

THIRD EDITION

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Skills for Success

READING AND WRITING

Lawrence Lawson

Teacher's Handbook
WITH TEACHER ACCESS CARD

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Critical Thinking Foundations: Implications for the Language Classroom

James D. Dunn Q Series Consultant, Critical Thinking Skills
Junior Associate Professor - Tokai University
Coordinator - Japan Association for Language Teaching, Critical Thinking
Special Interest Group

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

What is Critical Thinking?

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

What are Higher-Order Thinking Skills?

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

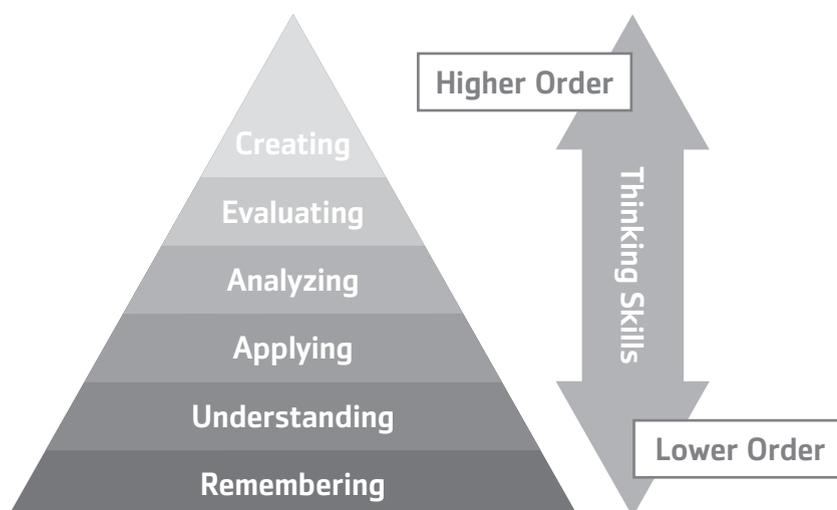


Fig. 1: Bloom's Revised Taxonomy

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

Analyzing

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

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

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

Evaluating

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

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

Creating

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

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

Conclusion

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

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TIPS

Critical Thinking tips for Q Third Edition

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

1 Change the terms of an activity

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

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

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

2 Get online

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

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

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

3 Expand into deeper critical thinking skills

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

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

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



Making Assessment Effective

Elaine Boyd Q Series Consultant, Assessment

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

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

Testing principle 1: Validity

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

Testing principle 2: Reliability

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

Testing principle 3: Fairness

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

Effective feedback

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

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TIPS

Assessment tips for Q Third Edition

1 Make sure students know what is expected of them

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

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

2 Give feedback as soon as possible after the test

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

3 Use the student reflection worksheet

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

4 Use the expanded answer key effectively

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



Using Video in Language Learning

Tamara Jones Q Third Edition Author

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

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

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

The Benefits of Using Video in Language Learning

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

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

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

Using Authentic Videos

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

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

Using Teaching Videos

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

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

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

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



TIPS

Video tips for Q Third Edition

1 Prepare

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

2 It's not just for listening

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

3 Use the transcript

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

4 Flip the classroom

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



To go online or not to go online?

Chantal Hemmi

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

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

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

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

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

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

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

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

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

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TIPS

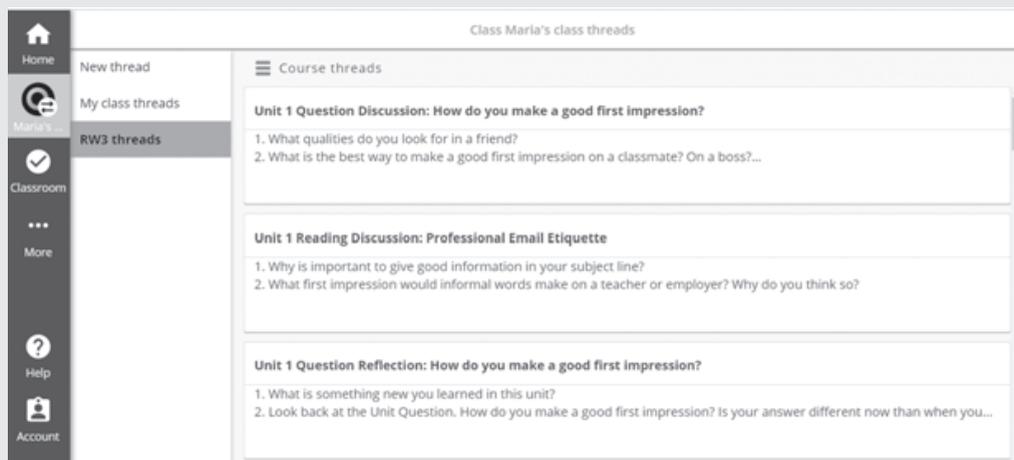
Blended learning tips for iQ Online

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

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

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

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



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

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

4 The end product: the writing assignment

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

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



Using Communicative Grammar Activities Successfully in the Language Classroom

Nancy Schoenfeld

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

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

Sequencing

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

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

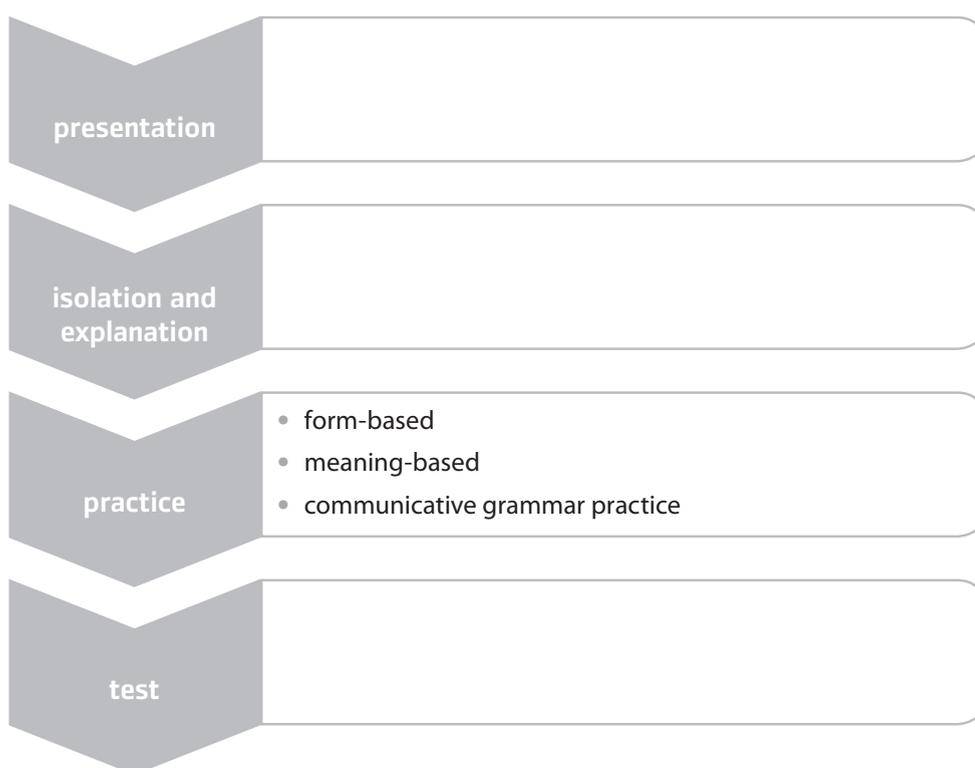


Fig. 1 Sequencing grammar lessons (Ur, 1988)

Modeling

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

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

Observing

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

Being persistent

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

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

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TIPS

Communicative grammar tips for Q Third Edition

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

1 Form-based practice

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

Directions: Insert a comma where necessary.

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

2 Meaning-based practice

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

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

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

3 Communicative activity

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

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

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

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



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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TIPS

Vocabulary tips for Q Third Edition

1 Prioritize important words

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

2 Use model texts to draw attention to vocabulary

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

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

3 Use the vocabulary from the reading

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

4 Encourage awareness of academic vocabulary

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

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

5 Use technology to motivate students

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



Why Take Notes?

Margaret Brooks Q Third Edition Author

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

Short-term memory

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

Language structure

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

Cultural expectations

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

How note-taking can help

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

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

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

Preparing to listen

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

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

Focusing on main ideas and key words

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

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

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

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

Reviewing and adding to notes soon after a lecture or presentation

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

Collaborating with others

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

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

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TIPS

Note-taking tips for Q Third Edition

1 Foster a welcoming environment for critical thinking

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

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

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

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

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

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

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

WORK WITH THE LISTENING

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

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

Sudden Wealth	
Positive effects	Negative effects

5 Provide feedback and follow-up activities after a listening

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



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

Needs assessment

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

Improving vocabulary and grammar

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

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

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

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

2 Model different kinds of texts

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

3 Analyze good examples

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

4 Teach grammar in context

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

5 Encourage strategic learning

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

WRITING TIP

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

Using the Online Discussion Board

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

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

Sigrun Biesenbach-Lucas, Ph.D. and Donette Brantner-Artenie, M.A.
Discussion Board Consultants

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Discussion Board: Students.....47



Sigrun Biesenbach-Lucas, Ph.D., Senior Instructor
Donette Brantner-Artenie, M.A., Senior Instructor
Georgetown University, Center for Language Education and Development

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.

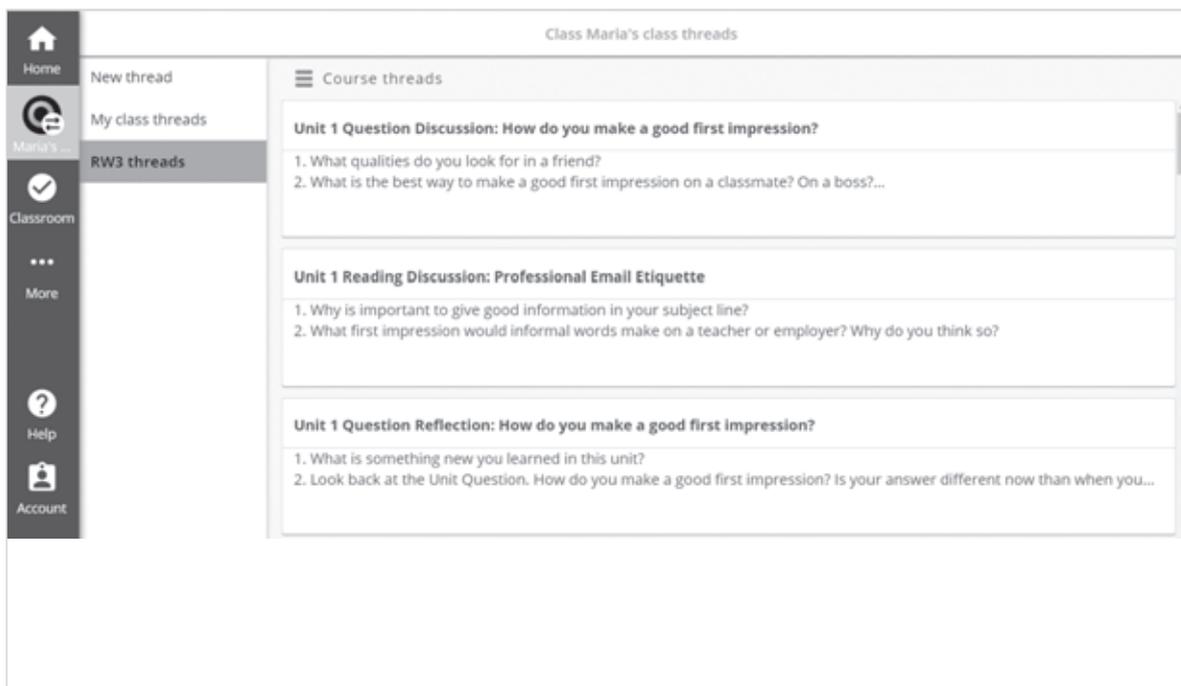


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

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.

Sigrun Biesenbach-Lucas received her M.A.T. and Ph.D. degrees in Applied Linguistics from Georgetown University. She has taught ESL, Linguistics, and teacher training courses, and she is currently teaching in the Intensive English Program at Georgetown University. She has also served as a site reviewer for CEA. She regularly presents at TESOL conferences; she has published articles in *Language Learning & Technology*, *Computer Assisted Language Learning*, and the *Journal of Asynchronous Learning Networks*, among others; and she is the co-author of the top level of a grammar textbook series that follows a blended approach.

Donette Brantner-Artenie holds an M.A. in Linguistics from Ohio University. She taught EFL in the U.S. Peace Corps in Romania and has conducted training programs for EFL teachers and teacher trainers overseas. In the U.S., she has taught ESL at Ohio University and Ohio State University, and she is currently teaching in the Intensive English Program at Georgetown University, where she also coordinates the program's labs. She is the co-author of the top level of a grammar textbook series that follows a blended approach.

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Teaching Notes

Objectives

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

At the beginning of a unit, students use the Discussion Board activity to further activate prior knowledge about a new unit theme after discussing the initial Unit Question and listening to *The Q Classroom* online. Students are again directed to the Discussion Board after the *iQ Online Reading 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.

Teacher's Pack Organization

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

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

Implementing the Discussion Board

Discussion Board Content

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

Teaching Strategies

In terms of teaching strategies, the teacher must decide upon his or her level of involvement. You should decide if you want to participate in the

online discussions or if you only want to read and evaluate your students' posts. If you post to the discussions, students can be encouraged by your engagement, but if you remain a reader, you can retain the focus on the students' writing and ideas.

In addition, it may be more suitable in Level 1 if the teacher is the only person to reply to students' posts in order to clarify ideas and guide students in writing effective responses. If appropriate, given the students' ability, the instructor may allow brief and structured responses to each other's posts. However, the teacher should structure the assignment to prevent students from posting one-word or very brief responses. This follow-up strategy can be used with all Discussion Board questions, both at the beginning and at the end of each unit.

For example, the teacher can refer to the example post on the Student Worksheet. In the example, the student wrote about his

grandfather. A follow-up assignment in which students read and respond to a classmate can be structured as follows (this follow-up strategy can be used with all questions, both at the beginning and at the end of each unit):

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

Potential student reply:

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

Rubrics have been included to help grade the students' posts and their replies to classmates' posts. It is important that students write

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

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

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

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

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

Assigning the First Discussion Board Post

1. Assign the first Unit Question Discussion response, and indicate the deadline for the post.
2. After all responses have been posted, have students read all of their classmates' posts.

Then in class, have students discuss the ideas in the posts to find commonalities and differences or to put ideas into possible categories.

3. Use the same process for the Reading Discussion and the Unit Question Reflection.

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

Discussion Board Instructions

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

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

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

Logging In to the Discussion Board

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

Responding to a Post

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

Creating a New Discussion Topic

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

1. Choose New Thread.
2. In the subject line, write: “Unit X: Challenge Question 1” or “Unit X: (Your own writing topic).” Note: It is important that you identify the unit number as this will not be automatically added.
3. Copy and paste your selected Challenge Question, or type your own question, in the text box.
4. Choose Send.

Deleting a Post

As the instructor, only you have the ability to delete threads and individual replies, including

entire Discussions. However, before you click Delete, be certain that you want to perform this action as it cannot be undone.

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

Suggestions for Using the Discussion Board Assignments

1. Good academic practice includes planning and carrying out online writing assignments offline first. By drafting and saving a post using a word-processing program, students can review and make changes to their writing before uploading the post. This practice also encourages another important academic skill, which is to keep a saved copy of one’s writing.
2. Because your students cannot delete any posts from the Discussion Board themselves, they will need to contact you to delete a post for them if they made a mistake or posted to the wrong Discussion. Advise your students to follow whatever process you deem appropriate; for example, you can have students send you an email with a request to delete a post.
3. Review your students’ posts regularly and in a timely fashion so that you can address issues as they develop or delete inappropriate posts.

Rubric: Response to Discussion Board Prompt

Name: _____

Date: _____

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

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

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

0 = Not successful.

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

Total points: _____ out of _____

Comments:

Rubric: Response to Classmate's Post

Name: _____

Date: _____

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

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

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

0 = Not successful.

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

Total points: _____ out of _____

Comments:

Challenge Questions

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

Unit 1: Business

Unit Question: *What is a good job?*

1. Think about the jobs you learned about in this unit. Which job do you not want to have in the future? Tell what a person with that job does and why you do not like these responsibilities.
2. Describe a job that you know about. Tell what people do in that job and where they do their job, but do not write the name of the job. See if your classmates can guess that job correctly.

Unit 2: Cognitive Science

Unit Question: *What is the best way to study?*

1. Is studying the same as working? What might be some of the negative consequences if someone studies all the time?
2. What factors can negatively impact someone's ability to study? What can people do to make the most of their study time?

Unit 3: Sociology

Unit Question: *Is vacation the best way to relax?*

1. In this unit, you learned about the benefits of long and short vacations for employees. What are the benefits of long and short vacations for *companies*? How are they the same or different?
2. How much vacation time should people take every year? When should they take it? What should people do if they can't go on vacation or don't have enough vacation time?

Unit 4: Physiology

Unit Question: *What makes you laugh?*

1. What is the difference between *laughing at someone* and *laughing with someone*? Write about two examples.
2. In the unit, you learned that some people laugh when they think something is funny, when they want to be friendly, or when they are nervous or embarrassed. Can you think of other reasons why people laugh?

Unit 5: Sports Science

Unit Question: *What is a sport?*

1. What are the main reasons people engage in sports? What are the benefits?
2. Why don't some people like sports? What could be done to encourage more people to become involved in sports?

Unit 6: Communication

Unit Question: *Is choice always a good thing?*

1. When is it better to have someone make a choice for you? When is it better to make a choice on your own? Explain.
2. How do people generally feel when they have to make a difficult choice? What can people do to make it easier to make a difficult choice?

Unit 7: Behavioral Science

Unit Question: *Is the world changing too fast?*

1. Some people might think that the world is changing too fast. However, other people might think that the world isn't changing fast enough. What do you think needs to change more quickly? Why?
2. Many things have changed over the past 20 years. However, some things have stayed the same. What hasn't changed much in the world over the past 20 years? Why hasn't it changed?

Unit 8: Psychology

Unit Question: *What are you afraid of?*

1. Some people like to watch scary movies or play dangerous sports. Why do they like such scary frightening or dangerous situations?
2. In this unit, you learned about different unreasonable fears. What are *other* examples of unreasonable fears?

Unit Specific Notes

Unit 1: Business

Challenge Question 2

2. *Describe a job that you know about. Tell what people do in that job and where they do their job, but do not write the name of the job. See if your classmates can guess that job correctly.*

Have students discuss their guesses about classmates' descriptions of jobs in class. This process will help prevent students from posting one-word or very brief responses, which would be more appropriate to texting or online chatting.

Unit 3: Sociology

Challenge Question 2

2. *How much vacation time should people take every year? When should they take it? What should people do if they can't go on vacation or don't have enough vacation time?*

Take a quick poll in the class to see how much vacation time students think people should have every year. Compare this amount to the vacation policies in your part of the world. For example, in British Columbia, Canada, people have the right to two weeks of vacation per year for their first five years of work at a company and then three weeks of vacation per year after that.

