

THIRD EDITION

3



Skills for Success

READING AND WRITING

Jenni Currie Santamaria

Teacher's Handbook
WITH TEACHER ACCESS CARD

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CONTENTS

Teaching with *Q: Skills for Success Third Edition* 4–31

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

Using the Online Discussion Board 32–52

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

Teaching Notes 53–84

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.

Student Book Answer Key 85–111

Unit-by-Unit detailed Student Book Answer Key.

Teaching with Q: Skills for Success Third Edition

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

Critical Thinking Foundations: Implications for the Language Classroom	5
James D. Dunn, Q Series Consultant, Critical Thinking Skills	
Making Assessment Effective	9
Elaine Boyd, Q Series Consultant, Assessment	
Using Video in Language Learning	12
Tamara Jones, Q Third Edition Author	
To go online or not to go online?	15
Chantal Hemmi, Integrated Learning Consultant	
Using Communicative Grammar Activities Successfully in the Language Classroom	18
Nancy Schoenfeld, Communicative Grammar Consultant	
Vocabulary in your students' writing: the Bottom Line	21
Cheryl Boyd Zimmerman, Q Series Consultant, Vocabulary	
Why Take Notes?	25
Margaret Brooks, Q Third Edition Author	
Academic Writing	29
Dr. Ann Snow, Q Series Consultant, Writing	



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.

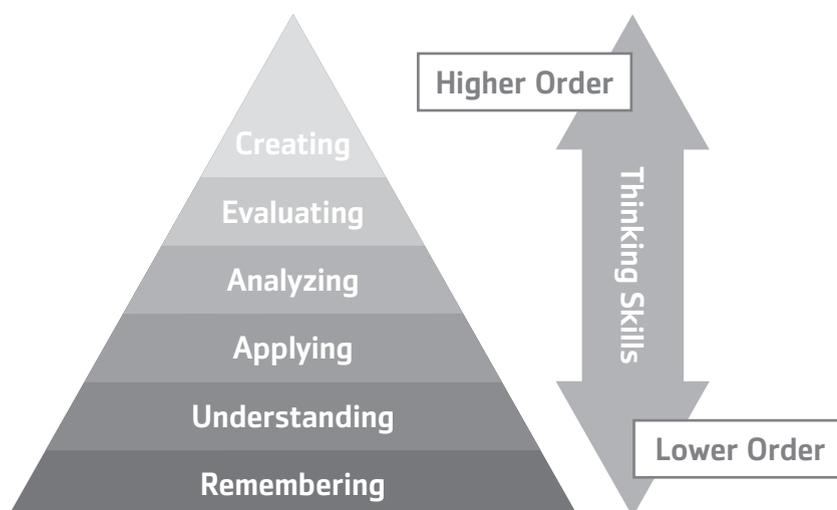


Fig. 1: Bloom's Revised Taxonomy

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

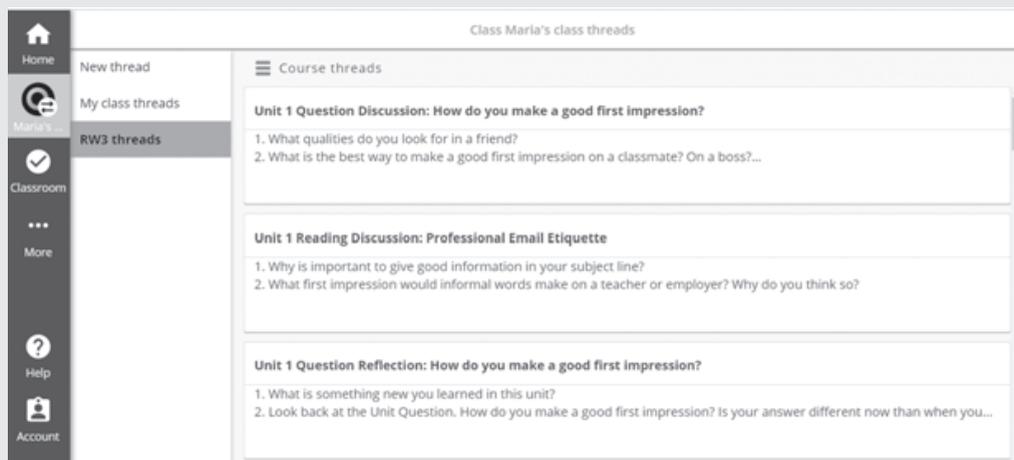
Blended learning tips for iQ Online

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.

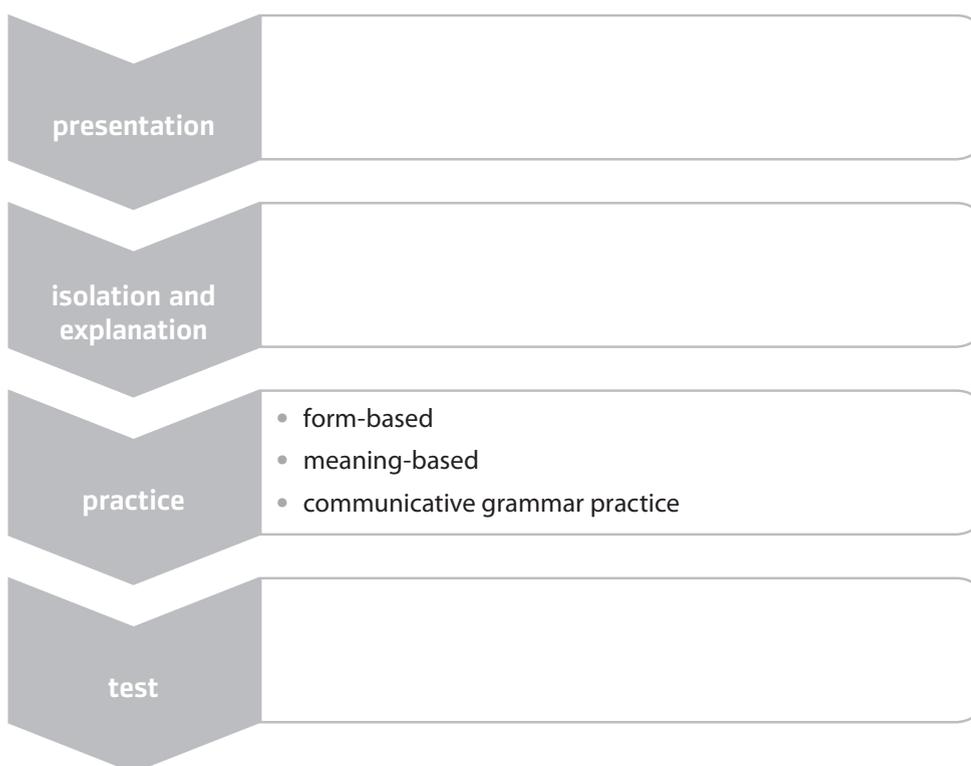


Fig. 1 Sequencing grammar lessons (Ur, 1988)

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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Q TIPS

Communicative grammar tips for Q Third Edition

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

1 Form-based practice

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

Directions: Insert a comma where necessary.

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

2 Meaning-based practice

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

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

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

3 Communicative activity

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

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

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

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

Freewriting:

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

Paragraph Analyses:

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

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

Bottom Line for Your Students

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

Drafting Stage

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

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

Bottom Line for Your Students

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

Revision Stage

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

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

Bottom Line for Your Students

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

Editing Stage

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

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

Bottom Line for Your Students

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

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

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TIPS

Vocabulary tips for Q Third Edition

1 Prioritize important words

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

2 Use model texts to draw attention to vocabulary

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

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

3 Use the vocabulary from the reading

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

4 Encourage awareness of academic vocabulary

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

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

5 Use technology to motivate students

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



Why Take Notes?

Margaret Brooks Q Third Edition Author

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

Short-term memory

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

Language structure

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

Cultural expectations

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

How note-taking can help

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

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

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

Preparing to listen

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

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

Focusing on main ideas and key words

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

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

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

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

Reviewing and adding to notes soon after a lecture or presentation

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

Collaborating with others

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

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

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TIPS

Note-taking tips for Q Third Edition

1 Foster a welcoming environment for critical thinking

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

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

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

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

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

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

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

WORK WITH THE LISTENING

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

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

Sudden Wealth	
Positive effects	Negative effects

5 Provide feedback and follow-up activities after a listening

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



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

Needs assessment

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

Improving vocabulary and grammar

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

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

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

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

2 Model different kinds of texts

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

3 Analyze good examples

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

4 Teach grammar in context

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

5 Encourage strategic learning

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

WRITING TIP

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

Using the Online Discussion Board

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

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

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

Discussion Board Teacher's Pack39

Discussion Board: Students.....48



Sigrun Biesenbach-Lucas, Ph.D., Senior Instructor
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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.

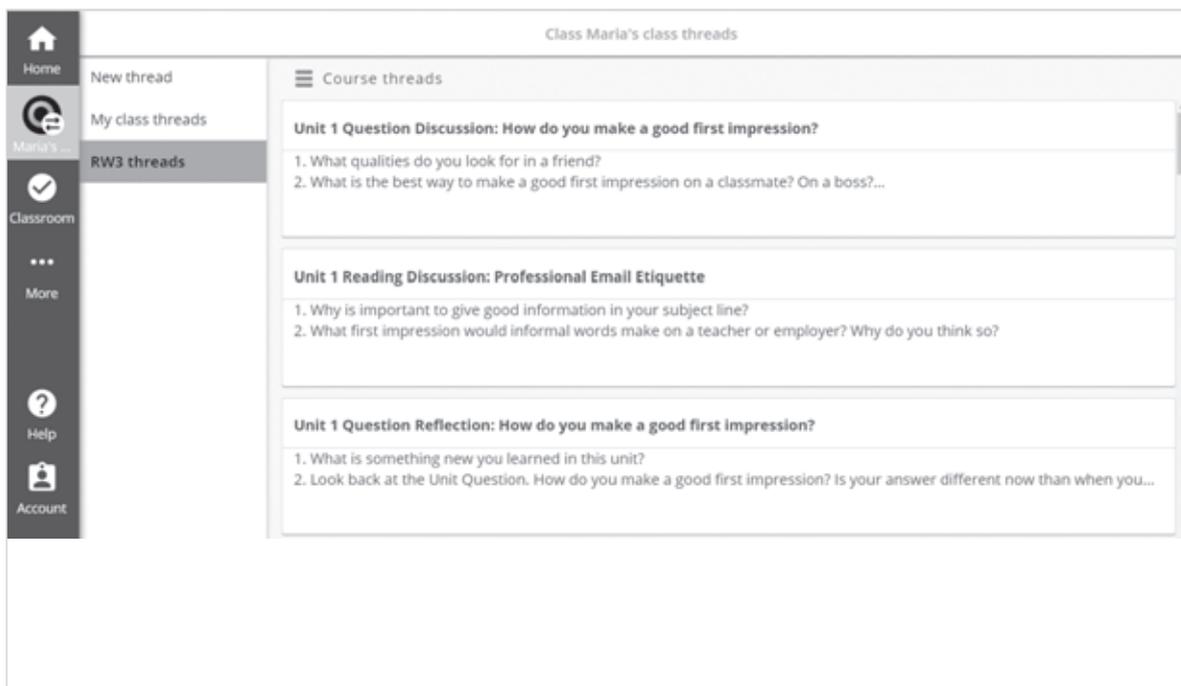


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

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	40
Objectives	
Teacher's Pack Organization	
Implementing the Discussion Board	40
Discussion Board Content	
Teaching Strategies	
Classroom Instruction	41
Prior to First Post: Example Discussion Board Post Worksheet	
Part One: Responding to a Discussion Question	
Assigning the First Discussion Board Post	
Part Two: Responding to a Classmate's Post	
Assigning the First Response to a Classmate's Post	
Discussion Board Instructions	43
Logging In to the Discussion Board	
Responding to a Post	
Creating a New Discussion Topic	
Deleting a Post	
Suggestions for Using the Discussion Board Assignments	
Rubric: Response to Discussion Board Prompt	44
Rubric: Response to Classmate's Post	45
Challenge Questions	46
Unit-Specific Notes	47

Teaching Notes

Objectives

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

At the beginning of a unit, students use the Discussion Board activity to further activate prior knowledge about a new unit theme after discussing the initial Unit Questions and listening to *The Q Classroom* online. 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 that they want their students to address. Additionally,

instructors can post their own questions to which students respond.

Teacher's Pack Organization

Prior to introducing the Discussion Board to your students, it is necessary to familiarize yourself with the contents of the Discussion Board 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: Student Instructions"), and a student worksheet for classroom use ("Example Discussion Board Post").

Implementing the Discussion Board

Discussion Board Content

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

In Level 3, students compose two basic types of posts: an initial reaction to the assigned unit questions (i.e., Unit Question Discussion Questions and Unit Reflection 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 student posts and their replies to a classmate's post. It is important that students write an appropriate response that has complete sentences and uses formal language. This also means that the student's reply is directly connected to the ideas in the question or the classmate's post. It is important that students

use the Discussion Board to express themselves and do so in a way that is appropriate for the classroom context.

In addition to using the rubrics, assess 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 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 titled "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 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 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 question 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 titled "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 Reading Discussion and the Unit Question Reflection.
4. *Optional:* At the end of each unit, the teacher can assign one or both of the Challenge Questions. Follow the same process as for the other assignments. See the complete list of Challenge Questions for all units.

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 and comprehension questions. Two overall techniques that students can use in a response task are "agreeing/disagreeing" with ideas in the original post and "making connections" between ideas in the original post and 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 not his or 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 the 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 question 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 titled "Posting to the Discussion Board: Student Instructions."

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 Unit Question Discussion and Unit Question Reflection assignments. See the complete list of Challenge Questions for all units.

Discussion Board Instructions

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

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

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 students use.

Creating a New Discussion Topic

All Unit Question Discussion and Unit Question Reflection questions are already on the Discussion Board site. However, if you want to assign Challenge Questions 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. Click on Post.

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: *How do you make a good first impression?*

1. How can you make a good first impression on someone when that person cannot see you (for example, when you are talking on the phone or when you are writing an email message)?
2. When you realize that you made a bad first impression on someone, what can you do to change that person's impression of you?

Unit 2: Nutritional Science

Unit Question: *What makes food attractive?*

1. Do you think you are a supertaster, a medium taster, or a nontaster? Why do you think you fit this category?
2. Have you ever been disappointed by the appearance of food in real life that looked really good in a photograph? Why might food look different in real life?

Unit 3: Information Technology

Unit Question: *How has technology affected our lives?*

1. You probably use technology in many ways every day. However, people from your parents' and grandparents' generations grew up with little or no technology. For example, many did not have computers or smartphones. How did they manage without that technology?
2. In this unit, you learned about cars that "think." In the future, what objects or places do you believe will also "think" for us, and how?

Unit 4: Marketing

Unit Question: *Does advertising help or harm us?*

1. How do targeted internet advertisements influence people's behavior? Have you ever done something because of a targeted online ad? Why or why not?
2. What are some topics that would be good for public service announcements (PSAs)? Choose one topic and describe how you can provide information that viewers need in a memorable way.

Unit 5: Psychology

Unit Question: *How do people overcome obstacles?*

1. Why is being resilient an important personal characteristic?
2. Why is it important to do something significant, such as climbing a mountain or having a party, after overcoming a personal challenge?

Unit 6: Neurology

Unit Question: *Are you a good decision maker?*

1. In this unit you learned about "lazy thinking." What do you think are the dangers of lazy thinking?
2. What is the best way to solve problems? Why? Is it easier to solve your own problems or to help someone else with theirs?

Unit 7: Economics

Unit Question: *Can a business earn money while making a difference?*

1. Do businesses have a responsibility to make the world a better place? Why or why not?
2. What challenges might a company face if it wants to include a social component in its business plan? How might a company overcome these challenges?

Unit 8: Behavioral Studies

Unit Question: *What does it take to be successful?*

1. In this unit, you learned about success in the car racing industry. Choose another sport or sporting event that is also successful from a sponsorship perspective, and describe how it ensures profits for its sponsors.
2. Think of a situation in which you made sacrifices in order to be successful. Describe what you did and why you did it. Was it worth it in the end? Why or why not?

Unit-Specific Notes

Unit 1: Sociology

Challenge Question 2

2. *When you realize that you made a bad first impression on someone, what can you do to change that person's impression of you?*

Help students generate ideas about how they can recognize that they have left a bad impression on someone; then brainstorm some ways in which students can repair this bad impression. For example, a student may notice that a new classmate does not seem to be as friendly with him or her as with other classmates; the student could invite the classmate to have coffee or lunch so that they can get to know each other better outside class.

Unit 2: Nutritional Science

Challenge Question 1

1. *Do you think you are a supertaster, a medium taster, or a nontaster? Why do you think you fit this category?*

Review the terms *supertaster*, *medium taster*, and *nontaster* from the unit reading to check students' understanding of these terms.

Unit 3: Information Technology

Challenge Question 2

2. *In this unit, you learned about cars that "think." In the future, what objects or places do you believe will also "think" for us, and how?*

Review with students the capabilities of cars that are described in the unit reading. Brainstorm possible objects or places; examples might include houses, household appliances, and restaurants.

Unit 4: Marketing

Challenge Questions 1 and 2

1. *How do targeted internet advertisements influence people's behavior? Have you ever done something because of a targeted online ad? Why or why not?*

2. *What are some topics that would be good for public service announcements (PSAs)? Choose one topic and describe how you can provide information that viewers need in a memorable way.*

For question 1, ask students to brainstorm examples of internet ads that they think were targeted based on their browsing history. For example, a student might look at shoes on the internet and later that day see shoe advertisements online.

For question 2, check students' understanding of what a PSA is; you could remind them of a "commercial" that a famous person did to encourage people to donate to a charity or to raise awareness of a specific disease.

Unit 6: Neurology

Challenge Questions 1 and 2

1. *In this unit you learned about "lazy thinking." What do you think are the dangers of lazy thinking?*
2. *What is the best way to solve problems? Why? Is it easier to solve your own problems or to help someone else with theirs?*

For question 1, review the meaning of the two types of thinking described in Reading 1 with students: lazy thinking and hard thinking.

For question 2, review the five different types of problem solvers described in Reading 2 with students: questioners, ideators, diggers, doers, and reasoners.

Unit 8: Behavioral Studies

Challenge Question 1

1. *In this unit, you learned about success in the car racing industry. Choose another sport or sporting event that is also successful from a sponsorship perspective, and describe how it ensures profits for its sponsors.*

Help students generate examples of sports or sporting events that benefit from strong commercial sponsorship; examples could include professional basketball and golf, which are sports that athletic clothing and equipment companies often sponsor.



