* not*? What suffix means* not*? What word means a food has no salt? A food has no fat? A situation that isn't safe? What is the meaning of* nonstop flight*?*

Skill Note

Prefixes usually change the meaning of a word (*happy* and *unhappy* are antonyms), whereas suffixes usually change the part of speech (*happy* is an adjective, *happiness* is a noun). Although the prefixes and suffixes in this lesson have similar meanings, they follow these rules. *Non-* and *un-* change the meaning of words that

are used as adjectives. The suffix -free changes a noun to an adjective. A noun + *free* is usually hyphenated.

Multilevel Option 3

A. APPLY page 48

1. Read the first item aloud. Elicit the answer. (*nonfat*).
2. Direct students to complete the activity individually.
3. Have students compare their answers with a partner.
4. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Group lower-level students. Have them discuss or look up definitions for each word in the box. Then have students identify words in each sentence that can help them choose the correct word (1. fat; 2. junk food, sick; 3. doesn't talk to anyone; 4. milk, cheese, butter; 5. salt; 6. artificial; 7. avoid, sugar; 8. same). Have higher-level students write alternate sentences for each word.

Multilevel Option 4

A. IDENTIFY page 49

1. Direct students to complete the activity individually.
2. Play the audio.
3. Go over the answers with the class.
4. Have students work in pairs to practice saying the words.

> **MULTILEVEL OPTION**
>
> As lower-level students work in pairs to practice saying the words, have higher-level students write sentences for each word and practice saying them in pairs.

Expansion Activity 2

WORK WITH THE VIDEO page 50

1. After students have completed activities A–C on page 50, tell them they are going to work in small groups to choose a recipe and make a shopping list that they could take to a farmers' market.
2. Model the activity first. Choose a simple dish, such as a stir fry or a salad, and ask students what things they would need to make the dish. Write the ingredients on the board and then ask the class which ones they could get at a farmers' market. Put a check beside those ingredients. Then demonstrate how to write those items on a shopping list.
3. Put students into small groups and have them choose a dish. They can choose something that they already know how to make or they can use their smart phones or computers to research a recipe. The dish should not be overly complicated.
4. Give students time to identify the ingredients for the dish and to make a farmers' market shopping list.
5. Tell each group to choose a representative to read their list aloud to the class without saying what the dish is called. Encourage the class to try to guess the names of the different dishes.

Expansion Activity 3

SAY WHAT YOU THINK page 51
B. DISCUSS

1. Explain the activity. Students will prepare to talk for 30–60 seconds about their own reasons for food choices.
2. Have students work individually to answer all the questions (1–8).
3. Put students in groups of three or four to take turns talking about their own food habits and choices. Encourage students to speak without looking at their books.
4. Call on volunteers to share their ideas with the class.

Grammar Note

VERBS + GERUNDS OR INFINITIVES page 52

1. Read the information about using verbs + gerunds or infinitives. Provide and elicit additional examples: *He enjoys playing video games. I want to watch TV. She likes reading / to read.*
2. Explain that the phrase *can't stand* means "hate" or "really dislike" (something).
3. Check comprehension by asking questions: *What form follows* enjoy*? Is it OK to say* I need buying groceries*? What form follows the verb* love*?*

Skill Note

Students sometimes get confused about the difference between the progressive (continuous) form of the verb (e.g., *We are eating dinner now*) and the gerund. Help students focus on using these verbs as part of expressions or collocations, rather than on the terminology. The infinitives and gerunds are objects of the verbs here, so it might help students to think of them as activities.

Expansion Activity 4

C. SPEAK page 56

1. Have students read the information in the Skill Review box. If they need more review, refer them to p. 35 and the Critical Thinking Strategy on p. 36.
2. Suggest interviewers make a checkmark next to each answer that begins with the phrases *In my opinion* or *I think that*.

> **21ST CENTURY SKILLS EXPANSION**
>
> Being able to respond to questions thoughtfully and appropriately is an important skill in any academic or professional setting. Phrases that signal an opinion can soften a response, making it easier to carry on a productive discussion. To provide even more practice with these expressions call on students to pose one of their interview questions to a different classmate. Make sure the student responds with *In my opinion* or *I think that*.

Unit Assignment Rubrics

Unit 3   Cultural Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Design a survey and interview a classmate.*

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

Interview a Classmate	20 points	15 points	10 points	0 points
Student's interview questions were clear.				
Student asked follow-up questions.				
Student used vocabulary from the unit.				
Student used gerunds and infinitives correctly.				
Student gave reasons for opinions when answering questions.				

Total points: _____

Comments:

Background Note

UNIT OPENER   pages 58–59

The photo shows a beekeeper using a smoker to check beehives. Beekeeping as a hobby is becoming increasingly popular, and beekeeping classes and clubs are attracting more new members. People become beekeepers for several reasons, including supporting an insect population that is under threat, helping their children learn about nature, and harvesting the honey the bees produce.

Multilevel Option 1

UNIT QUESTION   page 59

1. Have students complete the chart in Activity A individually and then compare their ideas with a partner.

2. Call on volunteers to share their ideas with the class. Ask questions: *Is playing soccer fun? Is homework boring? Who likes dangerous activities? What is something exciting?*

MULTILEVEL OPTION

Group lower-level students to brainstorm vocabulary for activities. Have higher-level students work in pairs to add two more activities to each description in the chart. Call on students to share their ideas with the class.

Expansion Activity 1

UNIT QUESTION   page 59

1. Introduce the Unit Question: *What do you enjoy doing?* Ask related information questions or questions about personal experiences: *Do you like to do things with friends? Does everyone find the same activities fun? What makes an activity boring?* Remind students to draw on their answers from Activity A.

2. Read the Unit Question aloud. Point out that answers to the question can fall into categories: *Who do you do the activity with? Where do you do it? How active is it? How often do you do it?* Write these questions on the whiteboard. Give students a minute to silently consider their answers to these questions.

3. Write each question at the top of a sheet of poster paper. Elicit answers for each question and make notes of the answers on the poster paper. Post the lists for students to refer back to later in the unit.

Background Note

LISTENING   page 61

According to experts, the most popular hobbies that don't involve screen time include: reading, traveling, fishing, crafts, and bird-watching. According to psychologists, hobbies help people relieve stress and develop new skills. Hobbies can help people develop social connections and structure their time productively, too.

Multilevel Option 2

LISTENING: Free-Time Activities
A.   VOCABULARY   page 61

1. Go over the sentences.

2. Direct students to complete the activity individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I don't like **modern** buildings. I like older places. / I like to spend time **outdoors** in the summer. I like being in the sun. / My favorite vacation is at the beach. It's very **relaxing** to go swimming in the ocean.*

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

Vocabulary Skill Note

BUILDING VOCABULARY: Collocations with *do, play,* and *go*   page 65

1. Direct students to read the information silently.

2. Check comprehension: *What is an activity you do? What can you play? What kind of word usually follows* go*?*

Skill Note

Students sometimes think there is a shortcut to learning collocations, but they really just need to memorize and practice them. To encourage the memorization process, have students review the expressions for two minutes. With books closed, call on students and say a verb, eliciting an appropriate activity. Then call on students and say an activity, eliciting the appropriate verb.

Multilevel Option 3

A.   APPLY   page 65–66

1. Read the first exchange between Sara and Emma. Elicit the correct verb for the first blank (*go*). Have students write *go* on the line.

2. Direct students to complete the activity individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

Expansion Activity 2

WORK WITH THE VIDEO page 67

1. Before students watch the video for the first time, tell them they are going to see a contest between two artists. Clarify that you are going to pause the video and that they will "judge" the contest and explain the reasons for their opinions.

2. Pause the video at 00:02:47, just as the narrator says *Who takes the top spot?* Ask students which of the artists they think deserves to win the contest. Have students raise their hands to vote for the artist's work they like best.

3. Put students into groups based on their similar votes. Give the groups time to work together to come up with reasons for their opinions.

4. Rearrange students into small groups so there are different opinions represented in each group. Give them time to explain their reasons for their votes.

5. Come together as a class. Ask students if talking to their groups made them change their opinions. Vote as a class for the "winner." Play the rest of the video and see if it matches the judges' choice.

Grammar Note

SUBJECT AND OBJECT PRONOUNS page 69

1. Read the information about subject and object pronouns. Provide and elicit additional examples: *I do judo every day. I like it. My teacher is very interesting. I like him. My friends are a lot of fun. I go places with them on the weekends.*

2. Check comprehension of the information by asking questions: *What is the object pronoun for* we? *For* she? *For* you?

Skill Note

Point out that the object pronoun for *you* and *it* is the same as the subject pronoun. Provide more practice with the object pronouns. Call on a student and say a sentence with a noun as object, e.g., *I play soccer on Tuesdays.* Have the student replace the noun with a pronoun: *I play it on Tuesdays.* Continue until students have practiced all forms.

Expansion Activity 3

CONSIDER THE IDEAS page 73
B. EXTEND

1. Have students discuss the questions with a partner.
2. Call on students to share their ideas with the class.

21ST CENTURY SKILLS EXPANSION

Being able to collaborate with other members of a group is an important skill in both academic and professional settings. In this Unit Assignment, students have to reach a consensus on the five best activities. To reach a consensus as a group, members have to be able to express their opinions, agree and disagree politely, and sometimes put aside individual preferences in order to help the group. When students are gathering ideas in Activity A, suggest they rank their activities. Which activities are they willing to compromise on? This will help them when they speak during Activity C on p. 74.