Unit 7: Behavioral Science

Unit Question Discussion Question 1

1. *Some people might think that the world is changing too fast. However, other people might think that the world isn't changing fast enough. What do you think needs to change more quickly? Why?*

To start students thinking about what needs to change and why, brainstorm ideas from the class for things they think need to change in the world, such as less bullying in schools, more recycling, less greenhouse gas emissions, better eating habits, less single-use plastics, more flexible work opportunities, and stronger laws against animal abuse.



Posting to the Discussion Board: Student Instructions

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

Logging In to the Discussion Board

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

OR

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

Replying to a Post

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

Creating a New Discussion Topic

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

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

Example Discussion Board Post

Directions: Read the questions and the discussion board post. After that, answer the questions about the post.

Example Unit: Psychology

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

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

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

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

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

20 = The Discussion Board writing element was completely successful (at least 90% of the time).

15 = The Discussion Board writing element was mostly successful (at least 70% of the time).

10 = The Discussion Board writing element was partially successful (at least 50% of the time).

0 = The Discussion Board writing element was not successful.

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

Total points: _____ out of _____

Follow-up:

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

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

Teaching Notes

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

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Background Note

UNIT OPENER pages 2–3

The photo shows a young, female architect on a construction site in Turkey. She is wearing a white construction hat and a bright orange safety vest. She is looking at engineering plans for a new building that is being constructed.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question: *What is a good job?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. For example, ask: *What makes your job good? What could make your job better? What duties would the perfect job include? What would make you leave your current job for a new job? What would make you quit your current job?* List the answers that students think of (e.g., *a good salary, a fair boss*) on the board. Help with vocabulary as needed. If most students do not work, have them consider jobs they would like to have.
2. Label four pieces of poster paper with four interesting answers to the question *What makes your job good?* (e.g., *a good salary, more vacation, free lunch, a fair boss*). Place each paper in a corner of the room.
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. If students stand by only one or two options, have some students stand by the answer that represents their second or third choice.
4. Direct the groups in each corner to talk among themselves about the reasons for their answers. Tell them to choose a note-taker to record the answers on the poster paper.
5. Call on volunteers from each corner to share the opinions with the class.
6. Keep the posters for students to refer back to at the end of the unit.

Multilevel Option 1

READING 1: The Right Job for You

A. VOCABULARY page 4

1. Write (or have students write) vocabulary definitions on nine pieces of large white paper. Assign one definition to each of nine students.
2. Photocopy sentences 1 to 9 and cut them into strips. Make enough copies so that each of the remaining students has one sentence and all nine sentences are used.
3. Instruct the nine students with vocabulary definitions to stand around the perimeter of the room with their definitions facing toward the middle of the classroom.

4. Tell the students with the sentences to find the correct definition of their vocabulary word and stand with the person holding their definition. Monitor groupings to ensure that students match the sentences to the correct definitions.
5. When all sentences are matched correctly, have students say to the class (a) the sentence; (b) the definition of the vocabulary item; and, for repetition, (c) *The word [vocabulary item] means [vocabulary item]*.
6. Have students return to their seats and transcribe the answers into their textbooks. Offer corrections as needed.

MULTILEVEL OPTION

Ensure that lower-level students hold the definitions. Have higher-level students match the sentences with the correct definitions. Additionally, have higher-level students write an additional sentence for each vocabulary item and share the sentences with a lower-level partner.

Background Note

READING 1 page 5

Personality indicators have long been used as a predictor of vocational interests. For example, in many U.S. schools, students take career aptitude tests that probe their personality types to determine a range of careers that might be suitable for them. Such tests can be helpful for students who are not sure what field they want to enter.

Personality indicators usually consider various factors, which are often placed on a spectrum from one extreme to another. Common factors include:

- preferring to work indoors versus outdoors
- being introverted versus extroverted
- preferring clear outcomes versus more creative, open-ended projects
- making decisions based more on emotions versus logical reasoning
- preferring to lead a group versus being a group member
- trying new ideas versus sticking to established practices
- being good with math/numbers versus being good at writing/conversing

There are several online personality tests that can help students determine the career that best matches their personality and interests. If students are interested in learning more about their career personality, have them search for “career tests” using an online search engine. Many of the tests are free, but note that many also require an e-mail address to access the results.

Multilevel Option 2

READING 2: The World of Work

A. VOCABULARY page 8

1. Direct students to read the words and definitions in the box. Model pronunciation and have students repeat the words.
2. Have students work with a partner to complete the sentences. Call on volunteers to read the completed sentences aloud.
3. Have pairs create one new sentence for each vocabulary item.
4. Select model sentences and ask students to write them on the board. Practice group editing if necessary.

MULTILEVEL OPTION

Have a lower-level student select the next volunteer to read his or her sentence aloud. Have a higher-level student write sentences on the board for this activity.

Background Note

READING 2 page 10

In the article “The World of Work,” the interviewees talk about many aspects of their jobs. However, they do not talk about their pay. Americans, among other groups of people, do not usually talk about how much they earn at their jobs. In fact, some people find the topic rude—even among friends. But why? One explanation is that money is simply something that people do not like to discuss. Do people really want to know that they make less than their friends? Conversely, do people want to brag that they make more than their friends? Sometimes, ignorance is bliss.

Expansion Activity 2

WORK WITH THE VIDEO page 13

1. Ask students: *Is Sam’s job dangerous or safe?* Have students identify reasons why his job is both dangerous and safe. Reasons it’s dangerous might include filming a volcano, going into or falling into a volcano, getting too hot, etc. Reasons it’s safe (or safer) might include using drones, wearing a heat suit, and working with others.
2. Put students into groups of three: a reporter to write down the group’s ideas, a discussion manager to keep the conversation going, and a timekeeper to watch the clock. Assign each group a different job, or have them choose one that interests them. Consider using the jobs on page 6 as possible choices: *carpenter, engineer, doctor, software developer, chef, photographer, nurse, teacher, lawyer, businessperson, accountant, office manager.*
3. Give the groups 10 minutes to brainstorm reasons why their jobs are both safe and dangerous. Ask the reporters to make a T-chart. Tell them to write the name of the job at the top of their paper and the headings “Safe” and “Dangerous” at the top of the T-chart. Instruct them to write their reasons why the job is safe and dangerous under the appropriate headings. Circulate and offer help as necessary.

4. Ask each reporter to report on the group’s job and the reasons why it’s safe and dangerous. Ask members of the group how they would deal with the dangerous aspects of the job. What solutions can they come up with? Note that the challenges might be related to physical, mental, emotional, financial, and/or health issues.
5. Take a vote on the most dangerous job. Ask students why they chose that job as the most dangerous. Encourage them to offer reasons to support their opinions.

Multilevel Option 3

? WRITE WHAT YOU THINK page 14

1. For Activity B, ask students to read the questions and reflect on their answers.
2. Have students work in small groups to share their answers. Encourage students to ask for more information about each person’s preferred job, e.g., *Why do you like that job? How does it fit your personality? What skills do you already have for the job? Is it an easy job to get?* If necessary, write the questions on the board for students to reference.

MULTILEVEL OPTION

Have lower-level students write three or four sentences that explain their answer to question 1 or 2. Ask them to give their reason and support it with explanations and examples.

Have higher-level students write a paragraph that compares their answers to questions 1 and 2. Have them explain why one job is more appropriate for them than the other.

Vocabulary Skill Note

WORD FORMS page 15

1. Present the lesson on word forms and ask for volunteers to read the examples aloud.
2. Have students go back to the readings and look for and then circle the words in the table, either on their own or with a partner. Have them determine the part of speech and share their ideas with the class.
3. Check comprehension: *What clues are in the sentence that can help you figure out if a word is a noun or a verb?*

Skill Note

Noticing clues in sentences that can lead to an understanding of whether a word is a noun or a verb can be tricky—for students and teachers alike! Use the following “rules of thumb” to help guide student recognition of nouns and verbs.

1. Nouns are often preceded by articles and possessive pronouns.
2. Verbs are often preceded by pronouns and nouns.

Grammar Note

VERBS + INFINITIVES (*LIKE, WANT, AND NEED*) page 18

1. Direct students to read the information.
2. Check comprehension by asking questions: Like, want, and need are followed by which types of words? When a verb follows like, want, or need, what form does it take? What are some examples of noun phrases that you can think of?

Skill Note

Noun phrases can be simply nouns that stand alone (e.g., *Tom, Colorado, or Mazda*) or nouns that are modified by articles (e.g., *the blue Mazda*), numbers (e.g., *three jobs*), possessives adjectives (e.g., *his boss*), adjectives, prepositional phrases (e.g., *two birds by the shore*), or relative clauses (e.g., *the book that I wrote*).

When a verb is placed after *like, want, or need*, that verb always takes the infinitive form. Thus, there is always a *to* between *like, want, or need* and the base form that follows it (e.g., *I like to work at night. I need to know your schedule.*).

Expansion Activity 3

B. COMPOSE page 19

1. Direct students to complete the sentences.
2. Put students in pairs to discuss their answers.
3. Choose volunteers to write their answers on the board.

21ST CENTURY SKILLS EXPANSION

Businesses are looking for leaders, people who can take initiative and get work done. Leadership demands self-confidence. Help students increase their self-confidence by having them continually reevaluate what they are good at and how they can contribute meaningfully to the marketplace. There is a role for every player, and the best players know their strengths (and can account for their weaknesses). Begin each class with an "I can" statement (e.g., *I can work hard. I can learn English. I can give clear directions.*). Continually confirm students' skills and don't allow them to talk negatively about themselves. Constructive self-criticism is OK, but students shouldn't become their own worst enemies. Confidence is built step by step over time. Help students take one step every day by asking them to evaluate what they "did right" that day in class or at work.

Unit Assignment Rubrics

Unit 1 Business

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write sentences about a job you want, including job responsibilities.

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

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

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

0 points = Writing element was not successful.

Write About a Job That's Right for You	20 points	15 points	10 points	0 points
Sentences begin with a capital letter and end with appropriate punctuation.				
Sentences have both a subject and a verb, and those elements agree.				
Sentences use vocabulary from the unit, and words in sentences are spelled correctly.				
The verbs <i>like</i> , <i>need</i> , and <i>want</i> are used correctly.				
Sentences are complete and provide clear and specific details about why the job is right for the writer.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 24–25

The photo shows a male university student studying in a library reading room at night. He is sitting at a wooden table that has books stacked on top of each other. He is holding a pair of glasses and flipping through the pages of a book.

Expansion Activity 1

UNIT QUESTION page 25

1. Introduce the Unit Question: *What is the best way to study?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. For example, ask: *Do you prefer to study English at home or at the library? Do you study better alone or with a friend? Do you study for tests the night before or over several days?*
2. Tell students: *Let's start off our discussion by listing different ways to study a new language. Think about the different wh- questions as you brainstorm: Who do you study with? What do you use to study—the textbook or classroom notes? What helps you to remember the most information? When do you prefer to study—in the morning, afternoon, or evening? Where do you prefer to study? How do you motivate yourself to study?* If necessary, write these questions on the board.
3. Put students into small groups. Direct groups to pass around a paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists and they should write as many ideas as possible. Tell them to focus on key words and phrases, not complete sentences.
4. Call time and ask a reporter from each group to read the list aloud.
5. Use items from the list as a springboard for discussion. For example: *From our lists, we see that many students prefer to study with others. How does studying with other people help you learn better?*

Background Note

READING 1 page 27

Human memory is generally divided into three types: sensory memory, short-term memory, and long-term memory. Sensory memory detects sounds, visual patterns, and touch for a very brief moment before such sensors are stored in short-term memory. Short-term memory (also referred to as “working” memory) is limited. Research suggests it can only hold five to seven “chunks of information” for 10 to 20 seconds, at which point the information starts to deteriorate if it is not repeated. Any extra information is generally not able to be processed by the brain and is therefore ignored or discarded. One way to store more information in

short-term memory is to “chunk” information. The brain is naturally attracted to chunks because they allow us to store more information more easily, such as the way people might memorize phone numbers in three smaller chunks (e.g., 281-581-5323 versus 2815815323). When it comes to language learning, this explains why learning new vocabulary in common phrases and collocations could be a more efficient and effective strategy because it takes advantage of the natural “chunking” process of short-term memory.

Information stored in short-term memory is generally “conscious.” For language learners, this can occur when they learn new words or a new grammatical structure in class. When access to the information is repeated enough times, such as through listening, speaking, reading, and writing, it is transferred to long-term memory. Long-term memory is unconscious and can store unlimited amounts of information indefinitely. When new information relates to information already in a person’s short-term memory (i.e., the information is familiar), it is more likely to be stored in long-term memory and recalled later. This is why experts suggest language learners need at least 20 repetitions of a new word before they can truly remember and use it.

Multilevel Option 1

READING 2: The Brain and Technology

A. VOCABULARY page 30

1. Read the directions. Ask a student volunteer to read each vocabulary word and its definition.
2. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students repeat the bold vocabulary words.
3. Ask questions to help students connect with the vocabulary: *Why is it hard to focus in a noisy room? What do you do to get your teacher's attention? What kind of technology do you use every day?*

MULTILEVEL OPTION

Place students in mixed-ability pairs. The higher-level students can assist lower-level students in filling in the blanks and explain their understanding of the meaning of the words. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Reading Skill Note

SKIMMING page 31

1. Go over the presentation for this skill. Check students’ understanding of the information in the first paragraph before moving on to the tips for skimming.
2. Check comprehension by asking questions: *What is skimming? Do you ever do this in your daily life (e.g., skimming recipes to see what ingredients you'll need or skimming a newspaper page to see if there are any*

articles that interest you)? Why is skimming useful? What should you do first when you skim? What's next? Do you do this already? How will this skill be helpful for you as a student?

Skill Note

Knowledge in academic settings is often transmitted through assigned reading texts. Teachers have reading lists, friends have book recommendations, and magazines and social websites are always a tempting diversion from a course's reading load. There simply isn't enough time in the day for students to read every word of every textbook assigned for every course. Student must read judiciously and with purpose. Skimming is one important means of accomplishing that task. Effective readers are those who can wring a text out like a sponge and soak up the important information. Skimming allows students to pinpoint what it is they need to soak up, section it off from less-important text, and process it. In an academic world where every minute counts, skimming can help make unmanageable reading lists less overwhelming. The sooner students master this skill, the more purposeful and successful their academic experience will be.

Background Note

READING 2 page 32

Multitasking usually refers to doing several tasks at the same time, but it is sometimes erroneously used to describe a different kind of behavior known as "task switching," which means switching back and forth from one task to another during the same period of time. Most people view "task switching" as a form of multitasking.

The majority of studies on multitasking and task switching have focused on how these behaviors have negative effects on cognitive tasks, but so far, there has been no actual research to prove they can have positive effects. In work settings, researchers estimate that multitasking and task switching lead to a 40% reduction in productivity. In school, these behaviors have been shown to reduce academic performance, particularly at the college level. In addition to contributing to poorer performance on cognitive tasks at work and school, multitasking and task switching have also been linked to decreased happiness and increased social anxiety. However, it is unclear whether multitasking is the cause of increased mental problems or whether those who are prone to depression are more likely to resort to multitasking. In other words, they might browse various web and social media sites as a way to distract themselves from their mental condition.

There is a common assumption that younger generations, having grown up in a digital age, are better at multitasking than previous generations. While there is no evidence to support this claim, a few studies have suggested that Generation Y (those born in the 1980s, 1990s, and early 2000s) might be better at what is called "media multitasking," or the use of various online media streams at the same time, such as browsing the web, communicating on social media, and watching videos or listening to podcasts. This group of users showed an enhanced ability to filter out unnecessary or irrelevant information and appeared better at deciding what to

focus their attention on, but there is no evidence that their performance on complex tasks actually improved.

Expansion Activity 2

WORK WITH THE VIDEO page 35

1. Tell students they are going to work in small groups to discuss and compare learning their first language with learning English. Then they will think about the ways the brain might be different when they were younger versus when they were older.
2. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
3. Give each group a piece of poster paper and a marker. On the board, draw a two-circle Venn diagram. Label the left circle "Learning Our First Language" and the right circle "Learning English." Have the note-taker of each group copy the Venn diagram on their group's poster paper.
4. Ask students to brainstorm similarities and differences between learning their first language and learning English. Instruct note-takers to list the similarities in the overlapping (middle) section of the Venn diagram and to list the specific differences about each language-learning experience in the outer parts of the circles. Circulate and help as necessary. Ask groups questions to help them brainstorm ideas: *How did you learn [English]? Who or what taught you? Did you teach yourself? How long did it take? What did you need to learn about both languages? Was learning each language difficult? Fun?* Give groups 15 minutes to brainstorm.
5. Call time. Ask the reporter of each group to report on the group's similarities and differences, and write them in the Venn diagram you drew on the board. Consider starting with the differences first. Then go back around and ask about similarities. If a group has the same idea as another, put a check mark (✓) next to the idea.
6. Ask students: *Based on your answers, is it easier to learn a language as a child or as an adult? How does that make learning each language different?* Get students to refer to their notes on the board to support their ideas.
7. Tell students: *Scientists suggest that your brain is different as a child, so learning a language is easier. What do you think is different about the brain when you are a child? Why do you think it learns languages more easily?* Encourage students to refer to what they learned from the unit video, which suggests that when we learn something new as an adult, our brain has to "rewire" a lot of connections between neurons. In contrast, as a child, we don't have as many connections to rewire, which means neurons have more flexibility.
8. Finally, ask students: *When do you think is the best time to learn a new language in school? Why?* Have students discuss the benefits of learning a language in school as a child versus as an adult, considering the ideas in the video and those from their Venn diagrams.

Multilevel Option 2



WRITE WHAT YOU THINK page 36

1. Tell students that they should think about Reading 1, Reading 2, and the unit video as they complete the chart in Activity A.
2. Have students complete Activity A individually. Give students 5 to 10 minutes to complete the activity.
3. Put students into groups to compare their answers. Encourage them to return to Reading 1, Reading 2, and the unit video activities to justify their answers.
4. Go over the answers as a class.

MULTILEVEL OPTION

Sit students in groups of three: two higher-level students and one lower-level student. Have the higher-level students go back to Reading 1 and Reading 2 to find the correct answers. Have lower-level students go back to their answers from Activity C on page 35 to find the answers for the unit video only.

Vocabulary Skill Note

WORD ROOTS page 36

1. Go over the information on word roots.
2. Check comprehension: *What do each of the words in the word root list mean? Can you think of another word root? (e.g., act—meaning do or move—as in action, react, and activity). How are word roots helpful to someone learning another language?*

Skill Note

Root words are packets of information embedded within larger words. Often, these words find their origins in other languages. Knowing these root words can help students recognize and process new words that contain the same root.

To take the idea of root words a step further, we can look at an academic word list. In 2000, Dr. Averil Coxhead compiled 570 word families that occur quite often in academic texts. Each family has a “headword.” Once that headword is learned by a student, he or she can uncover the meaning of other words in the family. For example, once a student knows the word *adjust*, he or she can figure out the meanings of the following words: *adjusted, adjusting, adjustment, adjustments, adjusts, readjust, readjusted, readjusting, readjustment, readjustments, and readjusts.*

Breaking apart words into smaller units of meaning can help students better navigate text; understanding the meaning of those headwords and root words can lead to a greater comprehension of new words when considered in context.