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. After that, 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 many 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 on 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 cafes 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 be 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 or 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.				

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.)
 - a. Agreement → Disagreement → Connection to someone else's experience
 - b. Disagreement → Connection to personal experience → Agreement
 - c. Agreement → Disagreement → Connection to personal experience

7. Find three examples of formal and polite language that the writer uses in the response.

- a. _____
- b. _____
- c. _____

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.				

Follow-up:

With a partner or in small groups, brainstorm 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.

Unit 1 Teaching notes	54
Unit 1 Unit Assignment Rubric	57
Unit 2 Teaching notes	58
Unit 2 Unit Assignment Rubric	61
Unit 3 Teaching notes	62
Unit 3 Unit Assignment Rubric	64
Unit 4 Teaching notes	65
Unit 4 Unit Assignment Rubric	68
Unit 5 Teaching notes	69
Unit 5 Unit Assignment Rubric	72
Unit 6 Teaching notes	73
Unit 6 Unit Assignment Rubric	76
Unit 7 Teaching notes	77
Unit 7 Unit Assignment Rubric	80
Unit 8 Teaching notes	81
Unit 8 Unit Assignment Rubric	84

Background Note

UNIT OPENER pages 2–3

The large photo on page 2 shows a male speaker at a professional conference who is surrounded by a large group of people standing in a circle around him. The man is holding a microphone and speaking to the audience. The audience is applauding the speaker and smiling.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question: *How do you make a good first impression?* Explain to students that each unit in Q focuses on a Unit Question that they will consider throughout the unit and will address in their Unit Assignment at the end.
2. Point out that answers to this Unit Question can fall into categories: things to wear, things to say, things to do, and possibly “other.”
3. Write each category at the top of one of the columns of a chart on a sheet of poster paper.
4. Give students a moment to think about their responses, and then elicit answers for the question.
5. Make notes of the answers under the correct categories. Post the chart to refer back to later in the unit.

Background Note

READING 1 page 5

Small talk is informal conversation for the sake of conversation. It is considered by many experts to be a social skill and is sometimes called “social communication.” It can be a way to open up conversation with a stranger or new acquaintance or even a bonding ritual. Although it may seem insincere or artificial to some, it can make a world of difference in many situations. Small talk may influence a first impression, decision making, or even how relationships develop.

Multilevel Option 1

READING 1: SMALL TALK: A BIG DEAL

B. VOCABULARY page 7

1. Put students in pairs to locate each word in the reading. Then have them match the words with the definitions.
2. Have students repeat the vocabulary words after you. Highlight the syllable in each word that receives primary stress.
3. Ask questions to help students connect with the vocabulary. For example: *When was the last time you talked to a **stranger**? What have you **demonstrated** to someone before?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or ask questions to help them understand the words: *When I **appreciate** something, I say thank you. What are some things employees do to **impress** their boss? I like my weight right now—I want to **maintain** this weight.*

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

Multilevel Option 2

WRITE WHAT YOU THINK page 10

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

MULTILEVEL OPTION

Allow lower-level students to work with partners to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

Background Note

READING 2 page 12

Today, the majority of job seekers look for jobs on social media. In addition, more and more companies are looking at a job applicant’s social media pages before hiring him or her. Therefore, applicants who have accounts on sites like Facebook, Twitter, or Instagram need to be careful about what they post. The information they give employers should match what they post. They also need to make sure what they post is appropriate for professional settings.

Video interviews are becoming more and more common in today's job market because they cut costs and save time for both interviewers and interviewees.

Here are some additional tips to share with students about what to do during a job interview:

Dressing well: If you're not sure what to wear, it's better to look too conservative than not conservative enough.

Punctuality: For a face-to-face interview, visit the location of your interview ahead of time so you know how long it takes to get there. For a live video interview, set up your computer and video conferencing application in advance to avoid having technical problems. Ensure your microphone and camera are ready to go.

Speaking: Speak in a clear, confident voice.

Expansion Activity 2

WORK WITH THE VIDEO page 16

1. Play the entire video. After students watch the video, remind them that interviewers will often ask interviewees if they have any questions at the end. Mention the importance of ending a conversation on a positive note. Tell students they will be making a list of appropriate and inappropriate questions to ask an interviewer at the end of an interview.
2. Put students in pairs and ask them to take out a piece of paper. Tell them to make a T-chart on their paper. Tell them to title the left side "Appropriate Questions" and the right side "Inappropriate Questions." Model the T-chart on the board for students to follow along.
3. Ask pairs to brainstorm and write down appropriate and inappropriate job interview questions in the T-chart. Examples of good questions include: *What do you like most about working here? What are the company's most important values? What type of employee tends to succeed here?* Examples of bad questions include: *When will I get paid? Do I have to work on Fridays? What problems does your company have?*
4. Circulate and help students with vocabulary and grammar errors. Pay special attention to correct question formation.
5. Tell students to get together with another pair of students and read their questions. Ask the other pair to say whether they think each question is appropriate/positive or inappropriate/negative. If they disagree, ask them to discuss why they think the question is good or bad.
6. Elicit examples of appropriate and inappropriate questions from students and list a few of each on the board. If time permits, ask students if they can rewrite the inappropriate questions so they are more positive and appropriate. For example: *Do I have to work on Fridays?* might change to *What kind of schedule would I have?*

Vocabulary Skill Note

USING THE DICTIONARY TO IDENTIFY WORD FORMS page 17

1. Read the information about word families, and direct students to look at the dictionary definitions.
2. Check comprehension: *Which word is a verb? noun? adjective? Are the meanings of the words similar? Are they exactly the same?*
3. Write sentences with blanks on the board and elicit the correct form of *accomplish* to complete them. *I _____ a lot last night. My friend has many _____. She is a very _____ writer.*

Skill Note

Learning word forms is a crucial step in helping students move from passive understanding of a word to using it correctly. Make a habit of pointing out the form of a new vocabulary word and teaching related forms. In many cases, different word forms have slightly different meanings, and often students don't pick up on these subtle differences just from seeing words in context. Even higher-level students may understand the meaning of a word but be unclear on the use of different forms. Assigning additional word-form work is a great way to keep these students challenged when vocabulary exercises are easy for them.

Grammar Note

REAL CONDITIONALS: PRESENT AND FUTURE page 23

1. Read the information about the present real conditional. Check comprehension by providing students with *if* clauses and elicit several completions, including completions with modals. *If you arrive late to an interview, ...; If you don't look at the interviewer, ...*
2. Repeat the procedure with the future real conditional and elicit future completions for the same *if* clauses. Point out that with these "advice" sentences, either conditional is correct, but there are situations where only present or future is correct. For example: *If it rains tomorrow, I will stay home.*
3. Read the examples of conditional clauses with *when*. Elicit restatements of the previous *if* clauses with *when*. (*When you smile frequently, ...*)
4. Have students look back at the examples and compare the punctuation in sentences that start with an *if* (or *when*) clause versus the ones that end with that clause. (If the *if/when* clause follows the result clause, there is no comma.)

Skill Note

When using the future conditional, students often make the error of inserting the modal *will* in the *if* clause (*If you will arrive late...*) or of not using the present tense ending for third person verbs (*If he arrive late...*). Try some practice skeletons that require students to complete the *if* clause. (*If he/you..., he/you won't get the job.*)

Multilevel Option 3

C. page 24

1. Direct students to complete the sentences with their own ideas.
2. Ask volunteers to write their completed sentences on the board.

MULTILEVEL OPTION

Have higher-level students write two or three additional sentences about job interviews or about making a good first impression. Tell them to use an *if* or *when* clause in each sentence.

Expansion Activity 3

UNIT ASSIGNMENT page 25

1. Read the Objective explaining the Unit Assignment, or ask a student to read it out loud.
2. Ask students why Reading 1 and Reading 2 were examples of “how to” articles. If necessary, direct students back to the readings. Help students identify that Reading 1 focused on *how to make small talk* and Reading 2 on *how to be successful at a job interview*. Both readings outlined a series of steps to achieve a specific goal.

21ST CENTURY SKILLS EXPANSION

In any position of responsibility, whether as a manager at work, a leader of a classroom group, or a participant in a community activity, students may be called upon to give instructions to others. To do that well, they need to be able to identify steps in a process, organize them in a logical fashion, and explain them clearly. Writing a “how to” paragraph gives students valuable practice with each of those skills.

To help students make the connection between this assignment and the general value of the skill, ask them to brainstorm other situations in which they might need to explain how to do something to someone.

Unit Assignment Rubrics

Unit 1 Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Organize, develop, and write a “how to” paragraph about how to make a good first impression.*

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

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

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

0 points = Paragraph element was not successful.

Write a “How to” Paragraph	20 points	15 points	10 points	0 points
The student used correct spelling and punctuation.				
The paragraph has a strong topic sentence and concluding sentence.				
The paragraph includes vocabulary from the unit.				
The paragraph clearly explains how to make a good first impression.				
The student included conditionals and used them correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 28–29

The photo shows plates of food from an upscale restaurant. The chef is plating white dishes in the kitchen, and his hands are visible. The chef is putting a piece of fish over the vegetables on one of the plates. He is trying to make all the plates look the same.

Expansion Activity 1

UNIT QUESTION page 29

1. Introduce the Unit Question: *What makes food attractive?* Ask students what “attractive food” means (i.e., food that looks good, delicious, tasty, appetizing, etc.). Then tell students they will brainstorm examples of attractive dishes they’ve eat at restaurants or at home. Offer an example, such as serving white rice in a wooden bowl or a colorful dish with different kinds vegetables. Tell them to think about different flavors, colors, and textures.
2. Give students five to seven minutes to work with a partner. Ask them to describe the dish to their partner and why they think it is attractive to eat. Circulate and help students with names of ingredients and descriptive adjectives that they might want to use to describe their dishes.
3. Call time. Elicit one or two examples from the class. For example: *Mary, what was your dish, and why do you think it’s attractive? Peter, what was Mary’s dish, and why did she think it was attractive? What were her reasons?*
4. Write students’ ideas on the board. Then help students look for a way to categorize reasons why dishes are attractive. Some examples might include the colors of the food, the way the food is organized or plated, the kind of dishes or utensils that are used, etc. Ask students which reason is the most important to them and why.

Background Note

READING 1 page 31

The phenomenon of taste sensitivity was discovered in the 1930s, when researchers found that people had different reactions to the chemical phenylthiocarbamide (PTC). Some people found the chemical to be horribly bitter, and others couldn’t taste it at all. The term *supertaster* was coined in 1991 by Linda Bartoshuk. She noticed that people with extreme taste sensitivity had a large number of taste receptor cells (or taste buds).

MULTILEVEL OPTION 1

READING 1: KNOWING YOUR TASTES

B. VOCABULARY page 32

1. Direct students to read the vocabulary words in the box. Answer any questions about meaning or provide examples of the words in context. Pronounce each word and have students repeat. Highlight the syllable in each word that receives the primary stress.
2. Have students work individually to complete the sentences. Have students compare answers with a partner. Call on volunteers to read the completed sentences aloud.
3. Have the pairs read the sentences together.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words. *A **balanced** meal includes different kinds of foods. Jin always comes to class; it is very **likely** that he will come tomorrow. This class **is made up** of students from many countries. If you don’t study, you’re **at risk** of failing your test.*

Have higher-level students complete the activity individually and then compare answers with a partner. Assign two or three words to each pair and ask them to write original sentences with the words. Have volunteers put one of their sentences on the board.

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 36

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

Background Note

READING 2 page 38

Before social media, food photography was used mainly for commercial reasons, such as in advertisements, cooking magazines, and cookbooks. Today, food photography has opened up to anyone with a smartphone camera. Millions of everyday people are taking photos of the food they eat at restaurants and uploading them to social media sites like Facebook and Instagram. Psychologists believe food pics are popular on social media for a number of different reasons: (1) to share food experiences with many friends easily, (2) to show others the foods you like to eat, (3) to show others the kind of food you can afford, and (4) to bond with other people through food.

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 43

1. Tell students they will be doing a debate about food. Write the debate statement on the board: *Restaurant food is better than homemade food.*
2. Split the class into three groups. Group 1 will be the supporting team. The supporting team will brainstorm two reasons (arguments) why restaurant food is better than homemade food. Group 2 will be the opposing them. The opposing team will brainstorm two reasons (counterarguments) why restaurant food is not better than homemade food. Group 3 will be the judges. They will brainstorm reasons for both sides so they are prepared for the debate. Review the procedure for the debate with students (see next step).
3. Start the debate. Use the following procedure:
 1. Each team presents its first argument. The supporting team goes first. The opposing team goes second.
 2. Each team presents its second argument. The supporting team goes first. The opposing team goes second.
 3. Each team defends its arguments and explains why they are stronger than the other team's. The supporting team goes first. The opposing team goes second.
 4. Each team gives a short summary of its arguments. The supporting team goes first. The opposing team goes second.
 5. Judges vote on which team won the debate.

4. Follow up the debate by giving students feedback about what you heard them say. Highlight important vocabulary they used. Point out the most powerful arguments they made. Correct any common grammar or pronunciation errors you heard.

VOCABULARY SKILL NOTE

USING CONTEXT TO UNDERSTAND

WORDS page 44

1. Direct students to read the sentence about context. Write the example sentence on the board. Help students identify the context, or words around the bold word, that help define *consuming*. Then read through the rest of the information together.
2. Check comprehension by asking questions: *What is context? How can you tell that consuming means "eating" in this sentence? What can you do if you read a word in a text that you don't know?*

Skill Note

Some students are anxious about encountering words they don't understand and feel that it's necessary to look up every word in the dictionary. Point out that there are two very important skills to work on: reading and vocabulary building. If students stop to look up each word they don't know, they train themselves to become slow word-by-word readers, which is bad for their reading comprehension.

Tell students to make a habit of marking words that they want to look up as they read. Explain that they should avoid looking words up while reading unless not knowing the word makes it hard to understand the passage. Sometimes the context will make the meaning of the word clear, and when it doesn't, they can look the words up later, at which time their focus can be on learning vocabulary rather than on understanding a text.

EXPANSION ACTIVITY 3

A. INTERPRET page 44

1. Direct students to complete the activity individually.
2. Call on volunteers for the answers. Elicit the context clues that helped them understand the underlined words.

21ST CENTURY SKILLS EXPANSION

The ability to solve problems is an essential skill that employers want their employees to have, and it's also an important skill to use throughout school and life. Figuring out the meaning of words from context is a problem-solving skill because it requires students to think carefully about what they are reading and draw conclusions. Point out to students that making the effort to use context clues to understand unknown words will help them deal with different texts they may encounter on the job or at school.

MULTILEVEL OPTION 3

F. CREATE page 48

1. Ask students to work individually to write the adjective-noun pairs. Monitor and provide feedback.
2. Have volunteers write their collocations on the board and correct as necessary.

MULTILEVEL OPTION

Group lower-level students together to complete the activity. Ask higher-level students to write sentences using the adjective-noun collocations they created, e.g., *A traditional recipe in Thailand is pad thai*. Have them write some of their sentences on the board. Ask lower-level students to identify the adjective-noun collocations the higher-level students used in their sentences.

GRAMMAR NOTE

USE AND PLACEMENT OF ADJECTIVES page 49

1. Read the information about the use and placement of adjectives and ask students to look at the chart.
Elicit the types of the adjectives in the example sentences (e.g., *big* = size; *old* = age).
2. Check comprehension by asking: *How many adjectives should you use before a noun (at most)? If you want to add a fourth adjective, what should you do?*

Skill Note

The adjective-order chart can be a useful way of recording new vocabulary. Have students copy the chart into their notebooks, and direct them to write any new adjectives they learn in the chart. If they can't find a place for a new word in the chart, it can be a springboard for discussion of the correct use and placement of the new word. If you have space in the classroom, you may want to make a large classroom version of the chart to post on a bulletin board for recording new adjectives and referencing adjective order throughout the semester.

Unit Assignment Rubrics

Unit 2 Nutritional Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a descriptive paragraph about your favorite dish.*

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

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

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

0 points = Paragraph element was not successful.

Write a Descriptive Paragraph	20 points	15 points	10 points	0 points
The paragraph is well organized.				
The student used correct spelling.				
The paragraph includes vocabulary from the unit.				
The student used descriptive adjectives to describe a favorite dish.				
Adjectives are in the correct order.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 54–55

The photo on page 54 shows a woman in China carrying her young child in a wicker basket on her back. The child is playing with a mobile phone. The woman is walking along a stone walkway.

Expansion Activity 1

UNIT QUESTION page 55

1. Introduce the Unit Question: *How has technology affected our lives? Say: Let's consider the positive and negative effects of technology on our lives. What are some advantages of technology? What are some disadvantages?* Give students a moment to think about their answers.
2. Write *Advantages* and *Disadvantages* at the top of two sheets of poster paper.
3. Elicit students' ideas and write them in the correct categories. Post the lists to refer to later in the unit.

Background Note

READING 1 page 57

Driverless cars have been a fantasy since the 1939 World's Fair, where the first plan for autonomous vehicles was unveiled. Within the past 30 years, research and technology have begun to catch up to engineers' vision. Today, several companies are working on manufacturing and testing fully driverless cars, including Toyota, Audi, Volvo, Tesla, and, most notably, Google. All driverless cars use a combination of cameras, sensors, and radar to help maneuver the car through traffic, on city streets, and along highways and country roads. Fully driverless cars are still in a "testing" phase despite predictions that they would be permanently on the road by 2018. The ridesharing company Uber has tested its own fully driverless cars with customers, but after a serious crash, the company decided to put drivers back in the car in case of an emergency. Tesla Motors has invested millions of dollars into its fully self-driving technology, but continues to experience setbacks due to multiple crashes while testing the technology. In the meantime, most manufacturers are offering driverless cars that still require a human driver inside to take control when the technology malfunctions.

MULTILEVEL OPTION 1

READING 1: CARS THAT THINK

B. VOCABULARY page 58

1. Direct students to read the vocabulary words in the box. Answer questions about meaning or provide examples of the words in context. Then ask students to complete the sentences with the words from the box.

2. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students repeat the vocabulary words. Highlight the syllable in each word that receives primary stress.
3. Ask questions to help students connect with the vocabulary: *What **benefits** do you get from studying English? His job at the car dealership involves analyzing sales **data**. When you were young, did your parents put **limitations** on your phone use?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words: *In dry places, there is a **limitation** on how much water you can use during summer. Nour always **obeys** his father's wishes. The teacher **responds** to students' questions.*

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

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 62

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

Background Note

READING 2 page 64

Although students have long been using personal computers to do research, write papers, and find supplemental educational resources, tablets are quickly becoming a popular alternative in primary and secondary schools across the world, notably in countries like Saudi Arabia, the United Arab Emirates, Canada, the United Kingdom, and the United States. Many schools now provide their students with “free” tablets in the classroom; others rent tablets to students to keep for an academic year. The devices let students learn interactively during class time. Students can also use their tablets to communicate with their teachers directly. In addition, tablets allow teachers to monitor their students’ progress easily.

