

THIRD EDITION

3



Skills for Success

LISTENING AND SPEAKING

Susan Iannuzzi

Teacher's Handbook
WITH TEACHER ACCESS CARD

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Critical Thinking Foundations: Implications for the Language Classroom

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

What is Critical Thinking?

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

What are Higher-Order Thinking Skills?

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

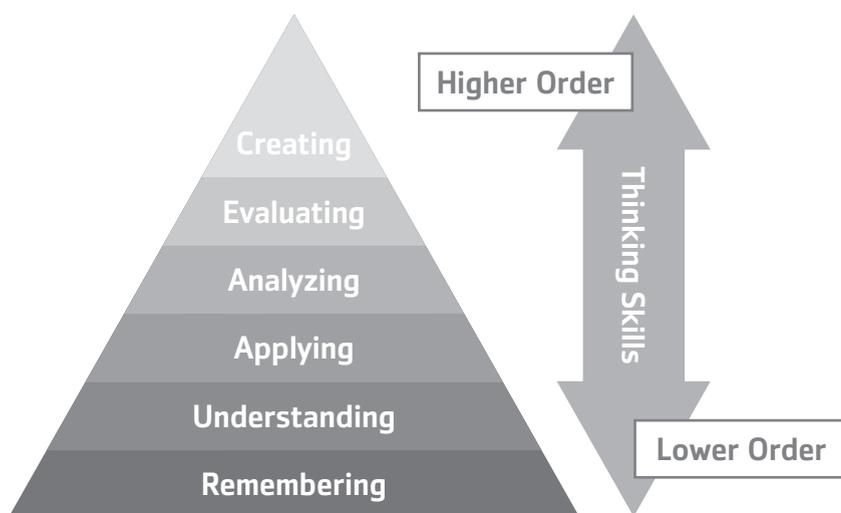


Fig. 1: Bloom's Revised Taxonomy

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

Analyzing

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

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

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

Evaluating

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

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

Creating

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

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

Conclusion

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

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TIPS

Critical Thinking tips for Q Third Edition

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

1 Change the terms of an activity

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

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

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

2 Get online

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

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

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

3 Expand into deeper critical thinking skills

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

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

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



Making Assessment Effective

Elaine Boyd Q Series Consultant, Assessment

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

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

Testing principle 1: Validity

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

Testing principle 2: Reliability

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

Testing principle 3: Fairness

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

Effective feedback

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

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TIPS

Assessment tips for Q Third Edition

1 Make sure students know what is expected of them

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

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

2 Give feedback as soon as possible after the test

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

3 Use the student reflection worksheet

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

4 Use the expanded answer key effectively

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



Using Video in Language Learning

Tamara Jones Q Third Edition Author

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

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

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

The Benefits of Using Video in Language Learning

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

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

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

Using Authentic Videos

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

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

Using Teaching Videos

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

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

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

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



TIPS

Video tips for Q Third Edition

1 Prepare

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

2 It's not just for listening

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

3 Use the transcript

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

4 Flip the classroom

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



To go online or not to go online?

Chantal Hemmi

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

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

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

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

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

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

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

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

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

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TIPS

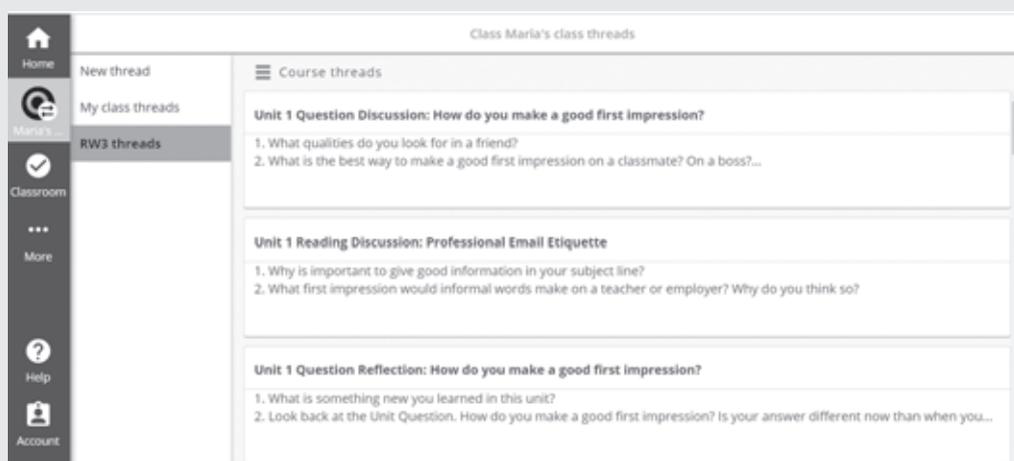
Blended learning tips for iQ Online

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

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

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

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



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

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

4 The end product: the writing assignment

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

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



Using Communicative Grammar Activities Successfully in the Language Classroom

Nancy Schoenfeld

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

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

Sequencing

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

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

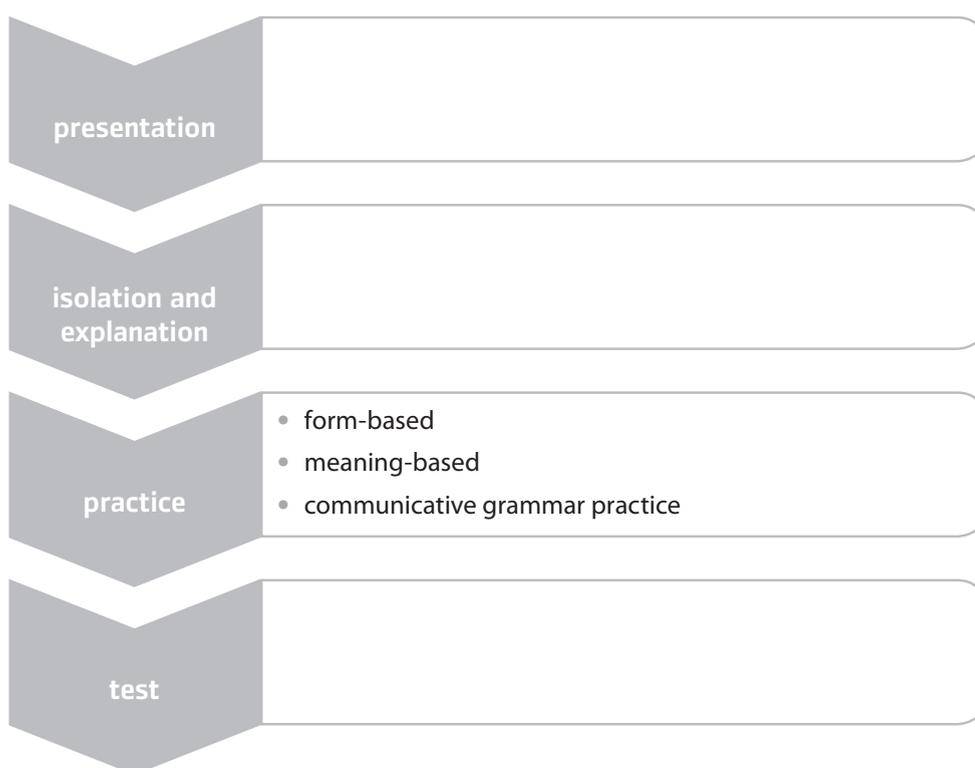


Fig. 1 Sequencing grammar lessons (Ur, 1988)

Modeling

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

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

Observing

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

Being persistent

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

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

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TIPS

Communicative grammar tips for Q Third Edition

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

1 Form-based practice

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

Directions: Insert a comma where necessary.

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

2 Meaning-based practice

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

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

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

3 Communicative activity

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

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

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

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



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

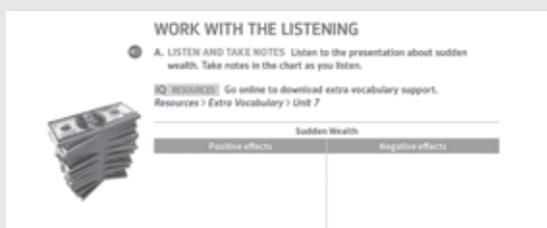
When presenting a strategy, ask if students have used a similar strategy in their L1 note-taking experience. For example, in Level 2 the note-taking strategy has students sketch plants for their notes. This is a quick way of recording information that would be difficult to put down in words. Ask if students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



5 Provide feedback and follow-up activities after a listening

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



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

Needs assessment

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

Improving vocabulary and grammar

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

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

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

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

2 Model different kinds of texts

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

3 Analyze good examples

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

4 Teach grammar in context

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

5 Encourage strategic learning

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

WRITING TIP

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

Using the Online Discussion Board

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

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

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

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

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

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

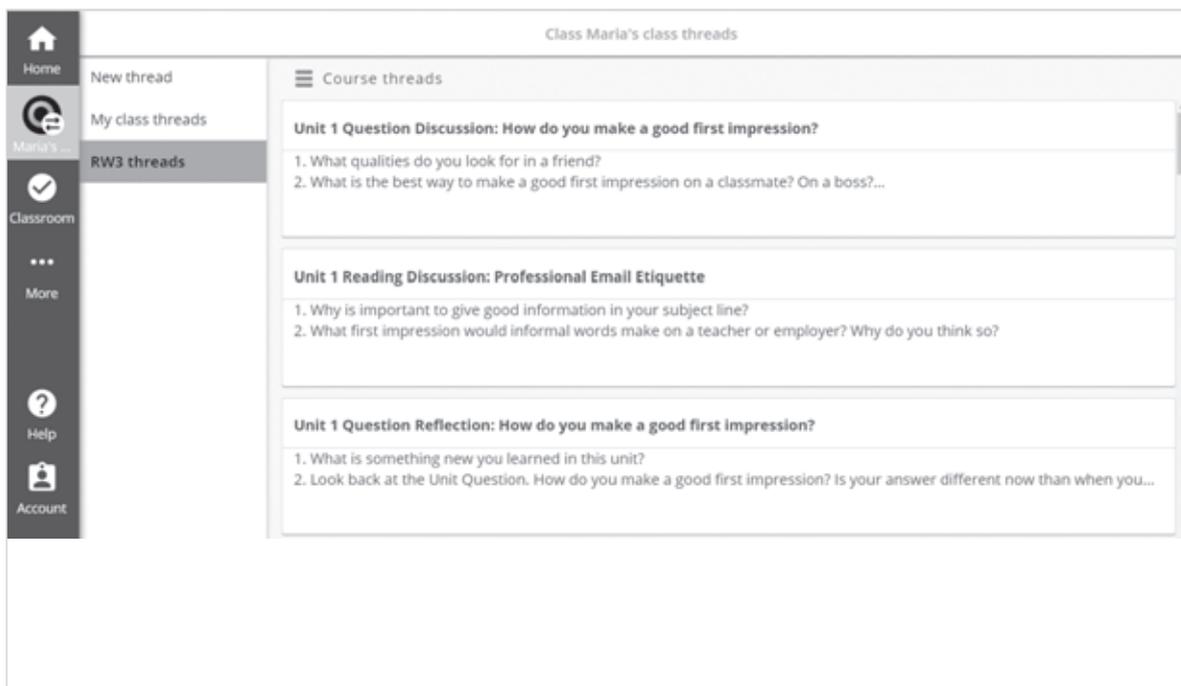


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

Benefits

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

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

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

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

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

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

Considerations for the Teacher

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

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

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

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

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

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

Unit Question: What makes food attractive?

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

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

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

Teachers should plan to address the following elements:

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

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

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

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

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

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

Conclusions

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

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

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

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Teaching Notes

Objectives

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

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

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

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

Teacher's Pack Organization

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

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

Implementing the Discussion Board

Discussion Board Content

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

Teaching Strategies

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

In Level 3, students compose two basic types of posts: An initial reaction to the assigned questions and a response to a classmate's post. Depending on the ability level of the class, the teacher can assign one or both of the optional Challenge Questions. In addition to the initial post to these Challenge Questions, the teacher can decide to assign replies to Challenge Question posts.

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

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

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

Included in the student materials are instructions on the use of the Discussion Board as well as a two-part student worksheet on how to write good posts. In part one, "Responding to a Unit Discussion Question," there is an example of a discussion board post that 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. In part two, "Responding to a Classmate's Post," there is an example of a student's response to the classmate's post from part one. The example response models the structure and the language that are appropriate for responding to other students' posts.

You may choose to do parts one and two of the worksheet together or separately. In either case, be sure to review the 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.

Part One: Responding to a Discussion Question

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 sample Unit Question Discussion. Start with the unit academic subject area, urban planning. Then, review the Unit Question and the Unit Question Discussion questions with students. Point out that there are two additional questions that the students should address. 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. *Optional:* Review instructions on how to post a response to a classmate's post. Use the page entitled "Posting to the Discussion Board: Student Instructions."

Assigning the First Discussion Board Post

1. Assign the first Unit Question Discussion response, and indicate the deadline for the post.
2. After all responses have been posted, have students read all of their classmates' posts. Then in class, have students discuss the ideas in the posts to find commonalities and differences or to put ideas into possible categories.
3. Use the same process for the Listening Discussion and the Unit Question Reflection.
4. *Optional:* At the end of each unit, the teacher can assign one or both of the Challenge Questions. Follow the same process as for the other assignments. See complete list of Challenge Questions for all units.

Part Two: Responding to a Classmate's Post

Prior to the first response assignment, it will be helpful if the teacher discusses with the class the appropriate approach to responding to classmates' ideas. Part two of the sample worksheet, "Responding to a Classmate's Post," provides an example response to a classmate's post as well as comprehension questions. Two overall techniques that students can use in a response task could include agreeing/disagreeing with ideas in the original post, or making connections between ideas in the original post and their own knowledge/experience. Other useful points to consider include:

- Using formal and polite language
 - Avoiding judgments – both positive and negative, especially if these judgments are forced on the writer and are not his/her ideas
 - Providing support for a response by referring to specific points from the classmate's post and/or adding own examples as evidence (for example, if agreeing or disagreeing, note the specific ideas of agreement or disagreement, accompanied by explanation)
1. Distribute part two of the example Discussion Board worksheet, "Responding to a Classmate's Post," to students. Tell them that they are going to learn how to respond appropriately to a classmate's writing.
 2. Have students quickly review the original example discussion board post. Point out that this post is the same one that they used in part one.

3. Have students read the example response and answer worksheet questions 1 through 7. 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.
4. Review the discussion board rubric with students in task 8 of the worksheet. Have students apply the rubric to the example response and try to explain why they would give a certain rating in each category.
5. In the last task on the worksheet, the "Follow-up" task, have students brainstorm, in groups or pairs, ideas for another response. Debrief with the whole class and check that students understand the process.
6. *Optional:* Review instructions on how to post a response to a classmate's post. Use the page entitled "Student Instructions: Posting to the Discussion Board."

Assigning the First Response to a Classmate's Post

1. Have students read all their classmates' posts. Assign students a response task. Indicate the deadline for the response. Options for response tasks include the following:
 - a. Students make their own choice when selecting a classmate's post to which they respond. (It is helpful if you require that students respond to a classmate who has not yet received any replies.)
 - b. Pair students with a partner and require that they read and respond to their partner's post.
 - c. In a more advanced group of students, you can assign students to respond to more than one classmate. For example, students can be asked to respond to a classmate with whom they agree and to one with whom they disagree.
2. After all responses have been posted, have students read their classmates' response or responses. Then in class, if necessary, have students discuss any unclear, surprising, or additional points from the responses.
3. Use the same process for the Unit Question Reflection.

4. *Optional*: At the end of each unit, the teacher can assign one or both of the Challenge Questions. Follow the same process as for

the other assignments. See complete list of Challenge Questions for all units.

Discussion Board Instructions

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

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

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

Logging in to the Discussion Board

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

Responding to a Post

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

Creating a New Discussion Topic

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

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

Deleting a Post

As the instructor, only you have the ability to delete threads and individual replies, including entire Discussions. However, before you click

Delete, be certain that you want to perform this action as it cannot be undone.

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

Suggestions for Using the Discussion Board Assignments

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

Rubric: Response to Discussion Board Prompt

Name: _____

Date: _____

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

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

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

0 = Not successful.

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

Total points: _____ out of _____

Comments:

Rubric: Response to Classmate's Post

Name: _____

Date: _____

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

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

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

0 = Not successful.

Writing a Discussion Board Response	20 points	15 points	10 points	0 points
The response answers the question(s) clearly and completely.				
The response uses clear and specific ideas from the classmate's post.				
The response shows careful thinking about the classmate's ideas.				
Sentences are complete and have appropriate final punctuation.				
The post includes vocabulary and grammar structures from the unit.				
The response includes formal and polite language.				
The response is appropriately structured, with a positive opening statement and a closing sentence.				
The response includes one or more of the following: agreement / disagreement / example from personal experience.				

Total points: _____ out of _____

Comments:

Challenge Questions

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

Unit 1: Sociology

Unit Question: *Are first impressions accurate?*

In what situations is it more important for you to be careful about forming a first impression? For example, consider the differences between meeting a new neighbor compared to meeting a new colleague at work.

Unit 2: Nutritional Science

Unit Question: *Why do we change the foods we eat?*

Is it important to change the kinds of food we eat throughout our lives? Why or why not? What might be the benefits of not changing some kinds of food?