Multilevel Option 3

B. APPLY page 38

1. Ask for a volunteer to read the directions.
2. Before students complete the activity, ask questions to review the rules of writing sentences with *but* and

so: When do we use *but*? When do we use *so*? Do we put a comma before or after *so* and *but*?

3. Ask another volunteer to read item 1. Ask: *Do we combine these sentences with so or but?* (Answer: *so*) Write the combined sentence on the board without a comma. Then ask: *Where do we put a comma?* Write the comma before *so*.
4. Have students complete the rest of the sentences. Circulate and help as necessary. Take notes on any errors and direct students’ attention to them on the board.

MULTILEVEL OPTION

Pair lower-level students together to take turns reading the sentences out loud to each other. Then direct them to complete Activity C on page 39 together and share their answers with the class.

Pair higher-level students together to change the information in the second sentences in Activity B so that they use the other conjunction. For example: 1: *I test myself, but I don’t know if I’m right.* 2: *I like to be on my phone all the time, so the battery runs out quickly.* Then have them listen to the lower-level students’ answers to Activity C and say whether their use of *but* and *so* sounds correct.

Grammar Note

SIMPLE PAST WITH REGULAR AND IRREGULAR VERBS page 39

1. Give students a minute to read the information. Have volunteers read the information aloud. Write some of the example past tense verbs on the board and add your own, or encourage students to tell you other regular verbs they know and write them on the board.
2. Check comprehension: *How do we form the past tense of a regular verb? What do we do when the verb ends in -e? How do we form the negative simple past? What form of the verb do we use after did and didn’t? What are the two past tense forms of the verb be?*

Skill Note

Explain to students that we usually use the simple past when we are specific about when an action or event took place, e.g., *I moved to the United States three years ago. I went to the library on Saturday. In 2005, a group of scientists did a study on memory and the brain. Last year, she lived with her cousin in Singapore.*

Expansion Activity 3

B. PLAN page 41

Ask for a volunteer to read the directions aloud. Remind students that the Unit Assignment is a good place for them to practice using the new vocabulary and grammar skills they have learned in this unit—and that using unit vocabulary will help raise their Unit Assignment score. Direct students to complete the chart using information they brainstormed in Activity A.

21ST CENTURY SKILLS EXPANSION

Critical thinking and problem solving are important academic and professional skills. What is one of the most common “problems” English language learners encounter every time they read? New vocabulary. In order to extract understanding from a text, students have to confront new vocabulary and figure out ways to consider meaning in context. Thus, students consult dictionaries, peers, and teachers. Students also have to think creatively. They can ask themselves: *What part of this word have I seen before? What did it mean then? Where else can I find information that can unlock this word’s mysteries?* Keep students’ reading and thinking minds agile by giving them a challenge word (in context) each day and having them write it in their personal dictionaries. Have them critically examine it for root words, headwords, contextual clues, and other information that can help decode the word’s meaning. Constant activation of these critical thinking skills can help students more efficiently tackle future texts and gives them practice with critical thinking and problem solving.

Unit Assignment Rubrics

Unit 2 Cognitive Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write about how you used to study and how you plan to study now.

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

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

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

0 points = Writing element was not successful.

Write About How You Study	20 points	15 points	10 points	0 points
Sentences have both a subject and a verb, and those elements agree.				
Sentences begin with capital letters and end with appropriate punctuation.				
Writing uses vocabulary from the unit effectively.				
The use of the simple past with regular and irregular verbs is correct.				
Sentences connected with <i>but</i> and <i>so</i> are correct.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 44–45

The photo shows a peaceful beach in the Maldives. Two large palm trees provide shade from the afternoon sun. There are two beach chairs and a beach umbrella set up on the beach. The water along the beach is shallow and turquoise blue.

Expansion Activity 1

UNIT QUESTION page 45

1. Introduce the Unit Question: *Is vacation the best way to relax?* Ask related information questions or questions about personal experiences to help students prepare to answer the Unit Question: *How do you like to vacation? For example, would you prefer visiting new cities, lying on a beach, or hiking in the mountains? Do you prefer a vacation where you are more active or more relaxed?*
2. Put students in small groups and give each group a piece of poster paper and a marker. Instruct a member of the group to make a T-chart and label the left column "On Vacation" and the right side, "Not on Vacation." Ask each group to brainstorm the different ways they like to relax in each situation. Ask: *How do you relax when you're on vacation? How do you relax when you're not on vacation?*
3. Give students a minute to silently consider their answers to the questions. Tell students to pass the paper and marker around the group and add their ideas. Direct each group member to write a different activity for each situation. Encourage them to help one another.
4. As students are working, make a corresponding T-chart on the board. Then ask each group to choose a reporter to read the group's answers to the class. Write their ideas in the T-chart, or ask for student volunteers to write them for you.
5. Elicit or point out similarities and differences among the answers. Finally, ask students the Unit Question: *Is vacation the best way to relax?* Ask students their opinions based on the ideas they brainstormed in groups. Encourage them to refer to the ideas on the board to help support their opinions.
6. Post the list to refer to later in the unit.

Multilevel Option 1

READING 1: Managing Life and Work

A. VOCABULARY page 46

1. Ask for a volunteer to read the directions aloud. Direct students to match the underlined words with their meanings.
2. Have students check answers with a partner. Then check answers as a class.

MULTILEVEL OPTION

Allow lower-level students to work in pairs to complete the matching activity. Have higher-level students complete the activity independently. Then have them choose three or four of the words and write their own sentence with each one. Ask for volunteers to write one or more of their sentences on the board. Then ask the class to compare the student's sentence with the one in Activity A to see whether the word is used correctly.

Background Note

READING 1 page 47

Some governments around the world have policies in place so that employees of businesses in those countries get vacation time. For example, the governments of France and Finland require businesses to give workers 30 paid days of annual leave a year. Italy, Ireland, Greece, and the United Kingdom require 20 paid days of annual leave a year, while Japan and Canada require 10. Some countries do not require businesses to offer these types of vacation benefits. The United States, for example, has no national policy for standardized, paid vacation time.

Because of people's busier lives and work schedules, especially in countries without mandated vacation time like the United States, many employees now opt for "staycations." A staycation is a short vacation that is spent either visiting new areas in one's home country or staying home and engaging in leisure activities that are within driving distance of one's home and do not require staying at a hotel overnight. Compared to long and even short vacations, staycations reduce the stress associated with planning, packing, longer travel times, and money spent. Like short vacations, they also do not usually require asking for time off work.

Reading Skill Note

READING CHARTS, GRAPHS, AND

TABLES page 51

1. Present the information about the reading skill. Have students repeat key vocabulary words like *chart*, *graph*, and *table*.
2. Check comprehension by asking questions: *Where have you seen charts, graphs, or tables before? Why are they useful? What are some tips for examining charts when you preview a text?*

Skill Note

A common saying is that a picture is worth a thousand words, and with charts, graphs, and tables, that saying is especially true. Charts, graphs, and tables can provide students with a context for the text they are about to read. Scanning the graphic organizers in a text can prepare students for the information that the text will cover, thus helping them process the information more completely and accurately.

To help students practice previewing or scanning charts, graphs, and tables, bring in examples from magazines, books, or newspapers. Ask students to look quickly at the items and decide what kind of information is being shown. Possible answers are opinions, stock prices, election results, and comparisons between sports teams.

Expansion Activity 2

C. INTERPRET page 53

1. Direct students to complete the activity. Have them check their answers with a partner.
2. Check answers as a class.

21ST CENTURY SKILLS EXPANSION

An important 21st century skill is information literacy, which includes the ability to interpret and critically evaluate charts, graphs, and tables as well as the ability to use such information to make effective choices. Explain to students that when they are evaluating charts and graphs, it is important that they identify the source and purpose of the information to make sure the information is valid. Questions they can ask themselves: *Where is this information coming from? Who collected it? Is it from a well-known source? Is it from an organization or an individual? Why did they collect this information? What are they using it for?*

Draw students' attention to the bar graph on page 53. Ask them to critically evaluate the information: *Is there a source? If no, who do you think the source might be? How might this information be useful? Who could use this information? How could it be helpful?*

Background Note

READING 2 page 55

While workplace stress today is often caused by high workloads and increased multitasking, it can also be attributed to other factors, including work that is not engaging or challenging enough, working in an overly competitive environment or with little social support from coworkers and peers, having difficulty maintaining work-life balance, and earning a low salary. An article from the American Institute of Stress found that the top three causes of workplace stress were workload (46%), people issues (28%), and juggling work and personal lives (6%).

Even though more and more businesses are offering solutions to combat workplace stress like meditation, exercise rooms, and game rooms, one of the biggest factors in reducing stress at work is the attitude and management style of the boss or office manager. Good managers foster environments that keep stress levels lower by setting clear goals for employees, encouraging a collaborative and supportive work environment, recognizing employees' accomplishments, offering flexibility in cases of personal situations (such as allowing an employee to pick up a sick child from school), and encouraging employees to stay physically active, including giving them long enough breaks or longer lunch breaks to take walks or make use of exercise equipment and/or short meditation or yoga classes offered by the company.

Expansion Activity 3

WORK WITH THE VIDEO page 58

1. Tell students that they will work in groups to create a travel poster for Malaysia that will attract tourists to visit the country.
2. Put students into groups of three or four. Instruct each group to visit the library or go online to research more information about Malaysia, such as major cities, important holidays, popular foods, famous historical sites, exotic animals, etc. You may ask students to research using their phones in class or instruct them to meet outside class to complete the research. Have each group take notes on the most interesting details they find.
3. Bring the class together. Have each group report on the interesting details and facts they learned about Malaysia. Then give each group a half piece of poster paper and a marker. Tell each group to create their travel poster for Malaysia, which should include the name of the country and reasons why people should visit it. Encourage students to use the imperative: *Visit the historical city of Kuala Lumpur! See the Petronas Towers—the tallest twin towers in the world! Climb Mount Kinabalu! Visit the beautiful beaches of Langkawi!*, etc. Have students draw images on their posters that illustrate their suggestions. If possible, you can also have students print images from the Internet and paste them on the poster. You may consider giving students an extra day to collect the images outside class before preparing their posters.
4. Have each group hang their posters on the wall. Ask for two volunteers from each group to present the poster to the class, explaining what they learned about each place or activity they mentioned.
5. Finally, have students vote on the poster they like the best, considering its visual appeal, organization, and information. Hang the winning poster on the wall for the rest of the term.

Vocabulary Skill Note

MODIFYING NOUNS page 59

1. Ask for student volunteers to read the information. Write the example pairs from the box on the board and label the modifying nouns and main nouns.
2. Check comprehension: *What kinds of words can modify nouns? Do we place adjectives and modifying nouns before or after the main noun? Are modifying nouns singular or plural?*

Skill Note

Using count nouns as modifying nouns often cause difficulty for students, especially when using the plural form seems logical. For example, it is common to see errors such as *shoes stores* and *beans soup*, as stores sell many shoes and bean soup has many beans. Using the plural form is especially common with students whose native language allows for adjectives to be plural, such as French, Spanish, Romanian, Portuguese, Arabic, and Persian.

Students may confuse modifying nouns and nouns with compound nouns, but they are different. For one, compound nouns can be two words (e.g., *living room*),

but many are single words (e.g., *airplane*, *toothpaste*, *bedroom*, etc.). In addition, the modifier may be another noun (e.g., *bus stop*), an adjective (e.g., *yourself*), or a noun followed by a verb (e.g., *sunrise*).

Writing Skill Note

USING CORRECT PARAGRAPH STRUCTURE page 61

1. Before class, prepare examples of paragraphs from the textbook or other sources. Pass out a few examples of paragraphs to students.
2. Explain the ideas of *topic*, *supporting*, and *concluding sentences* from the writing skill. Ask volunteers to read the definition of each.
3. Check comprehension: *What is a paragraph? What are the three kinds of sentences a paragraph usually has? What does a supporting sentence do? What does it mean to indent?*
4. Review the example paragraphs with students. Have them label the *topic*, *supporting*, and *concluding sentences*. Use the activity from the following Skill Note to increase students' familiarity with these different types of sentences in a paragraph.

Skill Note

Academic writing requires students to group ideas into paragraphs. Sometimes those ideas need long paragraphs, and sometimes those ideas need short paragraphs. However, each paragraph needs to focus on a single idea. The earlier students can recognize the form and function of paragraphs, the easier they will find writing in the future.

To help students recognize the form of paragraphs, give students a text that includes paragraphs and ask them to count how many paragraphs they see. Next, elicit clues from students as to how they could tell each block of text was a paragraph (e.g., indentation or many sentences in one group). Then have them choose one paragraph and look for the three paragraph parts listed in the lesson.

Grammar Note

SENTENCES WITH BECAUSE page 64

1. Read the presentation aloud. Ask for volunteers to read the sample sentences.
2. Elicit examples from students of times when they use the word *because*. Write a few of their examples on the board. Use the following Skill Note to explain how their examples can be examples of cause and effect.
3. Check comprehension by asking questions: *When do we use because to combine two sentences? What does it say about using a comma with because? Why do we use a pronoun in the sentence about Lucy rather than repeating her name two times?*

Skill Note

Because is a word that creates adverbial clauses of *cause* for a particular effect. For example, in the sentence *He is coming to the office because the computers don't work*, *He is coming to the office* is the effect caused by *because the computers don't work*.

Sometimes, English speakers use the *because* adverbial clause by itself (e.g., *Why are you in a hurry? Because I am late.*). However, such use creates an incomplete sentence because that adverbial clause depends on the "effect" part of the sentence to create a complete sentence.

Multilevel Option 2

A. COMPOSE page 64

1. Ask for a volunteer to read the directions aloud.
2. Ask for other volunteers to read the sample answers for item 1. For each sentence, ask: *What is the reason? What is the situation?* For sentence b, ask: *Why do we use a comma in this sentence?*
3. Have students complete the activity on their own and then compare answers with a partner.
4. Ask for volunteers to write their sentences on the board and go over them as a class. Make any necessary corrections.

MULTILEVEL OPTION

Place students in mixed-ability pairs to do the activity together. The higher-level students can assist lower-level students in writing both kinds of sentences. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Unit Assignment Rubrics

Unit 3 Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a paragraph about the best way to relax.*

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

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

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

0 points = Writing element was not successful.

Write a Paragraph About Relaxing	20 points	15 points	10 points	0 points
Paragraph uses vocabulary from the unit, and words in the paragraph are spelled correctly.				
Sentences with <i>because</i> are correct.				
Sentences have both a subject and a verb, and those elements agree.				
Paragraph structure is correct, and the first line of the paragraph is indented.				
Examples and details are clear and specific and support the main idea.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 70–71

The large photo shows a group of university students waiting in line to receive their certificates during a graduation ceremony at the campus of Hebei Academy of Fine Arts in Xinle, Hebei province, China. The students are wearing white gowns with green and gold accents. The students near the front of the line are laughing about something.

Expansion Activity 1

UNIT QUESTION page 71

1. Introduce the Unit Question: *What makes you laugh?*
Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. Ask about TV shows they've seen, jokes they've heard, or fun activities they've done to get them thinking about what they find funny.
2. Read the Unit Question aloud. Point out that answers to the question can fall into categories (e.g., jokes, TV shows, stories, pictures, other). Give students a minute to silently consider their answers to the question and categories the class can use.
3. Write each category at the top of a sheet of poster paper. Elicit responses to the Unit Question from students that fall into these categories. Make notes under the correct headings.
4. Post the lists to refer back to later in the unit.

Multilevel Option 1

READING 1: No Laughing Matter

A. VOCABULARY page 72

1. Ask a volunteer to read the directions aloud. Direct students to match the underlined words with their definitions.
2. Have students check answers with a partner. Then check answers as a class.

MULTILEVEL OPTION

Allow lower-level students to work in groups to complete the matching activity. Higher-level students should complete the activity independently and then write sentences using three or four of the underlined words.

Alternatively, place students in mixed-ability pairs. The higher-level students can assist lower-level students in filling in the blanks and explain their understanding of the meanings of the words. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Background Note

READING 1 page 73

Scientific research shows that there are four areas in which laughter positively affects someone's health.

1. Laughter helps a person relax his or her body. When a person laughs, stress and tension leave his or her muscles.
2. Laughter helps the body fight off diseases and infections.
3. Laughter helps a person's heart by increasing blood flow and reducing the risk of heart attacks.
4. Laughter makes people feel good and can even relieve some pain.

Expansion Activity 2

B. IDENTIFY page 74

1. Read the directions aloud. Ask students to confirm their understanding of the activity by telling you what they need to do.
2. When students finish, check answers as a class.

21ST CENTURY SKILLS EXPANSION

As globalization increases, colleagues work together across cultural boundaries. When "breaking the ice" with new colleagues, humor is an often-used tool. However, humor does not always translate well, and something that one person thinks is funny can be seen by another person as rude. That is definitely not the way to start a professional relationship!

It's important to know when it is OK to tell jokes in different situations. Have your students think about when it is OK to tell a joke. Ask: *Is it too soon to tell a joke when you are starting a conversation? Is humor a good way to start a conversation? When is it not OK to tell jokes? When is the right time to tell jokes?* Say: *Perhaps someone you don't know well would not like some jokes you find funny, whereas a story or act of kindness or politeness would be more appropriate.*

Reading Skill Note

IDENTIFYING THE TOPIC SENTENCE IN A PARAGRAPH page 77

1. Ask for volunteers to each read aloud one of the sentences of the explanation. Then have students read the paragraph silently. Remind students that a paragraph should contain only one idea and thus one topic sentence.
2. Check comprehension by asking questions: *What is a topic sentence? Is the topic sentence always first? How did you know that the bold sentence in the example was the topic sentence?*

Skill Note

In order to write good topic sentences and know where to place them within paragraphs, students have to know how to recognize topic sentences. Show the class some examples to model what topic sentences look like and how they fit into the paragraphs. To practice this skill, have them turn to the first paragraph of some of the readings from previous units of this textbook and search for topic sentences. This could be done before or after completing Activities A and B.

Background Note

READING 2 page 79

Research has shown that the health benefits of laughter are far-ranging. While more research needs to be done, studies so far have shown that laughter can help relieve pain, bring greater happiness, and strengthen your immune system. Humor is infectious. The sound of laughter is far more contagious than any cough, snuffle, or sneeze. Unfortunately, however, many people don't get enough laughter in their lives. In fact, one study suggests that healthy children may laugh as much as 400 times per day, but adults tend to laugh only 15 times per day. With so much power to heal and renew, the ability to laugh easily and frequently is an extraordinary resource for overcoming problems, enhancing your relationships, and supporting both physical and emotional health.