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 69

1. Play the video again. Ask students to pay attention to information about algorithms used in car technology. Tell them to take notes on what they hear.
3. Have students compare notes. Then elicit their answers. Students should note that algorithms help cars from skidding by controlling braking and accelerating. Ask students what other functions algorithms might control in driverless cars.
4. Put students in pairs. Ask them to brainstorm ways algorithms might be used in driverless cars. Answers might include (1) for braking and accelerating, (2) for changing lanes, (3) for parking, (4) for entering highways, (5) for avoiding other cars, and (6) for avoiding pedestrians on crosswalks.
5. Elicit answers from the class. Have a class discussion about how reliable they think algorithms are for the functions they listed. For example, would they trust an algorithm to make decisions about changing lanes? Would they trust an algorithm to make decisions about avoiding pedestrians on the street? Why or why not?

VOCABULARY SKILL NOTE

SYNONYMS page 70

1. Have students read the information about synonyms.
2. Check comprehension by asking questions: *What is a synonym? Why should you learn synonyms? What do you have to be careful of when choosing synonyms?*

Skill Note

Many words that have similar meanings are not used in exactly the same contexts because they may differ in degree, in level of formality, in positive/negative connotation, or in how general or specific they are.

A learners’ thesaurus (such as the *Oxford Learner’s Thesaurus*) can be useful for high-level students and for the teacher in helping to distinguish or explain the differences among similar words.

EXPANSION ACTIVITY 3

A. WRITING MODEL page 72

1. Direct students to read the summary of Reading 1 and complete the activity individually.
2. Have students compare their answers with a partner.
3. Call on volunteers to share their ideas with the class.

21ST CENTURY SKILLS EXPANSION

In writing a summary, a person must identify the most important ideas in a piece of information and then present these ideas in a clear, concise form. This skill is invaluable for people in many different roles outside of the classroom: employees who need to give a debrief of events at a meeting, supervisors who need to report on the latest sales event, and community members who need to synthesize news information in order to make informed voting choices. After you have gone through the introduction to summarizing, discuss with students the various ways that they will make use of this skill in their lives.

GRAMMAR NOTE

PARALLEL STRUCTURE page 75

1. Read the information about parallel structure and go over the example sentences.
2. Check comprehension by writing unfinished sentences on the board: *I like to talk on my cell phone, play games on my computer, and _____ . He didn't have a TV or _____ .* Elicit a variety of parallel completions for each sentence.

Skill Note

Parallel structure often falls apart in students’ writing when they try to connect longer or more complicated clauses and phrases (e.g., *He liked to talk on the phone, play computer games, and played soccer.*). Watch for these errors and copy them on the board to practice error correction with the class.

Unit Assignment Rubrics

Unit 3 Information Technology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a summary and a personal response paragraph.*

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

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

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

0 points = Paragraph element was not successful.

Write a Summary and a Personal Response Paragraph	20 points	15 points	10 points	0 points
The student used correct punctuation and spelling.				
The paragraphs include vocabulary from the unit and a variety of synonyms.				
The summary includes the main ideas of the reading.				
The student clearly expressed an opinion in the response paragraph and provided reasons and examples to support it.				
Parallel structures are used correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 80–81

The photo on page 80 shows a nighttime view of Times Square in New York City. There are large billboards and signs on the surrounding buildings advertising famous companies like Kodak, Marriot, and Coca-Cola. A large crowd of people is walking down the street, but they are blurred. An orange-and-yellow construction barrel sits in the foreground.

Expansion Activity 1

UNIT QUESTION page 81

1. Introduce the Unit Question: *Does advertising help or harm us?* Give students a minute to silently consider their answers to the question. Then ask students who would answer *help* to stand on one side of the room and students who would answer *harm* to stand on the other side of the room. (Tell students they need to make a choice—whichever answer they think is *most* true.)
2. Direct students to tell a partner next to them their reasons for choosing the answer they did.
3. Call on volunteers from each side to share their opinions and reasons with the class.
4. After students have shared their opinions, provide an opportunity for anyone who would like to change sides to do so.
5. Ask students to copy the Unit Question and make a note of their answer, or opinion, and reasons to support their opinion. They will refer back to these notes at the end of the unit.

Background Note

READING 1 page 83

In the past, targeted marketing practices have typically relied on research done and assumptions made by marketers about the demographics of their intended audience. Age, sex, race, and occupation are the most common factors marketers have used to focus their advertising campaigns. For example, if a shoe company finds that its products sell best with women between the ages of 18 and 20, the company would likely advertise on fashion websites and in magazines that women in this age range read in order to improve their sales. However, research has shown that demographics alone do not fully explain consumer behavior and that targeting individual personality traits, such as introversion and extroversion, may actually be a more effective marketing approach. The implication is that targeting personality traits cuts across age and gender lines, meaning that the target audience would include a wider range of demographics.

MULTILEVEL OPTION 1

READING 1: CAN TARGETED ADS CHANGE YOU?

B. VOCABULARY page 85

1. Direct students to read the vocabulary words in the box. Answer any questions about meaning or provide examples of the words in context. Ask students to complete the sentences with the words from the box.
2. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students identify the words or phrases in each sentence that give clues to the meaning of each vocabulary word.
3. Have students repeat the vocabulary words. Highlight the syllable in each word that receives primary stress.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words: *Learning English has had a positive **impact** on my life because I can communicate with more people. When you make a mistake, it's important to **reflect** on what you did wrong so you don't repeat it. What you study in school should be **relevant** to the kind of job you want in the future. There are many **factors** to consider when choosing an apartment, including location, cost, and size.*

Have higher-level students complete the activity individually and then compare answers with a partner. Tell the pairs to write an additional sample sentence for each word or expression. Have volunteers write one of their sentences on the board.

Correct the sentences with the whole class, focusing on the use of the vocabulary word or expression rather than other grammatical issues.

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 87

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to write responses to more than one question.

Background Note

READING 2 page 90

The argument about whether advertising is benign or harmful has become more intense with the current practice of “personalized” advertising. Search engines on the Web can remember a user’s previous searches and will bias search results toward them. For example, if you have searched for a particular product by brand name in the past, future search results that include that brand will be higher on your results list. In addition, email providers use word recognition to provide targeted advertising so that different users see different ads on their screens. Online retailers also keep purchase information and use it to make suggestions for further purchases. While some people see this personalized advertising as a step toward making advertisements more useful to the consumer, others see it as an invasion of privacy. So much data has been collected over the years that governments have struggled to regulate the practice, which can lead to breaches of people’s personal information. In 2018, for example, more than 87 million Facebook users’ personal information was improperly shared with an app developer, prompting the company to answer to lawmakers about its privacy practices.

Culture notes: The Super Bowl is an American football championship game played in the United States every year. It is extremely popular and is usually the most-watched American television broadcast of the year.

Public broadcasting programs show mainly educational programming and are financed with public money.

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 95

1. Tell students they will be making “online identity” posters that represent things they like, search for, shop for, and buy online. They will be visually displaying aspects of their online identity or “profile” that websites like Facebook might sell to advertisers to target them.
2. Have students brainstorm a list of things they’ve recently searched and shopped for or bought online through search engines, such as Google, or online stores, such as Amazon. Have students share and compare their lists with a partner.
3. Ask students if they have noticed ads targeted at their interests on social media, such as Facebook or Instagram. Elicit examples from the class. If necessary, provide a personal example: *The other day I was shopping for a new pair of boots on Zappos, and*

later that day, I saw a Zappos ad for those same boots on my Facebook page.

4. For homework, ask students to prepare a visual poster that represents their “online identity.” Ask them to include four or five pictures of products they’ve bought online, brands that they frequently buy, or targeted ads from social media that they’ve seen.
5. Have students bring their completed posters to class. Put students in small groups, and have students explain their “online identity” poster to their partners. Have the others think of adjectives to describe the person’s online identity, such as adventurous, imaginative, practical, etc.
6. Bring the class together. Ask students whether the adjectives accurately describe their online profile and why or why not.
7. Finish by reviewing the Unit Question: *Does advertising help or harm us?* Based on their posters, ask students whether they believe targeted advertising from social media is helpful or harmful.

VOCABULARY SKILL NOTE

SUFFIXES page 96

1. Have students read the information about suffixes.
2. Check comprehension by asking students to define a suffix. Then elicit words they know with each of the endings from the chart.
3. Direct students to read the words and check the correct part of speech.
4. Call on volunteers for the answers. Elicit any other form of the word students know.

Skill Note

Additional examples for each suffix:

-ful: graceful, hopeful, useful, peaceful

-able: acceptable, agreeable, chewable, uncontrollable

-ial: facial, industrial, racial, official

-er: smaller, larger, taller, wider

-ment: agreement, government, judgment, employment

-tion: relation, decoration, preparation, promotion

-ship: citizenship, leadership, membership, partnership

-ness: cleanliness, brightness, forgiveness, greatness

-ly: quickly, simply, confidently, colorfully

GRAMMAR NOTE

COMPOUND SENTENCES page 100

1. Read the information about compound sentences and review the examples.
2. Check comprehension by writing compound sentences without punctuation or conjunctions on the board:

He liked the new phone _____ he liked its price, too.

He bought the phone _____ it wasn't that good after all.

He was very unhappy with it _____ he returned it.

He can trade it for a new phone _____ he can get his money back.

3. Elicit the correct conjunction and the comma placement for each sentence.

Skill Note

Many students write run-on sentences and connect independent clauses with a comma rather than a conjunction. To help them practice identifying simple sentences that can be combined with conjunctions, seat students in groups, and provide each group with sentence strips. Tell the groups to write compound sentences in their notebooks using the strips in any order and adding conjunctions where appropriate.

Sample sentence strips:

She saw an ad for a book on the Internet.

The book was cheap.

She ordered the book.

Her order never arrived.

She called the company.

No one answered the phone.

Her credit card was charged.

She was very annoyed.

Finally, she spoke to a customer service representative.

She can get a refund.

She can reorder the book.

3. Circulate and listen for students' suggestions. Take notes on any common errors you hear to discuss as a class after the oral peer review.

21ST CENTURY SKILLS EXPANSION

Employers today are looking for people who are able to analyze another employee's work and provide constructive criticism and feedback, especially when employees work on projects in pairs or in groups or try to solve problems through group emails. Sometimes students can sound overly direct with their comments about others' work because they lack the language necessary to deliver them in a polite way. Tell students that providing constructive feedback means not just identifying problems but also providing solutions to those problems. It also means using language that gets their ideas and suggestions across politely but effectively.

MULTILEVEL OPTION 3

C. COMPOSE page 101

1. Ask students to work individually to write the sentences. Then have them compare their sentences with a partner.
2. Call on volunteers to read their sentences aloud.

MULTILEVEL OPTION

Have lower-level students work in pairs to complete the activity and assist these pairs as necessary. When higher-level students finish, ask them to write an original sentence with each conjunction.

EXPANSION ACTIVITY 3

A. PEER REVIEW page 102

1. Have students work in pairs to read a partner's essay and complete the peer review worksheet.
2. Have students give their feedback orally, using the worksheet to guide their suggestions. Point out that before we offer a suggestion or criticism, we often discuss an idea we liked first to sound less critical and more polite. On the board, give students language they can use to help them deliver their suggestions in a constructive and professional way:

I like what you said about..., but I think that...

I agree with..., but you might consider adding...

I understand your point about..., but I'm having a little difficulty understanding...

I like your comment about..., but maybe you could also talk about...

Unit Assignment Rubrics

Unit 4 Marketing

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write an opinion essay about advertising.*

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

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

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

0 points = Essay element was not successful.

Write an Opinion Essay	20 points	15 points	10 points	0 points
The student clearly expressed an opinion about advertising.				
The essay includes vocabulary from the unit and words with suffixes.				
The essay includes an introductory paragraph that states an opinion and a concluding paragraph that restates the opinion.				
The essay includes two body paragraphs with reasons and examples.				
The essay uses correct grammar, punctuation, and spelling.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 104–105

The large photo on page 104 shows a male athlete running in the desert at sunrise. He is using a prosthetic leg that helps him run and is wearing a backpack. In the background are mountains and a few wispy clouds in the sky.

Expansion Activity 1

UNIT QUESTION page 105

1. Introduce the Unit Question: *How do people overcome obstacles?* Tell students: *Let's start off our discussion by listing different kinds of obstacles you've faced at work, at school, and in society. For example, a work obstacle might be dealing with a difficult schedule or coworker. A school obstacle might be taking a challenging math class. A social obstacle might be trying to fit into a new culture.*
2. Seat students in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one example of an obstacle to the list. Tell them they have two minutes to make the lists and they should list as many things as possible.
3. Call time and ask a reporter from each group to read the list aloud.
4. Use items from the lists as a springboard for discussion. For example: *Which obstacles do people have control over? Which ones do they not have control over? Why? How does overcoming an obstacle help you change and grow?*

Background Note

READING 1 page 107

Psychologists suggest that resilience is not an inherited personality trait. People have control over their level of resilience and have the ability to develop it, but it requires a positive attitude and a mindset that obstacles are an opportunity for change and growth and not impossible to overcome. People who are resilient are able to set realistic goals and work toward them. Those with high self-confidence and self-esteem are more likely to be resilient because they believe they have the ability to overcome obstacles.

Psychologists note that a person's level of resilience can vary depending on his or her culture, which can influence how he or she faces adversity. For example, some cultures might put a high value on solving problems independently, while others might value seeking help and advice from family and friends or from the larger community. Building resilience is also connected to one's upbringing. If a child is raised to believe that he or she can handle adversity and has caregivers who model this behavior, he or she is more likely to exhibit resilience as an adult.

MULTILEVEL OPTION 1

READING 1: HOW PEOPLE LEARN TO BECOME RESILIENT

B. VOCABULARY page 109

1. Direct students to read the article and try to guess what the bold words mean. Then have them choose the answer that best matches the meaning of the bold words.
2. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students repeat the vocabulary words.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words: *Since the police investigation, new details have **emerged** about the crime. My phone **enables** me to check my personal and work email. Some people who live in **poverty** are homeless. One **trait** a nurse needs is **patience**.*

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

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 113

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to write responses to more than one question.

Background Note

READING 2 page 116

Since her climb of Half Dome, Kelly Perkins has climbed a number of other significant peaks, including Mt. Fuji in Japan, Kilimanjaro in Tanzania, and the Matterhorn in Switzerland. She also returned to Yosemite to climb El Capitan (a much steeper ascent than Half Dome) and did a very challenging free climb (using only hands and feet to climb rather than ropes) in the Andes. She has publicized her climbs in the hope that by showing that transplant patients can lead a full life, she will inspire people to become organ donors. Her husband has accompanied her on every climb and has given her a new gold charm on the completion of each one.

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 120

1. Have students brainstorm common fears that they have or used to have as children, such as riding a horse, swimming in the pool or ocean, going to the doctor, flying, being around dogs, etc. Ask the class for other activities they were scared of as a child or as an adult. List them on the left side of the board under the heading *Fears*.
2. Tell students to interview at least two other students about their fears. Offer questions they can ask, such as: *What is your fear? Have you overcome it? If yes, how did you overcome it?* Have students take notes on what their partners said about their fears and how they overcame them.
3. Put students in small groups. Ask them to report on the people they interviewed. Have each group brainstorm the best strategies on overcoming fears based on the stories they heard.
4. Call on members of the groups and elicit their strategies. Write the strategies on the right side of the board under the heading *Strategies for Overcoming Fears*. Ask students which strategies they think are the most effective and why. Note that it might depend on the situation.
5. Have students compare the strategies they brainstormed to Shona's strategies mentioned in the video. Did Shona use similar or different strategies?
6. Have students write a paragraph comparing how they overcome fears with how Shona overcame her fear of riding horses. Can they relate to Shona's experience? Have they experienced a similar fear? Did they overcome it in the same way? Why or why not?

VOCABULARY SKILL NOTE

USING THE DICTIONARY TO FIND THE CORRECT MEANING page 121

1. Have students read the information about finding the correct meaning.
2. Check comprehension by asking students about the example: *How many definitions does consume have? Which one is correct for this context? How do you know?*

Skill Note

Students at this level should be working with an all-English learner's dictionary (such as the *Oxford American Dictionary for Learners of English*). If your students are still relying heavily on their bilingual dictionaries, encourage them to transition to using the bilingual dictionary as a backup and turning first to the learner's dictionary. Conduct periodic activities with the dictionary to encourage students to become familiar with it. For example, when new vocabulary words are assigned, ask students to look up the words and identify the correct definition if there is more than one. Have them use the dictionary to find word families, synonyms, and example sentences as well.

EXPANSION ACTIVITY 3

A. page 121

1. Direct students to read the sentences and identify the correct definitions of the underlined words in their dictionaries. Then have them compare answers with a partner.
2. Call on volunteers for the answers. Discuss any disagreements.

21ST CENTURY SKILLS EXPANSION

Employers place a premium on independent thinking and the ability to use resources. Teaching students how to use the dictionary helps them achieve learner independence and gives them access to a lifelong resource. Point out to students that the process of looking up a word and choosing the right definition based on context is helping them become independent learners. To help students practice this skill, follow this procedure when they read in class:

Have everyone mark any unknown vocabulary words and collect the list on the board. Assign different words to different students (or groups of students) and have them look up their assigned words, identify the correct definitions, and share the definitions with the class.

GRAMMAR NOTE

SHIFTS BETWEEN PAST AND PRESENT TIME

FRAMES page 126

1. Read the information about shifts between past and present and go over the examples.
2. Check comprehension by asking questions: *Why do writers use simple past? past perfect? simple present?* Point to the sentence with the past perfect and ask which happened first, the writer wanting to do something or her family developing an image of her. Explain that the past perfect is used to show that one action happened earlier than another.

Skill Note

The past perfect can be difficult for students to grasp. To help them understand the concept, use timelines. For example, put a simple timeline on the board with:

5:00 *Joe left a message.*

6:00 *I got home.*

Then write sample sentences:

When I got home, Joe left a message. When I got home, Joe had left a message.

Ask students which is true according to the timeline.