Unit 3: Psychology

Unit Question: *In what ways is change good or bad?*

In your country, is it common for people to change jobs? Or do people typically stay in one job for many years? What may be some reasons for changing or not changing jobs?

Unit 4: Marketing

Unit Question: *How does advertising affect our behavior?*

What are some of the possible benefits of seeing advertisements? Think of some advertisements that might help people or have a positive effect on their behavior. Why are these advertisements beneficial?

Unit 5: Behavioral Science

Unit Question: *Does taking risks change our lives?*

Some people are considered “extreme risk takers,” such as a doctor who volunteers to help people after a natural disaster or a journalist who reports from a war zone. Why do you think these people are willing to take extreme risks? What factors influence their decision to do dangerous work?

Unit 6: Neurology

Unit Question: *Will artificial intelligence ever be as smart as humans?*

What will the world be like in 50 years? Will artificial intelligence benefit humanity? Why or why not?

Unit 7: Economics

Unit Question: *Can money buy happiness?*

You learned from Sonja Lyubomirsky’s lecture that “the more successful we are at our jobs, the higher income we make, and the better work environment we have.” According to the lecture, these three factors eventually lead to more happiness. Describe a situation in which being good at a job and enjoying it do not necessarily lead to higher income. Does this situation still lead to happiness? Why or why not?

Unit 8: Behavioral Science

Unit Question: *What can we learn from success and failure?*

What can happen if people don’t try to learn from their successes and failures? What can people do to make sure that they don’t miss these important learning opportunities?

Unit Specific Notes

Unit 4: Marketing

Challenge Question

What are some of the possible benefits of seeing advertisements? Think of some advertisements that might help people or have a positive effect on their behavior. Why are these advertisements beneficial?

Brainstorm different types of advertisements and the different products or services they advertise. If students have difficulty thinking of positive benefits of some advertisements, give them some ideas, such as Public Service Announcements or advertisements for health food. Ask students if any such advertisements have had a positive effect on them.

Unit 7: Economics

Challenge Question

You learned from Sonja Lyubomirsky's lecture that "the more successful we are at our jobs, the higher income we make, and the better work environment we have." According to the lecture, these three factors eventually lead to more happiness. Describe a situation in which being good at a job and enjoying it do not necessarily lead to higher income. Does this situation still lead to happiness? Why or why not?

If necessary, review and clarify the main points from Lyubomirsky's lecture.

Unit 8: Behavioral Science

Challenge Question

What can happen if people don't try to learn from their successes and failures? What can people do to make sure that they don't miss these important learning opportunities?

Ask students to brainstorm what can happen if people don't learn from their successes and failures in life. For example, people might not have more success or they may keep having failures. Have students provide possible examples from their own experiences and share ways they can make sure they learn from success and failure in the future. Possible ideas might include keeping a journal or finding a mentor.



Posting to the Discussion Board: Student Instructions

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

Logging in to the Discussion Board

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

OR

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

Replying to a Post

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

Creating a New Discussion Topic

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

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

Example Discussion Board Post

Part One: Responding to a Discussion Question

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

Example Unit: Urban Planning

Unit Question Discussion: How can we make cities better places in which to live?

1. Describe a place in your city or in a city that you know well that is used by many people for different purposes. Who uses this space and for which purposes?
2. Why do you think this place is popular?

When I think of a popular place in my city, I think of Trailside Park. This is a very large park, and it has many different parts for different activities. Of course, families bring their children to the park to have fun in the playground area. Many people bring their dogs to walk and play in the park. Also, a lot of people jog or walk through the park or go to yoga classes. One large area of the park is only for team sports, so people can play soccer, baseball, and basketball.

Some parts of Trailside Park have special uses. For example, there are small restaurants and cafés and places for theater and music performances. There is free wi-fi, so some people bring their laptops and sit on the benches to work and study.

In my opinion, places like Trailside Park should exist in every city. I think Trailside Park is popular because it is an interesting and beautiful place with all types of people. It is also possible to do many things at the park in one day. For example, I can take a yoga class in the morning and then have lunch at a café. Any day of the week, there is something to do at Trailside Park.

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.
 - c. How are the examples for the first question *different* from the examples for the second question?
 - d. Why has the writer used three paragraphs in the post?
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 a city in your country where many people want to or choose to live. Who usually moves to this city and for which purposes?
2. Why do you think this city attracts so many people?

Example Discussion Board Post

Part Two: Responding to a Classmate's Post

Directions: Now read the sample response to the above discussion board post. After that, answer the questions about the response.

Sample Response from a Classmate

¹ Jonathan: I like that you wrote about a park. ² I also like parks, and I really enjoy the park in my neighborhood. ³ However, you wrote that parks should be in every city. ⁴ I am not sure that I agree with that idea. ⁵ I think it depends on the city and the country. ⁶ Parks with grass and trees cannot be everywhere. ⁷ For example, in my home city, it is very hot and dry. ⁸ It is very expensive to water plants outside and to grow grass. ⁹ Also, when it is very hot, people do not want to spend a lot of time outdoors. ¹⁰ Now, I am glad that I can spend time in my neighborhood park. ¹¹ When I sit under the trees and enjoy the outdoors, I do not feel stress, and I can relax. ¹² This is very important to me.

1. How does the writer respond to the classmate's post? Circle all answers that are correct and underline the sentences that show your answer or answers.
 - a. He or she agrees with an idea in the classmate's post.
 - b. He or she disagrees with an idea in the classmate's post.
 - c. He or she uses an example from personal experience that connects to an idea in the classmate's post.
 - d. He or she uses an example from someone else's experience that connects to an idea in the classmate's post.
2. Look at sentences 1 and 2 in the response.
 - a. What is the purpose of the first two sentences?
 - b. Why does the writer start in this way?
3. Look at sentences 3 and 4 in the response.
 - a. What is the purpose of these sentences?
 - b. What word catches your attention?
4. Look at sentences 5 through 9 in the response.
 - a. What is the purpose of these sentences?
 - b. Why is this the biggest part of the reply?
5. Look at sentences 10 through 12 in the response.
 - a. What is the purpose of these sentences?
 - b. Why do these ideas come last?

6. Overall, what is the organization of the student's response? (Circle the correct answer.)
- Agreement → Disagreement → Connection to someone else's experience
 - Disagreement → Connection to personal experience → Agreement
 - Agreement → Disagreement → Connection to personal experience
7. Find three examples of formal and polite language that the writer uses in the response.
- _____
 - _____
 - _____
8. Review the rubric. Use the rubric to give a score for the response 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 Response	20 points	15 points	10 points	0 points
The response answers the question(s) clearly and completely.				
The response uses clear and specific ideas from the classmate's post.				
The response shows careful thinking about the classmate's ideas.				
Sentences are complete and have appropriate final punctuation.				
The post includes vocabulary and grammar structures from the unit.				
The response includes formal and polite language.				
The response is appropriately structured, with a positive opening statement and a closing sentence.				
The response includes one or more of the following: agreement / disagreement / example from personal experience.				

Total points: _____ out of _____

Follow-up:

With a partner, or in small groups, brainstorm on another response to the original post. What ideas will you include in your response?

Teaching Notes

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

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Background Note

UNIT OPENER pages 2–3

This photo shows a Japanese contemporary artist. She is looking at herself in a mirror and she is getting dressed up to go out. She has very unique makeup. She is also dressed in bright colourful clothing.

Expansion Activity 1

UNIT QUESTION page 3

1. Explain that each unit in *Q* focuses on a Unit Question that students will consider throughout the unit and will address in their Unit Assignment at the end of the unit.
2. Introduce the Unit Question, *Are first impressions accurate?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *Have you ever had a negative first impression about someone that you found was inaccurate or accurate? What happened to support or disprove your first impression?*
3. Give students a minute to silently consider their answers to the Unit Question. Then ask students whose answer is *yes* to stand on one side of the room and students whose answer is *no* to stand on the other side of the room.
4. Direct students to tell a partner next to them their reasons for choosing that side of the issue.
5. Call on volunteers from each side to share their opinions with the class.
6. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so.
7. Ask students to sit down, copy the Unit Question, and make a note of their answer and their reasons. They will refer back to these notes at the end of the unit.

Multilevel Option 1

LISTENING 1: The Psychology of First Impressions

B. VOCABULARY page 5

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. After higher-level students have discussed their thoughts in pairs, tell the pairs to write a sentence using each vocabulary word. Invite volunteers to write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 1 page 6

Remind students that it's important to make a good first impression, especially in job interviews. Psychological research shows that when evaluating people, we weigh initial information more heavily than later information. The first information we get about a person influences the way we perceive subsequent information. As a result, we are more likely to believe that the first things we learn about someone are true.

For example, if you show an interest in people during a first meeting, they may form an impression of you as an engaging and caring person. They might not notice or care if you are distracted or selfish later.

Conversely, a negative first impression makes an even deeper impact. If you initially appear distracted or selfish, people may ignore your later caring behavior or interest toward them. It can take many additional positive actions to overcome the impact of a negative first impression.

Background Note

LISTENING 2 page 12

Malcolm Gladwell is a writer for the magazine *The New Yorker*. He has also written several best-selling non-fiction books that describe various phenomena within the fields of psychology and social psychology, including popularity trends and the factors that contribute to success. Gladwell is of British and Jamaican ancestry, but was raised in Canada. He now lives in New York.

Daniel Kahneman is a Nobel prize-winning psychologist and economist. His writing explores the psychology of decision-making, specifically the factors that affect people's choices about money. Kahneman was born in Israel to Lithuanian parents. As a child, he lived in France. He now lives in the US, where he is an Emeritus Professor at Princeton University.

Expansion Activity 2

WORK WITH THE VIDEO page 17

1. After students watch the video, tell them they will be writing a dialogue in which one person gives his/her friend advice on how to behave in a job

interview. The advice will be based on information from the video and on their own ideas.

- Put students into pairs and ask them to take out a piece of paper. Tell them to make a T-chart on their paper. Ask them to title the left side "Things to do in a job interview" and the right side "Things not to do in a job interview." Model the T-chart on the board.
- Ask pairs to write down things in the T-chart that they learned from the video. Then give them time to add a few more of their own ideas. Examples of good suggestions might be: *don't be late, ask questions, smile, or don't cross your arms.*
- Have students write a short dialogue between two friends. Tell them that one of the friends is preparing for his/her first job interview and the other friend wants to give him/her good advice about what not to do. Instruct the students to include at least one piece of advice from the video and two more from their own list.
- Circulate and help students with vocabulary and grammar errors. Pay special attention to correct question formation and the language of giving advice.
- If time permits, have the students act out the conversation with another pair of students or in front of the class. As students are listening to each other, have them count the pieces of advice they hear. Potentially, students could even vote on the best advice they hear.

Vocabulary Skill Note

SUFFIXES page 18

- Direct students to read the information silently.
- Read the words aloud to model correct stress and pronunciation. Ask students to repeat them.
- Check comprehension: *What do these words mean? What base word is this noun, verb, adjective, or adverb from? Does the noun refer to a person or an abstraction?*

Skill Note

Point out that suffixes appear at the end of many words and that students can determine the part of speech of a new or unknown word by thinking about other words they know that have the same suffix. For example, if students know that *amusement* is a noun because it ends in *-ment*, they can determine that *entertainment* is also a noun.

Explain that the suffixes may give more information than the part of speech. For example, the noun suffixes *-er* and *-or* refer to people, e.g., *writer, manager, director, sailor*, etc. Similarly, the suffix *-ness* can turn an adjective into a noun, e.g., *sad* → *sadness*; *happy* → *happiness*.

Multilevel Option 2

B. DISCUSS page 19

- Put students in pairs to discuss the meanings of the new words from Activity A.
- Tell students to use their dictionaries to check any meanings they are unsure of. Go over the answers as a class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Help them find the words in the dictionary and check their meanings. After higher-level students have confirmed meanings in pairs, tell the pairs to write sentences using the new words. Have volunteers write their sentences on the board. Correct the sentences with the whole class, focusing on the meaning of each word as well as correct part of speech.

Grammar Note

AUXILIARY VERBS DO, BE, HAVE page 20

- Read the information about auxiliary verbs. Provide and elicit additional example sentences for students to identify the auxiliary verbs: *Do you often make a good first impression? Is he good at making first impressions? They have not made a good first impression.*
- Check comprehension by asking questions: *What auxiliary verb do we use in the simple past? (did) Which auxiliary verbs do we use in the present perfect? (has, have) Which do we use in the simple present? (do, does) Which do we use in the present continuous? (am, is, are) In the past continuous? (was, were)*

Skill Note

Students should be familiar with the verb forms shown in the book. Point out that it is important to use correct auxiliary forms so that their English is accurate. To remind them of which auxiliary verbs to use, you may wish to create, or ask students to create, a chart showing the person and number of each subject and the auxiliary verb used for each tense.

For example:

Simple present			
I	do	we	do
you	do	you	do
he, she, it	does	they	do

Multilevel Option 3

B. CREATE page 22

- Have students chorally repeat the questions from Activity A, modelling the correct intonation and speech rhythm.
- Read the instructions on page 22 of the Student Book out loud. Have the students follow along in their textbooks.
- Give students time to write notes on a piece of paper in response to each question.
- Put students into pairs.
- Tell them that they are going to have a conversation about the questions. As they talk about a topic, they will try to use the turn-taking questions from the Speaking Skill box to keep the conversation going. As they ask a question, have them put a check mark by it in their book.

6. Circulate and encourage the students to use as many of the questions as possible. Note down examples of incorrect usage from the conversations for correction later.
7. After most of the students have used most of the questions, stop the activity and take a few minutes to debrief. Ask the students which questions were the easiest and most difficult to use and which ones prompted the longest answers. Highlight on the board any examples of incorrect usage you noted and invite the class for corrections. As a class, brainstorm strategies for using the questions naturally in conversation, such as making eye contact while asking the question or pausing briefly between the statement and the turn-taking question.

MULTILEVEL OPTION

Pair lower-level students to ensure the conversations progress at a pace that is comfortable for them. Monitor them to ensure they are using a variety of turn-taking questions, modelling and encouraging as necessary. Encourage higher-level students to add a few more generic turn-taking questions, such as *What do you think?* *What about you?* or *Has that happened to you?*, to the list in their books and use them in the conversations.

3. Use the Unit Assignment Rubric at the end of this chapter to score each student's talk.
4. Alternatively, divide the class into large groups and have students give their talk to their group. Have listeners complete the Unit Assignment Rubric.

21ST CENTURY SKILLS EXPANSION

Taking conversational turns is an essential communication skill that is valuable in the workplace as well as in school. Students need to be able to engage with others, whether it is with a manager, a teacher, a customer, or a peer. The ability to effectively participate in a conversation, including taking turns, is one way in which people make positive first impressions. Conduct turn-taking audits periodically during group or pair discussions. Choose a group or pair of students and tell them that you are going to observe their discussion for their use of conversational turns. Point out that you are also going to note how long each person controls the conversation. As the course progresses, you may want to assign a student in the group to conduct a turn-taking audit. This student can participate in the discussion, but can also note the use of turn-taking phrases used by the participants as well as how long each speaker controls the conversation. The results of the turn-taking audit should be reviewed by the group so that participants can reflect on their strengths and areas for improvement.

Expansion Activity 3

FIRST IMPRESSIONS IN CONVERSATIONS

page 22

1. Tell students, *Part of making a good first impression is being able to talk easily with people. Taking conversational turns will help you make a good first impression when you are talking to someone for the first time.*
2. After students have completed the activities on page 22, brainstorm some additional follow-up questions to keep a conversation going as a class. Write these questions on the board.
3. Conduct a mingling activity. Have the students stand and find a partner. Tell them to pretend they are meeting this person for the first time and want to make a good impression by showing that they are interested in what their partner is saying.
4. Call time after 30 seconds and tell students to find a new partner and start another conversation. Repeat the activity until students have spoken to four or five partners.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 24

1. Review the Self-Assessment checklist on page 24. Remind students that they will be completing this checklist after their talk.
2. Put students in pairs to give their talks. If time permits, call on volunteers to give their talk to the class.

Unit Assignment Rubrics

Unit 1 Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Give a talk to a partner about a first impression.

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

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

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

0 points = Presentation element was not successful.

Give a Short Talk	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed) when describing an inaccurate first impression in detail.				
Student used correct suffixes where appropriate.				
Student used contractions and auxiliary verbs.				
Student used vocabulary from the unit.				
Student presented content in a coherent and organized manner.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 26–27

This picture shows a family in the United Kingdom preparing a stir fry together. Stir frying is a Chinese cooking technique in which meat and vegetables are cooked in a wok over a very high heat. Although stir frying originated in China, it is a popular way to cook in many countries now. The family is using fresh ingredients, such as tomatoes, cabbage, cilantro, and chillies. Several generations of the family are working together.