Expansion Activity 3

WORK WITH THE VIDEO page 82

1. Tell students that they are going to think about starting a laughter club at their school.
2. Put students into small groups. Ask them to brainstorm a club that combines laughter with another activity, such as yoga, watching movies, playing a specific sport or game, discussing books/news/movies, role-playing, etc.
3. Give each group a piece of poster paper and a marker. Seat students in small groups and assign roles: a group leader to make sure everyone contributes, an artist to design the poster, and a reporter to share the group's ideas with the class.
4. Ask each group's members to create an advertisement that will promote their laughter club. Ask them to include a name for their club and key points about it, such as information about the location, place, activities offered, and intended benefits. Encourage them to explain how the activity will get people to laugh. Encourage groups to make their posters attractive, with both images and text.
5. When students are finished, have groups put their laughter club posters on the wall. Give students time to walk around and learn about each one.
6. Have students sit back in their seats. Then ask the reporter from each group to describe the laughter club to the rest of the class. Encourage the audience to ask questions for more information. Ask for a volunteer in the audience to be the "laugh tracker," keeping track of which poster/explanation gets the

most laughs from the audience. The poster with the most laughs wins.

Multilevel Option 2

? WRITE WHAT YOU THINK page 83

1. Tell students that they should think about Reading 1, Reading 2, and the unit video as they answer the questions.
2. Put the students in pairs to discuss their answers.
3. Call on each pair to share ideas with the class. Then instruct each student to choose one question and write a three- to four-sentence response.

MULTILEVEL OPTION

Pair lower-level students with higher-level students. Have the higher-level students take notes on the ideas they discuss. When they write, ask the higher-level students to write longer responses. Then have the pairs exchange papers. Encourage the higher-level students to offer ways the lower-level students can expand on their writing, such as with more explanations, personal examples, and ideas taken from Reading 1, Reading 2, and the unit video.

Vocabulary Skill Note

PARTS OF SPEECH page 83

1. Go over the information on parts of speech. Ask a volunteer to read the information. Ask students why the incorrect sentence is not correct (a verb, not a noun, should follow the subject of the sentence).
2. Check comprehension: *How many parts of speech are there? Which part of speech is for people, places, objects, and ideas? Which part of speech is for actions? Which part of speech is used to describe nouns? Which part of speech describes verbs?*

Skill Note

Showing what kinds of words come before and after the different parts of speech can help students to identify which ones they need to use:

- Nouns are often preceded by articles, adjectives (including possessive adjectives like *my* and *our*), and prepositions. They're also the subject of sentences and the direct objects of verbs.
- Verbs come after subjects. Verbs can be actions, but they can also include linking verbs, such as *be*, *look*, and *feel*.
- Adjectives come before nouns.
- Adverbs often come before and after verbs and before adjectives. They sometimes come after a verb + direct object.

As students complete Activity A, have them identify what comes before and after the underlined words to help them identify the parts of speech.

Multilevel Option 3

B. COMPOSE page 84

1. Ask a volunteer to read the directions aloud. Check students' understanding by asking them what they need to do (rewrite the word using the correct part of speech—adjective, verb, or noun).
2. Have students work alone or in pairs to complete the activity.
3. Go over answers as a class.

MULTILEVEL OPTION

Have lower-level students write one of the sentences with the underlined word replaced on the board after they have finished the activity. Make sure you have assigned each of the students a different sentence from the activity. Have higher-level students write new sentences with the form of the word (part of speech) that was originally used in each sentence, and ask them to write one of their sentences on the board.

Go over all the sentences from the lower-level and higher-level students and ask if each sentence uses the correct part of speech and why. Alternatively, have students work in pairs first to identify whether the sentences are correct and then transition to the whole-class discussion.

Writing Skill Note

WRITING A TOPIC SENTENCE page 85

1. Tell students that they have learned how to identify a topic sentence in a paragraph and now they will learn to write one themselves. Ask for volunteers to read aloud one or two sentences of this presentation. Answer any questions.
2. Do the activity in the following Skill Note with your class.
3. Check comprehension by asking questions: *What does a topic sentence do? What is the topic sentence in the example? Why is a good topic sentence important to your writing?*

Skill Note

The topic sentence tells us what the writer will tell us. Without a topic sentence, it can sometimes be difficult for a reader to figure out the writer's main point.

Therefore, to cut down on reader confusion, academic writers need to place topic sentences in the beginning of their paragraphs.

To help students practice this concept, write a list of four or five topics on the board (e.g., *city history, school, the zoo, laughter*). For each topic, students must write one sentence that would function as a topic sentence for a paragraph on that topic. For example, *The zoo is a great place for children to go during the summer* is a good topic sentence for the topic of *the zoo*. Practice with topic sentences will help students become more efficient and organized academic writers.

Grammar Note

SENTENCES WITH WHEN page 87

1. Go over the information with students. Ask: *Why do you use when in sentences? Do you ever use commas when you begin a sentence with when?* Explain: *Commas can help your reader understand where one idea stops and another related idea starts.*
2. Practice using *when* adverbial clauses by leading students through the activity in the following Skill Note. Correct sentences as a class and point out which parts of the sentences are "situations" and which are "actions." Point out how *when* combines the two ideas, and draw special attention to comma usage.
3. Check comprehension: *When can you combine two sentences using when? When do sentences with when need a comma? Can you give another example? When do sentences with when not need a comma? Can you give another example?*

Skill Note

When is a word that creates adverbial clauses that introduce a situation. For example, in the sentence *When he comes to the office, he'll fix the computers*, *When he comes to the office* introduces the situation where the man *will fix the computers*. Sometimes, English speakers use the *when* adverbial clause by itself (e.g., *When I find time*). However, such use creates an incomplete sentence because that adverbial clause depends on the second part of the sentence to create a complete sentence.

Have students practice crafting *when* clauses by dividing the board into two sections, one labeled "Situation" and the other labeled "Action." Elicit situations from students and their accompanying actions (e.g., *rain/umbrella, sun/sunscreen, school/books*). Then have students create sentences using those ideas. For example, they might write: *When it rains, I need an umbrella. / I need an umbrella when it rains.; When the sun is out, I use sunscreen. / I use sunscreen when the sun is out.*

Unit Assignment Rubrics

Unit 4 Physiology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write a paragraph about one way laughter is good for you.

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

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

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

0 points = Writing element was not successful.

Write a Paragraph About Laughter	20 points	15 points	10 points	0 points
The first line of the paragraph is indented, and the paragraph has an appropriate topic sentence.				
Sentences with <i>when</i> are correct.				
Paragraph includes sufficient and relevant details to support the topic sentence.				
Sentences begin with capital letters and end with appropriate punctuation.				
Every sentence has a subject and a verb, and those elements agree.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 92–93

The photo shows mountain ranger Brian Scheele on his way to the Windy Corner of Denali (formerly Mount McKinley) in Alaska, US. He is wearing a large backpack, holding a pair of climbing poles, and towing a sled full of supplies. Visible behind Scheele is another ranger who is climbing with him.

Expansion Activity 1

UNIT QUESTION page 93

1. Introduce the Unit Question: *What is a sport?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. Ask: *What sports did you play when you were a child? What sports do you play now? What games do you like to play with your friends? Do you play any games online?*
2. Put students in teams of three or four. Tell the groups they will be playing a game. Say: *You will have two minutes to write down the name of any sport or game you can think of. At the end of two minutes, the team with the most sports and games listed wins. Ready? Set? Go!* Start a timer for two minutes. At the end of two minutes, call time.
3. Have members of each group count and report the number of sports and games they listed to determine a winner. Have a member of the winning team read the group's list. As the list is read, write down names of any sports or games that other students might not be familiar with and briefly describe them. If you wish, allow the other teams to challenge the items on the winning list.
4. Next, have each group make a T-chart, labeling the left column "Sports" and the right column "Games." Tell students: *Now work with your team to divide your list of sports and games into the correct categories.* If necessary, model the T-chart on the board for students to copy. Give students five to ten minutes to complete the activity. Circulate and notice if there is any discussion or disagreement about whether something is a "sport" or a "game."
5. Bring the class back together and have a volunteer from each group name its sports and games. Write them on the board, and help with any pronunciation questions. Alternatively, have student volunteers come to the board to write them down.
6. After students list their sports and games, circle activities that are classified as both games and sports.
7. Finally, have a class discussion about the similarities and differences between sports and games. Ask: *What is a sport? What is a game? What is the difference between a sport and a game? How are they similar? Can an activity be both a sport and a game?* After the discussion, tell students they may be able to use these ideas in their final Unit Assignment.

Background Note

READING 1 page 95

The amount and kind of exercise a person should get depend on his or her goals, metabolism, and calorie intake. The average woman needs roughly 2,000 calories per day, while the average man needs about 2,500. When people take in more calories from food than they burn through general movement and exercise, they will likely gain weight. When people want to lose weight through exercise, they need to consider how many calories a specific type of exercise typically burns. For example, cardiovascular or aerobic exercises, such as running, cycling, and rowing, burn more calories than activities such as walking or low-impact yoga, as heart rate and breathing rates are much higher, thus requiring more energy. The number of calories a person can burn during exercise is also related to his or her muscle weight and metabolism. Those with more muscle mass have higher metabolisms, meaning they burn calories more quickly, even when at rest. Metabolism tends to slow down as people age, often making it harder to maintain or lose weight. Therefore, people over 40 generally have to eat fewer calories and exercise more to get the same weight loss results as those in their 20s and 30s. However, there are exceptions, with some people naturally maintaining a high metabolism throughout most of their adult life.

Multilevel Option 1

B. IDENTIFY page 97

1. Remind students that the main idea of a reading is the writer's opinion or observation about the topic.
2. Ask students to complete the activity individually.
3. Go over the answer with the class.

MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Discuss each choice and talk about why it is or is not the main idea. Have higher-level students close their books and work in pairs to write their own sentences stating the main idea. Have several students write their sentences on the board and discuss their answers as a class. They can check their answers by looking at the activity in the book.

Reading Skill Note

IDENTIFYING SUPPORTING SENTENCES AND DETAILS page 99

1. Present the reading skill. Elicit differences between *supporting sentences* and *details*. Include the content of the following Skill Note if you feel it will help.
2. Model meanings of *supporting sentences* and *details* using texts you have with you: this book, the textbook, other books, newspapers, magazines, etc.

3. Check comprehension by asking questions: *What do good readers look for? What do supporting sentences support? What do details support? How do details support supporting sentences?*

Skill Note

The human body can be seen as a metaphor for paragraphs: You need bones and muscle to make the whole thing stay together. In a paragraph, the topic and supporting sentences are the bones. Without these sentences, there is no structure to the paragraph.

However, without details, there is no form to the structure—there is no “muscle.” The details are what give strength and depth to the paragraph, much like muscles give strength and depth to the human body. A body needs both bones and muscles, and so do paragraphs.

Practice this academic writing skill by pairing students and giving them a paragraph that has a topic sentence, supporting sentences, and details. Have students find and label these various sentences in the paragraph. Check answers as a class.

Multilevel Option 2

READING 2: Games or Sports?

A. VOCABULARY page 101

1. Write the vocabulary words on the board in two or three sections. Each section features all bolded vocabulary words. Divide the class into as many groups as there are sections on the board, and line groups up an equal distance from the board. When you read a definition, a member of each team at the front of the line should run up to the board and “slap” the word to which the definition refers.
2. Correct as necessary. The “runner” rewrites any words that have been erased and goes to the back of his or her group’s line. Repeat until students “slap” correct words most of the time.

MULTILEVEL OPTION

Have lower-level students rewrite the words that are “slapped” off the board. Have higher-level students provide an example sentence with the vocabulary item they “slap.”

Background Note

READING 2 page 102

While both games and sports have rules, there are some differences between them. According to the *Oxford English Dictionary*, sports are considered activities that one does for pleasure, require physical skill, have specific rules, and are done in a special area, such as a court or field. Typical examples include basketball, racquetball, tennis, soccer, football, and baseball. A *game* is defined by the *OED* as a sport or activity in which people or teams compete against one another or as the occasion of playing a game, such as a basketball game, a soccer game, or a baseball game.

Interestingly, there is much debate today about whether professional video gaming should be considered a sport. Many people believe it should

because it requires a lot of stamina and coordination (“physical skill”), has rules, and is usually done in special arenas. Many also call video gaming a sport because it is competitive, but others would consider that a characteristic of games, not sports.

Expansion Activity 2

WORK WITH THE VIDEO page 105

1. Tell students that they will work in pairs to role-play an interview between Zion’s father and a reporter writing an article about parenting child athletes.
2. Write the following questions on the board. Have pairs copy down the questions think about how Zion’s father might answer them.
 - Are you proud of Zion? Why or why not?
 - Why do you support Zion’s skateboarding career?
 - How would you describe Zion? What’s his personality like?
 - Do you want Zion to go to the Olympics one day? Why or why not?
 - Do you think skateboarding is good for Zion? Why or why not?
 - What can parents do to make sure their child athletes are healthy and happy?
3. Bring the class back together. Ask for volunteers to share their ideas about how Zion’s father might answer the questions. Go over any vocabulary students might need to express their ideas.
4. Have students do the role play in pairs. One student will be Zion’s father and the other the reporter/ interviewer. Allow lower-level students to refer to their notes as they answer the questions as Zion’s father. Then have students switch roles. Take notes on any common errors you hear to report back to students after they have finished their role plays.
5. If time permits, have students pair up with a new partner and do the interview again. This time, encourage lower-level students not to use their notes to help them.

Multilevel Option 3

? WRITE WHAT YOU THINK page 106

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

MULTILEVEL OPTION

Put two higher-level and two lower-level students in each group. Assign the lower-level students the roles of timekeeper and group leader. Assign the higher-level students the roles of note-taker and reporter. If you have a group of three, combine the roles as needed.

Vocabulary Skill Note

THE PREFIX UN- page 106

1. Present the information to students. Present students with several different prefixes and their related words (e.g., *dis-* and *disappear*) from the Skill Note below. Ask: *Which of these prefixes have you seen before? How do you think these prefixes change the meaning of the words?* Point out that prefixes can be added to adjectives, nouns, and verbs.
2. Check comprehension: *What is a prefix? How does the meaning change when you add un- to an adjective? What are some other words you know that have the prefix un-? Re-?*
3. Have students put the prefixes *un-* and *re-* in front of words they already know to see if they can discover new words. Have students write their ideas on the board, and correct as needed.

Skill Note

Prefixes are a strong, quick way to increase a student's vocabulary. Simply by adding a few letters to the beginning of an already-known word, students can begin experimenting and using new vocabulary items quite quickly. Here are a few more prefixes that students can practice adding to verbs.

Prefix	Meaning	Example
<i>dis-</i>	not	<i>disappear</i>
<i>pre-</i>	before	<i>preview</i>
<i>re-</i>	again	<i>rewrite</i>

Here are a few prefixes that you can add to nouns.

Prefix	Meaning	Example
<i>non-</i>	absence	<i>non-smoker</i>
<i>pro-</i>	in support of	<i>pro-school</i>
<i>anti-</i>	against	<i>anti-drug</i>

Writing Skill Note

WRITING SUPPORTING SENTENCES AND DETAILS page 108

1. Tell students that they've learned how to identify supporting sentences and details in a paragraph and now it's time for them to learn to write them themselves.
2. Have students read the information in pairs. Each pair should focus on one of the topics: supporting sentences or details. Then put pairs together to teach each other about their topic. (Those who read supporting details teach that information to the pair that read details, and vice versa.)

3. Check comprehension by asking questions: *What do supporting sentences do? Reasons, facts, and dates are kinds of what? What's the difference between the supporting sentences and details in the sample paragraph in the box on page 108? What are some other details that could be added to this paragraph?*

Skill Note

Paragraphs are like arguments: You need facts to support your ideas, which then support the main part of the argument. For example, your boss wants you to stay late at work, but you can't because you have to pick up your son from school (the topic sentence of your argument). You are the only one available to pick up your son (supporting sentence) because you have the only car (detail). Furthermore, your son needs you to meet with his teacher after school today (supporting sentence) because you have to sign a form for him to be able to participate in an after-school activity tomorrow (detail). Thus, you cannot stay late at work because your son is depending on you (restating the topic sentence).

Students can transfer skills they already possess in their social lives into their academic writing lives. In life, people often make well-reasoned, detailed *oral* arguments for or against certain ideas. Some people might even make such arguments every day and find that they are good at getting their points across. Such skills can translate into paragraph writing.

Grammar Note

GRAMMAR: PREPOSITIONS OF LOCATION page 112

1. Read the description of the grammar skill aloud, focusing on one preposition at a time. Ask for volunteers to read the prepositional phrases.
2. As you present the information, elicit examples from students of times when they use the words *in*, *on*, and *at*. Write a few of their examples on the board.
3. Write a few example sentences on the board: *I'm at school. My friend is in Germany. I fell asleep on the bus yesterday.* Have students select the preposition of location from these sentences. Create more examples as needed or if time permits.
4. Check comprehension: *What does a preposition of location do? When can we use at? Which preposition should you use with large areas like countries?*

Skill Note

Despite the general rules described here, there are some notable exceptions. For example, we say **on** *the bus/train/plane* but **in** *the car/truck/taxi*. *I am at school* means I am physically at a school now, but *I'm in school* means I'm a student (i.e., I'm enrolled in a school or college). *I am at the beach* means I've arrived at the destination, but *I am on the beach* means I'm standing on the sand by the shore. *I'm in the water* means I'm swimming in the water, but *I'm on the water* means I'm floating on the water, such as on a boat.

Expansion Activity 3

A. BRAINSTORM page 113

Read the directions aloud. Refer students to the checklist on page 114 to guide their brainstorming. Direct students to write their ideas on the lines and then share them with a partner.

21ST CENTURY SKILLS EXPANSION

Synthesizing, or making connections between information and arguments, is a crucial workplace and academic skill. Labor costs are going down, but thinking skills are more important now than they ever have been. People who can look at a problem, make connections between parts of the problem, and create a solution will be valued by colleagues. To offer a solution that works, a person must show how his or her solution improves upon flawed answers and solves a current problem.

Help students practice synthesizing and making connections between information and arguments by presenting them with a problem or a series of problems (e.g., the school needs more money to stay open, crime in the city is going up, the local river is becoming polluted). Ask students to break apart the problems into small pieces by asking questions: *Why does this problem exist? Who can help fix the problem? How long would it take to fix the problem?* With answers to these and other questions, students can brainstorm possible solutions and make connections between their proposals and an argument for how they can solve the problem.

Unit Assignment Rubrics

Unit 5 Sports Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a paragraph about your favorite sport.*

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.

Writing a Paragraph About Your Favorite Sport	20 points	15 points	10 points	0 points
The first line of the paragraph is indented; sentences begin with capital letters and end with appropriate punctuation.				
Prepositions of location are correct.				
Supporting sentences and details clearly describe the sport.				
The paragraph includes vocabulary from the unit.				
Spelling is correct.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 116–117

The photo shows two Yemeni women browsing through wedding dresses in a bridal shop in the capital, Sana'a. One is wearing a face-covering burqa, and the other is wearing a purple headscarf.