MULTILEVEL OPTION 3

B. EXTEND page 126

1. Ask students to read the directions and complete the activity individually.
2. Call on volunteers for the answers.

MULTILEVEL OPTION

Have lower-level students complete the exercise in pairs. Assist these pairs as necessary. When higher-level students finish, ask them to write a two- or three-sentence passage that contains a time shift. Ask volunteers to put their passages on the board and have the rest of the class identify what the time shifts are.

Unit Assignment Rubrics

Unit 5 Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write a narrative essay about an obstacle that you have faced.

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

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

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

0 points = Essay element was not successful.

Write a Narrative Essay	20 points	15 points	10 points	0 points
The essay begins with an introductory paragraph that describes the obstacle and any important background information.				
The essay has two body paragraphs that include events and details.				
The essay ends with a concluding paragraph that restates the obstacle and how the student overcame it and summarizes why the story is important to the student.				
The essay uses correct grammar, punctuation, and spelling.				
The essay includes vocabulary from the unit.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 130–131

The photo shows a young man in a skateboard shop holding two skateboards in his hands. He is wearing glasses. The man is looking closely at one of the skateboards. It looks like he's trying to make a choice about which one to buy. On the left are many skateboards hung on the wall. Boards also appear in the background on the far wall.

Expansion Activity 1

UNIT QUESTION page 131

1. Introduce the Unit Question: *Are you a good decision maker?* Ask students if they like to have a lot of choices or only a few choices when they make decisions. For example, when they go to the grocery store, do they prefer having just a few kinds of apples to choose from or many different kinds? When car shopping, do they test-drive lots of cars or only a few?
2. Give students a minute to silently consider their answers to the question. Have students who prefer having a lot of choices stand on one side of the room. Students who prefer having only a few choices should stand on the other side of the room.
3. Direct students to tell a partner next to them their reasons for choosing the answer they did.
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 answer and their reasons. They will refer back to these notes at the end of the unit.

Background Note

READING 1 page 133

Students may incorrectly assume that having a lazy brain means they are lazy in general. It's important for them to understand that lazy thinking is different because it can happen automatically without thinking (subconsciously). In contrast, when someone is physically lazy, he or she is making an active choice not to do something (a conscious decision).

Studies suggest that lazy thinking can make it difficult for people to change beliefs they have about a particular subject. They also tend to avoid finding out more information that may counter their beliefs because it is more convenient to do so. This dynamic can often occur with political beliefs people have. Despite evidence that might counter their opinions, their "lazy thinking" may prevent them from acknowledging or questioning its validity, and they

may avoid seeking out any counterevidence at all. For example, someone who identifies as "liberal" may avoid reading conservative newspapers, and vice versa. As a result, they end up holding onto their original beliefs.

MULTILEVEL OPTION 1

READING 1: THE LAZY BRAIN

B. VOCABULARY pages 134–135

1. Have partners read the article and use context clues to try to guess what each word in bold means or think of a synonym for the word. Then have them match the bold words to the definitions.
2. Call on volunteers to read the sentences aloud. Answer any questions about definitions and provide or elicit additional examples of the words in context. Pronounce and have students repeat the words. Highlight the stressed syllable in each word.
3. Have the pairs read the sentences together.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words: **According to my mother, helping others is very important. In my city, it is more efficient to take public transportation because the car traffic is very slow. I rely on my friends and family for advice.**

Have higher-level students complete the activity individually and then compare answers with a partner. Ask them to use their dictionaries to identify additional forms of each vocabulary word.

When you go over the activity, elicit the other forms and their uses from the higher-level students (e.g., *complexity (n.); experimental (adj.); efficiency (n.); efficiently (adv.); reliable (adj.); reliability (n.); prove (v.); provable (adj.)*

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 137

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to write responses to more than one question.

Background Note

READING 2 page 140

A person's approach to solving problems is of particular importance in work settings, where employees often have to work and complete projects together as a group and contribute to discussions and decisions at meetings. Sometimes having different kinds of problem-solving mentalities in the same room can cause conflict. For example, people who are more creative (Ideators) might find it frustrating, and even challenging, to work with people who want results quickly (Doers). Creative thinkers require more time to think and could feel too rushed by results-oriented problem solvers.

It often takes a strong leader in the group to help people with different styles work together as a team amicably and successfully. Effective leaders are aware of the different approaches to problem solving and look for ways to get them all to contribute and be supportive of one another. They also know when to make it clear what the objective of a meeting is, such as to discuss possible solutions or to make a final decision. Not having a clear objective up front can cause conflicts because people will come into the meeting with different goals depending on their style of problem solving.

Today, people can take personality tests online to see what kind of problem solver they are and get advice on how to work with those who are different from them. Many companies also provide workshops for employees to gain more insight about their personality type, including how they approach problem solving, in order to promote more effective teamwork at work.

EXPANSION ACTIVITY 2

B. VOCABULARY page 142

1. On the board, write two or three common collocations for some of the vocabulary words: *an arrogant person, an arrogant personality, come up with a plan, come up with an answer, a revolutionary idea, a revolutionary change*, etc. Explain to students: *A collocation is a group of words that often go together. You can sometimes find examples of collocations in dictionaries, or you can use a collocations dictionary (such as Oxford Collocations Dictionary).*

Ask students to brainstorm other pairings with the words and write them on the board.

2. Do a collocations-noticing task. Tell students they can also learn collocations through reading. Ask students to scan Reading 2 on pp. 140–141 and find collocations from the reading with *revolutionary, deal*

with, and come up with (revolutionary solutions, deal with a problem, come up with a solution). Write them on the board.

3. Direct students to take out a piece of paper. Ask them to choose five of the collocations on the board and write a sentence using them. Write an example on the board for them to follow: *I have come up with a plan to study architecture after I finish English classes.* Circulate and provide individual feedback.
4. As students finish, ask some of them to write their sentences on the board. If students finish early, tell them to choose a few more collocations and write sentences with them.
5. Discuss the example sentences on the board. Make any necessary corrections to vocabulary, grammar, and context. Ask for examples of the collocations from other students and have them share them orally. Provide feedback.
6. Remind students to notice collocations when they are reading. Suggest that they keep lists of example collocations and useful collocations they come across in a notebook for review or write them in the margins of the book.

EXPANSION ACTIVITY 3

WORK WITH THE VIDEO page 146

1. Tell students they will be investigating how clues from the outside world affect their intuition. Write the following questions on pieces of paper, and place each at a different "station" around the room: *How do you know if someone is lying or telling the truth? How do you know if a place is dangerous or safe? How do you know if someone likes you or doesn't like you? How do you know what kind of mood someone is in?*
2. Divide the class into four groups and instruct each group to go to one of the stations. Tell them to read the question, and give them two minutes to discuss the question.
3. Call time. Then have groups rotate to the next question, and give them another two minutes to discuss. Repeat this process until all groups have had time at all four stations, answering all four questions. Circulate and take notes on interesting points the groups make.
4. Bring the class back together and elicit answers to the questions from the different groups. After everyone has shared, ask them how confident they are about their intuition being correct in these different situations and how their intuition might help them make better decisions. Ask students for examples to support their opinions.

VOCABULARY SKILL NOTE

PHRASAL VERBS page 147

1. Direct students to read the information about phrasal verbs.
2. Check comprehension: *What is a phrasal verb? What's the difference in meaning between end and end up? What's the difference in meaning between watch and watch out?* Elicit from students any other phrasal verbs they know.

Skill Note

Phrasal verbs are very common in both written and spoken English—there are well over 2,000 of them—so students might want a phrasal verb dictionary (such as *The Oxford Phrasal Verbs Dictionary for Learners of English*) for looking up these expressions. When learning new phrasal verbs, students should avoid trying to memorize lists of verbs with the same particle or the same base, as this is likely to result in confusion. Instead, phrasal verbs should be treated like other vocabulary items; students should make a note of the ones they come across in context and study their meaning and usage.

MULTILEVEL OPTION 3

A. INTERPRET AND B. APPLY page 148

1. Direct students to complete the activities individually.
2. Call on volunteers for the answers.

MULTILEVEL OPTION

Seat lower-level students in small groups and allow them to help each other with Activities A and B.

Monitor and assist these groups. When higher-level students finish the activities, ask them to write original sentences using three of the phrasal verbs. Have volunteers write their sentences on the board and discuss them as a class, focusing on the use of the phrasal verbs rather than on other grammatical issues.

EXPANSION ACTIVITY 4

WRITING SKILL: STATING REASONS AND GIVING EXAMPLES page 149

21ST CENTURY SKILLS EXPANSION

Employers today are looking for workers who can express their ideas clearly by stating their opinions and giving solid reasons and examples to support them. Point out to students that this is a skill they will use throughout their lives. Elicit other situations where students might need to state an idea or opinion and support it with a reason and an example (e.g., telling the restaurant manager that customers preferred the old brand of coffee: *This new one is bitter. Several people have complained to me.* Or telling a customer that the larger size of something makes more sense: *It's more economical. With this one, you save \$1.25 by getting the larger size instead of two smaller sizes.*)

GRAMMAR NOTE

GERUNDS AND INFINITIVES page 153

1. Read the information about forming gerunds and gerunds as subjects. Put a gerund on the board and elicit sentences that use it as a subject. For example, *Running _____.* (*feels good, is exhausting, etc.*)
2. Direct students to look at the verbs that are followed by gerunds. Elicit sentence completions for several of the verbs, e.g., *I always avoid _____* and *I need to practice _____.*
3. Direct students to look at the verbs that are followed by infinitives. Elicit sentence completions for some of the verbs, e.g., *I hope _____* and *I forgot _____.*

Skill Note

In some languages, it is not unusual for an infinitive to be the subject of a sentence. However, this usage is uncommon in English.

To help students learn which verbs are followed by gerunds and which verbs are followed by infinitives, identify the verbs that are frequently used or the ones that cause the most problems for students and conduct controlled practice. Start a sentence, *My friend and I discussed _____*, and go around the room, calling on various students to complete the sentence using a different gerund. To make this a game, write the sentence opener on the board and have teams come up with as many completions as possible. The team with the most (correct) completions in three minutes gets a point. Then move on to the next verb.

Unit Assignment Rubrics

Unit 6 Neurology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write an analysis essay using reasons and examples about whether you are a good decision maker.

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

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

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

0 points = Essay element was not successful.

Write an Analysis Essay with Reasons and Examples	20 points	15 points	10 points	0 points
The introductory paragraph includes a thesis statement.				
The student clearly states reasons and gives examples to support the reasons.				
The essay includes body paragraphs for each reason.				
The essay includes vocabulary from the unit.				
The essay uses correct grammar, punctuation, and spelling.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 158–159

The scene is a rural village in Bangladesh. An older woman wearing glasses and a red and orange headscarf is placing a pair of eyeglasses on a man sitting on a chair. The man is holding a white piece of paper. Several adults and children are standing nearby watching the man try on the glasses. In the background, a group of mothers and their children seated on mats are also observing the scene.

Expansion Activity 1

UNIT QUESTION page 159

1. Introduce the Unit Question: *Can a business earn money while making a difference?* Make sure students understand what the expression *making a difference* means. Ask for examples or personal experiences to help students prepare to answer the Unit Question: *Can you think of successful companies that help the community? That help children? That help the poor? Elicit a few examples from the class.*
2. Put students in small groups and have them brainstorm other things businesses can do to make a difference. Give them four to five minutes to discuss and instruct the groups to take notes.
3. Ask each group to share their ideas with the class and write them on the board. Then start a short class discussion about the Unit Question. Ask: *Do these examples prove that a business can earn money while making a difference? Why or why not?*
4. Finish with a short class discussion about whether businesses have a responsibility to give back to the community. Draw a T-chart on the board. Title the T-chart *Responsibility* on the left side and *No Responsibility* on the right side. Write students' ideas on the board in the T-chart. Instruct students to take notes. Tell students to hold onto their notes for the final Unit Assignment.

Background Note

READING 1 page 161

In addition to the bags and accessories FEED sells to the public through its online website, the organization has opened up its first brick-and-mortar store and café in New York City. Proceeds from the store and café also help fund FEED's mission. The store is also involved in enlisting local volunteers to help out at local soup kitchens and women's shelters in the area. It is likely FEED will expand its stores and cafes to other cities in the future.

FEED is just one of several organizations aiming to combat hunger around the world. Other well-known global organizations include Action Against Hunger, Freedom from Hunger, The Hunger Project, and Heifer International. Unlike FEED, these organizations are nonprofit and fundraise more traditionally, through

monetary donations, rather than through the sale of products. In addition to providing nutritious meals, these nonprofits also aim to improve the poor's access to education, health care, and safe water by working closely with local governments and communities.

MULTILEVEL OPTION 1

READING 1: FEED PROJECTS: HOW A BAG CAN FEED CHILDREN IN MANY WAYS

B. VOCABULARY pages 162–163

1. Have partners read the article and use context clues to try to guess what each word in bold means or think of a synonym for the word. Then have them match the bold words to the definitions.
2. Call on volunteers to read the sentences aloud. Answer any questions about definitions and provide or elicit additional examples of the words in context. Pronounce and have students repeat the words. Highlight the stressed syllable in each word.
3. Have the pairs read the sentences together.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Point out context clues and ask questions to help students connect to the vocabulary, e.g., *Some people have a wish, or **desire**, to work with companies that help the community. What other desires do people have when looking for a job?*

Have higher-level students complete the activity individually and then compare answers with a partner. Assign two words to each pair and ask them to write an example sentence for each word. Have volunteers write one of their sentences on the board.

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 165

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

MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to write responses to more than one question.

Background Note

READING 2 page 168

The number of charitable for-profit companies such as FEED, TOMS, and Warby Parker has increased in recent years with businesses wishing to generate income and serve a philanthropic need. In addition to wanting to do social good, these companies tend to believe that it's easier and more effective to raise money from general consumers from the products they buy than by "begging" them to make direct monetary donations. Their image as socially conscious companies is also a useful marketing tool to generate more business. Often they market their products to consumers with comfortable incomes who have extra money to spend and also want to make a contribution to a particular social cause.

In the United States, charitable for-profit businesses do not currently receive any special tax breaks (deductions) for their charitable contributions—they are still taxed as traditional, incorporated companies. Today, however, these companies can choose to register as "benefit corporations." This status brands them as a "socially responsible company" in the eyes of the government and the public. Consumers generally have more faith in benefit corporations because they are held to higher standards. Every year, benefit corporations must report annually on their social performance to investors, shareholders, and the public. They are also held publicly accountable for their financial and business decisions. They must consider the impact of these decisions on customers, the community, and the environment in addition to their employees and shareholders.

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 175

1. Tell students they will work together to create a proposal for an ecotourism business in their country. First, have students work in small groups to brainstorm a list of endangered animals and/or threatened natural areas in their country. If students have trouble thinking of examples, direct them to the Internet for help or suggest some of your own.
2. Ask the groups for their lists and write them on the board.
3. Divide students into small groups of three or four, depending on the size of the class. Assign each group one of the animals or natural areas, or have the groups choose the one they would like to work on.

4. Have each group work together to develop their ecotourism proposal. Give them questions to help them structure their proposal:
 1. *Why is it important to start this ecotourism business in their country?*
 2. *What will they call the business?*
 3. *What will the project look like? How will it work? Who will manage it?*
 4. *How will the project help the local community, environment, and economy?*
5. After students have brainstormed, have each group present its proposal to the rest of the class, using its answers to the questions to guide its presentation. (If necessary, give students an extra day to research and prepare for their proposal outside class.)
6. As each group presents its proposal, have the rest of the class take notes. After all groups have presented, tell students they have to vote on only one proposal to fund. Give students a few minutes to discuss their preferences with a partner based on the notes they took. Then have the class vote on which proposal is the strongest and why.

VOCABULARY SKILL NOTE

COLLOCATIONS WITH VERBS page 176

1. Direct students to read the information about collocations.
2. Check comprehension: *What is a collocation? How does using collocations improve your writing? Write sentence frames on the board using the sample collocations and elicit completions:*

The Internet provides a way for people to _____.

_____ provide(s) an alternative to traditional medicine.

In order to address the problem of pollution, _____.

To address world hunger, _____.

MULTILEVEL OPTION 3

VOCABULARY SKILL page 176

1. Have students work with a partner to write sentences using three of the collocations.
2. Ask volunteers to write one of their sentences on the board.

MULTILEVEL OPTION

Allow lower-level students to use the sentence frames from the Vocabulary Skill presentation above for this activity.

Offer higher-level students additional frames to use:
In order to address the question of _____, people should _____.

Schools need to provide students with the opportunity to _____.

EXPANSION ACTIVITY 3

A. WRITING MODEL page 177

1. Direct students to read the model cause/effect essay and underline the thesis statement. Elicit any questions they have about vocabulary.
2. Ask a volunteer to read the thesis statement aloud.

21ST CENTURY SKILLS EXPANSION

Employers are looking for workers with critical thinking skills to identify causes and effects and communication skills to explain them to others. Help students make the connection between their cause/effect essay and other situations where they might need to identify and explain causes and effects. For example, they may need to explain a way to increase sales to a manager, the benefits of a product to a customer, or the effects of a change in policy to a city official.

GRAMMAR NOTE

COMPLEX SENTENCES page 181

1. Read the information about complex sentences. Copy the first example on the board and underline *Lauren Bush Lauren founded the company FEED*. Point out to students that this part of the sentence would be complete by itself if you put a period at the end of it. The second part is not complete because the word *because* makes it dependent.
2. Elicit sentences from students using the word *because* and write them on the board in two ways: (1) with the independent clause first and (2) with the dependent clause first. Ask students to identify the dependent clause. Ask which sentence needs a comma.

Skill Note

Because is less formal than *since*, and its use will be more familiar to students.

Putting the clause with *because* after the independent clause places more stress on the reason.

Since clauses are more likely to come at the beginning of the sentence and are often used when the cause is already known to the reader/listener: *Since you gave me that money, I've decided to go back to school.*

Students will probably be familiar with *since* as a time conjunction. (*I've known him since I was a child.*) Be sure students understand that this is a different meaning for the same word.

EXPANSION ACTIVITY 4

GRAMMAR: COMPLEX SENTENCES pages 181–182

1. Practice the grammar and prepare students for writing about causes and effects by having them write a chain story. Put students in groups and start them off with a sentence on the board: *Because someone donated books to the homeless children's program, Timmy learned to read. Since he learned to read...* Seat the students in small groups and tell them to copy the beginning of the story and then pass the paper around, with each person adding another sentence with *because*, *since*, or *when* to continue the story. Call time after the paper has gone around each group at least twice.
2. Ask a volunteer from each group to read the group's finished story for the class.

Unit Assignment Rubrics

Unit 7 Economics

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: Write a cause/effect essay about how a business can earn money and do good.