Unit Assignment Rubrics

Unit 4   Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Have a group discussion about things you enjoy doing in your area.*

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

Have a Group Discussion	20 points	15 points	10 points	0 points
Student's information was clear.				
Student used vocabulary from the unit.				
Student used subject and object pronouns correctly.				
Student used expressions for agreeing and disagreeing.				
Student used reduced words correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 76–77

In this photo, a tiny house with large glass windows sits in the backyard at night surrounded by trees and party lights. The house is located in Phoenix, Arizona. More and more people are choosing to live in tiny houses because they are less expensive and often more environmentally friendly. Typically, tiny homes are about 2,300 square feet smaller than the average American home.

Multilevel Option 1

UNIT QUESTION page 77

1. Say each word in Activity A and have students repeat.

2. Put students in pairs or small groups to complete the activity and discuss their answers.

3. Call on volunteers to share their ideas with the class. If anyone says that *hotel* should not be crossed out, explain that places to live are on a long-term basis.

4. Ask questions: *How many of you live in an apartment? Do you like it? Where do most people in the class live?*

> **MULTILEVEL OPTION**
>
> Group lower-level students and allow them to use their dictionaries to look up the words. Brainstorm a list of adjectives, or review some from Units 2–4, to aid students with their descriptions. Have higher-level students write two additional sentences about where they live. Put students in pairs to share their sentences. Ask volunteers to write their sentences on the board.

Expansion Activity 1

UNIT QUESTION page 77

1. Introduce the Unit Question: *What makes a good home?* Ask related information questions or questions about personal experiences: *How big is a good home? What rooms does it need? Does it need a yard?* Remind students to draw on their answers from Activity A.

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

3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.

4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list for students to refer back to later in the unit.

Background Note

LISTENING 1 page 78

In North America, it is very common for university and college students to live away from their parents' homes. About half live on campus, 30% off-campus, and only 20% live with their parents.

Multilevel Option 2

LISTENING 1: Let's Find a New Apartment
A. VOCABULARY pages 78–79

1. Go over the words and definitions. Read the first sentence. Elicit which answer is correct (*b*).

2. Direct students to read the sentences individually and circle *a* or *b*.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

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

Background Note

LISTENING 2 page 85

Housing insecurity for American college students is a growing concern. Room and board often accounts for about half the cost of attending college or university. In addition, even though enrollments have increased, on-campus housing construction has not kept pace. As a result, colleges and universities are struggling to find affordable housing options for their students. This housing insecurity can negatively impact students' academic performance and graduation rates.

Multilevel Option 3

LISTENING 2: Housing Problems, Housing Solutions
A. VOCABULARY pages 85–86

1. Direct students to read the definitions in the box. Then read the first sentence and elicit the correct word (*condition*).

2. Have students complete the activity individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

Expansion Activity 2

B. CATEGORIZE page 87

1. Put students in pairs or small groups to list the housing options available for students at their school or at a school in their area.

2. For each option, have students list three pros and three cons.

3. Call on students to share their ideas with the class or have each pair join another pair to compare their ideas.

Expansion Activity 3

WORK WITH THE VIDEO page 89

1. After students have completed Activities A–C on page 89, tell them they are going to role-play a conversation between a person who has a house for rent and a person who is looking for a house to rent.

2. As a class, brainstorm questions that a person who is looking for a house might ask, such as *How many bedrooms does it have? Does it have a garden? Is there a parking space?* Write them on the board. Also, elicit some possible responses to the questions based on the information in the video, or from the students' own ideas. Write those on the board as well.

3. Put students into pairs and give them time to write their conversation. Encourage students to use some of the ideas from the board as well as their own ideas.

4. Have students act out their conversation in front of the class or in small groups.

VOCABULARY SKILL NOTE

BUILDING VOCABULARY: Compound nouns
page 90

1. Have students read the information.

2. Check comprehension: *How many words make up a compound noun? What is an example of a one-word compound noun? What is an example of a two-word compound noun?*

Skill Note

If your students keep a vocabulary notebook, suggest they make three columns for compound nouns: one for one-word compounds, one for hyphenated compounds (e.g., mother-in-law), and one for two-word compounds. Whenever you come across a compound word in class, remind students to write it in their notebooks.

Grammar Note

PART 1 PREPOSITIONS OF LOCATION page 92

1. Have students read the information silently.

2. Check comprehension by asking questions: *What question do prepositions of location answer? When do we use* in? *When do we use* on? *When do we use* at?

Skill Note

We also use *in* with states or provinces. We also use *on* with the floors of a building. *At* is used with certain expressions: *at home, at school, at work.*

Expansion Activity 4

PREPARE AND SPEAK page 95
A. FIND IDEAS

1. Go over the directions.

2. Seat students in groups of three to complete their own charts.

3. Elicit ideas from the group.

Unit Assignment Rubrics

Unit 5   Architecture

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Design a home and give a 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 Presentation	20 points	15 points	10 points	0 points
Student's information was clear.				
Student used vocabulary from the unit.				
Student used prepositions of location correctly.				
Student understood the opinions of group members.				
Student agreed and disagreed with opinions appropriately.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 98–99

The photo shows an early morning run in the United Kingdom. Research shows that exercising outdoors is very healthy, and that exercising on uneven terrain and in windy weather can push runners, walkers, and cyclists to exercise even harder than they would inside. In addition, being outdoors has been proven to lower stress and increase feelings of well-being.

Multilevel Option 1

UNIT QUESTION page 99

1. Put students in pairs or small groups to complete Activity A and discuss their answers.

2. Call on volunteers to share their ideas with the class. Ask questions: *Why is exercise healthy? Why is it not a good idea to watch a lot of television? How many of you worry a lot? What does worrying do to your health? Why is sugar unhealthy?*

> **MULTILEVEL OPTION**
>
> Pair a higher-level student with a lower-level student to help with the vocabulary and to discuss their ideas.

Expansion Activity 1

UNIT QUESTION page 99

1. Introduce the Unit Question: *What do you do to stay healthy?* Ask related information questions or questions about personal experiences: *Do you care about what you eat? What activities are healthy? What activities are unhealthy? How often do you go to the doctor?* Remind students to draw on their answers from Activity A.

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

3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.

4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer to later in the unit.

Background Note

LISTENING 1 page 100

Another way to reduce stress in your life is to avoid caffeine and sugar. Caffeine can increase your heart rate and make you feel anxious, and sugar gives you only a temporary burst of energy, leaving you feeling worse afterwards.

In addition to diet and exercise changes, you should also make sure you are getting enough sleep. Without enough sleep, you won't be clearheaded enough to handle the problems that naturally arise in your day, which can add to your stress.

Multilevel Option 2

LISTENING 1: Health Watch
A. VOCABULARY page 100

1. Direct students to read the definitions in the box and complete the sentences individually.

2. Have students compare their answers with a partner.

3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *I don't eat meat. I have a vegetarian **diet**. / I have a lot of **energy**. I'm always ready to do something. / I **manage** my time very well. I make a schedule and get everything done. / Maria wants to **reduce** the amount of sugar she eats. / Are you feeling **run-down**? You look very tired.*
>
> Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write an additional sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than on grammatical issues.

Background Note

LISTENING 2 page 106

Research is increasingly debunking the marketing push behind taking vitamin supplements. Nutritionists say that food is a better source of vitamins because healthy food contains many compounds and dietary fiber that supplements don't offer. In addition, depending on when and how some supplements are taken, vitamins might not be absorbed very well by the body.

Multilevel Option 3

LISTENING 2: Vitamin Supplements
A. VOCABULARY page 107

1. Direct students to read the first sentence. Elicit the correct answer (*a*).

2. Have students read the sentences and circle the correct answers individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Have higher-level students work in pairs to write conversations in which they use at least four of the new words. Ask volunteers to perform their conversations for the class.

Expansion Activity 2

WORK WITH THE VIDEO page 111

1. After students have completed Activities A–C on page 111, tell them they are going to make a daily schedule and describe it to a partner, like Sarita does in the video.

2. Write a weekly schedule on the board, like this:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
morning							
afternoon							
evening							

3. As a class, fill in the time slots with the information from the video. Encourage the students to be a bit creative. For instance, when the speaker says, "I don't have a lot of free time, but when I do, I try to socialize with friends," prompt the students to imagine what she might do with friends on the weekend and write it in the schedule.

4. Give each student a piece of paper with two blank schedules on it. On the first schedule, have them enter information about how they spend their time.

5. Put the students into pairs. Tell them to take turns asking and answering questions about their weekly schedules. As they listen, have them complete the second schedule on their piece of paper with their partner's information.

6. Come together as a class and have each student share one sentence about their partner's weekly schedule with the class.

Vocabulary Skill Note

ADJECTIVES ENDING IN -ED page 112

1. Go over the information in the box.

2. Check comprehension: *What ending do some adjectives have? Where do these adjectives come from? What do they usually describe? What are some common adjectives that end in* -ed*?*

Skill Note

Students may have difficulty pronouncing -*ed* endings accurately. Remind students that if the sound before the -*ed* ending is /t/ or /d/, they need to add a syllable when they add the suffix. Choral repetition and clapping or tapping out the syllables can help students hear the difference between words like *worried* and words like *excited*.

Grammar Note

MODALS *CAN* AND *SHOULD* page 114

1. Go over the information in the box.

2. Check comprehension by asking questions: *Where do we put the modal in the sentence? What form of the verb follows the modal? Do you put an-* s *on the verb with* he, she, *or* it*? Which modal is for possibility or ability? What do we use* should *for?*

Skill Note

Point out that modals don't change their form. For example, we don't add an -*s* to the end of the modal with *he, she,* or *it*, and we don't add -*ing*. There are past forms, but students won't learn these in this level.