Expansion Activity 1

UNIT QUESTION page 27

1. Introduce the Unit Question, *Why do we change the foods we eat?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *Do you like to try new or different kinds of foods? Have you ever chosen to eat different foods that were healthier for a period of time? How do you get information about different kinds of food?*
2. Tell students, *Let's start off our discussion by listing food that is unhealthy, for example, potato chips or pizza.*
3. Seat students in pairs. Give them one or two minutes to write as many unhealthy foods as possible. Remind students to be specific. It is more helpful to list specific foods than general categories, e.g., *ice cream* instead of *sweets*.
4. Have students switch their lists with another pair. Give them one or two minutes to write healthy alternatives for each unhealthy food. The alternatives should be as close as possible to the unhealthy foods. For instance, for *French fries*, a better answer might be *oven baked fries* instead of *carrot sticks*.
5. Call time and have the pairs come together to compare their lists as a group of four. If time permits, ask a reporter from each group to read the group's lists aloud.

Background Note

LISTENING 1 page 28

This listening discusses the impact the changing population in the US is having on the kinds of spices people want in their food. Specifically, American cooks are moving away from using salt and pepper as the primary seasonings to incorporating flavors from around the world. The video highlights a famous American spice company, McCormick, that has added 30 spices to their collection in the past 70 years and increased the amount of spice it packages.

Expansion Activity 2

LISTENING 1 page 28

1. As preparation for the video, put students into pairs.
2. Give them time to list four spices that they have tried or used. For instance, if the class is mono-cultural, instruct them to list spices from international foods. If the class is multi-cultural, have them list spices from their own cuisine. Allow them to use dictionaries if necessary. Encourage them to think of spices that are more unusual.
3. Elicit names of spices from the students and write them on the board. Give the class time to ask questions about the ones that they don't know or to look up unknown spices in their dictionaries.
4. Model how to ask if a person has tasted something and write sample questions on the board. For instance, write, say, and have students repeat questions like, *Have you ever tried turmeric?* or *Have you ever tasted oregano?*
5. Instruct the students to interview five (or more, if time permits) other students, asking if other students have ever tasted the spices on their list, and responding to the other students' questions. While they are circulating, have them keep track of how many students have tasted the spices on their list.
6. Have students return to their partner and create a bar graph or pie chart showing the results of their survey. Alternatively, have students orally share the results.

Multilevel Option 1

LISTENING 1: A Billion Pounds of Spices

C. VOCABULARY page 29

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students complete the activity individually and then discuss their thoughts in pairs. Tell the pairs to write a sample sentence for each word. For example: *We are not permitted to consume food or drink in the library. I enjoy eating ethnic food; I like to try dishes from different countries. Crab is a local specialty; it comes from this area.* Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the proper use of the vocabulary words rather than grammatical issues.

Expansion Activity 3

C. CREATE page 35

1. Put students into small groups of three or four.
2. Give each group a small stack of index cards or slips of paper.
3. Tell the students to choose one person in their group to be the scribe. Give the students time to come up with four or five cause/effect sentences. Instruct the scribes to write the cause on one card and the effect on a different card. Tell each group to use *because* or *so* correctly in their sentences.
4. Circulate to check the sentences and offer corrections and praise as appropriate.
5. Have students mix up the cards and then swap with another group. Give the groups time to sort out the cards and match the appropriate clauses to form sentences that make sense. When the groups have made the matches, have them confirm their answers with the group that they swapped cards with.

Background Note

LISTENING 2 page 37

This listening compares the highly processed diet that people in the US eat with the fresh, healthier diets eaten in some other countries around the world. More than half of the food that Americans eat is highly processed and contains an enormous amount of sugar. The eating and exercise habits of some other cultures are healthier, in that these cultures promote smaller meals, fresh ingredients, and an active lifestyle. Some of these diets have taken on a mythology, and health-conscious eaters are now looking at how people in traditionally healthy cultures eat in order to live longer, healthier lives.

Multilevel Option 2

LISTENING 2: A World of Food

B. VOCABULARY page 37

1. Direct students to read the words and check they ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students complete the activity individually and then discuss their thoughts in pairs. Tell the pairs to write a sample sentence for each word. Have volunteers write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Vocabulary Skill Note

ADJECTIVE–NOUN COLLOCATIONS page 41

1. Direct students to read the information silently.
2. Read the sentences aloud to model correct stress and pronunciation. Have students repeat.
3. Check comprehension: *What is a collocation? Which word comes first, the adjective or the noun? Why should students use collocations?*

Skill Note

Remind students that adjective-noun collocations are very common in English. Point out that some adjectives tend to collocate with some nouns and it is important to remember them. For example, although *fast* and *quick* are synonyms, we do not say *quick food*. Encourage students to keep a list of adjectives or nouns and their common collocations.

Grammar Note

QUANTIFIERS WITH COUNT AND NONCOUNT NOUNS page 43

1. Read the information about count and noncount nouns. Write the words *count* and *noncount* on the board. Elicit additional examples of each noun. For example, count: *banana, chair, pen*; noncount: *sugar, money, plastic*.
2. Check comprehension by asking questions: *Do we use too much or too many with the noun money? Are too much and too many used when we have the right amount of something?*

Skill Note

Count and noncount nouns are frequently taught with food items because there is a range of both count and noncount nouns in this category. You may wish to use items in the food category to present this point.

Give sentences for students to complete. For example:

*I ruined the soup! I put **too much** salt in.*

*My tea is perfect. There is **enough** sugar in it.*

***How many** bananas are in this recipe?*

Multilevel Option 3

B. EXPLAIN page 44

1. Read the instructions aloud to the class. Have students follow along in their textbooks.
2. Give students time to list foods and drinks they like. Instruct them to write *C* or *NC* beside the nouns as appropriate.
3. Circulate and assist as necessary.
4. Put students into groups of two to four. Tell them to discuss their likes and dislikes.

MULTILEVEL OPTION

Allow weaker learners to use their dictionaries to look up the spelling, pronunciation, and countability of any new words. Encourage higher-level learners to carry on the group conversations by asking questions with *How much* or *How many* as appropriate.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 49

1. Put students in groups to interview each other.
2. Remind students not to read their information from Activity B. Encourage them to maintain eye contact and only refer to their notes as necessary.
3. Monitor students' interviewing and answering techniques.
4. Use the Unit Assignment Rubric at the end of this chapter to score each student's interview and answers.
5. Alternatively, have other group members listen to each other's interviews and answers. Have listeners complete the Unit Assignment Rubric.
6. Have groups summarize the information from their interviews.
7. Ask a reporter from each group to present the group's findings.

21ST CENTURY SKILLS EXPANSION

Interviewing people is something students will do in their professional and academic lives. Most students forget that an interview is a conversation and they tend to focus solely on asking questions and writing answers. Good interviewers listen and show flexibility. Help students develop interview flexibility through practice. Tell students to write at least one new question while they are listening to a partner or group member speak. Tell them to ask this follow-up question before moving on to the next new question. This activity will not only help them prepare for unit assignments, but it will also help them develop better interview skills for the future.

Unit Assignment Rubrics

Unit 2 Nutritional Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Interview three classmates about foods or dishes they have added to their diets recently.*

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.

Conduct a Class Survey	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) while discussing the foods he/she has recently added to his/her diet and was easy to understand (spoke clearly and at a good speed).				
Student used /j/ and /w/ for linking.				
Student used count and noncount nouns correctly.				
Student used vocabulary from the unit.				
Student elicited relevant information from other students during the interview phase.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 52–53

The photo shows an American couple talking in the doorway of their tiny house. The tiny house trend is a movement that advocates for a change to a simpler, less consumer-oriented life. Tiny houses are seen by some as symbolic of a societal shift away from consumerism and overspending on lavish lifestyles and toward prudence and modest living.

Expansion Activity 1

UNIT QUESTION page 53

1. Introduce the Unit Question, *In what ways is change good or bad?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract.
2. Read the Unit Question aloud. Give students a minute to silently consider their answer to the question. Say, *Let's consider the positive side of change in our individual lives. What are the good things about change? What are the disadvantages?*
3. Write *good* and *bad* at the top of two sheets of poster paper.
4. Elicit students' answers and write them on the appropriate poster. Accept all contributions. Post the lists to refer back to later in the unit.

Background Note

LISTENING 1 page 55

Jeffrey Skoll was born in Montreal, Canada in 1965. He is known as a co-founder of eBay and head of Participant Media. However, he is most famous for his philanthropy and commitment to social causes. He has received many awards, including being made an Officer of the Order of Canada in 2011 and winning the Academy Award for Best Picture as the executive producer of the movie *Spotlight* in 2016.

Multilevel Option 1

LISTENING 1: Shaped by Change, Promoting Change B. VOCABULARY page 56

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their thoughts. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students discuss their thoughts about the vocabulary words with a partner. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 60

Barbara Ehrenreich was born in the United States in 1941. She has been interested in workers' rights across all sectors of the workforce since the 1960s. To date, she has written over 20 nonfiction books as well as one work of fiction and dozens of magazine articles and newspaper columns.

Expansion Activity 2

WORK WITH THE VIDEO page 65

1. As a class, have students brainstorm two or three questions they would like to ask about people who change careers, like Christine Marchuska. Questions might include: *Why did the person change their job? Was the change a good idea in the end? What were some of the challenges the person faced?* Instruct students to write the questions on a piece of paper.
2. Give students time to use their smart phones to search for other people who have changed careers. Alternatively, this could be assigned for homework. Have students find and record the answers to the brainstormed questions.
3. Instruct students to share their findings with the class or in small groups.

Vocabulary Skill Note

USING A WORD WEB page 66

1. Direct students to read the information silently.
2. Check comprehension: *Which word goes in the middle circle of the word web? Why? What is the purpose of the shortcut words? Does the word web contain only one part of speech?*

Skill Note

Remind students that the first definition of a word is the most common meaning and usage of that word.

Remind students that a dictionary also provides other useful information about a word, for example part of speech, irregular forms, and pronunciation.

Multilevel Option 2

B. INVESTIGATE page 67

Have students complete the word web with their partners. Call a volunteer to the front to draw the word web on the board with his or her answers.

MULTILEVEL OPTION

Group and assist lower-level students with the task. Have higher-level students look up additional words and create word webs for them, e.g., *have, go, and do*.

Grammar Skill Note

TAG QUESTIONS page 68

1. Read the information about tag questions. Explicitly draw students' attention to the contrast between the positive statements and their negative tag questions and the negative statements with positive tag questions.
2. Check comprehension by asking questions: *What verb do you see in the statement? Is it the same as in the tag? When is it different? Does the tag use the contraction or the full verb? Are the verb tenses in the statement and tag the same or different?*

Skill Note

Tag questions are a useful way to include others in a conversation without asking direct questions. Using them often implies politeness and softening. They are more common in spoken English than in formal written texts.

Give statements which students can create tags for. For example:

Your name is Mary, _____?

This is going to be a great day, _____?

The movie was great, _____?

We should be home by 10:00, _____?

You've finished your homework, _____?

Multilevel Option 3

A. APPLY pages 68–69

1. Read the instructions aloud as students follow along in their textbooks.
2. Put students into pairs and encourage them to work together to complete the conversations. Circulate and correct or praise as appropriate.

MULTILEVEL OPTION

Encourage lower-level students to circle the verb in the statement part of each 'A' part. Have them identify if it's positive or negative, and then write the opposite form in the blank. If higher-level students finish the activity early, encourage them to rewrite the statements and tags so they have the opposite meaning. So, "You're a journalist, aren't you?" becomes "You aren't a journalist, are you?" Ask them to think about how the context of the situation might be different in each case.

Expansion Activity 3

EXPANSION ACTIVITY: INTONATION IN TAG QUESTIONS page 70

1. Remind students about the importance of using appropriate intonation in tag questions. Direct them to look at the skill box on page 70. Write an additional model sentence for each intonation pattern on the board and read them aloud. Have the students identify if you are asking for confirmation or if you are uncertain of the answer. Ask them to explain how they know this.
2. Hand a piece of paper or an index card to each student.
3. Give them time to write a tag question they would like to ask other students.
4. Have the students stand up and walk around the class asking other students their tag questions. If they believe they know how the students will respond, they should use falling intonation. If they are uncertain of the answer, they should use rising intonation. (This might differ depending on how well they know the other students. Specifically, they're more likely to use falling intonation with other students they know well, but rising intonation with other students they don't know very well.)
5. If time permits, write some examples of the students' questions on the board. Ask students to report who they spoke with and which intonation pattern they used. Ask them if they guessed correctly when they used falling intonation. Ask if they learned anything that surprised them about their classmates.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 74

1. Ask students to review the Self-Assessment checklist on page 74. Elicit any questions.
2. Put students in groups to talk about their experiences. Remind them not to read directly from their outlines.
3. Tell students to make a T-chart to record advantages and disadvantages of change during each group member's part of the discussion.
4. Monitor students' performance as they discuss.
5. Call on students you did not have a chance to monitor to present a summary of their discussion.
6. Use the Unit Assignment Rubric at the end of this chapter to score each student's interview and answer.

21ST CENTURY SKILLS EXPANSION

Appropriate intonation is essential to communicating effectively in one's professional and academic life. The wrong intonation can create misunderstandings. Help students develop intonation awareness by saying *hello* in the following ways: annoyed, interested, and questioning. Ask students to describe your intonation. Have students repeat *hello* using each intonation. Put students in pairs to practice saying the following sentences in the three ways: 1. *How are you?* 2. *I love English.* 3. *Change is good.* Have their partner guess which feeling they are conveying when they say the sentence. Have volunteers perform for the class.

Unit Assignment Rubrics

Unit 3 Psychology

Unit Assignment Rubric

Student names: _____

Date: _____

Unit Assignment: *Take part in a group discussion about the advantages and disadvantages of change.*

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.

Take Part in a Group Discussion	20 points	15 points	10 points	0 points
Group members spoke easily about the advantages and disadvantages of change (without long pauses or reading) and were easy to understand (spoke clearly and at a good speed).				
Group members used a variety of intonation.				
Group members correctly used tag questions.				
Group members used vocabulary from the unit.				
Group members were able to ask for and give reasons appropriately.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 76–77

The photo on page 76 shows a busy street in a commercial area in Washington, DC. There is a phone company store across the street, and the Chinatown Arch is on the right. There are advertisements everywhere—the car is covered in an advertisement for a job placement company, and there are ads on the bus stop and on the back of the bus.

Expansion Activity 1

UNIT QUESTION page 77

1. Introduce the Unit Question, *How does advertising affect our behavior?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *What is the goal of advertisers? (to make us buy) How can they make us do this? Why do they have famous athletes endorsing products? Why do they have attractive people in advertisements? What other techniques do they use?*
2. Label four pieces of poster paper: *Trust and Familiarity*, *New and Different*, *Rich and Famous*, and *Identify with a Group*. Place them in the corners of the room.
3. Explain that each poster represents a feeling that advertising appeals to in order to influence consumers' behavior. Ask students to read and consider the Unit Question and then to stand in the corner next to the poster that best represents the feeling that they believe influences most consumers.
4. Direct the groups in each corner to talk amongst themselves about the reasons for their answers. Tell them to choose a recorder to write the answers on the poster paper.
5. Call on volunteers from each corner to share their opinions with the class.
6. Leave the posters up for students to refer back to at the end of the unit.

Multilevel Option 1

LISTENING 1: Targeting Children with Advertising

B. VOCABULARY page 78

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students complete the activity individually and then discuss their thoughts with a partner. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 1 page 79

This listening explores the problems associated with allowing companies to create advertisements and marketing campaigns that target children. As children have increasing influence over family decisions, such as food choices, clothing purchases, and family entertainment choices, corporations have seen the value in marketing to children. In addition, children can be persuaded by advertisements to ask their parents to make certain purchases. This is known in the industry as *pester power*.

Expansion Activity 2

B. EVALUATE page 82

1. Tell students they are going to practice identifying facts and opinions that their classmates write. Remind them that a fact is something that is always true and an opinion is something that cannot be proved. For reference, have them look at the Listening Skill box on page 82.
2. Write two sentences, one fact and one opinion. Ask the class to identify which is the fact and which is the opinion.
3. Tell the students to take out a piece of paper. Give them some time to write two sentences—one fact and one opinion. Circulate and assist as necessary.
4. Have the students stand up and walk around the room and talk to five different classmates. Tell them to read their sentences, and have their partner listen and identify the fact and the opinion.
5. If time permits, have volunteers stand up and read their sentences and guess as a class which are the facts and which are the opinions.

Background Note

LISTENING 2 page 83

The targeted advertising techniques that online companies use to generate revenue have come under scrutiny recently. Consumers have often been furious to find out that their personal information was sold to companies for the purpose of targeting advertising to individuals.

Multilevel Option 2

LISTENING 2: The Influence of Online Ads

B. VOCABULARY page 83

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students complete the activity individually and then discuss their thoughts with a partner. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Vocabulary Skill Note

USING CONTEXT CLUES TO IDENTIFY MEANING

page 89

1. Direct students to read the information in the first paragraph silently.
2. Check comprehension: *What does context mean? How can it help us to understand a word's meaning?*
3. Ask students to read the remaining information. Elicit a way based on part of speech that students can determine that *circulation* is a noun. (*It is preceded by a, which is used before nouns.*)
4. Elicit any questions or difficulties about the information.

Skill Note

Point out that being able to determine a word's meaning from context is an important skill because there may be times when a dictionary is unavailable. Similarly, in testing situations, dictionaries may not be permitted.