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

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

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

0 points = Essay element was not successful.

Write a Cause/Effect Essay	20 points	15 points	10 points	0 points
The student used a cause/effect essay to clearly explain how a business can make money while making a difference.				
The essay includes vocabulary from the unit and collocations with verbs.				
The essay includes an introductory paragraph with a thesis statement describing the effects of the situation and a concluding paragraph restating the main idea.				
The essay includes at least three body paragraphs describing effects.				
The student used complex sentences correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 186–187

The large photo on page 186 shows two female hikers who have reached the summit of a mountain in Switzerland. They are giving each other a high five to celebrate their achievement. In the background is a large lake, Lake Maggiore Ticino, which sits between two mountain chains.

Expansion Activity 1

UNIT QUESTION page 187

1. Introduce the Unit Question: *What does it take to be successful?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question.
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question.
4. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
5. Ask each group to choose a reporter to read the answers to the class. Discuss similarities and differences among each group's answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer to later in the unit.

Background Note

READING 1 page 189

Formula 1 car racing began in Europe, but it has spread throughout the world and is watched on TV by millions of people. The Formula 1 season consists of a series of races, called Grand Prix, that are held in different countries. The winners of the Grand Prix compete in two World Championships, one for the drivers and one for the constructors (teams that build the car chassis). Have students look at the photos that accompany the article. Ask if they are familiar with or if they follow Formula 1.

MULTILEVEL OPTION 1

READING 1: FAST CARS, BIG MONEY

B. VOCABULARY page 190

1. Work through the first item together. Read the sentence, replacing *logo* with each of the choices to show students which answer makes sense. Students may do the same for the remaining items.
2. Direct students to read the sentences and circle the word with the same meaning as the bold word.

3. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students repeat the vocabulary words. Highlight the syllable in each bold word that receives primary stress.
4. Ask questions to help students connect with the vocabulary: *Do you have any **logos** on your clothes or on items you are carrying? Think about a sport you watch—where do you see the **sponsors'** names?*

MULTILEVEL OPTION

Seat students in mixed-level pairs. Have higher-level students help lower-level students understand the meanings of the words. When pairs have finished with the activity, elicit any definitions or examples the students came up with.

Background Note

READING 2 page 194

Many experts believe that organized sports help keep children in good physical shape as well as develop their social skills, self-discipline, and maturity. So, it's not surprising that 20 million children each year register for competitive sports.

However, 70 percent of the kids who sign up for a sport quit playing it by the time they are 13. Experts suggest that part of the reason for this is that sports are no longer fun for children because there is so much emphasis on winning and excellence over simple enjoyment.* While the majority of kids drop out of sports, among the ones who remain, there are growing numbers of sports-related injuries. More than 3.5 million children are treated for sports-related injuries each year, a large number of these "overuse" injuries resulting from kids pushing themselves (or being pushed) too hard.

*—from "Why Most Kids Quit Sports": Carleton Kendrick Ed.M., LCSW; Family Education: <https://www.familyeducation.com/life/good-sportsmanship/why-most-kids-quit-sports>

EXPANSION ACTIVITY 2

WORK WITH THE VIDEO page 199

1. Tell students they will be writing a summary of the video as well as a personal response to the ideas raised in the video.
2. Have students take out a piece of paper and make a T-chart. Have them label the left column *Main Ideas* and the right column *Supporting Details*.
3. Play the video again. Tell students to take notes on the video about the main ideas and supporting details in their T-chart.
4. Have students work in small groups to compare notes. Bring the class together and elicit from students the main ideas and most important supporting details. Write their ideas on the board.

5. Ask students to look at the list on the board and decide which information to include in the summary. Put a checkmark next to the ideas they should include. Cross out ideas that are not appropriate for their summaries, such as details that are too specific.
5. Have each student write a four- to six-sentence paragraph summary of the video using his or her notes. Remind students that the first sentence should state the main idea of the whole video. Circulate and help students as necessary with ideas and vocabulary.
6. After students have completed their summaries, ask them to write a second “response” paragraph of four to six sentences that states their opinion about the information in the video. For example, ask them to write about an idea that they agree or disagree with and why.
7. Ask for volunteers to read their response paragraphs to generate further class discussion about the topic. Collect the students’ papers and provide feedback on their ideas.

MULTILEVEL OPTION 2

WRITE WHAT YOU THINK page 200

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

MULTILEVEL OPTION

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

VOCABULARY SKILL NOTE

COLLOCATIONS WITH ADJECTIVES + PREPOSITIONS page 200

1. Have students read the adjective + preposition combinations.
2. Check comprehension by eliciting sample sentences with the collocations. For example, *I’m interested in science.*

Skill Note

There are dozens of adjective + preposition combinations in English. Tell students that when they are learning a new adjective, they should make a note of any preposition it’s commonly used with.

Also point out that in most cases, prepositions are followed by nouns, which means they’ll need to use gerunds, not verbs. Put examples on the board: *interested in literature, interested in learning; famous for his poetry, famous for winning an award.*

EXPANSION ACTIVITY 3

A. WRITING MODEL page 202

1. Direct students to complete the activity.
2. Call on volunteers for the answers. Discuss any disagreements.

21ST CENTURY SKILLS EXPANSION

Employers place high value on considering other employees’ points of view and counterarguments before coming to a final conclusion or decision. Many students struggle with how to acknowledge an opposite point of view before giving their own argument. Point students’ attention to helpful phrases and expressions they can use to acknowledge a counterargument in speaking and/or writing, for example: *That may be true; however, ...; I understand your/their point of view, but ...; While I see your/their point, ...*

MULTILEVEL OPTION 3

A. WRITING MODEL page 202

MULTILEVEL OPTION

Have lower-level students complete the exercise in pairs. Assist these pairs as necessary. When higher-level students finish, ask them to notice and circle the transition signals the writer uses to show connections between the ideas in the essay: *First* (para. 2), *Second* (para. 3), *Therefore* (para. 3), *Finally* (para. 4), *However* (paras. 4 and 5). Have them explain why the writer used each transition signal: *First*, *Second*, and *Finally* show listing order; *Therefore* shows cause/effect; and *However* shows contrast.

GRAMMAR NOTE

SENTENCE FRAGMENTS page 206

1. Tell students that when you break something into pieces, each piece is called a fragment. A fragment is an incomplete piece of something. Explain what a sentence fragment is.
2. Ask students to identify the dependent and main clauses of the sentences and to explain the punctuation (i.e., that the sentence has a comma if the dependent clause comes first).

Skill Note

Because and *when* clauses are common sources of sentence fragments because we use them that way in speech: *Why weren't you here yesterday? Because I was sick.* Point out to students that this is just an example of standard written English being different from spoken English.

Also tell students to watch out for long dependent clauses. If the clause goes on too long, the writer forgets where he or she started (e.g., *Although she used her phone for text messaging every day and almost never made any voice calls.*).

Unit Assignment Rubrics

Unit 8 Behavioral Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write an argumentative essay about what it takes to be successful.*

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

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

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

0 points = Essay element was not successful.

Write an Argumentative Essay	20 points	15 points	10 points	0 points
The essay includes an introductory paragraph that states an opinion and describes a counterargument.				
The essay includes three body paragraphs that each provide a reason and supporting examples or facts.				
The essay contains a concluding paragraph that restates the opinion, refers to the counterargument, and summarizes the reasons.				
The essay includes vocabulary from the unit.				
The essay uses correct grammar, punctuation, and spelling.				

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

Unit 1 Answer Key	86
Unit 2 Answer Key	90
Unit 3 Answer Key	93
Unit 4 Answer Key	96
Unit 5 Answer Key	99
Unit 6 Answer Key	102
Unit 7 Answer Key	105
Unit 8 Answer Key	108

UNIT QUESTION

Activity A, p. 3

Answers may vary. Possible answers:

1. honesty, kindness, intelligence, sense of humor
2. dress nicely, smile, be polite
3. The people are at a meeting in an office. The man is speaking to his coworkers. He's leading the meeting. The people sitting down are his coworkers. They're listening to him speak.

Activity B, p. 3

Marcus: comb my hair, wear nice clothes

Yuna: be polite, smile

Felix: pay attention, remember people's names

Sophy: have confidence, keep eye contact

READING 1

PREVIEW THE READING

Activity A, p. 4

- talking about things like traffic or weather

Activity B, p. 4

Answers will vary. Sample answer:

I like meeting new people at school because it's a chance to make a new friend. Usually I have a lot in common with my classmates, so I don't feel really nervous. I say hello and smile, and I introduce myself. When I smile, it shows I am a friendly person. I also ask my new classmates questions to make them feel more comfortable. I usually ask them where they are from or what hobbies they have. Sometimes we make guesses about what our new teacher is going to be like.

WORK WITH THE READING

Activity B, p. 7

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

Vocabulary Skill Review, p. 7

Nouns: confidence, stranger

Verbs: appreciate, demonstrate, impress, lead to, maintain, select

Activity C, p. 8

d

Activity D, p. 8

1. T
2. T
3. T
4. F Small talk is equally important after you are hired.
5. F Just five minutes of small talk can lead to more successful business deals.
6. F Ask new people details about their family to find common interests.
7. T
8. F Effective small talk can leave a good first impression on others.

Activity E, pp. 8–9

1. strangers
2. small talk
3. new people
4. doing all the talking and saying anything offensive
5. maintaining eye contact
6. people who shy away from small talk

CRITICAL THINKING STRATEGY

Activity F, p. 9

b→e→a→d→c

Activity G, p. 9

Answers will vary. Sample answer:

I think the wrong way to use small talk is when people ask about topics that are offensive or too personal. For example, you shouldn't make jokes that could hurt the other person's feelings or beliefs. You also shouldn't use bad words or say anything mean about other people. Finally, I think it is wrong to talk about the problems in your life because it can make the other person feel very uncomfortable.

WRITE WHAT YOU THINK

Activity A, p. 10

Answers will vary. Sample answers:

1. The last time I used small talk was on my first day of school. I didn't know any of my classmates. I started up a conversation with a couple of people sitting next to me. We talked about what classes we were taking and the music we liked.
2. I agree with the author that small talk is a big deal. If we don't know how to make small talk correctly, we might offend someone, and we might not be able to make friends. Also, people use small talk a lot at work to get better jobs, so it's very important.

READING SKILL

Activity A, p. 10

1. a. SD
b. MI
c. SD
2. a. SD
b. SD
c. MI
3. a. MI
b. SD
c. SD

Activity B, p. 11

Paragraph 1: Put a group of strangers in a room together, and they'll probably start a conversation.

Paragraph 6: Next, keep the conversation going.

Paragraph 7: Third, maintain eye contact.

Paragraph 8: Some people shy away from small talk.

READING 2

PREVIEW THE READING

Activity A, p. 11

- how the Internet has affected job interviewing
 why employers use social media
 how to make a video interview

Activity B, p. 11

Answers will vary. Sample answer:

If someone is going on a job interview, I think he or she should be respectful. The person should show up on time and use

polite words like *please* and *thank you*. He or she should be a good listener and shouldn't talk too much. The person shouldn't say anything offensive, and he or she should never lie. The person needs to act right and be kind.

WORK WITH THE READING

Activity B, p. 14

1. authentic
2. weakness
3. consider
4. punctual
5. slang
6. responsible
7. expect
8. research
9. professional
10. accomplishment

Activity C, p. 15

Answers may vary. Possible answers:

Job interviewing <i>dos</i>	Job Interviewing <i>don'ts</i>
Be careful on social media. Use your real name on social media. Use the same profile picture everywhere. Do research online before the interview. Visit the company's website to find out the company's history, goals, and culture. Dress professionally. Practice your answers to interview questions. Talk about your accomplishments. Be honest about your weaknesses. Keep eye contact. Be punctual. Smile.	Don't use a nickname on social media. Don't wear a T-shirt and jeans. Don't talk too fast. Don't talk too slowly. Don't use slang or bad words.

Activity D, p. 15

1. T
2. F Most companies expect you to wear business clothes to an interview.
3. F Arrive 10–15 minutes early to help yourself relax before you step into the office.
4. T
5. F It's bad if your name on social media is different from your real name.
6. T
7. F It's better to not talk too fast or too slowly during an interview.

Activity E, p. 15

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

WORK WITH THE VIDEO

Activity A, p. 16

Answers will vary. Sample answer:

I can feel really nervous when I walk into an interview. My hands start shaking, and sometimes my voice shakes too. It takes me a while to calm down. I usually feel better after I have started talking. I know I'm nervous because I feel pressure and really want the job!

Activity B, p. 16

1. can't
2. yes
3. prepare
4. specific
5. insider
6. before

Activity C, p. 16

Answers will vary. Sample answer:

One mistake people make is they interrupt the interviewer when he or she is talking. That's really rude, and it usually makes the person upset. If you interrupt a lot, you probably won't get the job. Another mistake people can make is lying about their experience and abilities. People sometimes exaggerate their skills so that they sound like a really good candidate for the job. But in the end, employers usually find out the truth.

WRITE WHAT YOU THINK

p. 17

Answers will vary. Sample answers:

1. One way to make a good impression on others is to stay positive. People don't like to hear others complain a lot. It makes them feel sad, upset, and uncomfortable. They often don't know how to react, and the conversation can feel awkward. It's always better to focus on the good things.
2. I think it depends. To make a good impression on a teacher, you need to act very responsibly. You need to do your homework, participate in class, and do well on your exams. However, to make a good impression on a classmate, it is different. Usually you try to find something in common. You talk about sports or fashion, for example. You talk about more personal things. It's different because your relationship is different. With a classmate, it's more informal. With a teacher, it's more formal.

VOCABULARY SKILL

Activity A, p. 17

	Noun	Verb	Adjective	Adverb
1.	accomplishment	accomplish	accomplished	X
2.	confidence	X	confident	confidently
3.	consideration	consider	considerable	considerably
4.	demonstration	demonstrate	demonstrational	X
5.	impression	impress	impressive	impressively
6.	offense	offend	offensive	offensively
7.	responsibility	X	responsible	responsibly
8.	selection	select	selective	selectively

Activity B, p. 18

1. accomplishment
2. consideration
3. confidence
4. demonstrate
5. impressive
6. offend

Activity C, p. 18

Answers will vary. Ensure that students have used word forms correctly. Sample answers:

1. Getting a job is a big accomplishment.
I can accomplish anything when I try my best.
I feel accomplished when I finish my homework.
2. After some careful consideration, I made a decision to stay in school.
I will consider your advice.
She has made a considerable effort to work harder.
His grades have dropped considerably since he stopped studying.
3. I wish I had the confidence to answer questions in front of the class.
I am confident that I can improve my grades by studying more.
The band played confidently for the audience.
4. A handshake is a demonstration of friendliness.
The new research demonstrates how important first impressions are.
The job candidate's poor performance was demonstrational of the risks of not preparing.
5. A firm handshake always leaves a good impression.
I am trying to impress my teacher by arriving early to class.
His work ethic is really impressive; he managed to finish the project in one day!
Elephants are impressively large animals.
6. I think cheating is a terrible offense.
I hope I didn't offend her with my comment.
I don't watch that TV show because I find it offensive.
I don't think he meant to say that offensively; he's having a bad day.
7. It is important to take responsibility for your actions.
Who is responsible for eating all the cookies?
Always remember to speak responsibly.
8. We have a wide selection to choose from.
Select the option you want and we will bring it to you right away.
I am selective when I choose the dessert I want to eat.
She selectively chose this book to buy.

WRITING SKILL

PART 1

Activity A, pp. 19–20

1. Circled: When you start a job, you can leave a bad impression on your new coworkers very quickly without even realizing it.
2. 10
3. a. speaking loudly on your phone
b. taking the last cup of coffee and not making another pot
c. leaving your cell phone on
4. It may disturb the quiet coworkers need to do their work.
5. Finding your dream job may take a lot of time and effort, but unfortunately, leaving a bad impression on your coworkers can be done quickly and easily!

Activity B, p. 20

1. c
2. a
3. d

WRITING SKILL

PART 2

Activity A, pp. 21–22

Some answers will vary. Sample answers:

1. Topic sentence: Sometimes we say something that leaves people with a bad impression, but it is possible to fix the situation.
2. Subtopics and supporting details:
 - A. Figure out why others are upset or uninterested.
 1. Think about the conversation.
 2. Try to remember what you said that offended others.
 - B. Be prepared.
 1. Make a plan about what to say and not to say.
 2. Don't make the same mistake twice.
 - C. Be positive and interested.
 1. Don't bring up the bad past experience.
 2. Ask questions, listen carefully, and respond thoughtfully.
3. Concluding sentence (Note: Concluding sentence will not vary): There is no standard formula to turn a negative impression into a positive one; however, if you stay positive and seem interested in changing their opinion about you, you are more likely to get them to like you the next time!

Activity B, pp. 22–23

Some answers will vary. Sample answers:

1. Topic sentence: There are several ways to make new friends.
2. Subtopics and supporting details:
 - A. You can make new friends in class.
 1. Come to class early.
 2. Sit next to another student.
 3. Use small talk to start a conversation.
 - B. You can make new friends at work.
 1. You and your coworkers will already have a lot in common.
 2. You could hang out after work with coworkers.
3. Concluding sentence: (Note: Concluding sentence will not vary): Making new friends is not always easy, but with a little effort, you can build friendships with the people around you, and in the process, you may even find your new best friend!

GRAMMAR

Activity A, p. 24

1. Circle: People want to be around you
Underline: when you have good listening skills
2. Underline: If you tell a joke,
Circle: you could offend someone
3. Underline: When you dress appropriately,
Circle: people take you seriously
4. Circle: You are more likely to make a good impression
Underline: if you are confident and prepared
5. Underline: If you don't ask questions,
Circle: people may not think you're interested in what they're saying

Activity B, p. 24

Answers may vary. Possible answers:

1. will take
2. feel
3. will have
4. come
5. doesn't study

Activity C, p. 24

Answers will vary. Sample answers:

1. you will be tired
2. you might not get the job
3. he will think you don't care about him
4. you may offend someone
5. the interviewer will think you're not responsible

UNIT QUESTION

Activity A, p. 29

Answers will vary. Sample answers:

1. rice, soup, sandwiches, beans, etc.
2. olives, honey, cheese, apricot pudding, etc.
3. Yes, I think presentation affects how food tastes. I think that if food looks delicious, you expect it to taste delicious, so it does. / No, I don't think presentation is important. I think food served on a paper plate tastes the same as food served on fancy china.

Activity B, p. 29

Answers will vary. Sample answers:

1. Homemade food has less salt than prepared food and uses fresher ingredients.
2. I think that vegetables, foods low in fat, and foods without sugar help people to lose weight.