Expansion Activity 3

C. CREATE page 115

1. Go over the directions and the example.

2. Put students in pairs. Have them take turns reading their sentences and giving advice using *should* and *shouldn't*.

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

21ST CENTURY SKILLS EXPANSION

Whether students are in an academic or professional setting, they will be called upon to respond to problems in polite and constructive ways. It's important that students are able to present suggestions or give advice in appropriate ways. To extend this grammar lesson, suggest students brainstorm other situations in which they might need to give advice (e.g., a classmate has a problem with a teacher or a class, a co-worker has difficulty meeting a deadline, a supervisor is frustrated with another employee's work). Encourage students to think of less personal problems (i.e., not a friend's argument with his parents). Have students work in pairs to write a description of the problem. Then each pair should trade with another pair to write advice.

Pronunciation Note

STRESSING IMPORTANT WORDS page 115

1. Go over the information in the box. Draw attention to the pitch rise and subsequent fall on the important word by exaggerating the pitch change with your voice and miming the rise and fall by raising and lowering your outstretched hand.

2. Have students chorally repeat the sample responses in the box. As they do, have them stand and hold their hand out straight in front of them at waist height. Instruct them to raise their hand to follow the pitch contour, as in: "No, I can [raise hand] swim [lower hand]."

3. Check comprehension by asking questions: *When do we use stress? What kinds of words are important? What does an important word sound like?*

Skill Note

Stress in important words is marked more by pitch change than by any other feature of stress (vowel clarity, vowel length, or volume). Students may have trouble hearing changes in pitch or they may hear them and think they don't mean anything. If students aren't used to listening for changes in pitch, they might miss important implied information. When speaking, students may feel uncomfortable applying English speech rhythm. Encouraging them to think about taking off their "mother tongue hat" and putting on their "English hat" can help tackle this unease. In addition, approaching the topic with a light, playful tone can also help students relax. Finally, doing body movements, like raising and lowering their hands, is an engaging way for students to understand changes in pitch.

Unit Assignment Rubrics

Unit 6   Health Sciences

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Make and discuss a health survey.*

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

Make and Discuss a Health Survey	20 points	15 points	10 points	0 points
Student's information was clear.				
Student used vocabulary from this unit.				
Student used the modals *can*, *can't*, *should*, and *shouldn't* correctly.				
Student used adjectives ending with *-ed* correctly.				
Student noted frequency words and expressions, and used them in discussion.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 120–121

The picture shows a nighttime view of Petronas Towers in Kuala Lumpur, Malaysia. With 88 floors, these towers are the tallest twin towers in the world and are a landmark in Kuala Lumpur. The towers were designed by Argentine architect César Pelli and construction began in 1993. The buildings house both office and retail space.

Multilevel Option 1

UNIT QUESTION page 121

1. Have students list three special places and activities in Activity A.

2. Have students discuss their answers to the questions with a partner.

3. Call on volunteers to share their ideas with the class. Ask questions: *What is your favorite place? Why? Who has the same favorite place? What is your favorite activity? Who likes the same activity?*

> **MULTILEVEL OPTION**
>
> Group lower-level students to brainstorm a list of places and activities. Write the ideas on the board. Have higher-level students write sentences to answer the questions.

Expansion Activity 1

UNIT QUESTION page 121

1. Introduce the Unit Question: *Where do you want to travel?* Ask related information questions or questions about personal experiences: *What do you like about your local area, town, or city? What kinds of things are there for tourists to do? Why else might they visit your local area, town, or city?* Remind students to draw on their answers from Activity A.

2. Label four pieces of poster paper (*City, Beach, Mountains, Countryside*) and place them in the corners of the room.

3. Ask students to read and consider the Unit Question for a moment and then stand in the corner next to the poster that best represents their answer to the question.

4. Direct the groups in each corner to talk among themselves about the reasons for their answer. Tell them to choose a note-taker to record the answers on the poster paper.

5. Call on volunteers from each corner to share their opinions with the class.

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

Background Note

LISTENING 1 page 123

Ubud is a city in the middle of the Indonesian island of Bali. Its origins date back to the 8th century. During the early part of the 20th century, it was under Dutch colonial control. It is known today for its cultural activities.

Bruges is a beautiful city in Belgium, known not only for its chocolate, but also for its canals and lace. It dates back a couple of thousand years to the time of the Romans.

Students may not be aware that New York city is often referred to informally as "the Big Apple."

Multilevel Option 2

LISTENING 1: Travel Talk
A. VOCABULARY pages 123–124

1. Direct students to read the sentences and circle *a* or *b*.

2. Have students compare their answers with a partner.

3. Go over the answers with the class.

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

Background Note

LISTENING 2 page 129

The popularity of solo traveling is increasing, especially among women. According to recent surveys, the number of women who are traveling alone has almost doubled in the past few years, and solo travelers now make up 17% of the total number of travelers.

Multilevel Option 3

LISTENING 2: Traveling Alone
A. VOCABULARY page 129

1. Direct students to read the sentences and write the underlined word next to the correct definition.

2. Have students compare their answers with a partner.

3. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate sentences: *I feel **nervous** when I go to a party where I don't know anyone. / I don't like vanilla ice cream and I don't like strawberry ice cream **either**. / There are many **advantages** to learning English. One is that you can get a job more easily.* Allow students to use a dictionary if necessary. Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write an additional sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than on grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO pages 132–133

1. After students have completed Activities A–C on pages 132 and 133, tell them they are going to plan an itinerary for guests who are visiting the city or area where they live or study at the moment.

2. Tell them, *Imagine that your friend from a different country wants to visit you next week. Your friend only has one day to spend here. Where will you take him/her?*

3. Put students into groups and give them a piece of paper. Have them plan a day of local activities.

4. Come together as a class and have a representative from each group read the itinerary with the class. Vote on the most exciting and interesting day.

Vocabulary Skill Note

BUILDING VOCABULARY: Using the dictionary: word families page 134

1. Have students read the information about using the dictionary to look up word families.

2. Check comprehension: *What is a word family? What can word families include? What noun is in the same word family as the verb* correct? *What is the noun form of the verb* locate?

Skill Note

Point out that most suffixes, or endings, tell you what part of speech a word is. For example, *-ion* or *-tion* added to a verb usually makes it a noun. To make an adverb from most adjectives, students can add *-ly*. Suggest students keep a list of common endings, or suffixes, that will help them recognize or create word families.

Expansion Activity 3

B. APPLY page 135

1. Direct students' attention to the photos and ask: *Who do you see in the first picture? What is his job? What do you see in the second picture?*

2. Have students write the part of speech of words a–h.

3. Go over the answers with the class.

4. Have students complete the sentences individually.

5. Have students compare their answers with a partner.

6. Go over the answers with the class.

21ST CENTURY SKILLS EXPANSION

Dictionary skills are vital both in the classroom and in professional settings. A non-native speaker studying or working in an English-speaking environment will often need to rely on a dictionary, both for written and oral communication. Learning how to take full advantage of a dictionary will help students become more independent learners. Help students achieve this independence by emphasizing the dictionary skills they have learned throughout the course and how these skills can assist them both academically and professionally.

Grammar Note

PAST OF *BE*; SIMPLE PAST AFFIRMATIVE STATEMENTS pages 136–137

1. Have students read the information about the past of *be*.

2. Elicit or provide additional example sentences: *I wasn't in class yesterday. We were at the beach last week. She was tired last night.* Ask questions: *Were you at the beach last month? Was your favorite TV show on last night? What are some expressions that show past time?*

3. Check comprehension by asking questions: *What form of* be *do we use with* he, she, *or* it *in the past? What form do we use with* I? *What form do we use with the other pronouns? What is the contraction of* were not?

4. Have students read the information about simple past affirmative statements.

5. Check comprehension by asking questions: *How do we form the simple past for regular verbs? Does the form change with different subjects?*

Skill Note

Unit 8 covers the simple past of irregular verbs. In this unit, students will only focus on *be* and regular verbs. Students often have trouble with regular verbs ending in *-y*. Refer students to p. 137 for spelling rules. Stress that the *y* only changes to *i* after a consonant.

Multilevel Option 4

A. APPLY page 137

1. Direct students' attention to the first item. Elicit the correct order and write it on the board (*Where were you yesterday?*). Point out that they have to write the correct form of *be*.

2. Have students write the questions individually.

3. Have students compare their answers with a partner.

4. Go over the answers with the class.

5. Have students take turns asking and answering the questions in pairs.

Multilevel Option 5

C. CREATE page 138

1. Direct students to complete the sentences individually.

2. Have students read their sentences to a partner.

3. Elicit answers from the class.

Unit Assignment Rubrics

Unit 7　Global Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give a presentation about where you want to travel.*

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's information was clear.				
Student used vocabulary from this unit.				
Student used the past tense correctly.				
Student pronounced past tense verbs with *-ed* correctly.				
Students were able to ask open questions.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 144–145

The photo shows spectators at a stadium in Austria, most of whom are looking at their smartphone device. Addiction to smart phones, also called *nomophobia* or the fear of not being able to use your smart phone, is a global concern. Many researchers caution that our addiction to our phones is actually damaging our minds, and could lead to shorter attention spans and poorer mental control.

Expansion Activity 1

UNIT QUESTION page 145

1. Introduce the Unit Question: *How do you use technology?* Ask related information questions or questions about personal experiences. Ask: *Do you have a computer? How often do you use it? Do you have a smart phone? What do you use it for?*

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

3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the poster paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.

4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list for students to refer back to later in the unit.