Multilevel Option 3

A. IDENTIFY page 90

1. Review the first sentence with the class. Ask students to work individually to underline the context clues in each sentence. Point out that there may be one or two context clues for each.
2. Put students in pairs to review their answers. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Point out the clues in the sentences that will help them to choose the correct answers. For example, in sentence 2, *same* and *over and over* have related meanings. Have higher-level students work in small groups to choose five vocabulary words from the two vocabulary sections and write sentences in which the word's meaning can be guessed from context. Ask the groups to present their sentences to the class and elicit the context clues that enable them to guess each word's meaning.

Grammar Note

MODALS EXPRESSING ATTITUDE page 91

1. Read the information about modal verbs aloud.
2. Check comprehension by asking questions: *What kind of verbs are modal verbs? What four kinds of attitude can they express? What is an example of a modal verb that expresses prohibition? Is must/must not more common in conversation than in writing?*

Skill Note

Write the subject pronouns, *I, you, he, she, it, we, and they* on the board. Point out that with modal verbs, except for *have to*, the form is the same for each of these subjects.

Expansion Activity 3

B. EVALUATE page 94

1. Have students work with a partner. Tell them to discuss the effectiveness of ads that feature famous people.
2. Remind them to use the phrases for giving and supporting opinions. Elicit some of the things they should do when discussing with a partner, e.g., maintain eye contact, give reasons, take turns, etc.
3. Monitor students' conversations for their use of phrases as well as their intonation.

EXPANSION ACTIVITY: OPINIONS ABOUT ADVERTISEMENTS

1. Keep students in pairs.
2. Ask them to think about three different kinds of advertisements they have seen recently.
3. Have them tell their partners about the three different advertisements they saw, and the advantages and disadvantages of each type. Remind them to support their opinions with reasons and examples, and to use the phrases from the Speaking Skill box on page 94 of the Student Book.
4. Elicit answers from volunteers.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 98

1. Review the Self-Assessment checklist on page 98. Ask students to read it. Elicit any questions.

2. Put students in groups according to which topic they wrote in the center of the mind map in Activity A. Remind them not to read directly from their notes.
3. Ask students to choose a group leader. If students are reluctant to choose a leader, choose a student who is outgoing and capable of leading. Remind students of the role of the group leader (to ensure everyone speaks, to keep the discussion going, etc.).
4. Have the leader open the discussion by asking the group members about their opinions on the topic. Remind students to limit their discussion to the issues outlined in Activity B so that the discussion stays on track.
5. Use the Unit Assignment Rubric at the end of this chapter of these *Teaching Notes* to score each student's participation in the discussion.
6. Monitor students' performance as they work in groups. Call on students you did not have a chance to monitor to present a summary of their discussion.

21ST CENTURY SKILLS EXPANSION

Being able to see an opposing opinion, or viewpoint, is an important skill for success in the workplace and university. It can be difficult to do this because it requires us to evaluate our opinions critically. Help students begin to develop this important skill through practice. Conduct "short speech" activities throughout whichever unit you are working on. (This will usually help them prepare for the unit assignment as well.) Assign a very specific topic on which students will have an opinion, such as "Everyone can be influenced by advertising." Tell the students to prepare a 30-second speech advocating the viewpoint counter to theirs. Pass out small note cards for students to plan their speech advocating the opposite opinion. Then put the students in groups and have them deliver their short speech to the group.

Unit Assignment Rubrics

Unit 4 Marketing

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Take part in a group discussion on the Unit Question.*

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.

Take Part in a Group Discussion	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) about the influence of advertising on our behavior and was easy to understand (spoke clearly and at a good speed).				
Student expressed attitude using correct modal verb forms.				
Student used appropriate statement and question intonation.				
Student used vocabulary from the unit.				
Student was able to give and support opinions.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 100–101

The photo shows a photographer filming the volcanic eruption at the Holuhraun Fissure, near the Bardarbunga Volcano in the center of Iceland. This fissure erupted from August 2014 to February 2015 and resulted in one of the largest lava fields in recent Icelandic history. People who work near volcanos, as the man in the picture is doing, risk being killed or injured by ash, smoke, lava, fire and/or escaping gases.

Expansion Activity 1

UNIT QUESTION page 101

1. Introduce the Unit Question, *Does taking risks change our lives?* First, make sure that students understand the word *risk*. Tell students that “taking a risk” is doing something that has the possibility of a bad result. Brainstorm three or four risks as a class, such as asking for a pay raise, investing money in a new company, or robbing a bank. Then, ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *What is the danger of taking a risk? What is the reward? Can you think of a time when you took a risk and your life changed? Was it for the better? What happened?*
2. Read the Unit Question aloud. Tell students to look at the list of brainstormed risks. Then, as a class, decide which of the risks are “more dangerous” and which are “safer” and write them on a continuum across the board, as shown in the example table below.
3. Put the students into pairs. Ask them to talk about the possible dangers associated with each risk and one or two rewards that might come from taking each risk.
4. Elicit one or two examples of the dangers and rewards associated with each risk from the class. Write the changes below the corresponding risk (as shown below) and ask students to notice whether or not the rewards are greater when the risks are greater.

	← safer	more dangerous →	
Risks	ask for a pay raise	invest money in a new company	rob a bank
Dangers	The boss might say no. Your boss might ask you to do more work.	You might lose all your money.	You might get caught and go to jail. You might feel guilty.
Rewards	You might get a raise. You might get a promotion.	The company might become really successful. You might make a lot of money.	You might get away with a lot of money.

5. Highlight the Unit Question again and give students a minute to silently consider their answers.
6. Elicit answers for the Unit Question and encourage students to give reasons for their opinions.

Expansion Activity 2

EXPANSION ACTIVITY: Listening Skill LISTENING FOR DIFFERENT KINDS OF NUMBERS page 103

1. Prepare a list of numbers, including dates, percentages, fractions, and monetary amounts like those in the Listening Skill box.
2. After going through the information in the Listening Skill box, put students into pairs. Give each pair a student whiteboard (these can be made with page protectors and cardstock if whiteboards are not available in your teaching context), a whiteboard marker, and a whiteboard eraser or paper towel.
3. Call out the first of the numbers on the list. Have students work with in pairs to correctly write the number in digits. For instance, if you say *one third*, students should write *1/3*. Once they have written the number, they should hold up their whiteboards and show the number as quickly as possible.
4. Give a point to the pair that correctly writes the number and holds up their whiteboard first. Alternatively, set a short time limit of five to ten seconds and give a point to each pair who holds up the correct answer within the time limit.
5. Write the correct number on the board so all students can see it before moving on and reading out the next number on your list.

Background Note

LISTENING 1 page 105

The speakers in the podcast discuss the connection between age and risk taking. They cite several different studies that suggest that as people age, they take fewer risks and different kinds of risks. Scientists study risk taking because it helps us understand human behavior and choices. In addition, the results of this kind of research might influence public policy and help government write good laws. For example, since young people often engage in riskier behaviour, the government might consider raising the age when you can get a driving license.

Multilevel Option 1

LISTENING 1: A Lifetime of Risks

B. VOCABULARY page 106

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.

- Put students in pairs to discuss how the words might relate to this unit.
- Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students complete the activity individually and then discuss their thoughts with a partner. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 111

Tina Neal is a volcanologist (volcanic geologist) with the U.S. Geological Survey group. Prior to this, she was a geologist at the Alaska Volcano Observatory in Anchorage where she participated in several eruption responses. Her work as a hazard specialist has allowed her to travel to various places like Kilauea (Hawaii) and Nepal to study volcanic processes. Tina Neal's job allows her to share her knowledge with the public and decision makers in order to make people safer and more educated about volcanoes. Paul Flaherty is a meteorologist at the National Oceanic and Atmospheric Administration (NOAA) and the section chief of the "Hurricane Hunters." He and the rest of his team use a combination of aviation training and meteorological expertise to assist NOAA scientists with pre-flight planning and real-time mission decisions. Paul Flaherty provided important information on Hurricane Katrina.

Expansion Activity 3

WORK WITH THE VIDEO page 114

- After students have completed the chart, lead a short discussion that compares exploring in the days of Magellan with exploring today. Ask students what unknown places still exist today where we might send explorers, such as the Antarctic, space, or the bottom of the ocean.
- Put students into groups of three or four. Give them two or three minutes to rank the unknown places in order of most to least interesting. Encourage them to discuss the reasons for their opinions.
- Tell each group to identify their top choice. Then, instruct them to look at the risks they listed in the Activity B chart. Have them pinpoint which of the risks would also be faced by 21st century explorers to their chosen destination. Give them time to imagine possible outcomes to these risks and brainstorm ways to minimize the risks to make exploring their chosen location safer.
- If time permits, have students find another group who has also chosen the same location and compare the benefits, outcomes, and mitigating suggestions.

Vocabulary Skill Note

WORD FAMILIES page 115

- Read the information about word families aloud.
- Check comprehension by asking questions: *What is a word family? Is destroy, destruction, destructive, destructively a word family? Is game, sport, entertainment, match a word family? How do we know what part of speech a word family word is? What does the suffix -ion tell us about the word in the example? What does the suffix -ive tell us about the word in the example? How can you learn about other words in the same word family? Why is learning about word families beneficial for English learners?*

Multilevel Option 2

A. CATEGORIZE page 116

- Copy the first row of the chart on the board. Review the meaning and part of speech of each word in the first row.
- Point out the suffixes that are attached to each word to create the different parts of speech (-or to create a noun, -ive to create an adjective, -ly on an adjective to create an adverb).
- Put students in pairs to complete the chart. Point out that the darker shaded areas indicate no word is possible. Encourage students to use their dictionaries.
- Go over the answers as a class.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Help them to remember other suffixes associated with different parts of speech, e.g., -er to turn verbs into nouns. Have higher-level students work in small groups to choose one row and write a sentence using each word. Review the sentences as a class, focusing on whether the part of speech is used correctly.

Grammar Note

PAST PERFECT page 117

- Read the information about the past perfect aloud.
- Check comprehension by asking questions: *When do we use the past perfect in relation to the simple past? What is the form of the past perfect? (had + past participle) Which adverbs is the past perfect often used with? What kind of clauses do we use the past perfect with? What are some words these clauses often begin with?*

Skill Note

Point out that many native speakers do not use the past perfect if the meaning of the sentence is clear with two simple past verbs, for example, *My parents went to bed before I got home.* Remind students that time clauses with *when* often require use of the past perfect to make the meaning clear, e.g., *My parents went to bed when I got home.* (I got home and they went to bed.) *My parents had gone to bed when I got home.* (They went to bed and then I got home.)

Multilevel Option 3

B. APPLY page 118

1. Read the instructions aloud while the students follow along in their textbooks.
2. Give students time to complete the sentences individually. Circulate to correct and praise as necessary.
3. Put them into pairs and have the students read their sentences to each other.

MULTILEVEL OPTION

Encourage lower-level students to use a dictionary to help them express their ideas fully. Also, encourage them to circle the verbs in their writing to double-check they are using the past perfect correctly. Tell higher-level students to write one or two additional sentences if they finish early.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 124

1. Review the Self-Assessment checklist on page 124. Ask students to read it. Elicit any questions.
2. Depending on the size of your class, you may wish to put students in groups to give their presentation or have students present to the entire class.
3. Remind students not to read directly from their outlines. Remind them to use appropriate phrases to introduce their topic as well as show the order of events and their reasons for taking the risk.
4. Use the Unit Assignment Rubric at the end of this chapter of these *Teaching Notes* to score each student's presentation.
5. Monitor students' performance as they present.

21ST CENTURY SKILLS EXPANSION

Creativity and the ability to communicate are essential skills for success in one's professional and academic life in the 21st century. Facilitate students' creativity and communication by asking them to give a short presentation about a famous person who took a significant risk. Tell students to think about the following people who took risks, and choose one to talk about: Christopher Columbus, Mahatma Gandhi, Nelson Mandela, Dr. Martin Luther King, Jr., Marie Curie, or a person of their choice. Ask them to address the following in their presentations: *What did he or she risk? What made their action a risk? Would the risk they took still be considered a risk today? Was the risk worth taking?* Put students in groups to give a one- or two-minute presentation to the other students.

Unit Assignment Rubrics

Unit 5 Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Give a one-minute presentation on a risk you have taken.

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

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

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

0 points = Presentation element was not successful.

Give a Short Presentation	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) about a risk he or she had taken and was easy to understand (spoke clearly and at a good speed).				
Student used correct past perfect verb forms.				
Student used appropriate contractions of <i>had</i> .				
Student used vocabulary from the unit.				
Student organized the presentation by using appropriate phrases to introduce the topic, show order of events, and give reasons for behavior.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 126–127

The picture shows a “SociBot” humanized robot that was on display at the Viva Technology conferences in Paris, France, in 2017. The “SociBot” is a sociable robot that has been designed for human-robot interaction. It can make facial expressions, carry on conversations, and even do impressions.

Expansion Activity 1

UNIT QUESTION page 127

1. Introduce the Unit Question, *Will artificial intelligence ever be as smart as humans?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *What do you know about AI? What kinds of objects in our daily lives use AI? Would you say that a smart refrigerator is as smart as a human? What about a virtual assistant? What about your smart phone?*
2. Read the Unit Question aloud. Give students a minute to silently consider their answer to the question. Then ask students who would answer *yes* to stand on one side of the room and students who would answer *no* to stand on the other side of the room.
3. Direct students to tell a partner next to them their reason for choosing that side of the issue.
4. Call on volunteers from each side to share their opinions with the class.
5. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so.
6. Ask students to sit down, copy the Unit Question, and make a note of their answers and their reasons. They will refer back to these notes at the end of the unit.

Background Note

LISTENING 1 page 128

The debate over AI often centers around the definition of the word *intelligence*. While AI will almost certainly continue to take over many of the tasks people do on a daily basis, most experts in the field acknowledge that AI won't replace human tasks associated with creativity and critical thinking. They argue that people will always be able to do some things that robots simply aren't “smart” enough to do.

Multilevel Option 1

LISTENING 1: What Kind of “Smart” is AI?

B. VOCABULARY page 128

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.

3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Elicit students' thoughts. Clarify as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students discuss their thoughts about the vocabulary words in pairs. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 133

This listening presents a discussion comparing intelligence in two robots, Sophia and Curiosity. Sophia was created by a private AI company located in Hong Kong, China. The goal of the company, Hanson Robotics, is to create an empathetic, human-like robot. Curiosity is the size of a car and has been on Mars since 2012. Its purpose is to investigate the climate and geology on Mars and determine if the environmental conditions are favorable for possible future human exploration.

Expansion Activity 2

WORK WITH THE VIDEO page 138

1. Draw students' attention to the definition of *algorithm* from the video. (Put simply, an algorithm is a process with unambiguous steps that has a beginning and an end, and does something useful.)
2. As a class, brainstorm several ways algorithms might solve problems associated with daily life. Students may suggest ideas such as: GPSs with traffic information can help people avoid traffic; smart rice makers can cook rice and keep it warm for a long time; social media can suggest neighbors who share a common interest meet together. As students brainstorm, write their ideas on the board.
3. Put students into small groups of three or four. Instruct them to look at the list of algorithm ideas. Give them time to talk about each one and decide if humans can do the same thing just as well or better without an algorithm, or if the algorithm is better.
4. Have one representative from each group come to the board and put a mark beside each item on the list that the group feels could be done just as well or better *without* an algorithm. If no one comes to the board, check if that means they think algorithms are better for all the items on the list. Encourage groups to give reasons for their opinions.

Vocabulary Skill Note

USING THE DICTIONARY page 139

1. Direct students to read the information silently.
2. Check comprehension: *What is the first thing you should identify to help you find the correct meaning of a word? What should you do after this? What is the context of a word?*
3. Ask students to read the conversation to determine the part of speech for the word *wrong*. Then ask them to read the paragraph after the conversation to check their answer.
4. Tell students to read the definitions to find out why definition number 4 is correct. Elicit any questions or difficulties about the entry.

Skill Note

Point out that the dictionary often lists words or phrases that are commonly used with a particular word. Explain that these are called *collocations*. Collocations are words and phrases that typically go together in a particular context or situation. Point out that when the words are in parentheses, it means that they are not required, but they may frequently be used with the word to express that meaning. Elicit the collocation for definition number 4 of the word *wrong*.

Grammar Note

GERUNDS AND INFINITIVES AS THE OBJECTS OF VERBS page 141

1. Read aloud the information about gerunds and infinitives.
2. Check comprehension by asking questions: *What is the gerund for the verb run? What is the infinitive of the verb walk?*
3. Review spelling rules for forming gerunds:
 - Verbs ending in vowel + consonant: double the consonant, e.g., *running, swimming, planning*, etc.
 - Verbs ending in vowel + consonant + -e: drop the -e and add -ing, e.g., *hiking, becoming, having*, etc.

Skill Note

Some students may be familiar with a group of verbs that change meaning depending on whether they are followed by a gerund or an infinitive. There are only a few verbs that this applies to. They include: *stop, remember, and forget*. For example, I forgot to write the note. (I didn't write the note.) I forgot writing the note. (I wrote the note, but I don't remember doing it.)

Expansion Activity 3

STRESS ON IMPORTANT WORDS page 142

1. Make a list of four or five simple example sentences.
2. In the class, write the stressed words of the first sentence on the board. Leave some space between the words. For instance, if the sentence is *A robot can do this job*, write the words *robot, do, and job*.