READING 1

PREVIEW THE READING

Activity A, p. 30

- to compare different kinds of tasters
- to give advice about people's food choices

Activity B, p. 30

Answers will vary. Sample answer:

Cake is an important food in my culture. We eat it on special occasions. For example, people eat cake to celebrate birthdays. Another time people in my culture have cake is during weddings. Cake helps to bring families together. Without cake, people in my culture wouldn't know how to celebrate.

WORK WITH THE READING

Activity B, pp. 32–33

1. recognize
2. is made up of
3. system
4. likely
5. typically
6. identify
7. balanced
8. at risk
9. sensitive

Vocabulary Skill Review, p. 32

Adjectives: (3) digestive, (4) likely, healthy, (5) healthy, (7) balanced, different, (9) sensitive

Nouns used like adjectives: (7) health, (9) room

Activity C, p. 33

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

Activity D, p. 34

1. sweet, sour, bitter, salty; Paragraph 2
2. 5,000 (or half the number that medium tasters have); Paragraph 3
3. a woman from Korea; Paragraph 3
4. bitter, fatty, sweet, spicy; Paragraph 4
5. Because their tastes may cause them to make unhealthy choices. Supertasters might avoid healthy vegetables. Nontasters might eat too much fat.; Paragraph 5

Activity E, pp. 34–35

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

CRITICAL THINKING STRATEGY

Activity F, p. 35

1. about 20,000 (twice as many as medium tasters, who typically have 10,000)
2. no, because it depends on how many taste buds you have
Answers may vary. Possible answers:
3. foods that don't have a lot of flavor
4. They might be at risk for diseases like heart disease and diabetes.

WRITE WHAT YOU THINK

Activity A, p. 36

Answers will vary. Sample answers:

1. I think I'm a nontaster because I eat everything. I like very spicy food. I also like very sweet and fatty foods. My favorite foods are desserts and fried foods. I also like strong coffee.
2. I really like strawberries because they are sweet. They taste good fresh, and they're also good in pie or jam. When they are ripe, they taste like candy. I also like them because I know they are good for me. They are full of vitamin C.
3. People like foods they grew up eating or foods that remind them of happy times. Sometimes it's hard to like food that's different from the food you grew up eating. If a food looks strange or unusual, people might not like it. People often dislike foods that have made them sick. They might also dislike foods that they had to eat a lot when they were young. For example, when I was young, my mother made me eat broccoli all the time. Now I don't like it.

READING SKILL

Activity A, p. 36

Step 1:

1. Eating with Our Eyes
2. The Rise of the Food Pic; The Tastiest Food Photos; Getting That Perfect Pic

Step 2:

a nicely prepared dish from a restaurant and a piece of chocolate cake

Step 3:

Paragraph 1: If you have ever shared a picture of a beautiful plate of food online, you're not alone.

Paragraph 10: In all, the method you use to photograph your food will influence the way others feel about it.

Activity B, p. 37

food photography

Activity C, p. 37

why food photos are so popular; why food photos make food look tastier; how to take a perfect food pic

READING 2

PREVIEW THE READING

Activity A, p. 37

Answers will vary. Sample answers:

Lots of my friends like to post pictures of the food they eat at restaurants on social media like Twitter and Facebook. It's

almost like a normal thing now. Other friends who like to cook post photos of their own food.

I think I feel hungrier when I see a photo of delicious food. It's even stronger when I can smell the food. I don't actually think about it. It just happens automatically.

Activity B, p. 37

Answers will vary. Sample answers:

I post photos of food on social media because I love to cook. When I cook something new, I like to share it with my friends and family. Sometimes they ask for the recipe and make it, too. I think it's a great way to show people a little about your life. I'm proud of the food that I cook, so I'm not embarrassed to share photos of it with the people in my life. / I know that many people like to share food photos on social media, but I think it is bad manners to take pictures of your food at a restaurant. It's more important to focus on enjoying the food and being with your friends and family. Having a good meal is not just about the food. It's also about the experience of sharing it with other people.

WORK WITH THE READING

Activity B, p. 40

- identical
- occasion
- principle
- arrange
- method
- influence
- in terms of
- artistic
- be willing to
- status symbol

Activity C, p. 41

d

Activity D, p. 41

- 6
- 2
- 5
- 8
- 3
- 9

Activity E, p. 41

- F There are over 17 million pictures of pizza on Instagram.
- F Posting a picture of broccoli and rice shows others you are healthy / Posting a picture of lobster shows others you are have money.
- T
- F The study at the Montclair State University asked people how they felt about neatly arranged food versus messy food. / The study at the University of Oxford asked people to compare salads.
- F Using the flash on your phone can make food look worse cause shadows.
- F It's best to light food from the side when you take a picture.
- T
- T

Activity F, p. 42

- the food we consume
- researchers
- the people in the study at Montclair State University

- the fancier salad
- the flash on your phone
- food photographers

Activity G, p. 42

- 1
- 3
- 5
- 6

Activity H, p. 42

Answers will vary. Sample answer:

I don't really care if food is presented neatly and symmetrically. All I really care about is how the food tastes, not what it looks like. If a dish is plated neatly, I don't think it will taste any better to me. It will just look prettier. / I think it depends. When I eat at a restaurant, I like when the food is plated neatly and symmetrically. It shows that the chef cares about how the food looks, and I feel I'm getting a little something extra. However, when I make food for myself at home, I never really care about how it looks. It can look messy, and I'm OK with it.

WORK WITH THE VIDEO

Activity A, p. 43

Answers will vary. Sample answer:

I enjoy eating foods from other countries because the cuisine of each country has its own special ingredients, flavors, and spices. I don't like eating the same kind of food all the time because it gets boring. I like to try new things and learn about popular foods from other cultures.

Activity B, p. 43

- South London, England
- West Indian food
- at 5:00 in the morning
- Middle Eastern/Iranian foods
- culture, a mix of flavors, and good friends

Activity C, p. 43

Answers will vary. Sample answer:

I think it is important for families to share at least one meal per day. Today, families are so busy, and they don't get to spend a lot of time together. Having a meal together is a great way for them to connect with each other and share what happened during their day. When families share a meal, I think it makes them feel closer together.

WRITE WHAT YOU THINK

p. 44

Answers will vary. Sample answers:

- To me, food is more attractive depending on the weather. For example, when I see a hot bowl of soup on a cold day, it makes me want to eat it. I can feel my stomach getting hungry. Likewise, when it is hot outside, a bowl of ice cream looks very attractive to me because I know it will cool me down.
- When I was a child, I didn't like sushi. Even though I am Japanese, sushi never tasted good to me. I didn't like the soft texture of the raw fish. Now, as an adult, I love sushi. I think food preferences change because you get more mature. You're more willing to try things even if you didn't like them as a child. When you're young, you don't want to give things you don't like a second chance.
- I think food makes people feel good for different reasons. For example, the dishes that my mother used to make when I was a child always make me feel good. It makes me

remember the delicious meals she made for our family with love and care. I also feel good when I eat foods from my country. I don't live in my country right now, so when I miss my country, I can eat my country's traditional dishes, and I feel better.

VOCABULARY SKILL

Activity A, pp. 44–45

1. tastes, menus, ingredients, eating habits, and nutritional benefits
2. pizza and lasagna
3. the way a dish tastes, or how a meal is prepared and served
4. They have a taste for sugary foods.
5. in textures
6. cool and warm foods

Activity B, p. 45

1. makes
2. meals
3. think about
4. a liking
5. ways that things feel
6. a good combination

Activity C, p. 45

Answers will vary.

WRITING SKILL

Activity A, pp. 46–47

1. Whenever I think of my mother's cooking, I always remember her delicious Yorkshire puddings.
2. Yorkshire pudding is such a simple and common English food, but it will always be special to me because of my mother.
3. Yorkshire pudding tastes delicious, light, crisp, and sweet.
4. her mother, her British ancestry, and her mother's history
5. delicious, best, traditional, simple, light, crisp, sweet, special, delicious, homemade, special, simple, common, English, special

Activity B, p. 47

Circled: crisp and sweet; holidays; sweet with strawberry jam; fight with sister; homemade; British ancestry; family

Activity C, p. 47

Answers will vary. Sample answer:

The author was writing down key words and phrases. The author probably didn't use some of the words in order to keep the focus of the paragraph.

Activity D, pp. 47–48

Nothing tastes better than the ceviche in Lima, Peru.

Activity E, p. 48

1. simple
2. hot
3. raw
4. special
5. sliced
6. fresh
7. famous

Activity F, p. 48

Answers will vary. Sample answers:

1. traditional, old-fashioned
2. big, yellow
3. bold, bland
4. bitter, fresh
5. excellent, favorite

GRAMMAR

Activity A, p. 49

Answers will vary. Sample answers:

1. I love to eat sweet milky white chocolate.
2. I am going to visit my nice, friendly elderly grandmother.
3. I am wearing a comfortable orange silk blouse.
4. Yesterday I ate spicy, tasty Korean food.
5. I am reading a funny, interesting modern book.
6. My favorite place to eat is a common, traditional American restaurant.

Activity B, p. 50

Opinion/Quality	cheap, common, elegant, fashionable, friendly, funny, interesting, lovely, nice, pretty, tasty, ugly, uncomfortable, unusual, wonderful
Size	huge, little
Age	ancient, antique, elderly, modern, teenage, traditional
Shape	oval, rectangular, triangular
Color	orange
Origin	American, Brazilian, Korean, Omani
Material	ceramic, cotton, glass, metal, plastic, silk, wool
Kind/Purpose	hiking, jogging, medical, racing, wedding, writing

UNIT QUESTION

Activity A, p. 55

Answers will vary. Sample answers:

1. I use technology every day. I use my phone and computer to keep in touch.
2. The child is using a cell phone. She may be watching a video or playing a game.

Activity B, p. 55

Students' opinions in 1 and answers to 2 will vary. Sample answers:

1. With her phone, Sophy can text and send pictures to her friends anytime. I think it definitely helps me keep in touch. I regularly use my cell phone, video chats, and emails to communicate with family, friends, and colleagues.
2. Yes. I know cell phones only became common within my lifetime, but I cannot imagine the world without them. I use mine for many tasks. For example, I check my email, search the Internet for information, and use a lot of different apps.

READING 1

PREVIEW THE READING

Activity A, p. 56

to discuss advantages and disadvantages of driverless cars

Activity B, p. 56

Answers will vary. Sample answer:

I don't think I would be comfortable in a driverless car. When I'm in a car, I like to be the driver. I'm not sure I would like having a car that didn't let me make the driving decisions.

WORK WITH THE READING

Activity B, pp. 58–59

1. occur
2. obey
3. sense
4. data
5. manufacturer
6. respond
7. the benefits of
8. limitation
9. obstacle

Vocabulary Skill Review, p. 58

Nouns: (1) cars, headlights, accidents, night, drivers, (2) police, drivers, speed limit, highways, drivers, ticket, (3) buildings, lights, people, room, (4) computer, accident, losing, work, data, (5) car, manufacturer, car, gasoline, electricity, customers, vehicles, fuel, (6) boss, emails, (7) having, flexibility, enjoying, comfort, two, benefits, driving, work, disadvantage, getting, stuck, traffic, (8) membership, website, articles, limitation, information, paying, (9) sand, obstacle, driving, desert, speed, direction, car
Verbs: (1) have, are, to occur, can't see, (2) expect, to obey, go, may get, (3) can sense, enter, turn on, (4) turns off, don't worry, is saved, (5) has decided, to build, runs, want, use, (6) expects, to respond, doesn't hear, gets, (7) are, is, (8) don't pay, can't read, is ('s), can access, (9) is, makes, to control

Activity C, p. 59

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

Activity D, p. 59

d

Activity E, p. 60

1. Paragraph 4: They can be lighter because they are less likely to crash.
2. Paragraph 6: They have already driven millions of miles accident-free.
3. Paragraph 2: They use GPS, sensors, and cameras.
4. Paragraph 5: They cannot anticipate the unexpected like humans can. They might not recognize the commands of police officers and may be too "polite" on the highway.

Activity F, p. 60

1. O
2. O
3. F
4. F
5. F
6. O
7. F
8. O

CRITICAL THINKING STRATEGY

Activity G, p. 61

Answers may vary. Possible answers:

Advantages of driverless cars

They can help people stay safe. Paragraph 4
They can warn people when there is a dangerous turn.

Paragraph 2

They can park themselves. Paragraph 2

People can do other things safely. Paragraph 4

They would use less fuel. Paragraph 4

Disadvantages of driverless cars

They can't anticipate unexpected things like people can.

Paragraph 5

They might not recognize the commands of police officers.

Paragraph 5

They may be too "polite." Paragraph 5

Driving laws are written for human drivers, not robots.

Paragraph 5

It's not clear who's to blame for an accident. Paragraph 5

Activity H, p. 61

Answers will vary.

WRITE WHAT YOU THINK

Activity A, p. 62

Answers will vary. Sample answers:

1. Car companies want to make driverless cars because they may be safer than human drivers. Drivers sometimes make bad decisions, but a driverless car would use accurate data to make the right decisions. Driverless cars might also save car manufacturers money because the cars wouldn't crash as often. Manufacturers could build lighter cars with fewer safety features. Car companies could make a lot of money if they could convince people to get rid of their old cars and buy expensive new driverless cars.
2. I would consider buying a driverless car. I would be able to do my homework during my commute. The car would drive safely even if I were very tired or not feeling well. I also like new technology, and it would be fun to be one of the first owners of a driverless car. However, it might be too expensive for me to buy.

READING SKILL

Activity A, pp. 62–63

1. topics, main ideas, details, nouns, verbs
2. They are background information or very specific details.
3. It summarizes the main idea of the paragraph.
4. Main idea: Cars today already think for us. It's stated in the topic sentence and supported by the details.

READING 2

PREVIEW THE READING

Activity A, p. 63

Answers will vary. Sample answer:

I think *classroom without walls* means that students are learning outside the classroom. They are using tablets to communicate with other students in different places, even different countries.

Activity B, p. 63

Answers will vary. Sample answer:

I think computers can help children learn. Computers can make the subjects more interesting for students. For example, students can read about something and then watch a video about it. Also, on a computer, students can take as much time as they need to do something without slowing down other students.

WORK WITH THE READING

Activity B, p. 66

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

Vocabulary Skill Review, p. 66

Adjectives: digital, reliable, global, interactive

Nouns: feedback

Activity C, p. 67

1. 7
2. 5
3. 8
4. 3
5. 10
6. 9
7. 6

Activity D, p. 67

1. T
2. F The Global Book Series is used by both teachers and students.
3. F In the future, most available jobs will be in science and technology.
4. T
5. F Kristen Wideen is a teacher in Canada who uses tablets in her classroom.
6. F Middle school students in California scored 20% better on math tests because of tablets.
7. T

Activity E, pp. 67–68

1. Ali and his classmates
2. governments around the world
3. educators
4. Petra
5. students in Kristen Wideen's class
6. tablets

Activity F, p. 68

1. a

Underline: the places feel much more real than maps ever would.

2. a

Underline: students are limited to communicating with their teacher and the other students in their classroom.

3. b

Underline: Still, no technology is perfect

4. b

Underline: the "classroom without walls" could become the classroom of the future and prepare children even better

Activity G, p. 68

Answers will vary.

Activity H, p. 69

Answers will vary. Possible answers:

1. I agree because I see children spending many hours on their tablets. They can get upset when their parents tell them to get off because they are too addicted. They do not know when to stop.
2. I would like to be a doctor. I will need strong computer and technology skills because doctors use a lot of high-technology devices that are run by computers.

WORK WITH THE VIDEO

Activity A, p. 69

Answers will vary. Sample answer:

Yes, computer programs and apps affect my daily life in a lot of ways. For example, the computer program on my car helps me navigate from one place to another. Also, my smartphone has a lot of computer programs that affect me. For instance, I have apps that remind me about daily appointments, and I have a weather app that helps me decide what to wear each day. I also have a program on my home computer that protects me from viruses 24/7.

Activity B, p. 69

1. An algorithm is a formula, or a set of step-by-step instructions, used to solve a particular problem.
2. Credit card companies use algorithms to make sure that credit card details are correct.
3. Hospitals use algorithms to keep life-support machines running in hospitals.
4. In 2010, a computer algorithm caused America's biggest single-day market decline.
5. In the future, algorithms may become too powerful and take over more than people would like.

Activity C, p. 69

Answers will vary. Sample answer:

When I go on Facebook, I see a lot of ads targeted at me. For example, the other day I was shopping for sunglasses. Later, when I went onto Facebook, I saw ads for the exact same pair of sunglasses I was looking at. Sometimes I think these targeted ads are not good because they make people buy things they don't really want. In my case, I had decided not to buy the

sunglasses I saw online. I already had a pair, and I didn't need them. However, when I saw an ad for them on Facebook, it made me think again about my decision, and it made me want to buy them even though I didn't really need them.

WRITE WHAT YOU THINK

p. 70

Answers will vary. Possible answers:

1. I think people should have a lot of control over the technology they use. People should be able to use technology when they need it and when it makes life easier. However, people should also be able to turn it off. That way, we can connect to other people face to face or to perform a task by hand. Our lives are more satisfying when we control technology, not when technology controls us.
2. Technology can help people do their work more easily and quickly. It can also help people communicate. You can be connected with friends around the world in a few seconds. But technology can take people away from interacting with others in the real world. Sometimes people spend more time online than they do talking with friends and family.

VOCABULARY SKILL

Activity A, pp. 70–71

1. The GPS navigation system stores data about highway exits and speed limits.
2. When an accident occurs, the police must decide who is responsible.
3. Are there any limitations to using robots for everyday tasks?
4. Engineers are trying to discover new ways to increase Internet speeds.
5. Researchers have created experiments that study how driverless cars respond to accidents.
6. It may be difficult for consumers to accept driverless cars, but eventually, they may become popular because they have many benefits.

Activity B, p. 71

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

WRITING SKILL

Activity A, pp. 72–73

1. In the near future, driverless cars may change the way people drive.
2. a. The sensors see the road and make decisions about turns and stops, and the GPS navigation system tells the car where to go.
b. Also, it is not clear who is at fault when a driverless car causes an accident.
c. The success of these cars will eventually depend on consumers, not car manufacturers.
3. The writer has a negative reaction. The writer says that he or she does not agree that they are the cars of the future.
4. The writer thinks people would prefer to be in control and would worry about the car's computer making mistakes.
5. Answers will vary.