Multilevel Option 1

IDENTIFY page 146

1. Read the text in the skill box aloud and have students follow along in their books. Check comprehension by asking questions: *What is a line with dates like this called? Why do we use it to take notes? What does* in order *mean?*

2. Direct students to listen to the audio and complete the timeline.

3. Put students in pairs or small groups to compare their answers. Tell them to put a star beside anything they are not sure about or when their answers are different from their partner's answers.

4. Play the audio again and tell students to add to and revise their answers as necessary.

5. Give them time to compare their revised answers with their partner again.

6. Check the answers as a class. Complete the timeline on the board to clarify answers.

MULTILEVEL OPTION

Pair a higher-level with a lower-level student to help with difficult vocabulary and discuss ideas. The lower-level students will benefit from being with more proficient listeners and the higher-level students will benefit from explaining the reasons for their answer choices to their partner.

Background Note

LISTENING 1 page 147

Cell phones have changed a lot since they first appeared in the 1990s. Generally, they have become smaller and lighter. The first cell phones weighed around two pounds each! Phones now tend to have a longer battery life, and they've evolved to allow users to do much more than just make phone calls. People could send text messages by 1992, download ringtones by 1998, and use Emojis by 1999. The Blackberry was launched in the same year and was the first smart phone that enabled people to send emails. Phones with built-in cameras became available in 2000.

Multilevel Option 2

LISTENING 1: The History of the Cell Phone
A. VOCABULARY pages 147–148

1. Direct students to read the sentences and circle the answers individually.

2. Have students compare their answers with a partner.

3. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *I **keep in touch** with my family in China by using WeChat. / I am not **available** today. How about tomorrow? / I am **working on** improving my pronunciation so people can understand me more easily.* Have higher-level students complete the activity individually and then compare their answers with a partner. Tell the pairs to write a paragraph or story and use as many of the vocabulary words as possible. Have higher level students read their ideas to the class.

Background Note

LISTENING 2 page 153

It will come as no surprise to hear that experts have found that slow or intermittent Internet access can actually cause physical stress. In fact, Swedish researchers found that the stress levels of people who were subjected to delays in buffering of as little as just six seconds rose significantly.

Multilevel Option 3

LISTENING 2: I Can't Get Online!
A. VOCABULARY pages 153–154

1. Direct students to complete the sentences individually.
2. Have students compare their answers with a partner.
3. Go over the answers with the class.

> **MULTILEVEL OPTION**
>
> Group lower-level students and assist them with the task. Direct them to read the sentences and identify which part of speech is called for. Then have them choose the correct word. Have higher-level students complete the sentences individually. Then direct them to work in pairs to write other words in the same word families.

Expansion Activity 2

WORK WITH THE VIDEO page 156

1. After students have completed Activities A–C on p. 156, tell them they are going to work in small groups to create a new social media product, just like Tim Fernando and Essa Saulat did in the video.
2. Remind students about the part of the video where it shows how Tim and Essa saw a problem with social media and then created a product to fix that problem.
3. As a class, brainstorm some of the problems with social media, such as unwanted advertisements pop ups, people worrying about likes, fake accounts, privacy issues, and being a distraction.
4. Put students into small groups and tell them to choose one problem. Give them time to create a social media product that will fix that problem.
5. Have a reporter from each group describe the social media product they came up.

Vocabulary Skill Note

BUILDING VOCABULARY: Phrases with *get*
page 157

1. Have students read the information.
2. Check comprehension by asking questions: *What does* get up *mean? What is the phrase that means "to meet with someone"? What phrase means "to call or write to someone"? What phrase means that you are going to spend the rest of your life with someone?*

Skill Note

There are many more expressions with *get*. Suggest that students write these expressions in their vocabulary notebook as they hear or read them.

Grammar Note

SIMPLE PAST WITH REGULAR AND IRREGULAR VERBS page 158

1. Go over the information in the box.
2. Provide or elicit other sentences: *I began English classes ten years ago. We had a test yesterday. He ate dinner at 10:00. last night. They didn't go to the museum last Saturday. Did you sleep well last night? What did you do on the weekend?*
3. Check comprehension by asking: *What is the simple past form* of see / come / buy / go? *Is* read *a regular or an irregular verb? Which verb is regular:* begin *or* start? *What is the negative of* She came to school yesterday? *Do you use the simple past form of the verb in questions?*

Skill Note

Point out that students must memorize the past forms of irregular verbs—there is no easy way to do it. Students may have trouble using the auxiliary correctly in questions and negatives. Emphasize that *did* shows that it is a simple past tense sentence. Students should not use both *did* and the past form of the main verb.

Pronunciation Note

NUMBERS WITH -*TEEN* AND -*TY* page 160

1. Have students read the information.
2. Play the audio. Have students chorally repeat the numbers. Correct students as necessary.
3. Check comprehension by asking questions: *Which ending starts with a soft* d *sound?*

Skill Note

Point out that the syllable -*teen* is usually stressed (as in sevenTEEN), but the syllable -*ty* is not usually stressed (as in SEventy). However, when a number with -*teen* appears in front of a noun, -*teen* may not get as much word stress. (as in SEventeen STUdents).

Expansion Activity 3

A. IDENTIFY page 160

1. Direct students to complete the sentences individually and check the answers as a class.
2. Give each student a whiteboard (these can be made with page protectors and cardstock if whiteboards are not available in your teaching context), a whiteboard marker, and a whiteboard eraser or paper towel.
3. Tell students that you are going to call out a number and they should write it down on their whiteboard. They are going to compete with the other students to be the fastest to correctly write the number.
4. Call out a number (13 to 19 or 30 to 90). Give a point to the first student who correctly writes the number and holds up the whiteboard to show. Write the number on the board so that any students who didn't get the correct answer can see it. Take this opportunity to remodel and reinforce the pronunciation of each number.

Unit Assignment Rubrics

Unit 8   Technology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Interview a classmate and give a 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.

Interview a Classmate and Give a Presentation	20 points	15 points	10 points	0 points
Student's information was clear.				
Student used vocabulary from this unit.				
Student used the past tense correctly.				
Student used expressions with *get* correctly.				
Student pronounced numbers correctly.				

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. Other topics: the weather, dreams
2. Answers will vary.
3. This person is painting. Interest in activity will vary.

Activity B., p. 3
1. The students mentioned different things. Yuna likes cooking. Felix is interested in languages. Marcus likes sports. Sophy is interested in history and museums, and she likes to read.
2. Answers will vary.

LISTENING
PREVIEW THE LISTENING
Activity A., pp. 4–5
1. belong to
2. good at
3. team
4. hobbies
5. club
6. collect
7. interested in

Activity B., p. 5
Answers will vary. Possible answers:
1. F; I do not/don't collect coins.
2. T
3. F; I'm not/am not interested in sports.
4. F; I'm/am good at math, but not writing.
5. F; My hobbies are tennis and painting.

Activity C., p. 5
1. soccer
2. singing
3. cooking
4. tennis
5. hiking
6. video games

WORK WITH THE LISTENING
Activity A., p. 6
1. N
2. T
3. F
4. T
5. N

Activity B., p. 6

	Sara	Hiro	Daniel	Ben	Mei
clubs	✓		✓		✓
teams		✓	✓		
hiking	✓				
music	✓				
soccer		✓	✓		
photography		✓			✓
tennis			✓		
math			✓		

video games				✓	
baking/cooking			✓		✓
getting together with friends on weekends		✓	✓	✓	✓

Activity C., p. 7
Answers will vary.

Activity D., p. 7
1. Sara, Daniel, Mei
2. Hiro, Daniel
3. Hiro, Mei
4. Daniel, Mei
5. Hiro, Daniel, Ben, Mei

Activity E., p. 7
Answers will vary. Possible answers:
1. Ben
2. We like to play video games and read books.
3. Sara and I sing with a group. Daniel and I like to bake cookies.

Activity F., p. 8
1. b
2. a
3. b
4. c
5. a

BUILDING VOCABULARY
Activity A., pp. 8–9
1. in
2. in
3. at
4. ride
5. go
6. to
7. watch
8. play
9. go
10. together
11. read

Activity B., p. 9
Answers will vary. Possible answers should include the following information:
1. Saud reads books. He is interested in sports/swimming.
2. Khalid plays video games. He rides his bike on the weekends.

Activity C., p. 9
Answers will vary. Possible answers:
1. I'm interested in music.
2. I play video games on the weekends.
3. I watch movies and television.

WORK WITH THE VIDEO
Activity A., p. 10
Answers will vary. Possible answers: By bus, train, car, bike, walking

Activity B, p. 10

What does Mark love?	crazy cars
What did he make into a car?	an airplane
What changes did he make?	(possible answers) He cut back the tail. He cut off the wings.
How long did it take?	5 months
How much did it cost?	a little under $10,000
What does he do with his car?	He takes his son to school.

Activity C., p. 10
Answers will vary. Possible answers:

What is it?	knitting
How much does it cost?	$200/year
How much time do you spend on it?	4–8 hours a week

GRAMMAR
PART 1
Activity A., p. 13
1. Mauro <u>is</u> an artist. He <u>isn't</u> from Colombia. He<u>'s/is</u> from Peru.
2. Rika and Emiko <u>are</u> students. Rika <u>is/'s</u> in my English class. Emiko <u>is/'s</u> in my chemistry class. They<u>'re/are</u> from Japan.
3. Feride's <u>not/isn't/is not</u> American. She<u>'s/is</u> Turkish.
4. I'm <u>not/am not</u> from England. I<u>'m/am</u> from Ireland.
5. We're not<u>/aren't/are not</u> interested in sports. We<u>'re/are</u> interested in movies.

Activity B., p. 13
Responses to the questions will vary.
1. Where are you from?
2. Are you interested in hiking?
3. What are you good at?
4. Are you 20 years old?