Expansion Activity 1

UNIT QUESTION page 117

1. Introduce the Unit Question: *Is choice always a good thing?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. Ask: *What is something you bought recently? Were you happy with your choice? Why or why not?* Write a list of the things students bought on the board.
2. Have students work in pairs. Ask pairs to describe something they bought recently to their partner and the different choices they had. Ask them to answer the question: *Was it good to have other choices? Why or why not?* As you explain, write the question on the board.
3. After students have shared their answers, ask the class if it is good or bad to have a lot of choices when they shop. Make a T-chart, labeling the left side "Good" and the right side "Bad." Write students' reasons under the correct headings.
4. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Then ask for volunteers to share their opinions. As students share, point out connections between their reasons and those listed on the board. If students provide a new reason, add it to the T-chart under the correct heading.

Multilevel Option 1

READING 1: Too Much Information, Too Many Choices

A. VOCABULARY page 118

1. Read the directions aloud.
2. Have students read the underlined vocabulary words and their definitions. Direct students to write each underlined word next to the correct definition.
3. Check answers as a class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words: *You know London really well; can you **recommend** a good hotel for our vacation? This store sells a **variety** of household **products**. **Customers** love shopping here. You have three ice cream **choices**: chocolate, vanilla, and strawberry. An umbrella has a **simple purpose**; you use it **in order to** keep dry.*

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 or phrase. Have volunteers write one of their sentences on the board. Correct the sentences as a whole class, focusing on the use of the word or phrase rather than other grammatical issues.

Background Note

READING 1 page 119

A recent study by Angelika Dimoka, director of the Center for Neural Decision Making at Temple University, shows that when we are faced with too much information at one time, the decision-making part of the brain actually shuts down. When this happens, we lose our ability to make good decisions, proving that there actually is such a thing as too much information.

Expansion Activity 2

D. EXPLAIN page 121

1. Put students in groups of three or four. Write this question on the board: *When is it important to be a smart shopper?* Then make a T-chart with the headings "Important" and "Not Important." Ask the groups to make their own T-charts. Have them discuss products that they buy and write each type of product in the appropriate place in their T-chart.
2. Have students write their answers in the T-chart on the board. Then discuss the chart as a class. Ask students to explain why they think each product belongs in a particular category.

Reading Skill Note

IDENTIFYING PRONOUN REFERENTS page 123

1. Present (or review) subject and object pronouns. Quiz students by asking: *Who can tell me all of the subject pronouns? Who can tell me all of the object pronouns?*
2. Provide practice with referents. Write the following two sentences on the board: *My brother Matt is a great person. He likes to help everyone with their homework. Ask the class: Which noun does he refer to? (Answer: Matt) Try a few more examples to give students the idea of referents: The neighbor is very noisy. She often watches loud TV shows at night. Our cat is playful. He never gets tired of chasing after balls.*
3. Do the activity in the Skill Note below with the class.
4. Check comprehension by asking questions: *What is a pronoun? What is the difference between the two kinds of pronouns? What is a pronoun referent, and why is it useful?*

Skill Note

Pronouns act as shortcuts for writers (and speakers) to refer back to a noun in the sentence (or the previous sentence). Typically, pronouns are not placed very far away from the noun they are referring to. However, a common error is to place the pronoun referent directly after the noun it refers to (e.g., *Nancy she is working. Saad he knows the answer.*). Remind students that pronouns stand in for nouns, but they should not stand directly next to the nouns they refer to.

To practice, choose a reading in the Student Book and ask students to underline all of the pronouns they see. Then ask students if they can find the noun that those pronouns refer to. Lead the class in a discussion of how students know that those pronouns and their referents are connected.

Multilevel Option 2

READING 2: Making Medical Decisions

A. VOCABULARY page 125

1. Write the vocabulary words on the board and probe for prior knowledge. Ask: *What words do you already know? What do those words mean?*
2. Put students in groups of two or three and have them complete the activity. Encourage students to make guesses and emphasize that it's OK to be wrong. Circulate around the class and answer questions as needed.
3. When groups have finished working, provide or elicit correct answers.

MULTILEVEL OPTION

Place students in mixed-ability pairs. The higher-level students can assist lower-level students with the activity and explain their understanding of the meanings of the words. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Background Note

READING 2 page 126

More and more people are turning to the Internet for medical advice. One of the most popular sites is WebMD, a company that, in addition to publishing medical articles and information about drugs, allows users to search for potential medical conditions based on their specific symptoms. WebMD has more visitors on average than leading private and government healthcare sites, including the Mayo Clinic and the World Health Organization. Experts warn that researching medical conditions on sites like WebMD can have negative consequences when people self-diagnose in lieu of visiting a doctor for proper testing, evaluation, and treatment. They might start treating the illness that they think they have and cause further problems, such as changing their diet. Self-diagnosis may cause people to ignore and neglect a real illness, and that illness can become worse. Many people also use Google to search for medical advice. However,

a 2010 study from the UK, which looked at the first 100 websites to pop up in Google for five different medical issues, found that 11% provided inaccurate information and 49% did not provide pertinent advice. No government websites gave inaccurate information, but news sites were accurate only 55% of the time, and sponsored sites, which paid to be featured prominently in results lists of search engines, were never accurate. Many healthcare websites also provide forum where users can communicate with one another about their medical conditions and concerns. Sometimes real doctors and nurses monitor such forums and answer people's questions, but this is not always the case. Often, the people giving advice to others are regular people who are not trained as medical professionals, meaning users should be cautious in taking any specific advice or accepting diagnoses.

Expansion Activity 3

WORK WITH THE VIDEO page 130

1. Tell students that they will be having a debate about Internet shopping. Write the debate statement on the board: *Online shopping is better than in-store shopping.*
2. Split the class into three groups. Group 1 will be the supporting team and will brainstorm two reasons (arguments) why online shopping is better than in-store shopping. Group 2 will be the opposing team and will brainstorm two reasons (counterarguments) why online shopping is not better than in-store shopping. Group 3 will be the judges and will brainstorm reasons for both sides to prepare for the debate. Encourage students to refer to Activity B on page 130 to help them brainstorm. If necessary, play the video again.
3. After students have prepared their arguments, review the procedure for the debate.
 - a. Each team presents its first argument. The supporting team goes first. The opposing team goes second.
 - b. Each team presents its second argument. The supporting team goes first. The opposing team goes second.
 - c. Each team defends its arguments and explains why they are stronger than the other team's. The supporting team goes first. The opposing team goes second.
 - d. Each team gives a short summary of its arguments. The supporting team goes first. The opposing team goes second.
 - e. Judges vote on which team won the debate.
4. Follow up the debate by giving students feedback about what you heard them say. Highlight important vocabulary they used. Point out the most powerful arguments they made. Correct any common grammar or pronunciation errors you heard.

Multilevel Option 3

WRITE WHAT YOU THINK page 131

1. Ask students to read the questions and reflect on their answers.

- Tell students they will be doing a “Table Topics” activity, answering each question in groups at different stations. Have students arrange their desks or chairs into three circles. Assign a different question from the Write What You Think activity to each circle.
- Pass out a piece of poster paper and a marker to each group. Ask for a volunteer from each group to serve as note-taker and copy down the group’s question at the top of the paper. Tell students they will have five minutes to discuss their answers to the question. The note-taker should write down their ideas on the poster paper. After five minutes, they will switch to the next station and discuss the question, adding any new ideas to the poster paper. Finally, after another five minutes, they’ll move to the next station to discuss the third question, adding any new ideas to the poster paper.
- After five minutes, call time so students know when to switch to the next station/question.
- After groups have been to all three stations, put the poster papers up on the board. Review the three questions as a class. If any of the ideas are unclear, ask follow-up questions to clarify. Ask students which ideas relate back to Reading 1, Reading 2, and the unit video.
- Have each student choose one of the questions and write four or five sentences in response.
- Call on volunteers to share their ideas with the class.

MULTILEVEL OPTION

Assign a higher-level student as the “leader” of one of the stations and another higher-level student as the “note-taker” of the station. The leader and note-taker will remain at their station the whole time. The leader will facilitate the discussion for each group, and the note-taker will write down the ideas that each group provides. Lower-level students will visit each station, spending five minutes at each one. After lower-level students have been to all three stations, the leader and note-taker of each station will report the gathered ideas to the whole class.

Vocabulary Skill Note

COLLOCATIONS page 131

- Present information on collocations to students. Explain that there are patterns to how words are used in sentences. Elicit or provide examples of collocation patterns students (or you) know (e.g., *brush your teeth* instead of *comb your teeth*). Search “BYU English Corpus” online to find an online English corpus that students can use to find more patterns.
- Check comprehension: *What are collocations? Where can you find information about collocation patterns (e.g., dictionaries, online corpora)? How will learning collocations help you? Can you think of some other collocations? (make the bed, do the dishes)*

Skill Note

Students often express a desire to “speak like a native speaker,” and understanding collocation patterns is a sure way of moving toward that goal. When students learn a new word, like *purpose* from this unit, referencing the words that *purpose* typically collocates with gives students a way to integrate that word into their productive language. If students did a collocation pattern search on an English corpus website on *purpose*, they would find that it collocates with *of* most frequently (e.g., *What is the purpose of this visit?*). Typically, when discussing collocation patterns, we are concerned with the word(s) used directly after the vocabulary item in question.

Have students make checking collocation patterns of new words part of the routine of learning new words. When introducing new words, draw students’ attentions to the words that are used around the new vocabulary item if you recognize that the word has common collocations. Newer dictionaries, learner’s dictionaries, and online resources often contain this information.

Grammar Note

INFINITIVES OF PURPOSE page 135

- Present information on infinitives of purpose to students. Have students take turns reading the examples aloud. Point out and explain the information in parentheses. Look back at the Unit 2 lesson on infinitives if students need a refresher. Elicit or provide examples of both the infinitive and *in order + infinitive* construction.
- Do the activity in the following Skill Note.
- Check comprehension by asking questions: *What is an infinitive? What is an infinitive of purpose? Can you think of an example of an infinitive of purpose that explains why you study English?*

Skill Note

Infinitives of purpose help students expand their ideas and provide clear support for their main ideas. In the classroom, teachers often ask *Why?* to elicit a longer or more complete response from students—and because users of any language need to be able to explain themselves and their opinions to others.

To practice this skill, ask students a series of *why* questions and have them respond using infinitives of purpose. For example, ask: *Why are you going to school?* (Possible answer: *to get a good job*) Ask: *Why do I come to class every day?* (Possible answer: *to teach us English*)

Unit Assignment Rubrics

Unit 6 Communication

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write an opinion paragraph about when choice is a good thing.*

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

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

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

0 points = Writing element was not successful.

Write an Opinion Paragraph	20 points	15 points	10 points	0 points
Writer uses pronoun referents accurately and effectively.				
Writer correctly uses collocations and vocabulary from the unit.				
Sentences have both a subject and a verb, and those elements agree.				
Infinitives of purpose are correctly used.				
The paragraph has a concluding statement that summarizes the student's opinion about when choice is good.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 140–141

The photo shows a family of four playing the game “Space Invaders” on an old Atari Video Computer System from the late 1970s. The father and son are holding Atari joysticks as they play the game. The mother and daughter are watching and cheering them on.

Expansion Activity 1

UNIT QUESTION page 141

1. Introduce the Unit Question: *Is the world changing too fast?* Ask related information questions or questions about personal experiences to help students prepare to answer the more abstract Unit Question. Ask: *What was life like for your parents when they were young? Did you have a similar childhood to your parents? How were they similar? How were they different?*
2. Tell students: *Let’s start off our discussion by listing differences between the last generation and today’s generation, thinking about things like technology, transportation, work, school, and leisure. What major things have changed in the past 25 years?* Give students a minute to think about the question silently.
3. Seat students in small groups and instruct each group to draw a T-chart, labeling the left column “25 Years Ago” and the right column “Today.”
4. Direct them to pass around the paper as quickly as they can, with each group member adding an item to both columns. Tell them they have two minutes to make the lists and should write as many ideas as possible.
5. Call time and ask a reporter from each group to read the list aloud.
6. Use items from the list as a springboard for discussion. For example: *From our lists, we see that many students now take classes online. Do you think this is a positive change or a negative change?*
7. Finally, ask students the Unit Question: *Is the world changing too fast?* Encourage them to refer back to the ideas they brainstormed to help support their opinions.

Multilevel Option 1

READING 1: Technology and Change

A. VOCABULARY page 142

1. Ask for a volunteer to read the directions aloud. Check students’ understanding by asking them what they need to do (read the sentences and write the underlined words next to their definitions).
2. Check answers as a class. Write each underlined vocabulary word on a separate sheet of paper.

Distribute each sheet of paper to one of eight volunteers and ask them to sit in front of the class.

3. As the class provides a vocabulary word for each blank, have the volunteer who is holding that vocabulary word stand up and repeat the word. Ensure that the selected word and its pronunciation are correct.
4. Call on a volunteer to read the entire sentence aloud.

MULTILEVEL OPTION

Have higher-level students think of new sentences in which to use the new vocabulary items. Have lower-level students write selected sentences on the board for the class to read. Alternatively, have higher-level students write sentences with two or three vocabulary words in each one while lower-level students write sentences with one of the vocabulary words.

Reading Skill Note

MARKING THE MARGINS page 143

1. Introduce this reading skill. Point out the margins on the page of the Student Book. The outside margins usually have more room to write in, but it is clearer to mark the margin on the left side of the page.
2. Check comprehension by asking questions: *Why do people mark the margins of readings? What symbols can we use to mark the margins? What does each symbol mean?*

Skill Note

Marking the margins of a reading is a crucial tool for becoming an efficient reader. Instead of taking five to ten minutes to process simple underlining or highlighting, the use of symbols helps students quickly understand how they felt about particular words, phrases, or sentences in a reading. The reader knows immediately if he or she needs to look up a word in a dictionary or use a sentence in a class discussion as a point of agreement or disagreement depending on the symbol he or she marked in the margin. Readers can quickly access important information by scanning to find the symbol they want in that moment.

Practice this skill by having students turn to a previous reading in the Student Book. Give students three to five minutes to skim the text and mark the margins with appropriate symbols. Then pair students and have them trade books. Partners should easily be able to interpret their partner’s symbols. Ask: *What did your partner find interesting? Confusing? What did your partner agree with? Disagree with?*

Background Note

READING 1 page 144

Smart devices are electronic devices that connect to a network and other devices wirelessly. Common wireless connections include Wi-Fi, Bluetooth, and 3G and 4G networks. Smart devices are defined by their ability to interact with users to share information and perform basic tasks on their command. Examples include smartphones, smart cars, smart locks, smart watches, smart refrigerators, and smart speakers (e.g., Amazon Echo and Google Home). In addition to saving people time, smart devices can also save money and reduce energy use. For example, “smart homes,” homes controlled with computer systems that automate thermostats, lighting, and appliances, are able to save people money on electricity costs and are more friendly to the environment. The worldwide smart home devices market continues to grow more than 20% every year and is projected to be worth more than \$150 billion by 2024.

Multilevel Option 2

READING 2: Some Things Never Change.

A. VOCABULARY page 149

1. Ask volunteers to read each of the vocabulary items and their definitions. Model pronunciation as necessary.
2. Have students work in pairs to place each vocabulary item into the correct sentence. Tell students to cross out vocabulary items as they fill in the sentences.
3. Group pairs into larger groups and have students check and correct answers.
4. Go over answers as a class.

MULTILEVEL OPTION

Place students in mixed-ability pairs. The higher-level students can assist lower-level students in filling in the blanks and explain their understanding of the meanings of the words. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Alternatively, have higher-level students write an additional sample sentence for each expression. Have volunteers share their sentences with the class by giving their sentence to a lower-level student to write on the board. Correct the sentences with the whole class, focusing on the use of the expression rather than other grammatical issues.

Background Note

READING 2 page 150

There is still great debate on whether digital technology is improving or endangering human relationships, but the debate is largely generational. Older generations, who did not grow up with mobile devices and social media, often complain that younger generations are “isolated and antisocial” because they spend so much

time on their phones and less face-to-face time with their friends. A recent survey suggests that only about 25% of today’s teenagers spend face-to-face time with friends on a daily basis. However, the survey also showed that a much larger proportion, close to 55%, text their friends daily, and more than 80% feel that social media keeps them more connected to their friends’ lives. Robert Weiss, co-author of *Closer Together, Further Apart: The Effect of Technology and the Internet on Parenting, Work, and Relationships*, says research shows that users of social networks have more close relationships both online and face-to-face, use public spaces more frequently (i.e., cafes, restaurants, etc.), and tend to have in-person meetings as a result of initial online interaction, such as through online dating sites. Users of social media such as Facebook also report having greater social support than non-users.

Expansion Activity 2

WORK WITH THE VIDEO page 153

1. Review family members or other people who tend to be seniors, including parents, grandparents, and great aunts/uncles. If necessary, draw a family tree on the board to make the relationships clear to students.
2. Have students work in pairs. Ask each student to describe a senior in their family or another senior they know who could benefit from the services of GoGoGrandparent and another senior who wouldn’t need to use it. Ask them to explain their choices using specific reasons and examples.
3. Next, have students pair up with a new student. Have each member of the pair summarize what their previous partner said about the seniors in their family.
4. Bring the class together. Ask for volunteers to share their thoughts about their senior family members who would benefit from GoGoGrandparent. List the reasons they give on the board.
5. Finally, have students write a short letter to their family member that describes how GoGoGrandparent works and why they would recommend it to him or her.
6. Ask volunteers to read their letters aloud. Point out any useful vocabulary they used or could have used, and correct any common errors you hear.

Multilevel Option 3

? WRITE WHAT YOU THINK page 154

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

MULTILEVEL OPTION

Have lower-level students pair with higher-level students to write a few sentences about their use of technology. Higher-level students should write what the lower-level students say about the technology they use on their phone and what they would do without a phone (two or three sentences).

Vocabulary Skill Note

FINDING THE CORRECT DEFINITION page 154

1. Ask students: *When a word in the dictionary has many definitions, how do you know which one to use?* Have a volunteer read the explanation of this vocabulary skill to the class. Go over the example together.
2. Check comprehension: *What are two ways to figure out which is the correct definition to use? How can these two methods help you figure out the definition of the word?*
3. Model the activity by completing the first item of Activity A as a class.

Skill Note

Context provides many clues as to the meanings of words. Paul Nation, an applied linguistics professor at Victoria University of Wellington, New Zealand, notes that knowing a word means knowing a word's definition as well as knowing how to use the word correctly and recognizing its meaning in context. Online corpora and learner's dictionaries allow teachers and students quick access to similar words used in different parts of speech, thereby helping them to see how new vocabulary items are used in different contexts and to infer the definition from multiple examples.

Search for an online corpus in class, such as the American Corpus provided by Brigham Young University, and type in a vocabulary word from this unit (e.g., *represent* or *collect*). Read through some of the example sentences that pop up and elicit patterns of usage for that particular word—*collect in*, *collect on*, or *collect from*. From these contexts, ask students to recall the definitions of these words. Encourage students to continue to use contextual clues to learn what words mean and how to use them.