3. Have the students chorally repeat the stressed words after you say them, clapping on each word, as in *robot* (clap), *do* (clap), *job* (clap). Repeat this several times until the class has a nice rhythm going.
4. Write in the function words between the stressed words using a smaller font. Have the students chorally repeat the sentence again, still clapping on the stressed words and keeping the same rhythm as before, but adding and reducing the extra function words.
5. Repeat this process with the remaining sentences.

Multilevel Option 2

B. EXTEND page 144

1. Tell students they are going to practice leading a discussion.
2. Brainstorm a list of topics related to AI devices that most students will be able to speak about easily and with interest. Write the topics on the board. Elicit two or three questions that students might ask about each topic.
3. Put students in small groups of three or four. Give them a few seconds to choose the first discussion leader.
4. Tell them that you are going to give them a topic from the board and the group should have a conversation about it for two or three minutes. Remind the group leader to guide the flow of the discussion.
5. After a few minutes, give the students a new topic and have them choose a new discussion leader. Continue until all the group members have had a turn as the discussion leader.

MULTILEVEL OPTION

Write the phrases from the skill box on page 143 on the board for the lower-level students. Encourage higher-level students to introduce more questions to the discussion in addition to what was brainstormed in step 2 above.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 148

1. Review the Self-Assessment checklist on page 148. Ask students to read the checklist. Elicit any questions.
2. Put students in groups to talk about their opinions about whether or not artificial intelligence will ever be as smart as humans. Remind them not to read directly from their outlines.
3. Ask students to choose a group leader. If students are reluctant to choose a leader, choose a student who is outgoing and capable of leading.
4. Have the leader open the discussion by asking the group members about one of the statements in Activity A. Remind students to limit their discussion to the issues in Activity A so that the discussion stays on track.

5. Use the Unit Assignment Rubric at the end of this chapter of these *Teaching Notes* to score each student's participation in the discussion.
6. Monitor students' performance as they work in groups. Call on students you did not have a chance to monitor to present a summary of their discussion.

21ST CENTURY SKILLS EXPANSION

Debating is something students may need to do in their professional lives as well as their academic lives. To debate well, students must be able to identify a variety of viewpoints or arguments and plan responses to them accordingly. Help students develop comfort with this important skill through extensive practice. Conduct "short debate" activities throughout whichever unit you are working on. (This will often help them prepare for the Unit Assignment as well.) Assign a very specific topic, such as "The government should control the development of AI." Give students three minutes to think of all the reasons why they agree and disagree with the statement. Then put the students in two groups and assign the viewpoint that their group should defend. Seat the students in rows across from each other and have them debate the points for and against government control of AI. If your class is large, select two groups of students to debate while the others observe and determine which side made a more convincing argument.

Unit Assignment Rubrics

Unit 6 Philosophy

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Take part in a group discussion on the Unit Question.*

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.

Take Part in a Group Discussion	20 points	15 points	10 points	0 points
Student easily explained opinions about whether artificial intelligence will ever be as smart as humans (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student referred to his / her notes during the discussion, but didn't read them out loud.				
Student put stress on important words correctly.				
Student used vocabulary from the unit.				
Student was able to give reasons for his or her opinions.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 150–151

The photo shows a luxurious home in an exclusive neighborhood in Miami, Florida, called Coral Gables. Coral Gables was a planned city and is famous for its strict zoning regulations that control what kinds of buildings can be built.

Expansion Activity 1

UNIT QUESTION page 151

1. Introduce the Unit Question, *Can money buy happiness?* Ask related information questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *What are some things money can't buy? What are some things that money can help a person do? Does having money make people kinder or friendlier, or does it make them impatient or rude? Why do you think so?*
2. Read the Unit Question aloud. Give students a minute to silently consider their answer to the question and supporting details.
3. Write *Advantages of having money* and *Disadvantages of having money* at the top of two sheets of poster paper. Say, *What are the advantages of having a lot of money? What are the disadvantages of having a lot of money?*
4. Elicit students' answers. Write them under the correct heading. Post the lists to refer back to later in the unit.

Background Note

LISTENING 1 page 152

In many countries, it is possible to become wealthy suddenly through a variety of circumstances, including inheritances from family members or a risky investment.

Multilevel Option 1

LISTENING 1: Sudden Wealth

B. VOCABULARY page 152

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their thoughts. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students discuss their thoughts about the vocabulary words with a partner. Tell the pairs to write a sample sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 158

Dr. Sonja Lyubomirsky is a professor in the Department of Psychology at the University of California Riverside. She is also the author of a book entitled *The How of Happiness*, which presents research-based strategies to increase one's happiness. She is also an associate editor of the *Journal of Positive Psychology*.

Multilevel Option 2

LISTENING 2: Happiness Breeds Success ... and Money!

B. VOCABULARY page 159

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Point out ideas for how the vocabulary words might tie in to the unit. Have higher-level students discuss their thoughts about the vocabulary words with a partner. Tell the pairs to write a sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of the vocabulary words rather than grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO page 163

1. After students have completed the chart, ask them, *Which brother are you the most similar to? Which brother has a lifestyle that is the closest to yours?*
2. Give the class three or four minutes to write the name of the brother they each feel they most closely resemble on a piece of paper, as well as two or three

ways they are similar to that brother. For instance, a student might write that she resembles David because she has tried a couple of different jobs and she likes the freedom associated with David's lifestyle.

3. Give the students five minutes to stand up and mingle around the classroom, sharing the name they wrote on the paper and explaining how they are similar to him. Their goal is to find other students who have chosen the same brother for the same or similar reasons.

Vocabulary Skill Note

IDIOMS page 164

1. Direct students to read the information silently.
2. Check comprehension: *What makes out of the blue an idiom? Why is it important to learn idioms? What is the literal meaning of out of the blue?* (Help students understand this by asking them what *out* means and what *blue* means. Then ask them if they can understand the phrase by understanding each individual word.)

Skill Note

Idioms are common in all forms of English communication. While many students may believe that idioms are only used in casual speech, linguistic analyses have shown that academic texts, such as journal articles and subject-area textbooks, as well as formal speech, including presentations and speeches, contain idiomatic language. Idioms are often used as a way of sounding friendly and approachable in everyday speech; however, they are also important to learn because they are so prevalent in a variety of contexts.

Grammar Note

TYPES OF SENTENCES page 166

1. Ask students to silently read the information on types of sentences and the examples.
2. Check comprehension by asking questions: *What are the four types of sentences? Can you give an original example of each type of sentence?*
3. Ask students to silently read the information on punctuation at the end of sentences.
4. Check comprehension by asking questions: *What types of sentences end with a period? What type ends with a question mark? What type ends with an exclamation mark?*

Skill Note

Point out that it is important to know the different types of sentences because, as students will discover, each type has its own intonation.

Multilevel Option 3

B. APPLY page 167

1. Read the instructions aloud. Have the students follow along in their textbooks.

2. Play the recording for the students again. Pause after each sentence and have them chorally repeat it. Model each sentence two or three more times while modelling the pitch contour with your hand (raising your hand when the pitch rises and lowering it when the pitch falls) and have students repeat after you each time, mirroring your gestures.

MULTILEVEL OPTION

Display (on the board or with a projector) the sentences from the audio script for lower-level students. Encourage several higher-level students to volunteer to read the sentences in front of the class, after the choral repetition without the audio model.

Expansion Activity 3

IDENTIFY page 168

1. Tell students to quickly read the conversations. Elicit any questions or difficulties.
2. Play the audio while students fill in the blanks to complete the conversations.
3. Check the answers as a class.
4. Put students in pairs to practice the conversations.

EXPANSION ACTIVITY: AGREEING AND DISAGREEING IN DIFFERENT SITUATIONS

1. Keep students in pairs.
2. Have the pairs think about two different scenarios in which they might agree or disagree with someone. One situation should be a formal situation, such as a conversation in the workplace. The other situation should be an informal situation, such as a conversation between family members.
3. Have the pairs role-play each situation using the appropriate phrases from the Speaking Skill box on page 168.
4. Ask volunteers to perform their conversations for the class.

Expansion Activity 4

PREPARE AND SPEAK

C. SPEAK page 171

1. Review the Self-Assessment checklist on page 172. Ask students to read it. Elicit any questions.
2. Depending on the size of your class, you may wish to put students in groups to give their presentation or have students present to the entire class.
3. Remind students not to read directly from their outlines. Remind them to use appropriate intonation according to sentence types, as well as appropriate phrases for agreeing and disagreeing.
4. Use the Unit Assignment Rubric at the end of this chapter of these *Teaching Notes* to score each student's presentation.
5. Monitor students' performance as they present.

21ST CENTURY SKILLS EXPANSION

Group communication can be a challenge when group members don't have the same information. By practicing activities that raise awareness about how to convey and request information, students will be better able to communicate successfully in groups. Help students develop these skills by conducting group communication activities. Put students in small groups. Ask them to select a leader. Find a simple picture or create a drawing of some geometrical patterns. Give this to the leader. Give a blank sheet of paper to each of the other group members. Explain that the leaders must sit so that the others can't see the picture and the leaders can't see what the group members are drawing. The leaders have to explain the picture to their group in such a way that the group members should be able to recreate the image on their papers. Tell the group members that they should reproduce whatever their leader tells them to. Allow group members to ask a few clarification questions throughout the process. Give groups ten minutes to do the activity. Have the groups share their drawings with the leader and the rest of the class. Invite the groups to discuss how the leader could have given better information and how the group members could have asked for better information.

Unit Assignment Rubrics

Unit 7 Economics

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Take part in a group discussion about money and happiness.*

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.

Take Part in a Group Discussion	20 points	15 points	10 points	0 points
In the group discussion, student spoke easily (without long pauses or reading) when evaluating the influence of money on happiness and was easy to understand (spoke clearly and at a good speed).				
Student used different types of sentences when speaking.				
Student used intonation correctly according to sentence type.				
Student used vocabulary from the unit.				
Student used appropriate expressions for agreeing and disagreeing, including polite phrases.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 174–175

This photo shows a woman standing with a “Grand Opening” sign. A “Grand Opening” is a celebration on the first day that a new business, usually a store or a restaurant, opens. She appears to be quite excited, but she is probably a bit nervous at the same time.

Expansion Activity 1

UNIT QUESTION page 175

1. Introduce the Unit Question, *What can we learn from success and failure?* Ask related information questions or questions about personal experiences to help students prepare for answering the Unit Question, which is more abstract. *How important is it to be successful? Is it possible to be successful even in failure? What is failure? How important is it to fail once in a while? Do you think a person's definition of success can change over time? Do you know anyone for whom this has happened?*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Give students a minute to silently consider their answers to the Unit Question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer back to later in the unit.

Background Note

LISTENING 1 page 176

This Listening focuses on how famous people, J.K. Rowling, Ang Lee, and Thomas Edison specifically, responded to failure by not giving up and not letting it deter them from their goals.

Multilevel Option 1

LISTENING 1: Learning from Failure

B. VOCABULARY page 176

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Help them determine how the words might be used in the unit. Have higher-level students discuss their thoughts about the vocabulary words in pairs. Give them sentences to help them practice the difficult vocabulary. For example:

1. Even though I had been looking other places for it, it was in my pocket **all along**.
2. She is a very **sincere** person; you can believe what she says.
3. The party is a surprise, so don't **bring it up** when you see him.
4. I don't know why you **gave up** so easily. You almost had the answer.

Tell the pairs to write their own sentence for each word. Invite volunteers to write one of their sentences on the board. Check the sentences as a class, focusing on the use of vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 182

After the accident that caused his blindness and the loss of his leg, Mohannad Abu-dayyah went on to complete his studies and receive his undergraduate degree from King Fahd University of Petroleum and Minerals. Now he is a prolific and successful inventor, lecturer, businessman, and trainer.

Multilevel Option 2

LISTENING 2: An Interview with Mohannad Abu-dayyah

B. VOCABULARY page 182

1. Direct students to read the words and check the ones they already know. Elicit any questions.
2. Model correct pronunciation of the words. Say each word and have students repeat it.
3. Ask students to look up the words and their definitions in a dictionary.
4. Put students in pairs to discuss how the words might relate to this unit.
5. Ask volunteers to share their answers. Elicit or provide clarifications as necessary.

MULTILEVEL OPTION

Group lower-level students and assist them with looking up the definitions. Suggest ideas for how the vocabulary words might tie in to the unit. Have higher-level students discuss their thoughts about the vocabulary words in pairs. Tell the pairs to write a sample sentence for each word. Have volunteers write one of their sentences on the board. Check the sentences as a class, focusing on the use of vocabulary words rather than grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO page 186

1. After students have completed the activities on page 186, put them in groups of three or four. Ask them, *What do you think the leaders of New Orleans learned from the failure of the levees during Hurricane Katrina? What should they be doing now to prepare for large hurricanes in the future?*
2. Tell the students to imagine that they have been hired by the leaders of New Orleans to come up with a plan to protect the city if another big storm hits. Give the students 10 to 15 minutes to discuss a plan in their groups. Circulate to praise and assist as necessary.
3. Have the students share their ideas with the class or with another small group.

Vocabulary Skill Note

PREFIXES page 187

1. Direct students to read the information silently.
2. Check comprehension: *What do the prefixes dis-, im-, and ir- do? When do we use im- and when do we use ir-? What prefix means "many"? What prefix means "against"? Can you think of a word that uses this prefix?*

Skill Note

Remind students that just as we have synonyms for many words, there are prefixes with synonymous meanings. The examples in the book are the prefixes *dis-*, *im-*, and *ir-*, which all give the opposite meaning to a word. Point out that knowing the meaning of a prefix can help students figure out the meaning of a word that they are uncertain of. Remind them to use these skills when they are studying.

Multilevel Option 3

B. CREATE page 187

1. Place the students in pairs or groups, but have students write their sentences individually.
2. Have students review their sentences with their partners or group members. Go over the answers as a class to make sure they correctly used words from Activity A.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. You may wish to give students a sentence and ask them to choose a word from Activity A to complete it. For example,

1. He wasn't accepted at his first-choice university this year, but he is going to **reapply** next year.
2. Father won't give Nawaf the keys to the car because he thinks he is **irresponsible** and shouldn't drive.
3. If someone is **dishonest**, people don't trust them.
4. My sister doesn't like to be with large groups of people. She is a little bit **antisocial**.

Have higher-level students write sentences for more than three words and then compare answers with a partner. Have volunteers write one of their sentences on the board.

Grammar Note

SIMPLE PAST AND PRESENT PERFECT page 188

1. Direct students to read the information silently.
2. Check comprehension: *What tense do we use when we are talking about something that happened at a specific time in the past? What tense do we use for actions that started in the past and still continue? What tense do we use when we want to emphasize how often a past action happened? What tense do we use with time expressions like ago, last, in, and on?*

Skill Note

Remind students that the simple past is one of the most commonly used tenses in English. If we are talking about an action that started and finished in the past, and we specify the time of the action, we will probably use the simple past. We use the present perfect to communicate a connection with the present: the action started or happened sometime before now, but we don't specify when. There is always some sort of result or implication in the present.

Expansion Activity 3

C. SPEAK page 196

1. Review the Self-Assessment checklist on page 196. Ask students to read the checklist. Address any questions.
2. Put students in pairs to talk about their experiences. Remind them not to read directly from their outlines. Point out that the point of their discussion is to determine which experience taught the student more, the successful one or the failure.
3. Monitor students' performance as they discuss.
4. Use the Unit Assignment Rubric at the end of this chapter to score each student's participation in the discussion.
5. Call on students you did not have a chance to monitor to present a summary of their discussion.

21ST CENTURY SKILLS EXPANSION

Developing critical thinking skills is essential to success in academics as well as the workplace. Being able to see both sides of an issue is one form of critical thinking. Help students develop proficiency in this skill through practice. Conduct “flash analysis” activities throughout whichever unit you are working on. Give students a statement such as, *Failure is more important than success*. Ask students to make notes that support both sides of the statement. Randomly choose two students, one to say why the statement is true and the other to say why it is false. In order to reinforce the importance of seeing both sides of the issue, do not allow them to choose a position. Call on other students to supplement the reasons presented by the two students.

Unit Assignment Rubrics

Unit 8 Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Take part in a discussion about success and failure.*

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.

Take Part in a Pair Discussion	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed) while discussing successful and unsuccessful personal experiences.				
Student varied intonation to maintain interest.				
Student correctly used simple past and present perfect.				
Student used vocabulary from the unit.				
Student was able to ask for and give clarification appropriately.				

Total points: _____

Comments:

The Q Classroom

Activity A., p. 3

Answers will vary. Possible answers:

1. Students may mention physical appearance, clothing, or voice as things they first notice.
2. Students may think first impressions are important because they may not have the opportunity to correct a negative first impression. Some students may think first impressions are not important because a person's true character will be revealed over time.
3. Students' own answers.

Activity B., p. 3

Answers may vary. Possible answers:

1. Yuna's first impression of Sophy was that Sophy is friendly, which turned out to be true.
2. Marcus says people's moods can change, and Sophy says that people wear different clothes on different days. So you might have a wrong impression of someone just based on a difference in mood or clothes.
3. Felix thinks his first impressions of people are usually pretty accurate. Students might say they agree and also that they may change their minds about a person over time.