PART 2
Activity C., p. 14
1. Sara – are; Mary – go/like, take
2. Emma – Is; Mika – is, plays/likes
3. Anna – Are; Junko – aren't/are not, 're/are, live
4. Joe – Are, play/like; Rob – 'm not/am not, play

Activity D., pp. 14–15
1. Where do you usually meet people?/Where do people usually meet you?
2. Do you know people on your street?
3. What do you do with your friends?
4. Where do you go with your friends?

PRONUNCIATION
Activity A., p. 15
1. /z/
2. /s/
3. /z/
4. /iz/
5. /s/
6. /z/
7. /iz/
8. /z/

Activity B., p. 15
Answers will vary. Possible answers:
1. May goes hiking every Friday.
2. Tom plays the guitar.
3. Mario washes his car every weekend.
4. Anna watches movies with her friends.
5. Jing gets together with friends every night.

Activity C., p. 16
Answers will vary.

SPEAKING SKILL
Part 1
Activity A., p. 16
Answers will vary. Possible answers:
1. My hobbies are art and running. I run every day.
2. I like soccer, too. I play soccer on the weekends.
3. I'm good at Scrabble. I play with my sister on the weekends.
4. My favorite book is *Pride and Prejudice*. It's so romantic!
5. Yes, I am. I go to the museum with my family.
6. I'm interested in cooking, too. I love cooking Italian food.

Part 2
Activity B., p. 17
1. Uh
2. Hmm
3. Let me see
4. Well
5. Let me think
6. Well

UNIT ASSIGNMENT
CONSIDER THE IDEAS
Activity A., p. 18
Answers will vary. Possible answers: a greeting, country, job, favorite book, hobbies, interests, name

Activity B., p. 19
Circled: a greeting (Good afternoon), country (Russia), job (computer engineer), favorite book (*Treasure Island*), hobbies and interests (hiking, soccer, volleyball, books), name (Ivan)

The Q Classroom
Activity A., p. 23
Answers will vary.

Activity B., p. 23
1. The students mentioned different things. Felix thinks a small school is good, but Sophy prefers a large school. Marcus finds good sports teams important because he likes sports. Yuna says new technology at school matters to her.
2. Answers will vary.

LISTENING
PREVIEW THE LISTENING
Activity A., pp. 24–25
1. a
2. b
3. b
4. a
5. a
6. a
7. b
8. b

Activity B., p. 25
1. foreign language
2. campus
3. community
4. professor
5. downloads
6. skill

Activity C., p. 26
Answers will vary. Possible answers: be part of a community, get books from a library, watch lectures, take classes at any time

Activity D., p. 26
Answers will vary.

Activity E., p. 26
Answers will vary.

WORK WITH THE LISTENING
Activity A., pp. 26–27
1. T
2. F; The university doesn't have a campus. / All of the classes are online.
3. T
4. F; The school has about 15,000 students.
5. F; The students live all over the world.
6. T

Activity B., p. 27
1. a
2. b
3. b

LISTENING SKILL
pp. 27–28
1. a
2. c
3. a
4. d
5. a

NOTE-TAKING SKILL
p. 29
Foreign language chat rooms—French, English
Things you can download at the library—books, magazine articles
Where students are from—Asia, the Middle East, Europe

BUILDING VOCABULARY
Activity A., p. 30
1. easy
2. succeed
3. above
4. strength
5. negative
6. complicated
7. cheap
8. badly

Activity B., p. 30
1. dirty
2. interesting
3. weakness
4. dangerous
5. expensive
6. succeed
7. on
8. easy

Activity C., p. 30
Answers will vary. Possible answers:
clean: The dormitory is clean. The street is dirty.
safe: My town is safe. That town is dangerous.
interesting: This book is interesting. The movie is boring.

WORK WITH THE VIDEO
Activity A., p. 31
Answers will vary.

Activity B., p. 31
Things Sophie liked: Riding her bike to school, Not wearing shoes in school, Wearing a school uniform, Bentō—homemade lunch

Activity C., p. 31
Answers will vary.

SAY WHAT YOU THINK
p. 31
Answers will vary. Possible answers:
1. I like an online school better because I work and am very busy.
2. Al Jaser Online University has many different classes, chat rooms, and videos of lectures. The Japanese high school shows what life is like in Japan, and you can see how students live and learn.
3. You can learn more about a culture if you meet the people in person.

GRAMMAR
Activity A., p. 33
Well, I am now at my new university. It's in a very large city. It's pretty different from our small town. It's extremely noisy, but I love it. There are excellent museums and parks. I live in an expensive apartment in the city. The building is really beautiful, but it's pretty old. My school is great, but my classes are extremely big. Some of my classes have 200 people in them!

But my professors <u>are very</u> good, and my classes are really interesting. We have a <u>great science laboratory</u>. I study biology there. Also, the people here are <u>very friendly</u>, but I miss my old friends.

Activity B., p. 33
Answers will vary. Possible answers: very good; great, interesting; really big; pretty nice

PRONUNCIATION
Activity A., p. 34
1. Does the <u>school</u> have a <u>fencing</u> <u>team</u>?
2. I have <u>two</u> <u>classes</u> in the <u>morning</u>.
3. We <u>want</u> a <u>safe</u> and <u>clean</u> <u>school</u>.
4. The <u>college</u> is in a <u>dangerous</u> <u>city</u>.
5. The <u>coffee</u> <u>shops</u> have <u>free</u> <u>Internet</u> <u>access</u>.
6. <u>What</u> is a <u>good</u> <u>school</u>?
7. Our <u>sports</u> <u>field</u> is <u>pretty</u> <u>big</u>.
8. My <u>school</u> is <u>really</u> <u>great</u>!

Activity B., p. 34
Answers will vary. Possible answers:
My school is pretty small.
The library is really big.
The dormitory is very clean.
The sports field is extremely large.
The professors are really good.

Activity C., p. 34
Answers will vary.

SPEAKING SKILL
Activity A., p. 35
1. In my opinion,; I disagree
2. I think that; I agree
3. In my opinion,; I agree; I think that
4. I think that; I disagree; In my opinion,

Activity B., p. 35
Answers will vary. Possible answers:
1. I think that 15 is the perfect number of students in a foreign language class.
2. In my opinion, good discussions and activities make a class interesting.
3. I think that it's better to work with a group because students can help each other.

Activity C., p. 36
Answers will vary.

Activity D., p. 36
Answers will vary. Students should use *I think that* and *In my opinion* from the Speaking Skill when giving reasons for their opinions.

UNIT ASSIGNMENT
CONSIDER THE IDEAS
p. 37
☑ 1, 2, 4, 5, 7

The Q Classroom
Activity A., p. 41
1. Students should circle: delicious, fresh, healthy, salty, sour, spicy, sweet
2. Answers will vary. Possible answers: My favorite food is falafel. It is delicious and salty. I go to the market to buy it.
3. Answers will vary. Possible answer: a farmers' market

Activity B., p. 41
1. Most mentioned foods they eat or avoid for health reasons. Yuna likes healthy food and avoids fat. Felix eats fast and easy foods, like pizza. Sophy likes fresh food and avoids salt and sugar. Marcus likes spicy food and sweets. He mostly avoids meat.
2. Marcus likes spicy food. Sophy avoids sugar. Felix sometimes chooses food that is convenient.
3. Answers will vary.

LISTENING
PREVIEW THE LISTENING
Activity A., pp. 42–43
1. ingredients
2. nutritious
3. memory
4. avoid
5. flavor
6. vegetarian
7. organic

Activity B., p. 43
Answers will vary. Possible answers:
1. a pepper
2. I eat meat.
3. I don't eat it very often.
4. Yes, I do. I think that artificial ingredients are bad for you.
5. apples, broccoli, spinach

Activity C., p. 43
Answers will vary.

LISTENING SKILL
Activity A., p. 44
1. c
2. b
3. b
4. a

Activity B., p. 44
Answers will vary.

WORK WITH THE LISTENING
Activity A., p. 45
1. F; Blue and red foods have special chemicals that help you stay healthy. (Students may also mention orange and green foods.)
2. T
3. T
4. F; Some fruits and vegetables are more nutritious than others.
5. F; Melons and spinach help keep your heart healthy.
6. T

Activity B., pp. 45–46
1. a
2. a
3. c
4. c
5. b

Activity C., p. 47
1. d
2. c
3. b
4. e
5. f
6. a

Activity D., p. 47
Answers may vary. Possible answers:
1. They keep us healthy and help our minds.
2. Older people who ate a lot of berries remembered much better.
3. fruits and vegetables, meat or beans, and whole grains

BUILDING VOCABULARY
Activity A., p. 48
1. nonfat
2. unhealthy
3. unfriendly
4. nondairy
5. salt-free
6. unsafe
7. sugar-free
8. unusual

Activity B., p. 49
Answers will vary.

Activity C., p. 49
Answers will vary.

PRONUNCIATION
Activity A., p. 49
1. de<u>li</u>cious
2. al<u>ler</u>gic
3. un<u>health</u>y
4. edu<u>ca</u>tion
5. in<u>gre</u>dient
6. <u>su</u>gar-<u>free</u>
7. <u>gar</u>den
8. <u>din</u>ner
9. non<u>dair</u>y
10. com<u>mu</u>nity

Activity B., p. 49
1. In my opinion, artificial ingredients are unsafe.
2. He doesn't eat chicken or beef.
3. He wants to lose weight, so he's on a diet.
4. This soup has an unusual flavor.
5. Are these cookies sugar-free?
6. She grows organic tomatoes in her garden.