Grammar Note

CLAUSES WITH BEFORE/BEFORE THAT AND AFTER/AFTER THAT page 156

1. Give students a minute to read the information.
2. Read the presentation aloud. Ask for volunteers to read the sample sentences.
3. Call on students to tell you two things they did yesterday. Use their ideas to write example sentences with *before*, *after*, *before that*, and *after that* on the board.
4. Check comprehension by asking questions: *Does before introduce the first event or the second event? Do we use before that in the first sentence or the second sentence? Does after introduce the first event or second event? Where do we put after that in a sentence?*

Skill Note

It is important for students to realize that *before/after* and *before that/after that* have different punctuation rules. *Before* and *after* are conjunctions, so they combine two sentences into one. Point out to students that when we use *before* and *after* at the beginning of the sentence, we put a comma between the two clauses. When *before* and *after* are in the middle of the sentence, we do not use a comma. Also point out that we keep the same event with *before/after* whether we place it at the beginning or the middle of the sentence. Tell students that *after that/before that* are prepositional phrases, not conjunctions. Therefore, when we use them as introductory phrases at the beginning of a sentence, we need to separate them from the subject with a comma. When we put them at the end of a sentence, no comma is necessary. Use the example sentences from the grammar presentation as well as the sentences on the board (see above) to illustrate these punctuation rules.

Writing Skill Note

MAKING A TIMELINE TO PLAN YOUR WRITING page 158

1. Ask students: *What is a timeline? Have you ever seen a timeline before? When? How was it used?* Have a volunteer read the first paragraph of the explanation to the class.
2. Go over the timeline with students. Then draw a blank timeline on the board and have students try to guess various events that occurred in your day. Then complete the timeline. Compare your timeline to the one in the book.
3. Check comprehension by asking questions: *What happens at the left side of a timeline?* (the first action) *What happens at the right side of a timeline?* (the last action) *What can a timeline help you write?* (a narrative or a story) *Should a paragraph only have information from the timeline?* (No, a paragraph can have other details as well.)

Skill Note

Outlining ideas before beginning a writing assignment is a good way for a writer to figure out what he or she wants to communicate. When a student is writing a paragraph detailing his or her day, a timeline is a quick and efficient way to brainstorm ideas. Getting ideas out before committing to the larger writing task helps writers make connections among their ideas and decide how they want to present them to readers. It also helps lower-level writers realize that they know more than they think they know!

Remind students that timelines can deal with a short period of time—like a day—or a long period of time—like months or years. Many successful people use timelines to visualize what they want to accomplish during a certain period of time. For example, some people create a ten-year plan where they lay out what they want to accomplish during the following ten years.

Expansion Activity 3

D. COMPOSE page 160

1. Direct students to complete the activity individually and then share their sentences with a partner.
2. Have pairs summarize their partners' days aloud for the class.

21ST CENTURY SKILLS EXPANSION

To visualize and articulate the connection between technology and its effects on people's lives, help students include "cause and effect" argumentation into their active critical thinking processes. To do this, ask students to think about how giving up a specific kind of technology, such as a cell phone, a computer or tablet, GPS, a smart watch, a fitness tracker, etc., for a day would affect their everyday lives. When students have selected their technology, ask them to list specific ways that their everyday lives would be different. Have students then share their ideas in pairs and with the class. Individually, have students write three or four sentences that explain whether the effects of being without this technology would be positive, negative, or both.

Unit Assignment Rubrics

Unit 7 Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write a paragraph about important changes in your life.

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

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

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

0 points = Writing element was not successful.

Write a Paragraph About Important Changes in Your Life	20 points	15 points	10 points	0 points
Student is able to describe two important changes in his or her life.				
Sentences have both a subject and a verb, and those elements agree.				
The first line of the paragraph is indented, and sentences begin with capital letters and end with appropriate punctuation.				
<i>Before</i> and <i>after</i> clauses are correctly used.				
The writer uses correct spelling and a good variety of vocabulary words from the unit.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 164–165

The photo shows a young girl standing on the steps of a city plaza, surrounded by a large group of pigeons. She is afraid of the pigeons flying near her. Other pigeons are standing on the ground looking for food to eat.

Expansion Activity 1

UNIT QUESTION page 165

1. Introduce the Unit Question: *What are you afraid of? Ask: What is your first memory of being afraid? What do you do when you feel afraid? If someone you know feels afraid, how can you help? Do you think fear can be a good thing? Why or why not?*
2. Label four pieces of poster paper with four interesting answers to the Unit Question (e.g., *insects, making mistakes, heights, other*) and place them in the corners of the room.
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. If most of the students stand by only one or two answers, have them select a second choice to spread the students out a little.
4. Direct the groups in each corner to talk among themselves about the reasons for their answers. 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. Keep the posters for students to refer back to at the end of the unit.

Background Note

READING 1 page 167

Television is one of the most popular ways that people get their news. In the early days of TV, a TV anchor (a person on TV who reads the news) would explain the day's events to viewers. That formula changed in 1980 when Ted Turner launched the Cable News Network (CNN) in the United States. CNN invented the 24-hour news cycle, which meant that every hour of every day of the year, producers had to find news to put on TV. Now, many more 24-hour news networks exist.

No news network wants to be beaten to a story by a competitor, so many stories are continually updated to make sure that viewers won't switch to another network. So if there is a violent news story, a news network might show the same violent images over and over during the course of a day. These repeated violent images can affect the viewers' sense of how violent the world is. In fact, any topic repeated over and over during a news cycle can distort a viewer's idea of how common such images are in the real world.

Multilevel Option 1

B. IDENTIFY page 169

1. Direct students to circle the best answers to complete the activity.
2. Have students compare answers with a partner.
3. Direct students to look back at the article to check their answers.
4. Go over the answers as a class.

MULTILEVEL OPTION

Place students in mixed-ability pairs. Have students go back to the reading and find the underlined vocabulary words from page 166. Then have pairs come up with another sentence for each underlined word. Have students check sentences in small groups, and write model sentences on the board.

Reading Skill Note

IDENTIFYING FACTS AND OPINIONS page 171

1. Go over the presentation for this skill. Elicit examples of facts and opinions, making sure the verbs *think* and *believe* are used.
2. Check comprehension by asking questions: *What is a fact? What is an opinion? When during your day do you hear facts? When do you hear opinions? Why is it important to be able to tell the difference between facts and opinions? What words can help you tell the difference between facts and opinions? How will this skill be helpful for you as a student?*

Skill Note

When writing academic research papers, students must be able to tell the difference between facts and opinions. Facts support arguments. Opinions provide interesting details; however, they might not persuade a reader of the writer's argument. Academic writing, which is often about presenting an argument to inform or persuade, weakens when the writer confuses facts and opinions. Thus, students benefit from an early and sustained effort to help them see linguistic differences in the ways facts and opinions are presented.

Multilevel Option 2

? WRITE WHAT YOU THINK page 172

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

4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write two or three sentences in response.
6. Call on volunteers to share their ideas with the class.

MULTILEVEL OPTION

Have higher-level students write more sentences. Alternatively, place students in mixed-ability pairs and choose a higher-level student from each group to lead the discussion of questions 1–3.

Multilevel Option 3

READING 2: Can We Trust Our Fears?

A. VOCABULARY page 173

1. Read the directions aloud and check students' understanding by asking them what they need to do to complete the activity.
2. Go over the words and definitions in the box. Check pronunciation as necessary.
3. Ask volunteers to give their answers and check to see that everyone agrees.
4. Once students have worked with the new vocabulary items, ask students to write a paragraph about their own fears. Have them use two or three of the new vocabulary items in their paragraphs.

MULTILEVEL OPTION

Have lower-level students write fewer sentences or sentences that contain just one of the vocabulary words. Have higher-level students write more by expanding upon their answers with specific details.

Background Note

READING 2 page 174

Not all fears people have are fixed. In fact, the top fears people report having change according to the current social, political, and economic climate they find themselves in. For example, in 2016, a survey by Chapman University found that Americans' top fears in 2016 were (1) corrupt government officials, (2) terrorist attacks, (3) not having enough money for the future, and (4) gun control. However, the 2018 survey revealed different results. Corrupt government officials was still at the top of the list, but it was followed by (2) pollution of oceans, rivers, and lakes, (3) pollution of drinking water, and (4) not having enough money for the future. Experts suggest that current public fears are greatly influenced by the media and what it chooses to cover. For example, a significant increase in the number of news stories published on climate change and global warming can increase people's fears about pollution.

Expansion Activity 2

WORK WITH THE VIDEO page 177

1. Ask the class to brainstorm a list of activities that might scare people, including extreme outdoor sports. Activities might include going into a cave, swimming in the ocean, cliff walking, rock climbing, volcano surfing, bouldering, bungee jumping, skydiving, parachuting, and ziplining. Write all of the activities on the board.
2. Put students into small groups and assign each group one of the activities on the board.
3. Ask each group to brainstorm reasons why the activity is scary (usually things they cannot control) and ways/strategies to lessen people's fear about doing the activity. Assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a reporter to share the group's ideas with the class, and a timekeeper to watch the clock.
4. Give students five to ten minutes to brainstorm. Circulate and offer help as necessary, such as with vocabulary students might need.
5. Ask the reporter from each group to report the group's ideas, including the reasons the activity is scary and strategies to overcome fear of the activity. Encourage the class to ask questions for more information.
6. After each group has reported, ask students to choose the activity that they fear the most and write a paragraph about it. Ask students to explain whether they think the strategies offered by the group would be enough to get them to try the activity and why or why not.

Vocabulary Skill Note

WORD FAMILIES page 178

1. Ask a volunteer to read the introduction to word families aloud. Elicit or provide additional word families and/or words.
2. Check comprehension: *What is a word family? How are word families helpful to someone learning another language?*

Skill Note

In 2000, Dr. Averil Coxhead compiled 570 word families that occur often in academic texts. Each family has a "headword." Learning headwords, or one word in a word family, helps uncover the meaning of other words in the family. Students already know the strategy of decoding new vocabulary. They should also be encouraged to see if they can associate an unfamiliar vocabulary word with a familiar word family. For example, if they know *familiar*, they have a shortcut to understanding words such as *familiarize* and *familiarity*. Helping students make these connections between words can reduce the time that students need to process new vocabulary—thus increasing their reading speed and honing their reading skills.

Expansion Activity 3

B. APPLY page 179

1. Direct students to work on their own to complete each sentence. Have them check their answers with a partner.
2. Check answers as a class.

21ST CENTURY SKILLS EXPANSION

An important 21st century skill is understanding that creativity and problem-solving processes progress over time. Success doesn't happen overnight. Setbacks occur, along with small successes, as people move toward their larger goals. Reaching these goals involves a long-term investment, patience, and a willingness to work through failure.

Practice this realization by asking students to reflect on the successes in their lives and note the small failures and successes that came before they reached their overarching goal. Have students share their stories with each other by writing or speaking. Tell your own story. What was your path to success? How did you find the strength to meet your goals despite failure? What are your current goals?

As this is the last unit, take this opportunity to encourage students to continue with their English-learning goals despite setbacks and challenges. Explain to them that perseverance is required for anyone who wants to accomplish their goals and dreams.

Skill Note

Comparative adjectives are quite common in English—and sometimes difficult for students to master. Thus, practice makes perfect. Consider the following activities for your classroom:

1. Bring in items such as fruit, pens, balls, books, or other items that can easily be compared. Have students make statements about the items in comparison to each other. Consider supplying sample adjectives that cover the adjective forms. For example, *The banana is longer than the pear. The tennis ball is lighter than the basketball.*
2. Put students in groups of two or three and have them write sentences about each other using comparative adjectives. For example: *Diego is taller than me. Saud is younger than Tyrion.* Ensure that students create positive statements about each other.
3. Have students go outside and write sentences about things they see on campus or in the school using comparative adjectives. For example: *The trees are greener than the grass. Room 23 is more energetic than Room 22.*

Grammar Note

COMPARATIVE ADJECTIVES page 183

1. Read the first sentence of the grammar point aloud. Ask for volunteers to read the sample sentences. Then present each bulleted point and supply or elicit additional examples.
2. Check comprehension by asking questions: *How is a comparative adjective different than a regular adjective? What's a syllable? What's the rule for two-syllable adjectives that end in y? What's the rule for one-syllable adjectives? How do you make high into a comparative adjective? Large? Heavy? Beautiful?*
3. Provide students with several different adjectives (e.g., *blue, big, hairy, hard, difficult*) and have them work in pairs to turn them into comparative adjectives.
4. For more practice with comparative adjectives, do one or more of the following Skill Note activities with your students.

Unit Assignment Rubrics

Unit 8 Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write one or more paragraphs about a common fear.

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

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

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

0 points = Writing element was not successful.

Writing One or More Paragraphs About a Common Fear	20 points	15 points	10 points	0 points
Sentences have both a subject and a verb, and those elements agree.				
The first line of each paragraph is indented, and sentences begin with capital letters and end with appropriate punctuation.				
The student clearly describes the fear and whether it is reasonable.				
Sentences use comparative adjectives correctly.				
Sentences contrast ideas with <i>however</i> correctly.				

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

Unit 1 Answer Key	87
Unit 2 Answer Key	89
Unit 3 Answer Key	91
Unit 4 Answer Key	93
Unit 5 Answer Key	95
Unit 6 Answer Key	97
Unit 7 Answer Key	99
Unit 8 Answer Key	101

The Q Classroom

Activity A, p. 3

Answers will vary. Possible answers:

1. She's working outdoors. She's an architect. Yes, she likes her job.
2. Answers will vary.
3. Answers will vary.

Activity B, p. 2

1. Good jobs have money, variety, and responsibility; let you work with people; and are challenging.
2. Answers will vary. Possible answers: Yes, I agree with the students. No, I do not agree with the students. A good job is fun and exciting.

READING 1

PREVIEW THE READING

Activity A, p. 4

- a. plan
- b. solve
- c. match
- d. decision
- e. career
- f. success
- g. skill
- h. routine
- i. creative

Activity B, p. 4

Answers will vary.

READING SKILL

Activity C, p. 5

1. b
2. a
3. b

WORK WITH THE READING

Activity B, p. 7

3 Go to the Winter Hill Career Center.

1 Check your skills and interests.

2 Look at careers that match your skills and interests.

Activity C, p. 7

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

Activity D, p. 7

- 3 fashion designer
2 software developer
1 farmer
4 personal trainer
6 secretary
5 salesperson

WRITE WHAT YOU THINK

Activity A, p. 8

Answers will vary.

Activity B, p. 8

Answers will vary. Possible answer: I am a hard worker. I like to be outside and work with my hands. I would be a good construction worker.

READING 2

PREVIEW THE READING

Activity A, pp. 8–9

1. result
2. team
3. flexible
4. company
5. research
6. event
7. data

Activity B, p. 9

2, 3, 4, 6

Activity C, p. 9

Answers will vary.

WORK WITH THE READING

Activity B, p. 11

b

Activity C, p. 11

1. market researcher
2. event planner
3. bioengineer
4. market researcher
5. event planner
6. videographer
7. bioengineer
8. videographer

Activity D, p. 11

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

Activity E, p. 12

Job title	Skills	Workplace
Market researcher	understand data <u>explain ideas well</u>	<u>business office</u>
Videographer	be independent <u>be creative</u>	<u>home office</u>
Bioengineer	be good with hands <u>work well with a team</u>	<u>research hospital</u>
Event planner	work well with people <u>be organized</u>	<u>hotel</u>

Activity F, p. 12

Answers will vary.

WORK WITH THE VIDEO

Activity B, p. 13

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

Activity C, p. 13

Answers will vary.

WRITE WHAT YOU THINK

Activity A, p. 14

Answers will vary.

Activity B, p. 14

Answers will vary. Possible answers:

1. I want to be a web designer. I think I would be more productive if I worked from home. I like to have flexible hours, and I am a creative person.
2. I do not want to be a bioengineer. I want more flexible hours. I also do not like to work with people.

VOCABULARY SKILL

Activity A, p. 15

1. noun
2. verb
3. noun
4. noun
5. verb
6. verb

Activity B, p. 15

1. N
2. N
3. V
4. V

WRITING SKILL

Activity A, p. 16

1. They answer customers' questions. They explain why you need to buy something.
2. Sometimes they stay in hotels. They travel long distances.
3. They make new computer programs. They think of new solutions to old problems.

Activity B, p. 17

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

Activity C, p. 18

1. Nurses have many job responsibilities. SS They work with a team of doctors and other nurses. SS They treat patients who are sick. SS They give patients medicine. SS They make sure patients are comfortable. Their work is very important.
2. I want to be a nurse. SS I like to help people. SS I work well with a team. SS I like to solve problems. Nurses need to be kind. SS I want to make a difference in people's lives.

Activity D, p. 18

Answers will vary.

GRAMMAR

Activity A, p. 19

1. Circle: to be, to work, to work
Underline: good food
2. Circle: to be, to solve
Underline: details, good pay
3. Circle: to be, to do
Underline: clothes
4. Circle: to be, to take, to use
Underline: the schedule

Activity B, p. 19

Answers will vary. Possible answers:

1. I like to work on sunny days.
2. I like to see hardworking people.
3. I don't like to work for mean bosses.
4. I don't like to work for little money.
5. I want a better job.
6. I don't want to visit my boss's house.
7. I need more hours at work.
8. I don't need to help my hardworking boss much.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, pp. 20–21

Answers will vary.

Activity B, p. 21

Answers will vary.

Activity C, p. 21

Answers will vary.

The Q Classroom

Activity A, p. 25

Answers will vary. Possible answers:

1. He is studying. Yes, because a library is quiet so he can focus./No, because it is late.
2. Answers will vary.

Activity B, p. 25

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

READING 1

PREVIEW THE READING

Activity A, p. 26

- a. practice
- b. repeat
- c. store
- d. require
- e. connect
- f. area

Activity B, p. 26

memory

Activity C, p. 26

Answers will vary.

WORK WITH THE READING

Activity B, p. 28

Circle: 3

Activity C, p. 29

- 2 a
- 6 b
- 5 c
- 4 d
- 3 e
- 8 f
- 7 g
- 4 h
- 7 i

Activity D, p. 29

Wording of answers will vary: People forget most new information very quickly.

WRITE WHAT YOU THINK

Activity A, p. 30

1. Para. 4
3. Para. 8
4. Para. 8
6. Para. 4

Activity B, p. 30

Answers will vary. Possible answer: A good way to study: Listen and read the text at the same time. Why it is a good way to study: When you practice in different ways, your brain connections get stronger.

READING 2

PREVIEW THE READING

Activity A, pp. 30–31

1. human
2. focus
3. attention

4. interrupt
5. task
6. several
7. technology

READING SKILL

Activity B, p. 31

Circle c

Activity C, p. 31

Answers will vary.

WORK WITH THE READING

Activity B, p. 34

c

Activity C, p. 34

- 3 a
- 2 b
- 6 c
- 5 d
- 8 e
- 7 f
- 4 g

Activity D, p. 34

1, 4, 6

Activity E, p. 34

Answers will vary. Possible answers: You can log off/close social media sites. You can turn off email.

WORK WITH THE VIDEO

Activity A, p. 35

Answers will vary.

Activity B, p. 35

1. brains
2. connections
3. neurons
4. practice
5. network
6. break
7. lose

Activity C, p. 35

Answers will vary. Possible answers:

1. The human brain is like a computer. It stores memories like a computer stores information.
2. You keep learning new things, and your brain keeps making new connections.