Activity B, p. 74

1. Governments want children to learn with tablets so they are better prepared for jobs of the future.
2. Teachers are in favor of using tablets because they make learning more interactive and global, and they allow children to be more creative in solving their own problems. Teachers can also provide students with instant feedback and support.
3. Tablets have improved students' reading and math test scores.
4. One disadvantage is that not all families have Internet access, so students can't do their work from home. Another disadvantage is students can get distracted on their tablets and stop focusing on the teacher and the lesson.
5. Teachers will need more training in using tablet instruction. Schools will have to make sure that children are accessing the right content at the right time. Parents must learn to adapt to technology they never had in school.
6. The author believes that if students, parents, and teachers work together, tablets could be in all classrooms and make students better prepared for the future.

Activity C, p. 74

Answers will vary.

GRAMMAR

Activity A, pp. 75–76

1. Underlined: do, mop, mow
Word form: verb
Circled: and
2. Underlined: person, vehicle
Word form: noun
Circled: or
3. Underlined: stop, pull
Word form: verb
Circled: or
4. Underlined: paper, books
Word form: noun
Circled: or
5. Underlined: email, text
Word form: verb
Circled: or
6. Underlined: are, stop
Word form: verb
Circled: or
7. Underlined: students, parents, teachers
Word form: noun
Circled: and

Activity B, p. 76

1. They are not listening to their teacher or penciling down notes in their science journals.
2. They turn their designs into a presentation and share them on their screens.
3. After they complete their assignments, some students end up playing a game or texting a friend.
4. Do you blame the driver, the car, or the car manufacturer?
5. Drivers can make bad judgments, get sleepy, or run red lights.
6. Driverless cars are already on the roads and could soon end up at a dealer near you.

UNIT QUESTION

Activity A, p. 81

Answers will vary. Sample answers:

1. Yes. I saw an ad online for new running shoes. I run a lot and often buy running clothes, so I think I was targeted to receive the ad.
2. Yes. I wanted to buy a car. Commercials helped me to decide which one was the safest.

Activity B, p. 81

1. Yuna: It gives us information about new products.; helps us

Felix: It makes us want things we don't need.; harms us

Marcus: It pays for a lot of things I like.; helps us

Sophy: You can't trust the information you get from advertising.; harms us

2. Answers will vary.

READING 1

PREVIEW THE READING

Activity A, p. 82

to show how you might feel differently after getting an ad

Activity B, p. 82

Answers will vary.

WORK WITH THE READING

Activity B, p. 85

1. suggest
2. specifically
3. relevant
4. reflect
5. acknowledge
6. accurate
7. factor
8. impact
9. implies

Activity C, pp. 85–86

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

Activity D, p. 86

1. F Some of the participants in the first study believed that they had characteristics implied by ads they received.
2. T
3. F Participants who were told they received the ad based on their past browsing history were more interested in the product.
4. T
5. F If consumers know they received an ad because of their past browsing history, they will be more interested in the product.
6. F An ad sent to a consumer about a product or event that he or she has no interest in will not be effective.

Activity E, p. 86

Condition	Example
The consumer must know he or she received this ad because of his or her past online behavior.	Para 4: Some of the participants were told that they received the ad because of their browsing history.
The ad must be accurate to the consumer's interest.	Para 8: Those participants who enjoyed occasional outdoor activities, such as nature walks, expressed interest in the product.
The ad must be based on the consumer's past online activity.	Para 6: Based on their choices, some of the participants then received an ad for another green product.

WRITE WHAT YOU THINK

Activity A, p. 87

Answers will vary. Sample answers:

1. I really love getting behaviorally targeted ads. I'm really into yoga, and sometimes I get ads offering me discounts on clothes for yoga. I've also gotten discount coupons for weekend retreats at yoga centers. I feel that receiving these ads helps me, and I don't get as many ads for ridiculous products that I have no interest in.
2. I'm really concerned about how advertisers find out so much information about me. I don't like the idea of other people knowing so much about what I like or don't like. I definitely think it's an invasion of privacy.
3. I have received ads for things most likely because I am a "techy." I've always loved technology, and I frequently get ads for the latest technology. I think that this has turned me into more of a tech fanatic, but I don't mind. I actually find it impressive!

READING SKILL

Activity A, p. 88

1. F
2. F
3. O
4. F
5. O
6. O
7. O

Activity B, p. 88

1. I think people are always influenced by ads.
2. Taken individually, ads are silly, sometimes funny, but certainly nothing to worry about.
3. My favorite ad is the one showing the family in the beautiful new car.
4. That was the most ridiculous ad I have ever seen.
5. The consequences of ads are harmful.
6. I find it creepy that advertisers know so much about me.

READING 2

PREVIEW THE READING

Activity A, p. 89

positive

Activity B, p. 89

Answers will vary.

WORK WITH THE READING

Activity B, pp. 91–92

- a. surrounding
- b. entertain
- c. exposure
- d. broadcasting
- e. donation
- f. annual
- g. support
- h. annoying
- i. memorable

CRITICAL THINKING STRATEGY

Activity C, p. 93

Ads on television

- can change channels during ads
- create interest in product without invading privacy

Similarities

- can be funny
- tell stories that you can relate to
- can be annoying
- interrupt what you're watching
- can be fun to watch

Online ads

- pop up when you don't expect them
- targeted ads are just what you want to see
- are small; don't take up the whole screen
- interrupt what you're reading
- can click them off

Activity D, p. 93

- 1. 5
- 2. 3
- 3. 2
- 4. 1
- 5. 6
- 6. 4

Activity E, p. 94

Answers will vary. Students should supply one example for each item. Sample answers:

- 1. provides information for buying something: best deal for a new car in newspaper
- 2. supports broadcasting: fewer pledge drives; experience and exposure for presenters
- 3. helps support sports: pays for fields, equipment, and salaries of athletes
- 4. provides public service announcements: information on medical problems, diseases, public health, safety, etc.
- 5. helps make the world more colorful: encourages and supports creative work; pays for TV shows

Activity F, p. 94

- 1. A; 1, 7
- 2. A; 3
- 3. D; 3
- 4. D; 4
- 5. D; 3

Activity G, pp. 94–95

- 1. Paragraph 4
fields, equipment, salaries of athletes
- 2. Paragraph 7
clothing designers, photographers, paper company workers, store employees (students should name at least three)

3. Paragraph 6

They need to be memorable because they provide important information.

4. Paragraph 5

website services such as online newspapers

WORK WITH THE VIDEO

Activity B, p. 95

	Ways advertisers get data	How advertisers use data
Notes from the video	Browse stuff on Internet or buy stuff in stores, and then ads appear on Facebook Things you liked or shared, what device you use, what you just bought or searched for Companies take your email, phone number, or frequent shopper information and put it on Facebook (via ads)	Place ads of things you like, targeted to you Can search for certain kinds of people Try to create your unique ID to target ads to you specifically

WRITE WHAT YOU THINK

p. 96

Answers will vary. Sample answers:

- 1. I saw an ad recently for a car. The car was being driven along a road near the ocean. The driver and the passenger were having a good time. They were laughing and talking. The ad had a positive effect on me because I thought that it would be fun to drive a nice car with friends along the coast of California.
- 2. I would like to see less advertising during sports events. You can't even watch a game without it being interrupted every five minutes. The constant interruption takes away from your enjoyment of it. You can miss things sometimes because of advertisements. When the ads are finished, you see an instant replay of what you missed. But that's not as exciting as it seems.

VOCABULARY SKILL

p. 96

- 1. Adjective
- 2. Noun
- 3. Adverb
- 4. Adjective
- 5. Noun
- 6. Adjective
- 7. Noun
- 8. Noun
- 9. Adverb
- 10. Adjective

WRITING SKILL

Activity A, pp. 97–98

- 1. I guess you could say that I'm different from most people because I love commercials.
- 2. Reason 1: I think a lot of commercials are funny.
Examples: A huge tree limb falls on a neighbor's car; an air conditioner falls out a window and onto someone's car.
Reason 2: I like to see commercials that my senses respond to.
Examples: a close-up of mouth-watering food, a car driving through mountain roads, music
Reason 3: Advertising gives me information about coming attractions.
Examples: future TV programs, events, or movies

Activity B, pp. 98–99

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

GRAMMAR

Activity A, p. 100

1. and; Reason: related ideas
2. but; Reason: contrasting ideas
3. so; Reason: a result
4. but; Reason: contrasting ideas
5. or; Reason: a choice

Activity B, p. 101

1. I like to stay healthy, so I exercise every day.
2. Sara Marcone is a very creative writer, and she has written five novels.
3. The lecture was interesting, but it was a bit too long.
4. We can go out for dinner, or we can stay home.

Activity D, p. 101

Underlined in Reading 2, with coordinating conjunctions circled:

1. Paragraph 3: It may be annoying to sit through commercials during your favorite TV show, but the advertisers have paid for its production.
2. Paragraph 4: There are hundreds of large banners surrounding sports stadiums, and hundreds, thousands, even millions of people notice them.
3. Paragraph 4: Companies pay as much as a million dollars for 60 seconds of advertising time during this event, so a lot of effort goes into these commercials.
4. Paragraph 6: Various companies pay for the PSAs, and advertising agencies make donations of their time and expertise to produce them.
5. Paragraph 7: We may wish that commercials and advertisements weren't necessary, but for the most part, we are all content to have them as part of our lives.

UNIT QUESTION

Activity A, p. 105

Answers will vary. Sample answers:

1. Obstacles can be physical, like being sick or getting a disease or even having a challenge such as blindness. They can also be environmental, such as going through a natural disaster. Obstacles also can be economical, like living in poverty.
2. I know someone who overcame cancer. He was diagnosed with skin cancer, but after months of treatment, he survived. He always had a positive attitude.
3. The man has lost a leg but is wearing a prosthetic leg and is able to run. It must be difficult to get used to having a prosthetic leg. He needs to think positively. He needs to have perseverance.

Activity B, p. 105

Answers will vary. Sample answers:

1. I think it's important because dealing with challenges alone is too hard. An example of a person who could help would be a good friend or close family member.
2. Yes, I agree. I think a person needs to be able to find solutions in order to move past any obstacle. There will be times that it might be difficult, but having a positive attitude and feeling that you are in charge of your life will help you overcome any difficulty.

READING 1

PREVIEW THE READING

Activity A, p. 106

- He's a happy person.
- He's unlucky. (possibly)
- He makes the most of his situation.

Activity B, p. 106

Answers will vary.

WORK WITH THE READING

Activity B, p. 109

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

CRITICAL THINKING STRATEGY

Activity C, p. 110

Agree / Disagree answers will vary.

1. Evidence for this idea can be found in paragraphs 6 and 8.
2. Evidence for this idea can be found in paragraph 7.
3. Evidence for this idea can be found in paragraph 8.
4. Evidence for this idea can be found in paragraph 8.

Activity D, p. 110

Answers will vary.

Activity E, p. 111

1. F The boy came to school with a bread sandwich.
2. T
3. F An example of an acute threat is being in an accident.
4. F She found that some of them reacted in the same way.
5. T

6. F They believed that they, not their life circumstances, affected how successful they would be.

7. T

Activity F, p. 111

1. incredibly difficult circumstances; Paragraph 2
2. acute; Paragraph 4
3. 32 years; Paragraph 6
4. essentially, stable, successful, and happy; Paragraph 6
5. developed serious learning, mental health, and behavioral problems; Paragraph 6
6. a supportive person (caregiver, parent, teacher, or other mentor-like person); Paragraph 7
7. autonomous and independent; Paragraph 7
8. learn; Paragraph 8

Activity G, p. 112

1. G
2. B
3. G, W, B
4. W
5. W
6. G, W

WRITE WHAT YOU THINK

Activity A, p. 113

Answers will vary. Sample answers:

1. I do think that I am resilient. When I first moved here, it was very difficult for me, and I had a lot of obstacles. I had no family here, so I had to do everything for myself, like shopping, cooking, and cleaning my apartment. It was hard in the beginning, but I managed, and I think I'm a much more independent person now.
2. Losing your home must be a terrible experience. I think the person needed lots of help and support to overcome it. Only someone who was very resilient and positive could deal with such a difficult situation.
3. I perceive difficulties in a positive way. I really don't like being around negative people. I like to think that with positive thinking, like the glass being half-full, no problems are too hard to overcome.

READING SKILL

Activity A, p. 114

Circled:

1. many children; obstacles
2. resilient children
3. elements that help someone be resilient
4. Resilient people
5. Resilience

Activity B, p. 114

Underlined: Some people, The first group, this group, A resilient person, this person, this person, a resilient person, they, they
Circled: others, others, Other people

READING 2

PREVIEW THE READING

Activity A, p. 115

- She wanted to improve how she felt about herself.

Activity B, p. 115

Answers will vary.

WORK WITH THE READING

Activity B, p. 118

1. goal
2. conquer
3. determined
4. bravely
5. role
6. distinctive
7. earn
8. ultimate
9. significant

Activity C, p. 118

1. 3
2. 4
3. 2
4. 1
5. 6
6. 5

Activity D, p. 119

1. 2
2. 4
3. 6
4. 3

Activity E, p. 119

1. 4,100; Paragraph: 4
2. imperfect; Paragraph: 4
3. 1996; Paragraph: 5
4. 45; Paragraph: 6
5. 500; Paragraph: 6
6. bracelet; Paragraph: 7

Activity F, p. 119

1. F Perkins was glad that her husband was climbing directly behind her. Paragraph 6
2. F Craig was not sure they would ever make another climb. Paragraph 7
3. T Paragraph 5
4. T Paragraph 3
5. F The gloves are to help people going down the mountain. Paragraph 6

Activity G, p. 120

Answers will vary. Sample answers:

1. She would rather face the challenge of climbing mountains than the challenge of being ill.
2. Yes, because after her transplant, she was trying to change her image and prove herself. / No, because she always loved the challenge of being outdoors.

WORK WITH THE VIDEO

Activity A, p. 120

Answers will vary.

Activity B and C, p. 120

	How Shona felt when she first arrived at the riding school	How she overcame her fear of riding
Notes from the video	She was frightened and nervous. She was scared of losing control of the horse. She tried not to panic. She tried to relax.	Her teachers encourage her. Her mother calmed her down and encouraged her. She kept up with the training. She was able to ride the horse. She was proud of herself.
My ideas (suggested answers)		I think the support system that she had helped her. Her teachers at the riding school and her mother encouraged her to overcome her fears.

WRITE WHAT YOU THINK

p. 121

Answers will vary. Sample answers:

1. Yes. They need to move on with their lives. If you are constantly thinking about the difficulties you had in the past, you won't be able to deal with the rest of your life. This will hold you back from making the most of your life.
2. Yes, many people might grow up perceiving difficulties in a bad way. But as we get older, it is healthier to look at problems in a different way. I think people can learn to look at things in a more positive light.

VOCABULARY SKILL

Activity A, pp. 121–122

Answers will vary. Sample answers:

1. fall apart: (phrasal verb) to break (into pieces)
rise above: to not be affected or limited by problems, insults, etc.
2. meet: to see and know someone for the first time
3. role: the position or function of someone or something in a particular situation
4. earn: to get something that you deserve
5. face: the front or one side of something

WRITING SKILL

Activity B, p. 124

1. Paragraph 2
2. That day would change my life forever.
3. Three body paragraphs. Students should mark paragraphs 2, 3, and 4 with brackets.
4. Answers will vary. Sample answers:
Underlined: When I woke up; Over the next few months; About six months after my accident; It's now a year later.
5. I acknowledge that my life has changed, but I am still the same person.

Activity C, p. 125

1. c
2. The storm began quickly and wildly. I was sitting in my living room watching the ocean as the waves grew in size and strength. Many people told me I was foolish to stay in my house and not seek shelter away from the beach. But this was my home. I had always stayed put during previous hurricanes, and this was no exception.
3. Though the flooding went on through the night, the damage had been done in minutes. Some people thought I should not have stayed in the house, but saving my neighbor and his family was proof enough for me that I had made the right decision.

GRAMMAR

Activity A, p. 126

Boxed (simple past verbs): began, grew, told, was, died, inspected, realized, contained, noticed, was, replaced, heard, walked, grabbed, paddled, were, tied, placed, paddled, subsided, was, reached, lifted, returned, went, thought, was
Circled (past perfect verbs): had (always) stayed, had started, had removed, had (also) stayed, had poured, had been done, had made

Activity B, pp. 126–127

1. past/present
2. past/present
3. present
4. past
5. present/past

Activity C, p. 127

Answers will vary. Sample answers:

1. I ride my bike
2. I drink water
3. I speak English fluently
4. people did not drive cars
5. I prepare my meals at home
6. I go out with my friends

UNIT QUESTION

Activity A, p. 131

Answers will vary. Sample answers:

1. An important decision I made recently was to get a cat. It was a tough decision because it's a big responsibility. I have to be in charge of another living thing. But it was a good decision because my cat makes me really happy. It's nice to have company when I'm at home. And he loves me a lot.
2. It isn't easy for me to make big decisions in life because I don't want to make the wrong choice. For example, when I decided to come to Canada to study English, it took me a long time to decide. I had to think about it a lot and get advice from my family first. I had to look at all the positives and negatives. In the end, I made the right choice, but it was still a difficult one.
3. The man is deciding which skateboard to buy. He's comparing different models.

Activity B, p. 131

	What decision did he or she make?	Was it a good or bad decision? Why?
Marcus	to buy a car	good—it's the perfect car for him
Sophy	to go to school to learn English and get a degree	good—she's learning a lot and reaching her goal
Yuna	to park her car in a tow-away zone	bad—she had to pay a lot of money to get her car back

READING 1

PREVIEW THE READING

Activity A, p. 132

Answers will vary. Sample answer:

The lazy brain means that people make lazy decisions, like when they take the elevator instead of the stairs.

Activity B, p. 132

Answers will vary. Sample answer:

An important decision I made recently was buying my first car. It was a really hard choice. I had to decide on a new or used car. Eventually, I chose a used car because I wanted to save money. I think I made the right decision. The car is older, but it still runs well. I think it will last for a long time.

WORK WITH THE READING

Activity B, pp. 134–135

- a. experiment
- b. pace
- c. function
- d. proof
- e. complex
- f. subject
- g. according to
- h. rely on
- i. make sense
- j. efficient

Activity C, p. 135

c

Activity D, p. 136

1. F People have thousands of lazy thoughts a day.
2. T

3. F When people have lazy brains, they feel confident about their decisions.
4. F The subjects in the experiment didn't know that they changed their pace.
5. T
6. F When people solve difficult math problems, they are using more energy.
7. One way to fight lazy thinking is to use hard thinking.