Activity C., p. 49
1. In <u>my</u> opinion, <u>artificial ingredients</u> are <u>unsafe</u>.
2. He <u>doesn't</u> eat <u>chicken</u> or <u>beef</u>.
3. He <u>wants</u> to lose <u>weight</u>, so he's on a <u>diet</u>.
4. This <u>soup</u> has an <u>unusual flavor</u>.
5. Are these <u>cookies sugar-free</u>?
6. She grows <u>organic tomatoes</u> in her <u>garden</u>.

WORK WITH THE VIDEO

Activity A., p. 50
Answers will vary.

Activity B., p. 50
Things Jean wants to buy: tomatoes, garlic, onions, peppers, mushrooms, Parmesan cheese, pasta, apples, honey (optional, as it is not clear whether she buys the honey), bread
Things she doesn't need to buy: eggs (Other answers will vary.)

Activity C., p. 50
Answers will vary.

SAY WHAT YOU THINK

Activity A., p. 51
Answers will vary. Possible answers:
1. I don't eat meat because I'm a vegetarian.
2. I don't eat fast food because it has a lot of salt and fat.
3. I eat organic food because I think it's healthier.
4. I avoid foods with artificial ingredients because I don't think they're safe.
5. I usually eat beans, rice, fruit, and vegetables because I'm a vegetarian.
6. My favorite food is popcorn because it's healthy and tastes good.
7. I avoid foods with a lot of fat and sugar because I want to lose weight.
8. I usually eat oatmeal for breakfast.

GRAMMAR

Activity A., p. 53
1. to cook
2. to eat
3. shopping
4. buying
5. to eat
6. to avoid
7. cooking
8. eating
9. to eat
10. going

Activity B., p. 53
1. to cook/cooking
2. to eat/eating
3. trying
4. eating
5. to avoid
6. to cook
7. to start

Activity C., p. 54
Answers will vary. Possible answers:
1. I want to grow a garden at home.
2. I need to cook dinner tonight.
3. I try to drink a lot of water.
4. I like to go food shopping.
5. I love to have dessert.
6. I hate feeling too full.

UNIT ASSIGNMENT
CONSIDER THE IDEAS
p. 54
1. e
2. c
3. a
4. b
5. d

The Q Classroom

Activity A., p. 59

Answers will vary. Possible answers:

1. a fun activity: the movies
a boring activity: video games
an exciting activity: a concert
a dangerous activity: skiing
an interesting activity: hiking

2. The person is looking inside a beehive. They do it to get honey.

Activity B., p. 59

1. Sophy likes to go to libraries and museums. She likes to go to exhibitions because she likes history. Yuna likes social activities. She likes to be with lots of people. Marcus likes being active. He likes playing sports, hiking, and biking. Felix likes all these things, but he also likes relaxing, reading in the park or lying on the beach, for example.

2. Answers will vary.

NOTE-TAKING SKILL

Activity A., p. 60

Activity	Reasons
the man comes to the mall	**1.** to buy clothes **2.** because of the delicious food **3.** to meet his friends **4.** to watch people
the woman comes to the mall	**5.** to buy clothes **6.** to meet friends for coffee

VOCABULARY SKILL REVIEW

p. 61

Answers will vary. Possible answers: old-fashioned, indoors, empty, stressful

PREVIEW THE LISTENING

Activity A., pp. 61–62

1. relaxing
2. modern
3. crowded
4. provide
5. nature
6. scene
7. outdoors
8. tradition

Activity B., p. 62

Answers will vary. Any or all of 1–6 are possible.

WORK WITH THE LISTENING

Activity A., p. 62

1. F
2. T
3. N
4. F
5. F

Activity B., pp. 62–63

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

SKILL REVIEW

Activity C., p. 63

1. in person
2. spend time with family, friends
3. cheap, relaxing
4. think
5. win too much
6. relaxing

Activity D., p. 64

1. Gia, relaxing, stressful
2. Christine, Gia, Hector
3. her sister
4. a park/outdoors/in nature, on crowded city streets/ sidewalks/a crowded city street/sidewalk

Activity E., p. 65

Answers will vary. Possible answers:

1. I think board games are fun, but Abdel thinks they're stressful.
2. I like to spend time with friends and family, but Hector likes to spend time alone.
3. I like games, but Gia's sister gets mad if she doesn't win.

Activity F., p. 65

1 and 6; 2 and 4; 3 and 5

BUILDING VOCABULARY

Activity A., pp. 65–66

1. go; play; go
2. do; do
3. go; play; play; go

Activity B., p. 66

Answers will vary. Possible answers:

1. I like to do nothing.
2. I like to play video games.
3. I like to go swimming.
4. I really hate to go jogging.

WORK WITH THE VIDEO

Activity A., p. 67

Answers will vary.

Activity B., p. 67

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

Activity C., p. 67

Answers will vary.

SAY WHAT YOU THINK

Activity A., p. 68

Answers will vary.

Activity B., p. 68

Answers will vary. Possible answers:

1. My favorite activity is lifting weights. I like it because it makes me strong.
2. I go to a gym, a park, a museum, or a theater.

GRAMMAR
Activity A., p. 70
1. He
2. them
3. We
4. her
5. It
6. I
7. me
8. us

Activity B., p. 70
1. it
2. She
3. them
4. her
5. they
6. they
7. us
8. You

Activity C., p. 70
Activity A sentences:
1. He – S
2. them – O
3. We – S
4. her – O
5. I – S; It – S
6. I – S
7. me – O
8. us – O
Activity B sentences:
1. I – S; it – O
2. She – S
3. I – S; them – O
4. I – S; I – S; her – O
5. they – S
6. they – S
7. We – S; us – O
8. I – S; you – O; You – S

Activity D., pp. 70–71
1. you
2. it
3. she
4. you
5. I
6. They
7. you
8. us

PRONUNCIATION
Activity A., p. 71
1. A: John is a fun guy. How do you know <u>him</u>?
Does <u>he</u> play soccer with you?
B: No. I know <u>him</u> from school. How do you know <u>him</u>?
A: <u>He</u> spends time at the park near my house. Sometimes <u>he</u>
plays basketball there with my friends and me.
2. A: Anna's sister Emma is here this weekend. Do you know
<u>her</u>?
B: Yes, I do. I really like <u>her</u>.
A: Me too. Do you think Anna and Emma want to go for a
walk with us this afternoon?
B: Maybe. Let's call <u>them</u>.

Activity B., p. 71
Answers will vary. Possible answers:
1. He is a student.
2. I like him.
3. I work with her.
4. I play soccer with them.

SPEAKING SKILL
Activity A., p. 73
☑ hiking, playing tennis, reading books, going to plays, going
to a museum, going to concerts, taking dance classes, taking
computer classes, lying on the beach

Activity B., p. 73
Answers will vary.

The Q Classroom
Activity A., p. 77
1. Circled: apartment, dormitory, house, mansion, studio; Two additional places: Answers will vary. Possible answers: condo, townhouse
2. Answers will vary. Possible answers: big, small, old, new, modern
3. Answers will vary. Possible answers: It's small and neat. It looks new. There's a little grass. There are big windows. There's a tree for shade. There are party lights. I think this is a good place to live. It looks easy to take care of. / I don't think this is a good place to live. It's too small.

Activity B., p. 77
1. c
2. d
3. a
4. b
5. Answers will vary. Possible answers: Living with roommates: You can take turns cleaning and cooking. There's always someone to talk to. Living alone: It's quiet. You can do whatever you want.
6. Answers will vary. Possible answers: Yes, location is important to me. Other important things: the size of the house, the neighbors, the cost

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 78–79
1. b
2. a
3. b
4. a
5. b
6. a
7. b
8. b

Activity B., p. 79
Answers will vary. Possible answers: I want: a big kitchen, my own bedroom; I don't want: unfriendly neighbors, a small bathroom

WORK WITH THE LISTENING
Activity A., p. 80
Answers will vary. Possible answer:
On First Street: great location, big, across from school, expensive, 3 big bedrooms, small bathroom
Near the beach: beautiful building, neighbors seem nice, far from campus, a lot of public transportation, cheap, studio
Downtown: 2 bedrooms, rooms small, but comfortable, nice, cheap, close to shops, restaurants, noisy, far from campus, close to public transportation

Activity B., p. 80
1. Beach
2. Downtown
3. First Street

Activities C. and D., pp. 80–81
Good points:
1. The neighbors seem nice. / Beach
2. The rent is cheap. / Beach, Downtown
3. It's close to a lot of restaurants and shops. / Downtown
4. It's close to campus. / First Street
5. It's near public transportation. / Beach, Downtown

Bad points:
1. The rent is expensive. / First Street
2. It's noisy. / Downtown
3. It's far from campus. / Beach, Downtown
4. It doesn't have private bedrooms. / Beach
5. The bathroom is very small. / First Street

Activity E., p. 81
1. T
2. F; Karen's favorite is the apartment near the beach.
3. T
4. F; The apartment downtown has small bedrooms.
5. F; The apartment on First Street has three bedrooms and one bathroom.
6. T
7. F; The apartment on First Street is across the street from school. OR The apartment downtown is far from school.

Activity F., p. 82
Answers will vary. Possible answer: I like the apartment on First Street because it's close to campus.

Activity G., p. 82
Answers will vary.

LISTENING SKILL
pp. 83–84
1. ☑ Rob and Sam like the location. They think the rent is good.
2. ☑ Mary doesn't like taking the bus. Mary doesn't like her neighbors.
3. ☑ Matt likes James's new house. James thinks that there aren't a lot of bedrooms.
4. ☑ Kate doesn't like the living room in her new apartment. Mika thinks the apartment is in a good location.