NOTE-TAKING SKILL

Activity A., p. 4

1. The topic is making a good first impression.
2. One way to make a good first impression is to listen. Another way to make a good first impression is to use body language effectively.
3. Show interest and ask questions. Show you are paying attention by leaning in, making eye contact, and using facial expressions.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 6

Topic: How we form first impressions

Example: Waiting in line at a coffee shop

Main idea: Impressions of others

Detail(s)

First mistake: Thinking a small sample of behavior shows a person's true personality

Second mistake: If our first impression of someone is positive (negative), we think all of that person's traits are positive (negative).

Main idea: When we view our own behavior

Detail: It's not our personality; it's the situation.

Activity C., p. 6

1. F, First impressions tell only part of the story.
2. T
3. F, Our first impressions don't give us an accurate picture of the whole person.
4. T

Activity D., pp. 6–7

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

Activity E., p. 7

- 1, 3

Activity F., p. 8

Answers may vary. Sample answers:

1. It was very inaccurate. The writer's first impression was that her roommate was rude and mean, but in fact, she was funny and thoughtful.
2. It illustrates two of the speaker's points. One is that we often make mistakes about people in our first encounter with them. The other is that when someone does something negative, we think it is because of their character rather than the situation.

Activity G., pp. 8–9

1. sample
2. errors
3. assume
4. briefly
5. behavior
6. form an impression
7. negative
8. trait
9. positive
10. encounter

SAY WHAT YOU THINK

p. 9

Answers will vary. Possible answers:

1. I agree, because my first impression of someone stays with me for a long time, even if I get to know them better later.
2. Yes. I first thought my boss was rude. Later I realized that she doesn't spend any time on small talk, and this works OK in a work environment.

LISTENING SKILL

Activity A., p. 10

Answers may vary. Possible answers:

1. It was a positive first impression. The speaker was hoping to see Lee again.
2. Yes, the speaker likes Lee, having looked forward to seeing him again and inviting him to sit and have lunch together.

LISTENING 2

PREVIEW THE LISTENING

Activity A., p. 11

Answers may vary. The interior lines are the same length. This is an optical illusion: the direction of the arrows tricks our eyes, making the interior line on the left appear to be longer.

WORK WITH THE LISTENING

Activity A., p. 12

Topic: Books on first impressions

Main Idea: Both writers think first impressions can be accurate, but there are some mistakes/errors.

Malcolm Gladwell wrote Blink.

We use observations of a thin slice of behavior to make judgments of people. Instinctive reaction is often right.

Example: Students are accurate in judging how effective their instructors are.

Daniel Kahneman wrote Thinking Fast and Slow.

Two systems:

System 1: fast, always assessing, without conscious thought

Example 1: walk around ladder

Example 2: make association between slow/gray and old

System 2: slow, use when we solve math problems, need to concentrate

System 1 forms first impressions but System 2 helps with accuracy.

Problems with fast thinking:

What you see is all there is.

Trust something that is familiar.

Trust a message that is good font, good color.

Experts: usually have at least 10,000 hours of practice, often able to form accurate first impressions

Activity B., p.12

Answers will vary.

Activity C., p. 13

Answers will vary. Possible answers:

Compare: first impressions generally accurate, some mistakes; experts often make more accurate first impressions

Contrast: Kahneman says there are two systems: fast and slow. We need slow thinking to control and check fast thinking.

Activity D., p.14

Answers will vary. Possible answers:

	System 1	System 2
Speed	fast	slow
Example	walk around ladder	solve math problem
Accuracy	may have problems	helps with accuracy
Problems	what you see is all there is familiarity font/color	tired too many things to think about
What helps it work better	practice	sleep, food

Activity E., p. 14

- d
- e
- b
- a
- c

Activities F. and G., p. 14

- T
- F, It only takes a few seconds to form an accurate first impression of an instructor.
- F, System 2 checks on the accuracy of System 1.
- T
- DS

Activity H., p. 14

Answers will vary. Possible answers:

- Yes, I think our first impressions provide us with accurate information. No, I think that first impressions can be misleading.
- I use fast thinking when I meet people for the first time. I use slow thinking when I'm doing homework.
- Yes, I think this is a problem because people may try to take advantage of us by repeating false statements until we think they are true.

Activity I., p. 15

Answers may vary. Possible answers:

- Think before making a judgment.
- Convince yourself that the opposite of your first impression is true.
- Don't always trust your instincts.

- Write down your first impressions.
- Don't make assumptions.

Activity J., p. 16

- b
- a
- c
- c
- a
- b
- b
- a
- c
- b

WORK WITH THE VIDEO

Activity A., p. 17

Students' own answers.

Activity B., p. 17

Answers may vary. Possible answers:

Notes from the video—

Mistakes / Examples:

Dressing inappropriately / flip flops, pajama bottoms

Asking no or poor questions / asking personal questions,

talking negatively about previous job

Getting distracted / answering phone

Lying / making up answers

My ideas—Students' own answers.

Activity C., p. 17

Students' own answers.

SAY WHAT YOU THINK

p. 18

Answers will vary. Possible answers:

- I think first impressions are most likely to be correct in situations where people are relaxed / not stressed.
- They're similar because in both cases you form an impression of a person in a short time. They're different because in an interview, you have only that short time to get to know the person. In other situations, you have more time to learn more and change your impression of him or her.

VOCABULARY SKILL

Activity A., p. 19

- acy, noun, accurate
- tion, noun, assume
- ly, adverb, conscious
- able, adjective, rely
- ly, adverb, effective
- ise, noun, expert
- tion, noun, concentrate

Activity C., p. 19

- concentration
- Accuracy
- assumptions
- expertise
- effectively
- reliable
- consciously

GRAMMAR

Activity A., p. 20

1. I don't have to concentrate very hard when I'm driving.
2. Bill doesn't think first impressions about teachers are usually accurate.
3. Sara didn't assume the ad was true.
4. Waleed isn't nervous about giving his presentation next week.
5. I haven't formed a positive impression of that company.

Activity B., p. 20

1. Have you made incorrect assumptions because of how someone looked?
2. Do you like talking to new people on the phone?
3. Did Hatem make lots of friends at school?
4. Were the experts able to assess the situation more quickly?
5. Has Jamal created an effective message about the product?

PRONUNCIATION

Activity A., p. 21

1. Who is your favorite author?
2. Where did you go on your last vacation?
3. Mary is going to the store.
4. We have usually eaten by 6:00.
5. What did you do after class yesterday?
6. The girls have been here before.

SPEAKING SKILL

Activity A., p. 22

1. How about you?
2. Do you agree? / What do you think?
3. What do you think? / Do you agree?

The Q Classroom

Activity A., p. 27

Answers will vary. Possible answers:

1. Yes. In fact, my whole family used to eat a lot of sweet things, but we don't anymore. That helps us be healthier and have more energy.
2. Some people change their diets to be healthier. Others might change to follow a religion. Still others might change in order to spend less money or to help protect the environment.
3. They like to eat lots of fresh vegetables and fruit. They like to make food from basic ingredients, not packages. They enjoy working together to prepare meals.

Activity B., p. 27

Some reasons for changing what we eat	
Sophy	a. To help protect the natural environment
Felix	d. To be better at sports
Marcus	b. To be healthier
Yuna	c. To adapt to a different culture

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 30

Students' own answers.

Activity B., p. 30

1. c
2. d
3. g
4. h
5. f
6. b
7. e
8. a

Activity C., pp. 30–31

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

Activity D., p. 32

1. T, The reporter in the video says this is true.
2. F, The company is producing even more products as people want more variety in spices.
3. T, Some of the foods are from various countries like Italy (spaghetti) or Mexico (tacos).
4. F, None of them had ever heard of wattle seed. One of them asked about how to pronounce *turmeric*.
5. F, The teacher says the health claims may or may not be true.

Activity E., pp. 32–33

1. with respect to
2. ethnic
3. key
4. season
5. rare
6. consumed
7. local
8. spicy

9. experiment
10. burn

SAY WHAT YOU THINK

p. 33

Answers will vary. Possible answers:

1. Yes, a lot of my friends use seasonings from other countries. For example, when my friend cooks Japanese food, she uses wasabi.
2. Yes, foods that used to seem really foreign are now just normal items in the grocery store.

LISTENING SKILL

Activity A., p. 34

1. Since
2. because of
3. Because
4. so

Activity B., p. 34

1. so spice testers watch people's reactions
2. so it's not familiar to anyone in this room
3. because people here are eating more South Asian food
4. since the meaning of that term keeps changing

Activity C., p. 35

Students' own answers.

NOTE-TAKING SKILL

Activity A., p. 35

- as, because of, due to, so

Activity B., p. 36

1. Effect—don't always have time to cook
2. Effect—can be bad for our wallets
3. Cause—contains high levels of sugar and salt
4. Cause—ease of getting fast food

LISTENING 2

WORK WITH THE LISTENING

Activity A., pp. 37–38

Causes	Effects
following a super-diet (ex. Mediterranean, traditional Japanese diet)	much greater chance of living <u>a long life</u>
use oregano and thyme instead of <u>salt</u>	less likely to have <u>high blood pressure</u>
<u>oils</u> in fresh fish	reduce inflammation and <u>cancer</u> risks
consuming <u>olive oil</u> instead of animal fats	<u>lower levels</u> of "bad" cholesterol = better heart health
Japanese people eat smaller portions of food	can help with <u>weight control</u>
Icelanders have about the same life expectancy as Italians	the Icelandic diet has <u>also attracted increased attention</u>
super-diets have gotten attention	dietary changes around the <u>world</u>
people who eat super-diets also <u>exercise a lot</u>	stay <u>fit</u>
they also enjoy close ties to others	have lower psychological <u>stress</u>

Activity B., p. 38

1. F, Consuming a lot of salt is likely to lead to higher blood pressure
2. T
3. F, Fish is a common part of the diet in both Japan and Iceland.
4. F, Olive oil is a major part of the diet in Mediterranean countries.
5. T
6. F, The fact that two things occur together does not mean that one of them causes the other.

Activity C., p. 39

1. live longer
2. fewer
3. consumption
4. is a function of
5. have less stress

Activity D., p. 39

1. Outside the Mediterranean area, healthy diets can be found among the people of both Iceland and Japan. The traditional Icelandic diet is limited, and fish and lamb meat provide a lot of the protein for most Icelanders. Japanese people have the longest average lifespan in the world—85 years. The Japanese eat smaller portions of food, which may or may not lead to longer life in humans.
2. The Mediterranean diet probably leads to a much greater chance of living a long, healthy life. However, no one can prove that the Mediterranean diet directly leads to a long life. Using seasonings other than salt is good because it lowers your blood pressure. Using olive oil instead of animal fats probably decreases your heart attack risk.
3. People around the world do recognize the possible benefits of super-diets. The amount of broccoli consumed went up by about 300 percent in the US and about 150 percent in Saudi Arabia in 20 years, possibly because of influence from the Mediterranean diet. But other factors like exercise and close ties to one's community are also important. Exercise probably helps a person stay healthy and fit. Close ties to a community can reduce harmful stress.

Activity E., p. 40

Answers will vary. Possible answers:

1. I don't know. It might not be the main reason. Genetics might be more important.
2. Some copying might be possible, but sometimes local conditions make it impossible. You can't eat a lot of really fresh fruit in the middle of a desert, for example.
3. Yes. I started eating less bread. Part of my reason was to lose weight.

Activity F, pp. 40–41

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

SAY WHAT YOU THINK

p. 41

Answers will vary. Possible answers:

1. Of course, health is one reason. However, some people belong to religious groups that might limit what you can eat.
2. Food is very important in cultures. Very often, social customs are built around types of food or drink. Changes will happen, but at least a few people should keep the old ways alive.

VOCABULARY SKILL

Activity A., p. 41

1. a soft drink
2. junk food
3. a juicy steak
4. a balanced diet
5. a quick snack

Activity B., p. 42

1. a juicy steak
2. a balanced diet
3. a soft drink
4. junk food
5. a quick snack

Activity C., p. 42

1. healthy appetite
2. fatty foods
3. deep-fried fish
4. dirty dishes
5. Regular exercise, important part

GRAMMAR

Activity A., pp. 43–44

1. many
2. enough
3. too many
4. much
5. not enough
6. too much

PRONUNCIATION

Activity A., p. 45

1. We /j/ all eat things we know we shouldn't.
2. "Empty" calories have no nutritional value /w/ at all.
3. I can't drink coffee, but tea /j/ is fine.
4. Cheese has calcium, so /w/ it's good for your teeth.
5. Sometimes in the /j/ evening I'm too tired to cook.
6. Marie makes sure the cheese is ready to go /w/ out on sale.
7. The smell of a dish can be /j/ as important as its taste or appearance.
8. Enrique thinks people pay /j/ a lot for coffee so they want to enjoy /j/ it.

The Q Classroom

Activity A., p. 53

Answers will vary. Possible answers:

1. Students may mention changes in their personal or professional lives, which may have affected them positively or negatively.
2. Students may wish to change nothing or a variety of personal or professional things.
3. The people are living in a very small home, and “tiny homes” are a popular trend. This one is on both wheels and blocks, so we don’t know if these people have made a permanent or a temporary change.

Activity B., p. 53

Answers may vary. Possible answers:

1. Marcus and Yuna both started school, which they think is good. The difference is that Yuna lost her job, which seemed like a bad change at first.
2. Sophy mentions a couple of ways that society can change for the worse.
3. Felix and Sophy talk about good and bad ways that social media change people’s lives. Students’ personal ideas will vary.

NOTE-TAKING SKILL

Activity A., p. 54

- 5 – US Civil War starts
- 4 – Lincoln elected president
- 2 – Lincoln’s 1st failure in US Senate race
- 1 – Lincoln drops out of politics for a while
- 3 – Lincoln’s 2nd failure in US Senate race

Activity B., p. 54

Students should be able to recognize that the years are what allow them to determine the answers.

Activity C., p. 54

Answers will vary. The events on the timeline should appear in chronological order, with the earliest event on the left and the most recent event on the right. Related key events and dates should be clearly linked to the correct place on the timeline.

LISTENING 1

WORK WITH THE LISTENING

Activities A. and B., pp. 56–57

Answers may vary. Possible answers:

Key Events	Details
2 father says he has cancer 1 Jeff read books with scary futures	Disturbing; Jeff 14 years old On vacation before he was 14
Study: 3 engineering U of Toronto 5 business school 4 started computer-related businesses	first degree later; got degree from Stanford before he went to business school at Stanford
6 met Pierre Omidyar 7 quit job at news-reporting company	to go full-time with Pierre running an auction site When?
9 became billionaire 8 became president of eBay 11 founded Participant Media 10 set up Skoll Foundation	after eBay stock went public year 2004; Oscar-winning films provides money for groups that try to solve social and global problems; founded in year 1999

Activity C., p. 57

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

Activity D., p. 58

1. F, Jeff learned about possible scary futures in books.
2. T
3. F, The speaker says Jeff thought having “all kinds of resources” was a “blessing.”
4. F, The Skoll Foundation is still in operation.
5. T

Activity E., p. 58

1. c
2. d
3. a
4. e
5. h
6. f
7. b
8. g

SAY WHAT YOU THINK

p. 59

Answers will vary. Possible answers:

1. He learned that people never know how long life will be and they need to make use of the time they have. This caused him to put a lot of effort into new projects and to use his time to help others.
2. He used his resources to promote positive changes. Maybe I would react by giving some of my money to help people, but I would probably keep more of it than Jeff has.
3. It’s a good strategy. Movies influence public opinion. They can show attractive examples of people doing good.

LISTENING SKILL

Activity A., p. 60

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

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 61

Reasons for going undercover—
need to experience something firsthand to understand it;
a good way to find out what’s really going on;
can write about experiences from a more informed point of view

Activity B., p. 62

1. T
2. F, Ehrenreich found that it was very difficult to cope financially.
3. T
4. F, Ehrenreich found that life can be difficult for people at all levels.
5. T
6. F, Ehrenreich learned more than she expected by going undercover.

Activity C., p. 62

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

Activity D., p. 63

Students' own answers.

Activity E., p. 63

Answers will vary. Possible answers:

1. It exposed a lot of truths about low-paying jobs that people did not know.
2. A person needs to be able to completely change his or her lifestyle. I would not like to do this because I don't like change. / I would like to do this because it would be very interesting.

Activity F., p. 64

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

WORK WITH THE VIDEO

Activity A., p. 65

Students' own answers.

Activity B., p. 65

Answers will vary. Possible answers:

Positive effects	Negative effects
<ol style="list-style-type: none"> 1. a fresh start 2. could pursue her passion 3. loves her work 	<ol style="list-style-type: none"> 1. works harder 2. lower income

Activity C., p. 65

Students' own answers. Marchuska's advantages included having gone to an Ivy League school, having savings, and being passionate about a new career.

SAY WHAT YOU THINK

p. 66

Answers will vary. Possible answers:

1. Similarities: They all experienced dramatic changes in their lives. Differences: Jeff's experiences were very positive as he learned how he could help others. Barbara learned how hard people's lives can be as unskilled workers and as white-collar workers who can't find employment. Christine had to accept less prosperity as a result of her experiences.
2. Students' own answers.