WRITE WHAT YOU THINK

Activity A, p. 36

1. Reading 2
2. Reading 1
3. Reading 1
4. Reading 1, Video
5. Reading 1, Video

Activity B, p. 36

Answers will vary. Possible answers:

1. Study a little bit every day. The brain needs to study things over time to learn and remember.
2. Do one thing at a time. The brain can't multitask.

VOCABULARY SKILL

Activity A, p. 37

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

Activity B, p. 37

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

WRITING SKILL

Activity A, p. 38

1. but
2. so
3. but
4. but
5. so
6. so

Activity B, pp. 38–39

1. I studied on the weekend, so I passed the test.
2. I like to be on my phone all the time, but I need to focus more on my homework.
3. The test was very easy, so many of the students got high marks.
4. It is hard for me to focus, so I need to study in a quiet place.
5. I thought I had a bad memory, but now I know I need to practice more.
6. We forget things we don't practice, so sometimes I practice my old tests.

Activity C, p. 39

Answers will vary. Sample answers:

1. I want to learn English, so I am taking a class.
2. I want to learn English, but I don't have a lot of time.

GRAMMAR

Activity A, p. 40

Aisha studied a lot for a test, but she didn't do well. She didn't remember much. She asked her teacher for help. Her teacher showed Aisha a good study technique. The teacher opened a book. Aisha studied the lesson. The teacher closed the book. She asked Aisha, "What do you remember?" Aisha wrote down everything she remembered. The teacher opened the book and Aisha checked her work. That day, Aisha learned how to self-test. She practices every day. Now she does very well on her tests.

The following verbs are irregular: didn't do, wrote.

Activity B, pp. 40–41

1. did
2. explained
3. wrote
4. studied
5. didn't have
6. remembered
7. took
8. had
9. connected
10. didn't use

UNIT ASSIGNMENT PLAN AND WRITE

Activity A, p. 41

Answers will vary.

Activity B, p. 41

Answers will vary.

Activity C, p. 42

Answers will vary.

The Q Classroom

Activity A, p. 45

Answers will vary.

Activity B, p. 45

Marcus: Yes

Sophy: No

Felix: Yes

Yuna: No

READING 1

PREVIEW THE READING

Activity A, p. 46

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

Activity B, p. 47

1. Managing Life and Work
2. Dr. Louise Sanders
3. Is a short vacation better than a long one?

WORK WITH THE READING

Activity B, p. 49

Short and long vacations have different benefits.

CRITICAL THINKING SKILL

Activity C, p. 49

Answers will vary. Possible answers:

Long Vacations: Pros

- Results in more creative thinking and problem-solving
- Better sleep for more days
- More relaxing days for your travel stress
- Co-workers more likely to take care of problems while you are gone

Long Vacations: Cons

- More likely to check email and stress about work
- Difficult to plan a long vacation that works with everyone's schedule

Short Vacations: Pros

- Can experience the fun of planning for more vacations
- Helps you feel positive more often
- Easier to fit into our schedules

Short Vacations: Cons

- Less travel time for the stress
- Don't get good quality sleep for a few nights

Activity D, p. 49

Answers will vary.

WRITE WHAT YOU THINK

Activity A, p. 50

Answers will vary. Possible answers:

1. a. b. c. I like to explore, relax, and spend time with my family.
2. My idea of a great vacation is going to the beach every day. I want to go to a tropical island. I want to swim a lot and take long walks.

Activity B, p. 50

Answers will vary. Possible answer:

Question: What benefits do you hope for when you take a vacation?

My response: I want to discover new places. I love to travel and see new things and meet new people. I also want to get better sleep. I always sleep better when I am on vacation. Lastly, I want to get away from work. I want to reduce my stress.

READING SKILL

Activity A, p. 51

1. Average Length of Summer Vacations
2. Brazilians
3. 1.7 weeks
4. 2.2 weeks

Activity B, p. 52

1. Vacation Days per Year
2. Brazil and France
3. 20
4. 10
5. 26
6. 25

Activity C, p. 53

1. Reasons Employees Do Not Take Vacation
2. It's too expensive
3. 1
4. 40

READING 2

PREVIEW THE READING

Activity A, p. 54

- a. compete
- b. provide
- c. produce
- d. control
- e. rest
- f. difficulty
- g. solution

Activity B, p. 54

Answers will vary. Possible answer: Meditation is making yourself very calm by thinking about only one thing or nothing.

Activity C, p. 54

Answers will vary. Possible answer: Because relaxed employees produce more.

WORK WITH THE READING

Activity B, p. 56

1. P
2. P
3. S
4. S
5. S
6. P
7. P

Activity C, p. 57

1. c. Para. 3
2. b. Para. 2
3. d. Para. 4
4. a. Para. 9

Activity D, p. 57

Answers will vary. Possible answers:

1. Workers need to be flexible. Para. 2
People answer work emails and texts at home. Para. 3
2. Employees have a hard time focusing. Para. 4
They produce less. Para. 4
3. Provide an exercise room for employees. Para. 7
Provide a game room for employees. Para. 8
Provide meditation classes for employees. Para. 9

WORK WITH THE VIDEO

Activity A, p. 58

Answers will vary. Possible answers: Malaysia is in southeast Asia. People tour the rainforests and go to the beach.

Activity B, p. 58

rent a boat
enjoy beaches
walk in a rainforest
see plants and animals

WRITE WHAT YOU THINK

SYNTHESIZE, p. 59

Answers will vary. Possible answers:

1. The best way to reduce stress at work is an exercise room.
Exercise helps reduce stress. Most people don't have time to exercise before or after work.
2. Yes. On vacation, you can forget about work and just rest.
You also don't have to cook or clean on vacation.

VOCABULARY SKILL

Activity A, p. 59

1. tour guide
2. game room
3. relaxation time
4. school stress
5. workplace success
6. vacation plans
7. summer vacation
8. sleep quality
9. family time
10. work schedule
11. meditation class
12. work email

Activity B, p. 60

1. How do you reduce school stress?
2. How many vacation days do you get?
3. What do you do on your summer vacation?
4. What are your vacation plans this year?
5. How often do you check your work email from home?
6. What health problems result from stress?
7. What are your school responsibilities?
8. What are your family responsibilities?

WRITING SKILL

Activity A, pp. 61–62

1. TS: Vacations are not the right solution to worker stress. SS: First of all, one or two vacations a year cannot reduce the stress of many days of long work hours. SS: Also, vacations can actually be very stressful because they are expensive. SS: Finally, people lived for thousands of years without vacations. CS: Vacations are not necessary.

2. TS: Reading is one of the best ways to relax. SS: Reading slows down your heart and relaxes your muscles very quickly. SS: Reading is relaxing because it helps you forget about your worries. SS: It also works faster than other relaxation techniques CS: A good book is a good way to relax!
3. TS: Long vacations are good for my health, my family, and my work. SS: I can really relax and sleep better because I'm not thinking about schedules and work. SS: Also my family connects better because we are not busy and worried about what is next. SS: Finally, I come back to work with better and more creative ideas. CS: For these reasons, I take long vacations with my family every summer.

Activity B, pp. 62–63

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

Activity C, p. 63

Answers will vary. Possible answer:

Exercise is the best way to relax. First, it makes you feel good. It also reduces stress. Finally, exercise can help you sleep better. For these reasons, it's important to exercise.

GRAMMAR

Activity A, pp. 64–65

1. a. People take vacations because they need a break from work.
b. Because people need a break from work, they take vacations.
2. a. We can produce more because we have excellent technology.
b. Because we have excellent technology, we can produce more.
3. a. Some employees don't take vacations because they don't have paid vacation.
b. Because some employees don't have paid vacation, they don't take vacations.
4. a. Some employees have special schedules because they have family needs.
b. Because some employees have family needs, they have special schedules.
5. a. Reading is a good way to relax because it requires focus and quiet.
b. Because reading requires focus and quiet, it is a good way to relax.

Activity B, p. 65

Answers will vary. Possible answers:

1. I like to go on vacation in the summer because it is warm.
2. Today, people have a lot of work stress because they often do the jobs of several people.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, p. 66

Answers will vary.

Activity B, p. 67

Answers will vary.

Activity C, p. 67

Answers will vary.

The Q Classroom

Activity A, p. 71

Answers will vary. Possible answers:

1. I laughed this morning when I was watching the news. The broadcaster made a joke.
2. I feel relaxed and happy.
3. Maybe someone just told a joke or a funny story.

Activity B, p. 71

sitcoms, stand-up comics, jokes, other people laughing, friends, surprises

READING 1

PREVIEW THE READING

Activity A, p. 72

- a. protect
- b. pretend
- c. expect
- d. natural
- e. embarrassed
- f. social
- g. nervous

Activity B, p. 72

Question 1: What is laughter?

Question 2: When do people laugh?

Question 3: What is funny?

Question 4: Why doesn't everyone laugh at the same joke?

Activity C, p. 73

Answers will vary. Possible answers:

1. Laughter is a reaction to something funny.
2. People laugh when they have a good time or are with other people who laugh.
3. Friends and family are funny. Jokes and stories can also be funny. Kids are also usually funny.
4. People might not find the same things funny. Maybe what is funny to one person is offensive to someone else.

WORK WITH THE READING

Activity B, pp. 74–75

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

Activity C, p. 75

1. T, Para. 7
2. F, People do not like it when others pretend to laugh. Para. 3
3. T, Para. 10
4. T, Para. 5

Activity D, p. 75

1. friendly
2. social
3. contagious
4. honest
5. embarrassed

Activity E, p. 76

Answers will vary. Possible answers:

1. People laugh when they are with other people.
2. People laugh when other people laugh.
3. People laugh when they want to be friendly.
4. People laugh when they feel nervous.
5. People laugh when they think they are better than other people.

6. People laugh when they are surprised.

7. People laugh when they want to protect themselves.

WRITE WHAT YOU THINK

Activity A, p. 76

Answers will vary. Possible answer:

I laugh when I want to be friendly.

Activity B, p. 76

Answers will vary. Possible answer:

I laugh when I want to be friendly. For example, I met someone new last week. He said something that wasn't very funny, but I laughed anyway. I wanted to be friendly.

READING SKILL

Activity A, p. 77

Paragraph 1: Laughter is natural for people.

Paragraph 2: Laughter is social.

Paragraph 3: Laughter is honest.

Paragraph 4: Most laughter is about being friendly with other people.

Paragraph 5: We often laugh when we feel nervous.

Paragraph 6: Sometimes we laugh because we think we are better than other people.

Paragraph 7: Some things are funny because we don't expect them.

Paragraph 8: Silly things are sometimes funny.

Paragraph 9: Not everyone has the same sense of humor. / People have different ideas about what is funny.

Paragraph 10: Our idea of what is funny changes over time. / Our reasons for laughter change over time.

Activity B, p. 77

1. He discovered that people laugh when they want to be friendly.
2. Laughter happens at certain times in a conversation.

READING 2

PREVIEW THE READING

Activity A, p. 78

1. whole
2. ability
3. effect
4. increase
5. rate
6. prevent
7. score
8. serious

Activity B, p. 79

Yes

Activity C, p. 79

Answers will vary. Possible answer: The last time I laughed out loud, I felt happy. I was with my friends, and we had a good time.

WORK WITH THE READING

Activity B, p. 80

3. Laughter improves health and increases happiness.

Activity C, p. 80

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

Activity D, p. 81

1. Research on this topic says it can! Laughter changes how you feel. It sends out “feel good” chemicals called endorphins.
2. Laughter also reduces pain. One study found that people laughing at comedy videos could keep their hands in ice water longer than people watching serious videos 13–17.
3. All you need to truly laugh is to hear other people laughing.
4. Laughter has a positive effect on your health. It reduces high blood pressure. It can also prevent heart disease.
5. Laughter improves your memory and learning! In one study of older people, one group sat quietly for twenty minutes. The other group watched a funny video. Then both groups took a test. The group who laughed had much better scores in memory and learning!

Activity E, p. 81

Answers will vary. Possible answers:

1. When I am sad, my friends make me laugh. Then I feel better.
2. When I was a child, I broke my arm. The doctor made me laugh, and that helped with the pain.
3. I laugh when my favorite stand-up comic talks. She doesn't have to say something funny. I just laugh at her voice.

WORK WITH THE VIDEO

Activity A, p. 82

Answers will vary. Possible answer: You can watch comedy shows or sitcoms. You can spend time with funny people.

Activity B 1, p. 82

1. breathing
2. pretend
3. laughing

Activity B 2, p. 82

4. effects
5. stress
6. connections

Activity C, p. 82

Answers will vary.

WRITE WHAT YOU THINK

SYNTHESIZE, p. 83

Answers will vary. Possible answers:

1. People laugh when they are happy/nervous/embarrassed/surprised. People laugh when they want to be friendly. People laugh when they hear a joke/watch a comic/watch funny videos. People laugh when they are with others.
2. Laughter can improve our health, our memory, and our learning. It can make us happier. It can prevent illness. It can help us relax. It can help us connect with people.
3. They can tell jokes and watch funny videos. They can smile more often. They can go to laughing clubs. They can spend time with people who laugh a lot. They can spend more time with friends.

VOCABULARY SKILL

Activity A, p. 83

1. adjective
2. noun
3. verb
4. verb
5. noun
6. verb
7. adjective
8. adverb

Activity B, p. 84

1. nervous
2. laughs
3. natural
4. improve
5. prevent
6. honest

WRITING SKILL

Activity A, p. 85

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

Activity B, p. 86

1. Laughter is good for my health.
2. Laughter is good for my brain and memory.
3. Laughter helps my social life.
4. Laughter is good for my heart.
5. Laughter makes me happier.

Activity C, p. 87

Answers will vary. Possible answers:

1. Laughter is good exercise.
2. Laughter is good medicine.
3. I am learning how to laugh better.
4. There are many differences between real and fake laughter.
5. I plan to get more laughter in my life.

GRAMMAR

Activity A, p. 88

1. a. When I go out with my friends, I laugh a lot.
b. I laugh a lot when I go out with my friends.
2. a. When you laugh, your heart rate increases.
b. Your heart rate increases when you laugh.
3. a. When he sees something funny, he laughs.
b. He laughs when he sees something funny.
4. a. When you laugh, you use calories.
b. You use calories when you laugh.
5. a. When we hear a good joke, we laugh.
b. We laugh when we hear a good joke.
6. a. When she is nervous, she laughs.
b. She laughs when she is nervous.

Activity B, p. 88

Answers will vary. Possible answers:

1. I laugh a lot when I watch certain TV shows.
2. I never laugh when I see someone get hurt.
3. When I am in class, I feel stressed.
4. When I am nervous, sometimes I laugh.
5. When I laugh, I feel good.
6. When I am with my family, I am happy.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, p. 89

Answers will vary.

Activity B, p. 89

Answers will vary.

Activity C, p. 90

Answers will vary.

The Q Classroom

Activity A, p. 93

Answers will vary. Possible answers:

1. I run and play soccer.
2. I like to watch hockey and basketball.
3. They are mountain climbing in winter. Yes, it is a sport. / No, it isn't a sport.

Activity B, p. 93

1. compete, exercise, fun, play
2. soccer, basketball, car racing, skiing

READING 1

PREVIEW THE READING

Activity A, p. 94

- a. form
- b. effort
- c. weight
- d. training
- e. level
- f. activity
- g. goal
- h. exciting

Activity B, p. 95

1. How much exercise do you need?
2. What kind of exercise is best?

Activity C, p. 95

Answers will vary.

WORK WITH THE READING

Activity B, p. 97

2. There are many ways to get enough exercise.

Activity C, p. 97

2. To improve your health, you need at least 2.5 hours of moderate exercise a week. Para. 1
4. You should do more than one kind of exercise. Para. 4
6. People exercise more when they compare themselves to other people. Para. 7

Activity D, p. 97

Answers will vary. Possible answers:

Moderate exercise	Intense exercise	Strength training	Flexibility training	Aerobic training
walking yoga volleyball tennis	cycling jumping rope running swimming soccer	lifting weights	ballet gymnastics yoga	running swimming soccer

Activity F, p. 98

1. The World Health Organization
2. Aggio et al., 2017

Activity G, p. 98

Research shows that people exercise longer and harder when they are competing.

WRITE WHAT YOU THINK

Activity A, B, p. 99

Answers will vary. Possible answers:

1. You should walk to work. Getting moderate exercise like that will improve your health. You should also join a sports team. That way, exercise won't be boring.
2. You should get 300 minutes of moderate exercise each week. Or you should get 150 minutes of intense exercise each week.
3. You should try yoga. It will make you more flexible.
4. You should join a group at the gym. You can compete with other people. People exercise longer and harder when they are competing.
5. You should join a running club. That way, you can be social while you run.

READING SKILL

Activity A, p. 100

1. TS
2. SS
3. D
4. SS
5. D
6. SS
7. D

Activity B, p. 100

1. TS
2. SS
3. D
4. SS
5. D
6. TS
7. D
8. D
9. SS
10. SS

READING 2

PREVIEW THE READING

Activity A, p. 101

1. According to
2. history
3. Athletes
4. physical
5. similar
6. among

Activity B, p. 102

1. Games or Sports
2. Kevin Pena
3. Answers will vary. Possible answer: It is about what makes something a game or a sport.

Activity C, p. 102

Answers will vary.

WORK WITH THE READING

Activity B, p. 104

1. Bob
 2. Kevin, Alba, Dana
 3. Alba, Sam, Dana
 4. Bob
 5. Bob, Sam
- Answer to second part will vary.

Activity C, p. 104

Answers will vary. Possible answers:
Sport and game: basketball, volleyball, football
Sport and art: ice skating, horseback riding

Activity D, p. 104
Answers will vary.

Activity E, p. 104
Answers will vary.

WORK WITH THE VIDEO

Activity A, p. 105
Answers will vary.

Activity B, p. 105

1. Zion is eight years old.
2. He started skateboarding when he was three years old.
3. He skates all day, every day.
4. He skates in lots of places: in skate parks, on stairs, in his home.
5. He won four competitions.
6. Jax is two years old.
7. Yes, the father supports his children with their hobby.
8. No, not at all.

Activity C, p. 106

Answers will vary. Possible answers:

1. Children should play many sports so they can learn a variety of skills. / Children should play one sport and learn to do it well.
2. Children should compete in sports. Competition teaches you to work with your team. / Children shouldn't compete in sports. They should play sports for enjoyment and to be healthy.
3. I was ten years old. I played soccer. We practiced three days each week. Later, when I was older, I ran on a team. We practiced every day. Soccer was a team sport. Running was an individual sport AND a team sport. Yes, I enjoyed it. I learned to work with my teammates. Sports also made me more confident.

WRITE WHAT YOU THINK

SYNTHESIZE, p. 106

Answers will vary. Possible answers:

1. The difference between sports and exercise is that sports are often competitive and exercise is not.
2. Tennis is the best sport in the world to do. It is fun and social!
3. Basketball is the best sport to watch. There is a lot of action.