NOTE-TAKING SKILL
p. 84

Pros	Cons
likes roommate	not private
likes people in dormitory	noisy
great location	small

LISTENING 2
VOCABULARY SKILL REVIEW
p. 85
Sentence 2 in #8: I try to play video games every weekend.

PREVIEW THE LISTENING
Activity A., pp. 85–86
1. condition
2. landlord
3. affordable
4. shortage
5. Housing
6. increase
7. demand
8. entertainment

Activity B., p. 86
Answers will vary. Possible answers: There are not many dormitories. Many apartments aren't affordable for students. Some inexpensive housing is in bad condition.

WORK WITH THE LISTENING
Activity A., p. 86
☑ 1, 2, 5

Activity B., p. 87
Housing choice 1: a cheap apartment downtown
Pros: inexpensive; near public transportation, restaurants, stores, entertainment; Cons: small; dangerous at night; old buildings in bad condition; getting expensive
Housing choice 2: a house with many friends
Pros: near campus, safe; Cons: expensive; very crowded, noisy; can't study at home; sometimes can't get enough sleep
Housing choice 3: at home with their families
Pros: safe; no rent; Cons: not possible for many students because families live far away

Activity C., p. 88
Answers will vary. Possible answers: a house with many friends, safe, near campus, fun

Activity D., p. 88
1. F; The new campus is <u>small</u>.
2. T
3. T
4. T
5. T
6. F; <u>Some</u> students can live with their families.
7. T
8. F; The city <u>wants</u> the university to grow.

WORK WITH THE VIDEO
Activity A., p. 89
Answers will vary. Possible answers: big windows, a lot of shelves, a yard

Activity B., p. 89
1. e
2. c
3. a
4. f
5. b
6. d

Activity C., p. 89
Answers will vary.

SAY WHAT YOU THINK
p. 90
Answers will vary. Possible answers:
1. Three important things to have in a home are comfortable chairs and sofas, a good kitchen, and a small backyard.
2. Three possible problems with a home are small rooms, broken things, and noisy neighbors.
3. I don't think the small house in the video would be a good solution for Lisa and Karen or the city of Jackson. Lisa and Karen want their own bedrooms. The small house in the video has one bedroom. I don't think the small house is a practical solution for student housing.

BUILDING VOCABULARY
Activity A., p. 90
1. driveway
2. bedrooms, bathrooms
3. swimming pool, backyard
4. fireplace
5. mailbox, post office

6. smoke alarm, living room
7. drugstore
8. bookshelf, dining room

Activity B., p. 90
1. post office
2. bookshelf
3. driveway
4. fireplace
5. backyard
6. drugstore
7. shopping mall
8. public transportation/streetcar

PRONUNCIATION
Activity A., p. 91
1. b
2. a
3. a
4. b
5. b
6. a
7. b
8. b
9. a
10. a

Activity B., p. 91
Answers will vary. Possible answers:
1. I work at the shopping mall.
2. I want to buy a bookshelf for my dorm room.
3. Our apartment has a big living room.
4. The fireplace doesn't work.
5. Do you have a swimming pool in your backyard?
6. Is there a post office close to your house?

GRAMMAR
Part 1
Activity A., p. 92
1. at
2. in
3. on
4. at
5. on
6. in

Activity B., p. 92
Answers will vary. Possible answers:
1. I live in Mexico.
2. I live in Puebla.
3. I live on Marcos Street.
4. I live at 142 Marcos Street.
5. I like to study at the library.

Part 2
Activity C., p. 93
1. next to
2. on the corner of
3. next to/behind/across from
4. between
5. across from
6. on the corner of
7. next to
8. across from

Activity D., p. 94
1. change *on* to *at*
2. change *in* to *on*
3. delete *to*
4. change *to* to *from*
5. delete *of*
6. change *from* to *to*

Activity E., p. 94
Answers will vary. Possible answers:
1. The drugstore is on the corner of Market Street and 1st Street.
2. I live across the street from the market.
3. The park is behind the library.
4. The post office is between the library and the bank.
5. The hospital is next to the police station.

UNIT ASSIGNMENT
CONSIDER THE IDEAS
p. 95
1. ☑ four bedrooms, three bathrooms, a big living room, comfortable chairs and sofas, big windows
2. ☑ a big backyard, a table with chairs, trees and flowers, a swimming pool
3. ☑ across the street from a park, near public transportation, near a supermarket, nice neighbors

The Q Classroom
Activity A., p. 99
1. Answers will vary.
2. Answers will vary. Possible answer: These people go running to stay healthy. I don't enjoy running because it hurts my knees.

Activity B., p. 99
1. The students talked about their healthy habits such as eating healthy food, getting plenty of exercise, sleeping enough, and making time to relax. They also talked about their unhealthy habits such as eating too much sugar, not sleeping enough, and eating out too much. I think Yuna has the healthiest habits.
2. Answers will vary. Possible answer: I'm most like Marcus. I exercise a lot, but I eat too much sugar.

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 100–101
1. lonely
2. reduce
3. stress
4. energy
5. diet
6. manage
7. run-down

Activity B., p. 101
Answers will vary. Possible answer: ☑ they have money problems, they want good grades, they work long hours, they are lonely

VOCABULARY SKILL REVIEW
p. 101
unhealthy (Sentence 5); The suffix -ful means "full of something."

WORK WITH THE LISTENING
Activity A., pp. 101–102
1. c
2. a
3. b
4. d

Activity B., p. 102
Students should circle: work, children, money, grades, sickness, vegetables, exercise, food, friends

Activity C., p. 102
1. Symptoms of stress
2. Ways to reduce stress
3. Causes of stress
4. Ways to reduce stress
5. Causes of stress
6. Symptoms of stress
7. Causes of stress
8. Ways to reduce stress
9. Symptoms of stress
10. Causes of stress

Activity D., pp. 102–103
1. F; People feel stress because they are very busy.
2. T
3. T
4. F; Many students have problems with stress.
5. T
6. T

7. F; Exercise reduces stress.
8. T

SAY WHAT YOU THINK
p. 103
Answers will vary.

LISTENING SKILL
Activity A., p. 104
1. always
2. every day
3. never
4. six days a week
5. sometimes, three times a week
6. usually, twice a week
7. usually, always
8. three times a week

Activity B., p. 105
1. c
2. c
3. a
4. a
5. b

Activity C., p. 105
Answers will vary.

NOTE-TAKING SKILL
p. 106

Name	Healthy habits	Unhealthy habits
Emma	works out five days a week	eats a lot of junk food
Amal	doesn't eat much fat or sugar	works every day, classes—a lot of stress
John	goes to gym every day	worries about some things (money) a lot

LISTENING 2
PREVIEW THE LISTENING
Activity A., p. 107
1. a
2. a
3. b
4. a
5. b
6. b
7. a

Activity B., p. 108
Answers will vary. Possible answers:
1. Yes, I do.
2. I think they take vitamins to be healthy.
3. I don't think everyone should take vitamins because some people get enough vitamins from their diet.

WORK WITH THE LISTENING
Activity A., p. 108
1. Tran
2. Gina
3. Tran
4. Gina
5. Tran
6. Gina

Activity B., p. 108
1. diet; not need
2. more; health
3. better; eat
not used: exercise, worse

Activities C., p. 109
1. A balanced diet includes fruits and vegetables.
2. A balanced diet includes whole-grain cereals and oily fish.
3. Tran eats oily fish two or three times a week.
4. Next year, people will probably spend more money on supplements.
5. About 70 percent of Americans take supplements.
6. American manufacturers make 30–40 billion dollars' worth of supplements every year.

Activity D., p. 109
1. no
2. yes
3. yes
4. no

Activity E., p. 110
Answers will vary.

Activity F., p. 110
Answers will vary. Possible answers:
1. I have cereal and coffee for breakfast. I have a burger and fries or pizza for lunch. I have steak, chicken, or pasta for dinner.
2. No. I don't eat enough fruits and vegetables.
3. I think I should take supplements because I don't eat enough fruits and vegetables.

WORK WITH THE VIDEO
Activity A., p. 111
Answers will vary.

Activity B., p. 111
1. e
2. b
3. g
4. a
5. h
6. c
7. f
8. i
9. j
10. d

Activity C., p. 111
Answers will vary.

SAY WHAT YOU THINK
Activity A., p. 112
Answers will vary.

Activity B., p. 112
Answers will vary. Possible answers:
1. I exercise a lot. I lift weights, walk, and swim.
2. I drink a lot of coffee, and I eat a lot of snacks.
3. I don't manage stress very well. I worry and eat too much.

BUILDING VOCABULARY
Activity A., pp. 112–113
1. worried
2. interested

3. excited
4. relaxed
5. confused

Activity B., p. 113
1. tired
2. bored
3. surprised
4. worried; interested

GRAMMAR
Activity A., p. 114
1. shouldn't
2. should
3. should/can
4. can't
5. can
6. should
7. should

Activity B., p. 115
Answers will vary.

PRONUNCIATION
Activity A., p. 115
1. relaxed
2. Saturdays
3. walk
4. weekends
5. can't

Activity B., p. 116
Answers will vary. Possible answers:
1. I don't exercise much. I should exercise more.
2. I worry about getting good grades.
3. I have a lot of stress in my life. I can't sleep well.
4. I eat fast food about once a week.

SPEAKING SKILL
Activity A., p. 117
1. b
2. b
3. b
4. a

UNIT ASSIGNMENT
CONSIDER THE IDEAS
p. 117
☑ 2, 3, 5

The Q Classroom
Activity A., p. 121
1. Answers will vary. Possible answer: the museum, the beach, the park
2. Answers will vary. Possible answer: ride bikes in the park, swim at the beach, look at historical artifacts
3. Answers will vary. Possible answer: My favorite city is Los Angeles because it has nice beaches.
4. Answers will vary. Possible answer: I see a lot of skyscrapers. I see people sitting and walking around. I think people come to this city to visit museums, eat in good restaurants, and shop.