VOCABULARY SKILL

Activity A., p. 67

become/make different: 1. (This town has changed a lot in recent years.)

money: 5. (Can you change a twenty-dollar bill?)

clothes: 4. (Do you want to change before we go out?)

bus/train/plane: 3. (It's quicker by bus, but you have to change twice.)

replace: 2. (You need to change the light bulb in the kitchen.)

Activity B., p. 67

Students' own answers.

GRAMMAR

Activity A., pp. 68–69

1. aren't you
2. does he
3. didn't they
4. isn't it
5. shouldn't she
6. do they
7. didn't she
8. can we

Activity B., p. 69

Answers will vary for 4–6.

1. do you
2. have you
3. are you

PRONUNCIATION

Activity A., p. 70

1. rise
2. fall
3. rise
4. fall
5. rise
6. fall

Activity B., p. 71

1. Doesn't know
2. Doesn't know
3. Knows
4. Doesn't know
5. Knows
6. Knows

SPEAKING SKILL

Activity A., p. 72

1. Why do you say that?
2. Because
3. first of all
4. Another reason is
5. also

Activity B., p. 72

Students' own answers.

The Q Classroom

Activity A., p. 77

Answers will vary. Possible answers:

1. Students may share details about commercials they have seen.
2. Students may share experiences with buying things on the Internet or explain why they prefer to make their purchases in stores.
3. Yes, if we see them like this! If ads are absolutely everywhere we go, we see them constantly, and they could affect how we think and behave, even if we don't always realize it.

Activity B., p. 77

1. Neither Yuna nor Sophy think they have ever bought something just because they saw an ad for it. Students may or may not think the same.
2. Marcus and Felix talk about how seeing ads for something makes it seem familiar. Later we might buy the product because we think we need it or have used it in the past. Students may or may not agree.

LISTENING 1

WORK WITH THE LISTENING

Activities A. and B., p. 79

Notes to Activity A will vary. Answers for matching in Activity B:

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

Activities C. and D., p. 80



1. Both
2. Radio Show
3. Radio Show
4. Both
5. Radio Show
6. Radio Show
7. Discussion
8. Radio Show
9. Discussion
10. Radio Show

Activity E., p. 80

1. F, Advertisers use characters like Pokémon to sell products.
2. T
3. F, Parents can't control all the advertisements their kids see.
4. F, The teacher in the discussion does not allow his children to influence his car-buying decisions.
5. T
6. F, Products with Harry Potter characters have earned about \$20 billion in sales worldwide.

Activity F., p. 81

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

SAY WHAT YOU THINK

p. 82

Answers will vary. Possible answers:

1. I liked a character named Zoom. He wore a green suit with a picture of a race car on it. He was super fast.
2. It's very common, especially in ads for food. A lot of cereals, juice containers, and frozen-food packages have characters on them. I think adults buy things packaged like this because they think kids will eat them without complaining.
3. I saw an ad for some brightly colored children's shoes. They had pictures of cartoon animals from kids' shows. I think the ad would be effective. Many kids like these animals, and they might ask their parents to buy those shoes.

LISTENING SKILL

Activity A., p. 82

1. opinion
2. fact
3. opinion

Activity B., p. 82

1. opinion
2. fact
3. opinion
4. fact
5. opinion
6. opinion

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 84

Answers may vary. Possible answers:

Characteristics of online advertising—Pop-ups; An important way to fund online companies; Often targeted to a person's tastes

Effects on people—Sometimes interests them; Sometimes annoying; Makes some people feel like ads are creepy; Could make some shy about using Facebook in public

Activity B., p. 84

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

Activity C., p. 85

1. F, Ninety-eight percent of the money Facebook makes comes from selling ads.
2. T
3. F, Pop-up ads that take up your whole screen are becoming much less common.
4. T
5. F, Because online advertising is so new, researchers don't know very much about its effects.

Activity D., p. 85

Answer may vary. Possible answer:

Targeted advertising directs ads to the people who are most likely to like them. This is different from general ads, which are irrelevant to many people who see or hear them. Targeted ads are likely to be more effective because fewer people will ignore them.

Activity E., p. 85

Students' own answers.

Activity F., p. 86

Answers will vary. Possible answers:

Does it make sense?—It is technically possible for those cameras to be hacked, but that is rare.

Is it likely?—No. Such hacking is rare. Also, most of the time, I'm not visible on those cameras. And if someone made the effort, he or she would learn very little.

How well informed is the speaker?—He's just my classmate. He doesn't have any special knowledge.

How honest is the speaker?—He's usually honest, but he sometimes makes things sound bigger than they really are.

Does the speaker have any reason to lie?—Yes. He sometimes likes to say things that make me uncomfortable.

Activity G., pp. 86–87

1. taste
2. disappeared
3. evidence
4. willingness
5. uncomfortable
6. The bottom line
7. add up to
8. criticized
9. inferred
10. personal

WORK WITH THE VIDEO

Activity A., p. 88

Students' own answers.

Activity B., p. 88

Answers may vary. Possible answers:

Notes from video —

Ways Internet Advertising is Better for Advertisers than Non-Internet Ads: Advertisers can see what people say about the ads; They can talk directly to customers; They can be more specific.

Ways Internet Advertising is Better for Consumers than Non-Internet Ads: People can both view and interact with advertisements; They can have more influence on the producer of the product.

Activity C., p. 88

Answers will vary. Possible answers:

Disadvantages of Internet advertising for advertisers: It takes longer to make ads that target specific customers. It is more work to interact with consumers.

Disadvantages of Internet advertising for consumers: Consumers have to see and deal with many more ads. Ads are everywhere. Sometimes you don't even realize you're seeing an ad.

SAY WHAT YOU THINK

p. 89

Answers will vary. Possible answers:

1. No, in that country there aren't a lot of rules about ads, so kids might see all kinds of things. On the other hand, people there don't watch TV as much as they do here.
2. Yes, I think advertisers these days are able to get much too much information about individuals. Things like face-recognition technology should not be used for everyday devices or in public spaces.

VOCABULARY SKILL

Activity A., p. 90

1. so big, colorful
2. same ads, over and over
3. the largest number of people watch TV then
4. more aggressive, sell more
5. ads praising, are everywhere
6. I couldn't stop thinking about it for days

Activity B., p. 90

1. push
2. eye-catching
3. prime time
4. hype
5. catchy
6. tedious

GRAMMAR

Activity A., p. 91

1. don't have to
2. don't have to
3. can't
4. should
5. shouldn't

Activity B., p. 92

Students' own answers.

PRONUNCIATION

Activity A., p. 92

1. rise
2. fall
3. rise
4. rise
5. fall

Activity C., p. 93

1. ? (question mark), question
2. ? (question mark), question
3. . (period), statement
4. . (period), statement
5. ? (question mark), question
6. . (period), statement

SPEAKING SKILL

Activity A., p. 94

1. If you ask me
2. because
3. as far as I'm concerned
4. For instance
5. In my opinion

Activity B., p. 94

Students' own responses.

The Q Classroom

Activity A., p. 101

Answers will vary. Possible answers:

1. Risks people can take include physical, financial, or emotional risks. Examples of physical risks include sports and expeditions. Examples of financial risks include some investments and perhaps education. An example of an emotional risk is confronting someone about a problem.
2. Students will have different opinions about where to draw the line on taking risks.
3. The person might be in danger of injury from heat or fire from the lava. He might also slip in the mud. The person probably wouldn't do it if the risks were greater, though, and it looks fun and exciting, so I would try this.

Activity B., p. 101

1. Felix mentions social risks, such as introducing yourself to new people.
2. Marcus says that by taking social risks, you can meet new people and make new friends.
3. Yuna and Sophy talk about taking job risks. Sophy says that changing jobs might mean less money or family problems, but it could also mean being happier. Students may disagree or agree.

NOTE-TAKING SKILL

Activity A., p. 102

1. taking a kayaking class
2. Some risks were losing her place on the soccer team, and giving up something she knows how to play for something she might not be good at.
3. The speaker hopes to get some exercise and meet new people.

Activity B., p. 103

Action: Taking a kayaking class

Risks:

lose spot on soccer team
might be bad at kayaking

Outcomes:

great exercise
learn a new skill
meet new people

LISTENING SKILL

Activity A., p. 104

1. 2,000 people
2. five hours
3. aged 16 to 24
4. \$33 billion dollars
5. 51 percent, 1999
6. 8.6 million
7. Thirty percent
8. 141,000
9. one fifth, 55
10. 10 percent, 10 years

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 106

Children — Risks: 1. fall down, 2. run into the street after a ball;

Outcomes: 1. learn to walk, 2. get the ball or get hit by a car

Teenagers — Risks: 1. play a sport, 2. meet new people, 3. drive fast; Outcomes: 1. develop skills, 2. make new friends, 3. excitement

Young adults — Risks: 1. recreational risks (skydiving, bungee jumping); Outcomes: 1. fun, excitement

Older adults in some countries — Risks: 1. move to a new city or country; Outcomes: 1. have a better life

Activity B., p. 106

Students' own answers.

Activity C., p. 107

Study 1 — Where: Germany; # Participants: 20,000; Age range: Not given, includes older people; Findings: Older people less likely to take risks with money. Men take more than women. Tall people take more than short ones.

Study 2 — Where: Not given; # Participants: 528; Age range: 18–93; Findings: Overall risk-taking decreases as we get older. Men less likely to take financial risks. Women less likely to take social risks. Recreational risks decline after young adulthood.

Study 3 — Where: 77 countries, including Germany, the US, Russia, Pakistan, Mali, and Nigeria; # Participants: Almost 150,000; Age range: 15–99; Findings: In some countries, men and women take more risks throughout their lifetimes because life is difficult.

Activity D., p. 108

Answers will vary. Possible answers:

1. Strength 2 (no facts to check); Relevance 5
2. Strength 2 (no facts to check); Relevance 5
3. Strength 1 (personal opinion); Relevance 1 (not on topic)
4. Strength 4–5 (can check); Relevance 5
5. Strength 4–5 (can check); Relevance 2 (not clearly related to this excerpt)

Activity E., p. 109

1. F, Teenagers, unlike younger children, take fewer impulsive risks. Supporting information: "As children become adolescents, they are less likely to take those impulsive risks..."
2. T. Supporting information: "When we're teenagers, we look for experiences that are new to us—we're basically exploring the world of adulthood. Taking risks at this time prepares us to face challenges as adults."
3. F, Teenagers are generally not good at making judgments about dangerous situations. Supporting information: "Also, a part of the brain called the prefrontal cortex is still developing. This is the part of the brain that controls behavior, that helps us use good judgment." "Their brains have trouble judging the danger."
4. T. Supporting information: "And some of the risks they take to feel something exciting or explore something new actually encourage their brains to form more connections."
5. F, Men and women don't have a tendency to take the same kinds of risks throughout their lifetimes. Supporting information: "Men took more risks than women." "Men become much less likely to take financial risks as they enter old age, while women are less likely to take social risks."
6. T. Supporting information: "In places where there are more challenges, including economic difficulties, people are more willing to take risks. For example, they might decide to move to a new city or country to have a better life."

Activity F., p. 109

Answers will vary. Possible answers:

1. Strength 2; Relevance 5
2. Strength 2; Relevance 5
3. Strength 3 (some information to check); Relevance 5
4. Strength 2; Relevance 5
5. Strength 5; Relevance 5
6. Strength 4; Relevance 5

Activity G., pp. 109–110

1. judgment
2. encourage
3. development
4. financial
5. growth
6. survival
7. cycle
8. declines
9. explore
10. tendency

SAY WHAT YOU THINK

p. 110

Answers will vary. Possible answers:

1. No, because of my own experience. I took similar kinds of risks at similar stages.
2. As a child, it can be a risk to meet new people. As a teenager, we take risks with our bodies, maybe by playing sports too hard or staying up too late. Adults take risks when they start new businesses, for example.
3. My parents moved to a new place to have better job opportunities. They did find new jobs.

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 111

Paul Flaherty — Risks taken: flies into hurricanes; Outcomes: saved people's lives, researchers understand storms better

Tina Neal — Risks taken: works in hostile environment, travels in helicopters, small planes, boats; Outcomes: gets to discover and travel, makes the world a safer place

Activity B., p. 111

1. Both travel in the air, into hostile environments.
2. They both hope to help people.

Activity C., p. 112

1. F, Flaherty and Neal work in different scientific fields.
2. T
3. T
4. F, Fortunately, there are things they can do to control or lower their risks.

Activity D., p. 112

1. F
2. B
3. N
4. F
5. N
6. B
7. F
8. N

Activity E., p. 112

Paul Flaherty — is a flight meteorologist, provided information on Hurricane Katrina, works for the National Oceanic and Atmospheric Administration

Both — are scientists, fly a lot as part of the job, use data to protect people

Tina Neal — is a volcanologist, makes maps of safe areas, lives in Alaska, works for the US Geological Survey

Activity F., p. 113

Answers will vary. Possible answers:

1. I think they are willing to take risks because they love science. They are different from most people because they are willing to do dangerous things to increase knowledge and help people.
2. I think we need to learn more about earthquakes and tsunamis because they cause so much damage. When you study a tsunami up close, you might drown. We also need to learn more about fires, but they can spread very quickly.

Activity G., p. 113

- a. locate
- b. solve
- c. previous
- d. investigate
- e. invention
- f. retire
- g. reputation
- h. prove
- i. mystery
- j. discover

WORK WITH THE VIDEO

Activity B., p. 114

Answers may vary. Possible answers:

Notes from video — Risks: Set out on an expedition, headed west, unexplored, sailed across the Pacific; Outcomes: men were sick and hungry, reached the Philippines and was killed, a single ship returned home, proved the world was round, brought back valuable spices

Activity C., p. 114

Answers will vary. Possible answers:

My ideas — Risks: Exploring space, could have explosion or fail to return; Outcomes: Learn more about space, find places to live in the future

SAY WHAT YOU THINK

p. 115

Answers will vary. Possible answers:

1. Risks we take for personal benefit might include taking a new job and going to school far away from home. Risks we take for others might include trying to help someone in danger or moving so our children will have better lives.
2. I take some risks. For example, I play some sports that are risky, and I like to try new things. I don't do things like skydiving. Based on these studies, it seems likely that I'll like taking risks less as I get older.
3. Magellan and the scientists are examples of people who take risks that help change the world. Magellan found a way to travel around the world and learned about new places. The two scientists help protect people by learning about dangerous weather and volcanoes. This says that sometimes taking risks is worth it, or even necessary.

VOCABULARY SKILL

Activity A., p. 116

Verb	Noun	Adjective	Adverb
invent	inventor	Inventive	inventively
develop	development	developmental	developmentally
discover	discovery	n/a	n/a
explore	exploration, explorer	exploratory	n/a
finance	financer	financial	financially
locate	location	n/a	n/a
prove	proof	proven	n/a
solve	solution	n/a	n/a

Activity B., p. 116

- developmental
- solve
- discovery
- finance
- solution
- financial
- proof
- location
- prove
- exploration

GRAMMAR

Activity A., pp. 117–118

Answers will vary. Possible answers:

- 1; 2; The scientist had retired before he began research on a new area of interest.
- 1; 2; I didn't know about the research until I heard the podcast.
- 2; 1; We had finished hiking before it started to rain.
- 2; 1; By the time Mari picked up the phone, it had stopped ringing.
- 2; 1; I hadn't realized my sweater was on backwards until my sister told me.
- 1; 2; Nawaf had left his house when his mother called.
- 1; 2; I had drunk the cup of coffee before I realized it wasn't mine.
- 2; 1; By the time we arrived at the airport, our plane had departed.

Activity B., p. 118

Students' own answers.

PRONUNCIATION

Activity A., p. 119



- He'd worked at a bookstore.
- We left when it started raining.
- They answered the questions.
- I'd eaten my lunch.
- You'd already taken the test.
- She hadn't worked there.
- It hasn't started to rain.
- Had he found it?
- Have you called Alex?

SPEAKING SKILL

Activity A., p. 121

- I'm going to talk about
- By the time
- so
- so
- Before
- By the time

CONSIDER THE IDEAS

p. 122

Answers may vary. Possible answers:

- He was working a full-time job and spending his money on shopping and going out.
- He risked losing his job and possibly also his house and social circle.
- Students' answers will vary.
- Students' answers will vary.

The Q Classroom

Activity A., p. 127

Answers will vary. Possible answers:

1. It means machines that seem to “think” because they process information.
2. Cell phones, computers, digital watches, cameras, cars, etc.
3. The machine looks like a robot with an image for a human “face”. The humans are probably at a meeting or conference, maybe about technology.

Activity B., p. 127

Students’ personal responses may vary.

1. Yuna assumes that almost every electronic thing that she buys has some form of AI in it.
2. Felix thinks too many things have AI in them.
3. Sophy would prefer to have simple things.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 129

Concerns about using Robots

AI = artificial intelligence

– VanDyke: Is AI smarter? depends on what we mean by *smart*

– Ngoma: Old tasks (e.g., moon landings and remembering phone numbers) isn’t being “smart”

Some jobs AI might take over soon:

- (1) driving trucks—10 years
- (2) writing novels—30 years
- (3) performing surgery—40 years

Why?