VOCABULARY SKILL

Activity A, p. 107

1. not boring
2. unfriendly
3. not social
4. unimportant
5. unexciting
6. not physical
7. unlikely
8. unpopular
9. not similar
10. uninteresting

Activity B, p. 107

Answers will vary. Possible answers:

1. He is unfriendly.
2. This paragraph is unimportant.
3. Soccer is an unexciting sport.
4. Her job is not similar to mine.
5. This game is uninteresting.

WRITING SKILL

Activity A, p. 109

1. SS, D, SS, D, SS, D
2. SS, D, SS, D, SS, SS
3. SS, D, SS, D, D, D
4. SS, D, SS, SS, D

Activity B, p. 110

1. D: The word *golf* means "stick."
2. D: In 2016 golf became an Olympic sport.
3. D: Thirty-two countries compete in the World Cup.
4. D: There are many different types of race cars.

Activity C, D, p. 111

1. Sports are very popular today.

Supporting sentence: Some people like to play sports in their free time.

Detail: It's easy to play sports anywhere—in the park, on the street, or at school.

Supporting sentence: Other people prefer to watch sports on TV.

Detail: They can watch sports at home, at restaurants, or even on their phones.

2. Many people don't know the history of their favorite sports.

Supporting sentence: Some sports are new.

Detail: Skateboarding, for example, only started in the 1950s.

Supporting sentence: Other sports have existed for a long time.

Detail: People have played different forms of soccer for at least 2,000 years.

GRAMMAR

Activity A, p. 112

1. on
2. on
3. at
4. in
5. at
6. In
7. in
8. on

Activity B, p. 112

Answers will vary. Possible answers:

1. I exercise in the park.
2. I do my homework at home.
3. I work in an office.
4. I play soccer with my friends at school.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, p. 113

Answers will vary.

Activity B, p. 113

Answers will vary.

Activity C, p. 114

Answers will vary.

The Q Classroom

Activity A, p. 117

Answers will vary. Possible answers:

- I choose what I eat. I choose how I will go to work/school.
I choose what to wear.
- I think about how I feel. I think about which choice is better.

Activity B, p. 117

- Felix Yes
 Sophy No
 Marcus No
 Yuna Yes

READING 1

PREVIEW THE READING

Activity A, p. 118

- recommend
- customer
- choices
- product
- purpose
- variety
- simple
- in order to

Activity B, p. 119

Answers will vary. Possible answer:

I think the title means that too many products can be confusing. When you have a lot of products to choose from, it can be hard to choose the right one. Sometimes it's easier to make a decision if there are only a few choices.

Activity C, p. 119

Answers will vary.

WORK WITH THE READING

Activity B, p. 120

- It is difficult to make a decision when there are many choices.

Activity C, p. 121

- People pay more for special products.
 Shoppers like to have choices.
- Shoppers don't know if they are making the best choices.
 Sometimes shoppers don't buy anything at all.
- A small decision is as much work as a big decision.
 There is too much information.
- They can give less information.
 They can ask questions to help the customer decide.

Activity D, p. 121

Answers will vary. Possible answers:

- A smart shopper compares prices and does research on products. Para. 5
- Shoppers are stressed because there is too much information. Para. 6
- Simple shopping decisions make shopping easier and less tiring. Para. 8

WRITE WHAT YOU THINK

Activity A, p. 122

Answers will vary. Possible answers:

- It means that it's better to have less.
- Shoppers like products made for a special purpose; many choices meet many customer needs.

- Sometimes shoppers decide not to buy anything at all; shoppers are stressed because there's too much information.

Activity B, p. 122

Answers will vary.

READING SKILL

Activity A, p. 124

- people
- product
- customers
- mother
- shirts

Activity B, p. 124

- a. Ali, b. daughter, c. shampoo
- a. small stores, b. owner, c. dress
- a. companies, b. customers, c. product
- a. shoppers, b. too much information, c. shoppers

READING 2

PREVIEW THE READING

Activity A, p. 125

- opinion
- respect
- relationship
- avoid
- trust
- treatment
- expert

Activity B, p. 126

Eight people respond.

Activity C, p. 126

Answers will vary.

WORK WITH THE READING

Activity B, p. 127

3. Should his family trust the doctor?

Activity C, p. 128

- T
- T
- F Surgery is not the only treatment.
- T
- F Sami is not sure if he trusts the doctor.
- F The doctor did not explain all possible treatments.
- T

Activity D, p. 128

	Yes	No
Ali M.	X	
Ellen C.		X
Scott M.	X	
Sima N.	X	
Barbara V.		X
Carl B.	X	
Anna E.	X	
Omar S.		X

Activity E, p. 129

- 2.
- 6.

Activity F, p. 129

Answers will vary.

WORK WITH THE VIDEO

Activity A, p. 130

Answers will vary.

Activity B, p. 130

Answers will vary. Possible answers: Advantages: You can shop at hundreds of stores, compare prices, shop any time. Disadvantages: Store closures, missed deliveries, no social aspect.

Activity C, p. 130

Answers will vary. Possible answers: Advantages: You don't need to leave your home, you can shop in your pajamas. Disadvantages: Sometimes products look better online than in person, you can buy the wrong product without a salesperson to explain products to you.

WRITE WHAT YOU THINK

SYNTHESIZE, p. 131

Answers will vary. Possible answers:

1. Yes, I do. When a doctor gives me information, he shows he respects me. / No, I don't. The doctor is the expert. The doctor should know the best choice.
Yes, I trust companies that give me more information, but I don't like to make too many choices.
2. It is more difficult to make decisions when shopping online. There are too many choices and too much information.
3. Doctors and businesses can help people by giving only the important information. They can give people simple choices.

VOCABULARY SKILL

Activity A, p. 131

1. online
2. a decision
3. needs
4. Studies
5. questions
6. hours
7. relationship

Activity B, p. 132

Answers will vary.

WRITING SKILL

Activity A, pp. 133–134

1. In the end, it is the patient's choice.
2. For happier customers, businesses should offer fewer choices.
3. Choice lets us be happier.
4. With trust and respect, we can make the right decision together.
5. You need to reduce your choices to make a good decision.

Activity B, p. 134

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

Activity C, p. 135

Answers will vary. Possible answers:

1. We should try to slow down and make better decisions.
2. With more choice, coffee shops make more money and customers are happier.
3. Stores do not want customers to compare information.
4. It's better to try to make a good choice, but don't worry about making the best choice.

GRAMMAR

Activity A, p. 136

to make, to make, in order to meet

Activity B, p. 136

Answers will vary. Possible answers:

1. to research the choices
2. to ask for advice
3. to get a second opinion
4. to clear his head
5. to meet our customers' needs

**UNIT ASSIGNMENT
PLAN AND WRITE**

Activity A, p. 137

Answers will vary.

Activity B, p. 137

Answers will vary.

Activity C, p. 138

Answers will vary.

The Q Classroom

Activity A, p. 141

Answers will vary. Possible answers:

1. a TV, a game console, joysticks, video game
2. They're playing a video game.
3. Yes, I play video games. The game console is different and the graphics/images are more sophisticated./No, I don't play video games.

Activity B, p. 141

1. No. b
2. Yes. a
3. Yes. d
4. No. c

READING 1

PREVIEW THE READING

Activity A, p. 142

- a. invent
- b. share
- c. circle
- d. device
- e. power
- f. social media
- g. efficient
- h. necessary

READING SKILL

Activity A, p. 143

1. The reader doesn't understand something about the sentence *In 1892, workers completed a telephone line between New York City and Chicago.*
2. The reader thinks it's interesting that Motorola invented the first mobile phone in 1973 or that the first mobile phone weighed 1.1 kg.
3. The reader agrees that we are lucky to have the smartphone today.

Activity B, p. 144

Answers will vary. Possible answer: No, the author thinks all the changes are good.

Activity C, p. 144

Answers will vary. Possible answer: We had a home phone. My parents watched news on TV. We listened to music on CDs.

WORK WITH THE READING

Activity B, p. 146

1. Technology is changing our lives in many positive ways.

Activity C, p. 146

Answers will vary.

Activity D, p. 147

Answers will vary. Possible answers:

1. Josh Mann
2. He is 26.
3. He is a writer for *Tech Today* and is a software developer.
4. He works with technology. He knows a lot about it.

Activity E, p. 148

Answers will vary. Possible answers:

1. Lights turn on when we enter a room. Para 7
2. The heat goes up when the sun goes down. Para 7
3. With social media, we keep old friends and also make new ones. Para 5
4. Our cars tell us when we are in danger of an accident. Para 8

WRITE WHAT YOU THINK

Activity A, p. 148

Answers will vary.

Activity B, p. 148

Answers will vary.

READING 2

PREVIEW THE READING

Activity A, p. 149

1. mobile
2. depend on
3. digital
4. teenager
5. moment
6. reply
7. To sum up

Activity B, p. 149

Answers will vary. Possible answer: Phones weren't mobile. They were attached to the wall and had a cord.

Activity C, p. 149

Answers will vary.

WORK WITH THE READING

Activity B, p. 151

2. Technology brings many changes, but many important things stay the same.

Activity C, p. 151

1. 10
3. 15
4. 24

Activity D, p. 152

Answers will vary. Possible answers:

1. Sue Jones
2. She is about 70 years old; she has a teenage grandson.
3. We have the same hopes, dreams, and problems.

Activity E, p. 152

- 1, 2, 4

Activity F, p. 152

Answers will vary. Possible answer:

Yes, I agree with the author. Technology changes, but we are still human. We do some things differently, but we still love our families. We still have problems, and we still sometimes need help, just like our grandparents did.

WORK WITH THE VIDEO

Activity A, p. 153

Answers will vary.

Activity B, p. 153

1. seniors
2. services
3. touchtone phones
4. invented
5. contact

Activity C, p. 153

Answers will vary.

WRITE WHAT YOU THINK

DISCUSS, p. 154

Answers will vary.

VOCABULARY SKILL

Activity A, pp. 154–155

- a. 2
- b. 1
- c. 3
- d. 2
- e. 1

Activity B, p. 155

Answers may vary.

1. *noun.* a very short time
2. *noun.* a group of connected TV or radio companies
3. *verb.* to need someone or something

GRAMMAR

Activity A, p. 157

1. circled: I got a smart refrigerator, underlined: I used less electricity.
2. circled: I took pictures with my digital camera. underlined: I got my first smartphone in 2010.
3. circled: I dropped my phone in the water. underlined: I got a waterproof case for it
4. circled: I posted a photo on social media. underlined: I got 100 “likes”
5. circled: I got lost often. underlined: I got a car with GPS
6. circled: I got back from vacation. underlined: I shared photos on social media

Activity B, p. 157

1. Before Karl Benz invented the first car, people traveled on horses. / People traveled on horses before Karl Benz invented the first car.
2. Before the Internet was available in the U.S., people got information from libraries. / People got information from libraries before the Internet was available in the U.S.
3. People started using GPS in their cars in 2000. After that, many people stopped using paper road maps.
4. Thomas Edison invented the electric light in 1879. After that, people slept less.

Activity C, p. 158

Answers will vary. Possible answers:

1. Before electricity was invented, people read books at night.
2. After cell phones became popular, people stopped writing letters.
3. Before that, people ate fewer dairy products.
4. After that, many people wanted to fly.

WRITING SKILL

Activity A, p. 159

1.

Before 2005	2005	2010	2018	Future
traveled by bus or train simple schedule	parents bought a car didn't take bus or train very much got busy with sports activities	had two cars got busier!	moved out bought my own electric car	self-driving car?

2.

Before 1990	1995	2007	2010	Now
wrote letters to friends talked to grandparents on phone	got a computer emailed friends and family didn't send letters still talked on phone	got my first cell phone didn't talk on phone very much texted	shared photos and videos on social media	video calls

Activity B, p. 160

Answers will vary. Possible answer:

I spend my free time differently now from when I was younger. In 2008, I read books a lot. Then in 2011, I got a computer. After that, I played games on the computer. When I got a phone in 2013, I used social media on my phone. After I bought a new phone in 2015, I watched videos on my phone, too. Now, I play virtual reality games.

Activity C, p. 160

Answers will vary. Possible timeline:

- 7:30 a.m. went for a walk
- 8:30 a.m. read the newspaper
- 1:00 p.m. met my classmate to study
- 5:00 p.m. walked home
- 6:00 p.m. ate dinner with my family
- 9:30 p.m. read a book in bed

Activity D, p. 160

Answers will vary. Possible sentences:

I had a technology-free day last week. I woke up at 7:30 and went for a walk. After that, I read the newspaper and ate breakfast. At 1:00, I met my classmate at the library. We studied for a test. After we studied, I walked home. After that, I ate dinner with my family. We didn't have our phones, so we talked to each other. It was nice. I went to bed at 9:30 and read a book. Then I fell asleep.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, p. 161

Answers will vary.

Activity B, p. 161

Answers will vary.

Activity C, p. 161

Answers will vary.

The Q Classroom

Activity A, p. 165

Answers will vary. Possible answers:

1. There are a lot of birds/pigeons around her.
2. I was afraid of snakes. Being with my mother helped me feel safe.
3. I am afraid of driving in bad weather. Having good tires on my car makes me feel safer.

Activity B, p. 165

Answers will vary.

READING 1

PREVIEW THE READING

Activity A, p. 166

- a. report
- b. affect
- c. news
- d. crime
- e. decrease
- f. scary
- g. negative
- h. common
- i. violent

Activity B, p. 167

It decreased.

Activity C, p. 167

Answers will vary.

WORK WITH THE READING

Activity B, p. 169

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

Activity C, p. 169

1, 2, 5

Activity D, p. 169

Answers will vary. Possible answers:

1. The media increased the amount of news stories about violent crimes.
2. The media reported gun crimes for 25 percent of their stories.

Activity E, p. 170



Activity F, p. 171

Answers will vary. Possible answer:

Scary news programs are popular. → Many people watch them.

→ More people become afraid.

READING SKILL

Activity A, p. 171

1. F a.
 O b.
2. O a.
 F b.
3. O a.
 F b.
4. F a.
 O b.

Activity B, p. 171

However, people often believe that crime rates are increasing, especially at the national level.

People believe there is more crime than there really is.

They think violent crime is common.

They believe the world outside is too dangerous.

The news media's focus on crime makes us believe the world is a scarier place than it is.

Facts show that we should learn to worry less.

WRITE WHAT YOU THINK

Activity A, p. 172

Answers will vary.

Activity B, p. 172

Answers will vary.

READING 2

PREVIEW THE READING

Activity A, p. 173

1. harm
2. factor
3. death
4. reasonable
5. frighten
6. fat
7. disease
8. pleasure
9. contain

Activity B, p. 174

The purpose of fear is to protect us from things that harm us.

The article will tell us if we can trust our fears.

Activity C, p. 174

Answers will vary.

WORK WITH THE READING

Activity B, pp. 175–176

1. T, Para. 3
2. F, We fear things we can't control., Para. 4
3. T, Para. 1
4. F, Not all our fears are reasonable., Para. 6
5. T, Para. 2
6. T, Para. 5

Activity C, p. 176

Reasonable fears	Unreasonable fears
fear of the common flu fear of heart disease	fear of bird flu fear of mad cow disease

Activity D, p. 176

1. People are more afraid of bird flu than the common flu because the common flu is something familiar to us and bird flu is unknown.
2. People are more afraid of mad cow disease than heart disease because we cannot control mad cow disease.
3. We are afraid of things that are not dangerous because they are different or unknown and because we cannot control them.
4. We do some things that are dangerous because they give us pleasure.

Activity E, p. 176

Answers will vary.

WORK WITH THE VIDEO

Activity A, p. 177

Answers will vary.

Activity B, p. 177

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

Activity C, p. 177

Answers will vary. Possible answers:

1. No, it's not reasonable. If a space is too small for him to fit in it, he can just go out.
2. He can take deep breaths. He can practice being in small spaces for short periods of time.

WRITE WHAT YOU THINK

SYNTHESIZE, p. 178

1. Answers will vary.
2. Answers will vary.
3. Answers will vary. Possible answer: People should be afraid of things that might actually harm them, such as driving without wearing a seatbelt or crossing the street.

VOCABULARY SKILL

Activity A, pp. 178–179

Noun	Verb	Adjective	Adverb
1. fear	fear	fearful	fearfully
2. violence		violent	violently
3. belief	believe	believable	believably
4. danger	endanger	dangerous	dangerously
5. harm	harm	harmful	harmfully
6. safety		safe	safely

Activity B, p. 179

1. verb, fear
2. adjective, safe
3. adjective, harmful
4. noun, violence
5. noun, danger
6. adverb, safely
7. noun, belief

WRITING SKILL

Activity A, p. 180

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

Activity B, p. 181

Answers will vary. Possible answers:

1. a. People wash their hands for about nine seconds. It, however, takes about 15 seconds to kill the germs.
b. People wash their hands for about nine seconds. However, it takes about 15 seconds to kill the germs.
c. People wash their hands for about nine seconds. It takes about 15 seconds to kill the germs, however.
2. a. We have better health today than ever. People, however, worry more about their health today.
b. We have better health today than ever. However, people worry more about their health today.
c. We have better health today than ever. People worry more about their health today, however.

Activity C, pp. 181–182

Answers will vary. Possible answers:

1. a. Violent crimes frighten us, but we are more likely to die in a car.
b. Violent crime frightens us. However, we are more likely to die in a car.
2. a. We like to watch violent TV shows, but violence makes us afraid.
b. We like to watch violent TV shows. However, violence makes us afraid.
3. a. I am more likely to die in a car accident, but I fear an airplane crash more.
b. I am more likely to die in a car accident. However, I fear an airplane crash more.
4. a. Women fear crime more than men, but crime happens more often to men.
b. Women fear crime more than men. Crime happens more often to men, however.
5. a. Most crimes are not violent, but the news media focuses on unusual and violent crimes.
b. Most crimes are not violent. The news media, however, focuses on unusual and violent crimes.

Activity D, p. 182

Answers will vary. Possible answers:

1. teenagers are in more danger than adults
2. people are very afraid of them
3. they aren't afraid to talk to their friends
4. some people find it pleasurable

Activity E, p. 183

1. Parents keep children inside for safety. However, these children often don't get enough exercise.
2. Cars are safer than ever. However, there are more accidents because people drive faster in safe cars.
3. Your chance of dying in an airplane is 1 in 11 million, but your chance of dying in a car accident is 1 in 583.
4. Adults worry too much about dangers. Teenagers, however, do not worry enough.

GRAMMAR

Activity A, p. 184

Adjective	Comparative adjective
afraid	more afraid
big	bigger
careful	more careful
dangerous	more dangerous
easy	easier
new	newer
reasonable	more reasonable
safe	safer
smart	smarter
violent	more violent

Activity B, p. 184

1. Heart disease is more common than mad cow disease.
2. I believe flying is more dangerous than driving. / I believe driving is more dangerous than flying.
3. I think crime dramas are scarier than real life. / I think real life is scarier than crime dramas.
4. The crime rate in Canada in 2012 was lower than the crime rate in Canada 20 years before.

UNIT ASSIGNMENT

PLAN AND WRITE

Activity A, p. 185

Answers will vary.

Activity B, p. 185

Answers will vary.

Activity C, p. 186

Answers will vary.