Activity B., p. 121
1. Felix wants to go to Barcelona because the buildings are different. Sophy wants to go to Paris because she likes museums and gardens. Marcus wants to go to Tokyo because he wants to visit a city with good restaurants and places to see. Yuna likes to visit a small town in the mountains next to a lake. It's very beautiful.
2. Answers will vary.
3. Answers will vary.

NOTE-TAKING SKILL
p. 122
Answers will vary. Possible answers:
Food
      spicy
      delicious
      noodles
      beef
Activities
      shopping—department stores, outdoor markets
      hiking in mountains
OR
Shopping
      department stores
      outdoor markets
Other activities
      hiking in mountains

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 123–124
1. a
2. b
3. a
4. a
5. a
6. b
7. b

Activity B., p. 125
1. c
2. a
3. b

WORK WITH THE LISTENING
Activity A., p. 125
1. d
2. b
3. a
4. c

Activity B., pp. 125–126
Amanda:
City: Ubud
Architecture – beautiful old buildings
Food – delicious
Activities – lectures, walks
Other information – on Bali in Indonesia, warm climate, cool, comfortable forests, center for culture
Sam:
City: Bruges
Architecture – amazing, historic buildings like city hall
Food – delicious, best chocolate
Activities – museums
Mika:
City: New York City
Architecture – huge skyscrapers, big museums like natural history museum
Food – good restaurants and cafes, every kind of food, tried Ethiopian
Activities – shopping, eating at restaurants and cafes
Other information – big, modern, busy, over 8 million people

Activity C., p. 126
Amanda: climate, architecture, food, lectures, walks
Sam: architecture, food, museums
Mika: architecture, food, shopping, museums

Activity D., p. 127
1. c
2. a
3. b
4., 5. Answers will vary.

Activity E., p. 127
1. b
2. a
3. c
4. b

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 129–130
a. experience
b. either
c. else
d. whatever
e. decision
f. disappointed
g. advantage
h. nervous

Activity B., p. 130
Answers will vary. Possible answer: She looks confident. She is studying a picture. I don't like traveling alone. It's boring. I have more fun in a group.

WORK WITH THE LISTENING
Activity A., p. 130
Traveling alone
1. other people
2. decisions
3. you want
Traveling with friends
1. your friends
2. other people
3. your friends want to do

Activity B., p. 131
1. e
2. g
3. f
4. b
5. a
6. d
7. c

Activity D., pp. 131–132
1. a, c
2. c
3. a, c

WORK WITH THE VIDEO
Activity A., p. 132
1. Answers will vary. Possible answer: A person might be afraid to go far from home if he or she is from a small town. A person might want to see places that are very different from his or her own country.
2. Answers will vary. Possible answer: You might learn things that you didn't know about your country. You could have new experiences.

Activity B., p. 133
1. the United Kingdom
2. spices
3. a ferry
4. has her own room
5. first time
6. go to school
7. travel outside of their village

Activity C., p. 133
Answers will vary.

SAY WHAT YOU THINK
p. 133
Answers will vary. Possible answers:
1. In your own country, you know the language and the customs. You know more places to go. You know about transportation. In a different country, you may not know the language or the culture.
2. I'm more interested in traveling in my own country. I like to visit my favorite places. / I'm more interested in traveling to a different country. I know a lot of places in my country already.

BUILDING VOCABULARY
Activity A., p. 134
1. special
2. locate
3. specialize
4. location
5. special
6. located
7. specially

Activity B., p. 135
a. noun
b. noun
c. noun
d. noun, verb
e. adjective
f. adverb
g. noun
h. adjective

1. architect
2. various
3. variety
4. recently
5. lecturer
6. architecture
7. lecture
8. recent

GRAMMAR
Activity A., p. 137
Responses to questions will vary.
1. Where were you yesterday?
2. Were you on vacation last week?
3. How was your last trip?
4. Was it cold on your last vacation?
5. What was your favorite city when you were young?
6. Were you in this city last year?
7. What was your favorite food as a child?
8. Who were your childhood heroes?

Activity B., p. 138
1. traveled
2. stayed
3. visited
4. walked
5. tried
6. shopped

Activity C., p. 138
Answers will vary. Possible answers:
1. I traveled to Philadelphia.
2. I visited Independence Hall.
3. I tried a cheesesteak.
4. I loved walking around the city.
5. I stayed at my friend's apartment.
6. There were a lot of museums.

PRONUNCIATION
Activity A., p. 139
1. /ɪd/
2. /d/
3. /t/
4. /ɪd/
5. /t/
6. /d/

Activity B., p. 139
Answers will vary. Possible answers:
1. I stayed in a beautiful hotel on the beach.
2. I shopped in downtown markets.
3. I tried Japanese food for the first time.
4. I relaxed on the beach.

SPEAKING SKILL
Activity A., p. 140
1. how was
2. What was the food like?
3. How was
4. What's
5. like
6. How was

CONSIDER THE IDEAS
p. 141
☑ 1, 4, 5, 6, 7

The Q Classroom
Activity A., p. 144
1. I see cell phones/smartphones. Students may add also say that they see watches.
2. Answers will vary. Possible answer: I think most people are texting or looking things up on their phones. One or two people are taking pictures with their phones. Some people are showing things on their phones to others. No one is looking at a watch.
3. Answers will vary.

Activity B., p. 145
1. b
2. c
3. a
4. d
5. Answers will vary.
6. Answers will vary.

NOTE-TAKING SKILL
p. 146
1940: first computer game
1962: first computer video game
1972: first home video games available
1989: People start playing video games online.

LISTENING 1
PREVIEW THE LISTENING
Activity A., pp. 147–148
1. a
2. b
3. b
4. b
5. a
6. a
7. a

Activity B., p. 148
1. Answers will vary.
2. Answers will vary.

WORK WITH THE LISTENING
Activity A., p. 149
☑ 1, 2, 5, 6, 7

Activity B., p. 149
1. c
2. b
3. a
4. d
5. f
6. g
7. e

Activity D., p. 150
1920s: People start trying to make cell phones.
1973: first cell phone call
1983: cell phones available to public
1993: first text messages
2000: first camera phones

Activity E., pp. 150–151
1. c
2. a
3. c
4. a

5. b
6. c
7. b

SAY WHAT YOU THINK
p. 151
Answers will vary. Possible answers:
1. I feel anxious when I forget my cell phone. I can't call or text people, and they can't call or text me.
2. I think cell phones make life easier. You can find information or get in touch with people when you want to. You don't have to wait.
3. I can't talk with anyone when I'm away from home. I want to know if a restaurant is open, but I can't check. I get lost driving and have to stop to ask someone. I'm at a store to buy a new phone, but I can't look up information about phone options. I don't keep in touch with friends very much.

LISTENING SKILL
Activity A., p. 152
2, 4, 1, 5, 3

Activity B., p. 152
1. first, then, in 1986
2. when I was 18
3. then, when I was 22
4. finally

LISTENING 2
PREVIEW THE LISTENING
Activity A., pp. 153–154
1. presentation
2. busy
3. type
4. shut down
5. happen
6. have trouble with
7. use up
8. just

WORK WITH THE LISTENING
Activity A., p. 154
1. a
2. c
3. c

Activity B., p. 154
1. F; Carlo is not quiet.
2. T
3. T
4. T
5. F; Ali typed in/had the Wi-Fi password.

Activity C., p. 155
5, 6, 1, 3, 2, 4

Activity D., p. 155
1. b
2. d
3. c
4. a

WORK WITH THE VIDEO
Activity A., p. 156
Answers will vary.

Activity B., p. 156
1. one billion
2. one quarter
3. the place you traveled to
4. travel photos
5. a place to work
6. strategy
7. travel

Activity C., p. 156
Answers will vary.

SAY WHAT YOU THINK

p. 156
Answers will vary. Possible answers:
1. I would read more books and spend more time with my friends.
2. I wouldn't be able to do my work from home, so I would have to work in an office.

BUILDING VOCABULARY

Activity A., p. 157
1. got lost
2. got angry
3. got married
4. got together/out
5. got in touch
6. got hired
7. got worse
8. got a good grade
9. got an email
10. got hurt/injured

Activity B., p. 157
Answers will vary. Possible answers:
1. I get angry when I see something that isn't right.
2. I use my smartphone.
3. I feel happy.
4. I check my résumé and cover letter carefully. I learn about the company. I practice for the interview.

GRAMMAR

Activity A., p. 159
1. bought
2. didn't/did not have
3. saw
4. had
5. sent
6. wrote
7. didn't/did not call
8. didn't/did not graduate
9. didn't/did not give
10. shut

Activity B., p. 159
1. When did Emma call you?
2. Why did he get lost?
3. Where did he buy his phone?
4. What did he get for his birthday?

Activity C., p. 159
Answers will vary. Possible answers:
1. I went to a shopping mall.
2. I didn't buy anything.
3. I played soccer with some friends.
4. I didn't study.

PRONUNCIATION

Activity A., p. 160
1. 30
2. 14
3. 819
4. 6:50
5. 16
6. 18
7. 1940
8. 70

Activity B., p. 160
Answers will vary.

UNIT ASSIGNMENT
CONSIDER THE IDEAS
Answers will vary. Possible answers:
Laptop
Write papers
Use class software
Use the Internet
Watch movies
Smartphone
Call people
Text people
Check email
Shop
Smartwatch
Check the time
Get directions
Play music
Track workouts