- (1) most jobs are routine
- (2) people eventually accept machines—e.g., laser surgery
- (3) machines do jobs better, more cheaply

AI Trucks:

– suitable because truck driving mostly predictable
– BUT: First and last miles need humans because they contain unpredictable things

– Two layers of information for AI trucks:
GPS system
sets of sensors

AI Hacking:

- Some targets:
electric power system
banking system
- Ngoma: Dangerous but many experts working on security

Activity B., p. 130

1. F, The speakers say machines are not wise and that humans are better at managing “messy” (meaning “complex”) situations.
2. F, They predict that AI will create novels in 30 years and perform surgery in 40 years.
3. T
4. T
5. T
6. F, The speaker says most problems with AI-driven vehicles involve the sensors.

Activity C., p. 130

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

Activity D., p. 131

1. layers
2. fair
3. automated
4. obvious
5. take over
6. predictable
7. clever
8. stand by
9. reject
10. figure out

SAY WHAT YOU THINK

p. 132

Answers will vary. Possible answers:

1. I still don’t think AI systems are really smart. They can do a lot of things, but they seem easily confused.
2. No. We have enough trouble finding jobs for people already. If a human can do a job perfectly well, a human should do it.

LISTENING SKILL

Activity A., p. 132

1. c
2. b
3. a

Activity B., p. 133

1. angry
2. nervous
3. uninterested

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 134

Answers will vary. Possible answers:

Review of last week — Shouldn’t ask whether AI is smarter than humans; started discussing why people compare robots to humans

Picture 1 — Sophia, social robot, smiles, might be companion in future

Picture 2 — Mars rover; collects samples; tough, not smart
Comparison of two objects — Sophia smarter than Curiosity but makes mistakes and probably couldn’t pass Turing Test

Activity B., pp. 135–136

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

Activity C., p. 136

Students’ own answers.

Activity D., p. 136

Answers will vary. Possible answers:

1. It’s not a good idea. AI devices shouldn’t vote or own property or any of those things because those activities require human wisdom, not just intelligence.
2. Social robots will be valuable. There are a lot of lonely people who will feel better because of them.

Activity E., p. 137

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

WORK WITH THE VIDEO

Activity A., p. 138

Students' own answers.

Activity B., p. 138

Answers may vary. Possible answers for justifications:

After his friend's death, Turing became fascinated with the idea of the human spirit continuing beyond death.

If the machine had been built, it could have solved any problem logically.

No machine has yet been able to convince a human that it is not a machine / pass the Turing Test.

Even after his death, his ideas continue to influence computer science.

Activity C., p. 138

Answers will vary. Possible answer:

Turing's ideas relate to the Unit Question because he developed a test for us to evaluate whether AI can convincingly pass as a human.

SAY WHAT YOU THINK

p. 139

Answers will vary. Possible answers:

1. We are moving too fast. AI devices should not take over anything until we have good laws that say when to shut them down and how.
2. They may be more knowledgeable and very efficient, but they will never have the human ability to understand things that are very complex.

VOCABULARY SKILL

Activity A., p. 140

Answers will vary. Possible answers:

1. just (adjective) fair and right; reasonable
2. peak (noun) the point when something is strongest
3. open (adjective) honest; not keeping thoughts and feelings hidden
4. outstanding (adjective) (of payment) not yet paid
5. abuse (verb) to use power unfairly or wrongly
6. moral (adjective) following the standards of behavior considered acceptable and right by most people
7. risk (verb) to do something that may cause you to end up in a bad situation
8. abandon (verb) to stop doing something

Activity B., p. 140

Students' own answers.

GRAMMAR

Activity A., pp. 141–142

1. to give
2. having
3. to get

4. to change
5. putting / to put
6. to copy
7. doing / to do
8. to be

Activity B., p. 142

Answers will vary. Possible answers:

1. We need to use AI devices for entertainment like TV or music. And we need to use them to go online.
2. I like playing video games. I also like searching for quick answers to questions online. I actually dislike using digital cameras. I prefer using older models.
3. Societies should avoid letting AI devices become the only social tool. Face-to-face interaction is important.
4. It makes sense. I have decided not to bank online. Hacking is too common. I have not quit using social media, but I can understand why someone might quit using it.

PRONUNCIATION

Activity A., p. 143

1. You and I can choose how to use those equations or phone numbers wisely.
2. Apparently, a survey asked experts in AI to predict how soon machines could do certain jobs better and more cheaply than humans.
3. Of course, very powerful machines with enough information can do things that even seem creative to us.
4. The second layer comes from a set of sensors—little devices kind of like cameras that "read" the details of its environment.
5. But the good news is that many very smart AI experts specialize in security, and they are dedicated professionals.

SPEAKING SKILL

Activity A., p. 144

Leader: OK, so today we're going to look at the recent boom in AI devices for everyday tasks. Are AI toasters and electric shavers a good thing, or a waste of money? Brad, what's your opinion?

Brad: Well, they might not be totally necessary, but I don't see any harm in them. If people want to waste their money, that's their business.

Leader: OK. What do you think, Seline?

Seline: I don't agree. They might be harmful in some ways. It's not good for people to do everything through a cell phone. And the more you depend on electronics, the less exercise you get.

Brad: I get a lot of exercise. I run three miles a day and...

Leader: Sorry, but can we keep to the topic? Susan, do you have anything to add?

Susan: Well, I probably agree with Seline. Every AI device can be hacked. There are cases where criminals have broken into computer systems by going through coffee makers or rice cookers.

Leader: OK, so to sum up, then, Susan and Seline feel the spread of AI devices is not good, while Brad thinks there's nothing wrong with it.

NOTE-TAKING SKILL

Activity B., p. 145

Students' own answers.

Activity C., p. 146

Asking the Right Questions about Artificial Intelligence

- (main topic) Questions from previous discussion
(detail) Does AI = human intelligence? Don't ask; answer always similar + different
(detail) Why do we want to compare humans and AI?
- (main topic) Social robot Sophia
(detail) looks like a woman but with metal instead of hair
(detail) famous; declared a citizen of Saudi Arabia
(detail) purpose = eventually be companions, do customer service, etc.
- (main topic) Mars rover Curiosity
(detail) does not look human
(detail) does its job (collecting samples) without interacting with humans
- (main topic) Comparing the intelligence of Curiosity and Sophia
(detail) Curiosity not as "smart" as a 2012 cell phone
(detail) Curiosity very tough instead
(detail) Sophia's tasks require more complicated intelligence.
(detail) Sophia still makes a lot of mistakes.
- (main topic) ? Turing Test
(detail) Description of test—AI to convince human that it is human
(detail) Sophia would probably not pass.

The Q Classroom

Activity A., p. 151

Answers will vary. Possible answers:

1. Students may say that people only need enough money to cover their basic needs, e.g., food, clothing, shelter, medical care, education costs, or they may say people need a little or substantially more than this to be happy.
2. Students will have different opinions about whether money would make them happier based on how much money they currently have and/or what their lives are like now.
3. Yes, I would be happier if I could buy a home like this. That would mean that I had a lot of money and a beautiful place to live. OR No, being able to buy a home like this would not make me happier. I don't need money and material items to make me happier than I am.

Activity B., p. 151

Answers may vary. Possible answers:

1. Marcus would do things he likes all day. Yuna would help her family.
2. According to Felix, money cannot buy health, friends, or family.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 153

Answers may vary. Possible answers:

Positive effects — immediate pleasure, can buy needed health care, can buy food and shelter

Negative effects — stress, pleasure of new things wears off, affects social relationships, can cause negative feelings

Activity B., p. 153

1. F; Getting rich suddenly often causes stress.; People who acquire a sudden fortune...experience a lot of stress.
2. T; Sure, if you give someone money, there will be an immediate effect on his brain...But that pleasure goes away quickly.
3. F; For most people, acquiring sudden wealth decreases happiness.; People who acquire huge amounts of cash very quickly can experience many negative emotions....
4. T; ...a large quantity of money can have several destructive effects on our lives.
5. T; ...a sudden change in your financial picture can make you feel alone.

Activity C., p. 154

Answers may vary. Possible answers:

Effect on our brains — immediate effect = pleasure; pleasure wears off, takes more spending to get same feeling

Effect on relationships — too many people want things from you; won't have usual sources of support

Effect on emotions — how you get the money can leave you feeling sad or guilty; negative feelings can lead to bad decisions

Activity D., p. 154

1. c
2. a
3. b

Activity E., p. 154

Answers will vary. Possible answers:

1. Most people respond negatively to receiving a lot of money. They might spend a lot of their money at once. Also, they often have negative feelings. The Larges responded differently by giving away and donating their money.

2. I don't think the Larges would be happier if they spent the money because they seemed like they were already happy before they received it. They didn't want anything more than they already had.

Activity F., p. 155

1. acquire
2. pleasure
3. immediate
4. dramatic
5. circumstances
6. complicated
7. destructive
8. get used to
9. wear off

SAY WHAT YOU THINK

p. 156

Answers will vary. Possible answers:

1. I think effects on our relationships are the most challenging because friendships are very important to us.
2. A friend got a large gift of money and was able to pay off her loans. That made her happier.
3. Students' own answers.

LISTENING SKILL

Activity A., p. 157

1. in the beginning
2. then
3. Before that
4. Finally
5. First
6. Next
7. After that

Activity B., p. 158

Answers may vary. Possible answers:

1. Before that, she worked as a secretary.
2. In the beginning, she felt that having the money was pretty incredible.
3. One of the first things she did was pay off her credit card debt.
4. In the immediate future, Laura is going to go to Paris.
5. Next, she might go back to school.
6. She might open a business.

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 159

more successful at job
higher income
better work environment
the happier we are

Activity B., p. 160

1. b
2. a
3. c

Activity C., pp. 160–161

1. F, Lyubomirsky and her colleagues looked at the research from 225 studies.
2. T
3. T
4. T

5. F, People who are happy when they are young will have higher incomes when they are older.
6. T

Activity D., p. 161

1. +
2. -
3. +
4. -
5. -
6. +
7. Ø
8. +

Activity E., p. 161

Answers will vary. Students should support their choices with reasons.

Activity F., p. 162

- a. independence
- b. wholly
- c. demonstrate
- d. analysis
- e. burn out
- f. conduct
- g. associated with
- h. outcome
- i. persuasive
- j. somewhat

WORK WITH THE VIDEO

Activity A., p. 163

Students' own answers.

Activities B. and C., p. 163

Answers will vary. Possible answers:

Income level/wealth — Ivan: Millionaire; David: Homeless
Job — Ivan: Owns several businesses and is a politician; David: Works many different jobs
Housing — Ivan: Has three homes; David: Lives in a van
Lifestyle — Ivan: Wealthy lifestyle, with multiple homes; David: Travels, Ivan calls him a "hippie."

Your ideas — Students' own answers. Students should provide reasons why they think either (or neither) person is "happier" than the other.

SAY WHAT YOU THINK

p. 164

Answers will vary. Possible answers:

1. Sudden wealth is immediate and is only one time, while earning more money from a better job is long-term. I'd prefer earning more money because I wouldn't have the emotional problems of sudden wealth, and even if I spent a lot, I would still have money coming in the future.
2. Some rich people make their own money, but many get their money from their parents. People who are born poor have more difficulty trying to have a better life. I think the rich should help the poor because they can.
3. Others may feel jealous of the person who has wealth, or they might want the person to buy them things. People who get sudden wealth might move to a more expensive area, or do different things with their time than they used to. This can separate people.

VOCABULARY SKILL

Activity A., pp. 164–165

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

Activity B., p. 165

1. off the top of my head
2. hold my tongue
3. Drop me a line
4. all ears
5. get off my chest

GRAMMAR

p. 166

1. exclamatory
2. declarative
3. declarative
4. declarative
5. interrogative
6. declarative
7. declarative
8. imperative / exclamatory

PRONUNCIATION

Activity A., p. 167

1. a. *yes/no* question
b. statement
2. a. command
b. *wh-* question
3. a. statement
b. exclamation

SPEAKING SKILL

p. 168

1. That's a good point
2. You can say that again
3. don't feel the same way
4. disagree

NOTE-TAKING SKILL

Activity A., p. 169

Tom's ideas — Doesn't mind staying in cheaper places when he travels

Both Tom and Marc agree — Want to be able to buy house and car; Want to be able to travel

Marc's ideas — Wants to stay in really nice places when he travels

Activity B., p. 169

1. The topic of the discussion is money and happiness.
2. They give information from two studies to support their ideas, a study by Betsey Stevenson and Jeffrey Wolfers, and research by Layard in the UK.
3. The speakers agree that they want enough money to be able to buy a house and a car and to travel.
4. They disagree on where they want to stay when they travel. Marc wants to stay in nice hotels, and Tom would be happy to camp or stay in hostels.

The Q Classroom

Activity A., p. 175

Answers will vary. Possible answers:

1. Students may say a person can be successful by earning a lot of money, by discovering or inventing something, or by being happy and content with his or her life.
2. Students should support their answers with specific examples from their lives.
3. This person is opening a new business. Opening a business takes a lot of knowledge, planning, and saving money and/or getting business loans. So this person has already been successful in many ways before even opening a new business.

Activity B., p. 175

Answers may vary. Possible answers:

1. Sophy says that people can be financially successful, successful in school, or have a good family life. Yuna also talks about success and failure in school, and that both teach us how to work better. Felix adds that people can be successful by having good friendships. I agree with the students because people might have different ideas about what is important to them.
2. Marcus thinks we learn more from failure than success. He explains that when he fails at something, he knows he needs to learn a lesson and pays more attention. When he is successful, he is less likely to consider why.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 177

1. Harry Potter; poor
2. failure; directing
3. materials; plant

Activity C., pp. 177–178

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

Activity D., p. 178

1. T
2. F, The male expert on the panel says that the main lesson from Rowling's experience is, "Don't let failure blind you."
3. F, Lee's films are internationally known.
4. T
5. F, Thomas Edison created a longer-lasting light bulb.
6. T

Activity E., pp. 178–179

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

SAY WHAT YOU THINK

p. 179

Answers will vary. Possible answers:

1. Yes, because people who have seen both success and failure can better teach others about how the different experiences compare.
2. A friend of mine in high school tried to start a business at the age of 15. She learned from failure that you need some experience to succeed in business. Now she owns her own business and it is doing well.
3. No. A lot of people just get discouraged and give up. They don't learn anything.

LISTENING SKILL

Activity A., p. 180

Take ... as an example

For example,
as an example

Activity B., p. 180

Answers may vary. Possible answers:

1. president of student council / yearbook editor
2. imagined people were calling him a loser
3. that leadership has to be earned / he wasn't ready
4. had a chance to make friends / enjoy some events / learn about college life

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 183

Answers will vary. Possible answers:

1. Before his accident — No instructor or anyone to guide him; Teachers and classmates discouraged him; Spent a lot of time alone
2. After his accident — Daily activities tricky because he'd lost his eyesight and leg; Had to give up time on hobbies and time with friends

Activity B., pp. 183–184

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

Activity C., p. 184

1. T
2. F, He first won an award for invention at the age of 12.
3. T
4. F, He sees failure as a friend.
5. F, His view of success changes almost every day.

Activity D., p. 184

1. King Abdullah
2. *Guidance*
3. wife
4. 30,000
5. one million

Activity E., p. 184

Answers will vary. Possible answers:

All apply to Mohannad. Hard work and determination are the most important.

Activity F., p. 185

Answers will vary. Possible answers:

1. I agree because you learn from your failures. / I disagree because failures will discourage you.
2. Students should describe examples from their lives and explain what they learned from the events.

Activity G., p. 185

1. prize
2. sightless
3. appealing
4. collision
5. incapacity
6. unbelievably
7. invent
8. motivation
9. helpful
10. problematic

WORK WITH THE VIDEO

Activity A., p. 186

Answers will vary. Possible answers:

1. Strong winds, heavy rain, pushing sea water in (storm surge), lightning, tornadoes
2. They can put protective barriers around their houses. They can put boards over their windows. They can leave the area if they have transportation.

Activity B., p. 186

1. b
2. b
3. c

Activity C., p. 186

Answers will vary. Possible answers:

We might learn to build stronger protections. / We might learn to better prepare for natural disasters.

SAY WHAT YOU THINK

p. 187

Answers will vary. Possible answers:

1. The panel members talked about dealing with rejection, trying multiple times, and letting failure help you make choices. Mohannad did all of this.
2. Students' own answers. Answers/explanations should include examples.

VOCABULARY SKILL

Activity A., p. 187

1. review
2. irresponsible
3. dislike
4. coworker
5. imperfect
6. antisocial
7. multinational
8. dishonest
9. impatient
10. irregular
11. reapply
12. multimedia

GRAMMAR

Activity A., p. 189

1. Have you ever entered
2. have
3. came
4. Did you enjoy
5. was
6. haven't won

PRONUNCIATION

Activity A., p. 190

1. Speaker 2
2. Speaker 1
3. Speaker 2
4. Speaker 1

SPEAKING SKILL

Activity A., pp. 191–192

1. Sorry, I don't get what you mean.
2. I'm trying to say is
3. What do you mean exactly?
4. to give you an example
5. Do you think you could say a bit more about that?
6. Can you give an example, please?