Activity E, p. 136

1. Paragraph 3: People use lazy thinking when they drive.
2. Paragraph 4: The brain makes lazy decisions because it wants to save as much energy as possible.
3. Paragraph 9: Hard thinking is slower and takes a lot more energy. It is the kind of thinking we use to solve difficult problems.
4. Paragraph 11: People can fight lazy thinking by not accepting everything as true. They should question it to see if it makes sense.

Activity F, p. 137

1. Lazy thinking
2. Hard thinking
3. Hard thinking
4. Lazy thinking
5. Lazy thinking
6. Hard thinking
7. Hard thinking
8. Lazy thinking

Activity G, p. 137

Answers will vary. Sample answer:

Some lazy decisions I made were making breakfast, driving to school, and walking to class. One decision I made that wasn't lazy was choosing what kind of food to get at the cafeteria. It was a difficult choice because there were so many options. I ended up choosing a salad because it was healthier.

WRITE WHAT YOU THINK

Activity A, p. 137

Answers will vary. Sample answers:

1. I don't think I'm a lazy thinker most of the time. I like to take my time making decisions. For example, when I choose my outfit for the day, I take a lot of time deciding what clothes to put on.
2. A couple of weekends ago, I decided to start exercising more, so I joined a fitness club. That was a hard decision because the club costs a lot of money, but I think it was a good decision because I have lost weight, and now I'm feeling healthier.
3. When I meet someone new, I often get a feeling if they are honest or not. If they look me in the eyes when we talk, that helps me judge whether or not they are honest.

READING SKILL

Activity A, p. 138

Reason: People have lazy thinking.

Results: People make bad decisions.; People feel too confident.; People believe things without proof.

Activity B, p. 139

Reason: People use hard thinking.

Results: People use more energy.; People get tired after studying for a test.; People want coffee after a long conversation.

READING 2

PREVIEW THE READING

Activity A, p. 139

to explain how people solve problems in different ways

Activity B, p. 139

Answers will vary. Sample answer:

When I have a school assignment, I prefer to work alone. When I work with other people, sometimes it takes too much time and I get too distracted. For example, sometimes we start talking about a completely different topic, and we don't actually complete the assignment. When I work alone, I know I will get my work done. I only have to rely on myself, not other people.

WORK WITH THE READING

Activity B, p. 142

1. arrogant
2. revolutionary
3. move on
4. impatient
5. deal with
6. have a gift
7. view
8. come up with

Activity C, p. 143

b

Activity D, p. 143

1. Doers
2. Questioners
3. Diggers
4. Reasoners
5. Ideators

Activity E, p. 143

Sample answers:

Doers and Reasoners are similar because they solve problems quickly.

Questioners and Diggers are similar because they solve problems slowly.

Reasoners and Ideators are similar because they can make people upset.

Doers and Diggers are different because Doers solve problems quickly, and Diggers are slow.

Questioners and Reasoners are different because Questioners listen to other people's opinions, and Reasoners usually just consider their own opinion.

Activity F, p. 144

1. a problem
2. Questioners
3. Ideators
4. their solutions
5. facts
6. Doers

CRITICAL THINKING STRATEGY

Activity G, p. 145

1. Ideator
2. Digger
3. Doer
4. Questioner
5. Reasoner

Activity H, p. 145

Answers will vary. Sample answer:

I think I think the most like a Doer. I don't like to think too much about the past because I don't find it helpful. I prefer to focus on the present. You can only change the present, not the past. I also like to fix problems quickly so that I can move on to solving the next one. I can get many things accomplished in a single day because I'm a Doer.

WORK WITH THE VIDEO

Activity A, p. 146

Answers will vary. Sample answer:

Yes, I think it's possible to know when something good or bad will happen. Sometimes I just have a feeling that something bad will happen. For example, one time I called my best friend because I thought something was wrong with her. It turned out that she had just had a fight with one of her neighbors and she was in a bad mood. I can't explain why that happens, and it doesn't happen all the time.

Activity B, p. 146

1. strange
2. leave
3. orange
4. into
5. no
6. subconscious

Activity C, p. 146

Answers will vary. Sample answer:

One time I saw an elderly man fall down on the street, so I stopped to help him stand up. I didn't think too long about it. I just did it because I wanted to help him, and I knew he had hurt himself. I made the decision very quickly.

WRITE WHAT YOU THINK

p. 147

Answers will vary. Sample answers:

1. My friend Raul is a good decision maker. He asks lots of questions, and thinks deeply about things. He tries to find out all the details. When he has enough information, he makes a decision. He doesn't get worried or change his mind, because he's thought deeply about it first.
2. People make bad decisions when they don't have enough information, or if they feel under pressure. Sometimes it's their own fault, because they are lazy and didn't find the information they needed to make a good decision. Sometimes people are in a situation that makes it hard for them to think clearly—for example, in an exam—and they make a bad decision. However, some people feel stressed by making decisions, so they either avoid them, or make bad decisions because they don't spend enough time thinking about their options. It's under their control, but they still make bad decisions.
3. I think it's possible for people to think in many different ways. Sometimes people are in a good mood, and they make good decisions. But when people are stressed, they can make bad decisions. I also think that people think differently depending on who they're with. For example, I don't act the same around my family as I do with my friends.

VOCABULARY SKILL

Activity A, p. 148

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

Activity B, p. 148

1. end up
2. figure out
3. break down
4. run into
5. move along
6. think through

WRITING SKILL

Activity A, pp. 150–151

Thesis statement: We think a lot alike in the way we question things, deal with mistakes, and make decisions.

Topic sentences:

One reason my mother and I are similar is because we are both questioners.

Another reason I think like my mother is because we both think too much about the past.

Finally, both my mother and I are slow when it comes to making important decisions.

Activity B, p. 151

Topic: reasons I think like my mother

Reasons:

Paragraph 2: both questioners

Paragraph 3: think too much about the past

Paragraph 4: slow to make important decisions

Examples:

Paragraph 2:

1. answer each other's questions with questions
2. mother asking about cutting her hair short

Paragraph 3:

1. think about what I said to make someone upset
2. worry about past mistakes

Paragraph 4:

1. slow to choose the best apartment
2. mother was digging through the facts

Activity C, pp. 151–152

Paragraph 2: b

Paragraph 3: c

Paragraph 4: a

Activity D, pp. 152–153

1. Because Diggers get all the facts, they feel more confident about their decisions.
2. Because businesspeople made bad decisions, their companies lost a lot of money.
3. The scientists performed an experiment because they wanted to prove their theory.
4. Hard thinking takes more energy because the brain is working a lot more.
5. Because the subjects were using lazy thinking, they changed their pace without knowing.
6. Reasoners are good to have on a team because they can solve problems quickly.

GRAMMAR

Activity A, p. 154

1. Understanding human behavior
2. Being a good listener
3. Using lazy thinking
4. Getting enough sleep
5. Solving complex problems

Activity B, p. 154

1. dislike exercising
2. quit eating
3. considered moving
4. avoid buying
5. discuss writing
6. finished eating

Activity C, p. 154

1. to go
2. to visit
3. speaking
4. to help
5. playing
6. swimming

UNIT QUESTION

Activity A, p. 159

Answers will vary. Sample answers:

1. Yes, I have. I'd like to start a company that would help artisans in other countries. For instance, I'd have a store to sell the artisans' handmade jewelry, and the profits would go to the artisans.
2. Yes. I like to buy products from companies that are concerned about how they are affecting the environment.
3. I think eyeglasses are the product being sold.

Activity B, p. 159

Answers will vary. Sample answers:

1. Yes, I do. I think it's very important to have a good business plan. If you don't plan ahead, your company won't survive. I can imagine writing a business plan for a for-profit community garden.
2. I don't really think about what type of company sells a product or offers a service. It's not that important to me.

READING 1

PREVIEW THE READING

Activity A, p. 160

Sell bags and use its profits to provide meals for others in need

Activity B, p. 160

Answers will vary.

WORK WITH THE READING

Activity B, pp. 162–163

- a. distribute
- b. estimate
- c. signify
- d. desire
- e. opportunity
- f. prospect
- g. firsthand
- h. massive
- i. overall
- j. reusable

Activity C, p. 163

1. 2
2. 4
3. 1
4. 7
5. 9
6. 6

Activity D, p. 164

1. F Lauren Bush Lauren traveled to countries around the world with the UN World Food Programme when she was in college.
2. T
3. F The number 1 signified one year of lunches for a child in need.
4. T
5. F FEED provides the money for the WFP to distribute meals to school children in 63 countries.
6. F The company now includes items like scarves and jewelry.

Activity E, p. 164

1. (Paragraph 8) When children are given a nutritious meal, they perform better in school. Their education improves, giving them a better chance of improving their lives.

Providing nutrition improves not only the child's education, but also their overall health.

2. (Paragraph 1) ...it provides a reason for them to go to school every day and stay in school longer. The mothers who come to help prepare the meal are able to eat, as well as their other children who are not yet school-aged.
3. (Paragraph 2) She kept thinking about how to help...she came up with a way to combine her interest in design and her desire to help feed hungry children. She would create a bag to raise money for feeding the hungry.
4. (Paragraph 6) By providing a child with one meal a day, malnutrition is greatly reduced.

WRITE WHAT YOU THINK

Activity A, p. 165

Answers will vary.

READING SKILL

Activity A, p. 166

1980: Newman and Hotchner made salad dressing for gifts.

1982: Profits were close to \$400,000.

1988: The Hole in the Wall Gang camp was founded.

2008: Paul Newman died.

2018: More than 300 products were sold.

READING 2

PREVIEW THE READING

Activity A, p. 167

Entrepreneurs have figured out ways to help others by doing more than just donating goods.

Activity B, p. 167

Answers will vary.

WORK WITH THE READING

Activity B, p. 170

1. concerned
2. seeking
3. focus
4. model
5. aspect
6. movement
7. have addressed
8. inspired
9. give back

Activity C, p. 171

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

Activity D, p. 172

1. like the idea of giving back
2. make a difference in the world
3. has donated millions of shoes to people in need
4. is built into its business model
5. provide light and reduce pollution
6. feel inspired to continue

Activity E, p. 173

1. TOMS: kids have no shoes / shoes / poor people have shoes
2. Nokero: pollution and fires / solar lights / people have light after dark; less danger/pollution

3. United by Blue: pollution in oceans / clothes / cleaner oceans and waterways
4. Warby Parker: people can't see / vision problem / eyeglasses / people get glasses / have better vision

Activity F, p. 174

Answers will vary. Sample answer:

1. Young entrepreneurs feel the need to give back to the community. They don't want their work to be just about making money. Consumers like the idea of giving back. Sixty-six percent of consumers said they will pay more for a product if the company does social good.
2. Answers will vary.
3. Founders are creative, enthusiastic, passionate, determined, and inspired.

CRITICAL THINKING STRATEGY

Activity G, p. 174

1. (Paragraph 3) As of 2018, the company employed around 500 employees and gave away 86 million pairs of shoes.
2. (Paragraph 4) In a recent survey, 66 percent of people said they would pay more for an item if the company was doing social good with their purchases.
3. (Paragraph 5) As of 2018, 2 million pairs of glasses had been donated. The company is valued at \$1.75 billion.
4. (Paragraph 7) In 2015, it had earned \$2 million in revenue.
5. (Paragraph 8) To date, the company has cleaned over a million pounds of garbage from the water.

WORK WITH THE VIDEO

Activity A, p. 175

Ecotourism is the name for tourism or vacations that damage the environment as little as possible, especially when some of the money tourists pay is used to protect the local environment, including animals.

Activity B and C, p. 175

Answers will vary. Sample answers:

	Problems in Namibia	Effects of ecotourism on Namibia
Notes from the video	Tourism depends on seeing wildlife Black rhino at risk Economy—gold mining; not many jobs Tourists want to see wildlife, but wildlife threatened by poachers, trophy hunters, growing population	Torra Conservancy saves rhino Local economy improving; jobs 10% of profits from ecotourism to local people
My ideas		Win-win situation for wildlife and local economy Many at-risk animals can be saved. Local economies can improve.

WRITE WHAT YOU THINK

p. 176

Answers will vary.

VOCABULARY SKILL

Activity A, p. 176

Reading 1

- Paragraph 1: ...provides a reason for them...
- Paragraph 5: ...school lunches that would be provided for...
- Paragraph 6: Providing nutrition improves not only...; By providing a child with...
- Paragraph 7: ...provide nutritious school lunches...
- Paragraph 8: ...providing employment for...; ...provides meals in...; ...had provided more than 100 million lunches...
- Paragraph 9: ...by providing people with...

Reading 2

- Paragraph 3: ...provided 600,000 sight restorations...
- Paragraph 4: ...that provide vision tests and glasses for...; has provided vision tests and eyeglasses to...
- Paragraph 6: ...higher than the goods provided...
- Paragraph 7: ...provides people with an alternative...
- Paragraph 7: Nokero tries to address this problem.
- Paragraph 9: ...a creative way to address it...

Activity B, p. 176

1. address
2. provides
3. provides
4. address
5. provided

WRITING SKILL

Activity A, pp. 177–178

Thesis statement: This lack of transportation seemed like a huge problem that I wanted to try to address.

Activity B, p. 178

- Social problem: lack of public transportation
- Paragraph 2: combine seniors with cars with workers
- Paragraph 3: matched drivers with workers
- Paragraph 4: successful carpool for 25 workers

Activity C, pp. 179–180

1. Blake Mycoskie noticed while traveling in South America that many children had no shoes.
2. Owning shoes can have a great impact on people's health, education, and well-being.
3. Having shoes helps keep a child healthy.
4. Answers may vary. Sample answers (students should supply just one):
Many diseases can be contracted through the feet.
You can cut your feet on rough terrain or broken glass.
In cold climates, not having shoes can lead to illness.
5. A child will be able to go to school.
6. Answers may vary. Sample answers (students should supply just one):
Parents won't have to pay for shoes for school uniforms.
In some countries, children must have shoes to go to school.
7. Children feel better about themselves.
8. Answers may vary. Sample answers (students should supply just one):
This may be a child's first pair of shoes.
It may be the first new clothing the child has ever had.
Children love walking through their villages in their new shoes.

GRAMMAR

Activity A, p. 181

1. Their new computer repair business grew in the first year because they all worked night and day.
2. Since there was very little rain all spring, the amount of corn grown was very small.
3. When he invested \$300 in the new company many years ago, he didn't know how much money he would make.
4. The school can now pick up many more children because someone donated another school bus.
5. They were able to finish building the house in a week since many volunteers came to help.

Activity B, p. 182

1. Because Sammy saved all of the money he made in his summer job, he finally had enough money to buy a car.
2. The village no longer floods since the villagers planted a hundred trees on the hillside.
3. When the organization had received enough donations, it bought the new equipment.
4. Mr. Kelly donated a great deal of money to the children's fund because he knew that the children needed a new school.
5. Since people in the village suffered from extreme poverty, many families could not afford to send their children to school.

UNIT QUESTION

Activity A, p. 187

Answers will vary. Sample answers:

1. by working hard and practicing; by having talent, a good coach, or opportunities
2. time with family and friends, other interests, free time
3. They needed to become physically fit and to plan their climb, including figuring out their route, the equipment they would need, and the best time of year to go.

Activity B, p. 187

Answers will vary. Sample answers:

1. Many people are successful without earning a lot of money. For them, success is happiness. If you have a low-paying job, but it is your true passion and you are happy doing it, then you are successful. Parents who stay home to raise their children make no money, but they are successful because they have a successful family.
2. I agree. People need each other to be successful. A successful athlete needs a coach. A student needs a good teacher to help him or her succeed. Success depends on other people helping you and believing in you.
3. I think people do need to adapt to changes in order to be successful. For example, sometimes an inventor will make an invention that doesn't work or that people don't like. If the inventor refuses to adapt, he or she will never succeed.

READING 1

PREVIEW THE READING

Activity A, p. 188

to encourage businesses to invest in car racing

Activity B, p. 188

Answers will vary. Sample answer:

There are several ways businesses attract more customers. For example, a lot of companies advertise their products on television and social media. They sometimes offer people special discounts when they buy their products. Cell phone companies, for example, might give people a cheaper rate for the first two years. Other times, businesses allow people to pay for their products later. For example, some electronics and furniture stores let people buy a new product and start paying for it six months later.

WORK WITH THE READING

Activity B, p. 190

1. symbol
2. support
3. sure
4. income
5. spend
6. number of customers
7. strength
8. reliable
9. growth
10. appearance

Activity C, p. 191

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

Activity D, p. 191

1. Reason 1: Companies can make huge profits.
Reason 2: It shows that companies have financial stability.
2. Reason 1: It gives companies new customers in emerging markets.
Reason 2: It shows that a company has a global message.
3. Reason 1: It will bring companies profits.
Reason 2: It will improve their image.

Activity E, p. 191

Answers will vary. Sample answer:

Companies should invest in Formula 1 racing because they can make huge profits. Investing also shows the world that a company has financial stability. When companies invest in emerging markets, they can attract new customers. The benefit of investing in Formula 1 racing is that companies can strengthen their image as a strong and powerful company worldwide.

Activity F, pp. 191–192

1. 350 million people
2. people who watch car races
3. investing \$5 million in a race team
4. the Middle East and Asia
5. a. sponsoring a team; b. Formula 1 racing

WRITE WHAT YOU THINK

Activity A, p. 192

Answers will vary. Sample answers:

1. I think it's a good investment. So many people see the ads. People all over the world watch the races. A company that sponsors Formula 1 racing would become known around the world. That would help improve their profits.
2. I think they would find other ways to advertise. Sponsoring sports isn't the only way to reach a global market. Companies can also advertise on television and in magazines. Another thing they can do is give away samples of their products so people can try them. If people try a product and like it, they will buy it.
3. I think banks choose to advertise on Formula 1 racing cars because Formula 1 racing is an expensive sport. It shows people that the banks have a lot of money and power.

READING SKILL

Activity A, p. 192

1. banks, hotels, telecommunication companies
2. doors, hood, trunk
3. the Middle East

Activity B, p. 193

1. 350
2. tens, millions
3. \$5 million, \$30 million
4. \$300 million

READING 2

PREVIEW THE READING

Activity A, p. 193

The sacrifices children make for success in sports are sometimes too great.

Activity B, p. 193

Answers will vary. Sample answer:

I think competitive sports are good for children for two reasons. First, sports teach children about teamwork. For example, team sports like soccer and baseball help children learn how to work

with others for a common goal. If they want to succeed, they have to work as a team. Second, competing teaches children discipline. Child athletes have to be very dedicated. They have to stay in shape, practice regularly, and balance sports and schoolwork. These are important lessons to learn at a young age, and it will prepare them better for the future when they are adults.

WORK WITH THE READING

Activity B, pp. 195–196

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

Vocabulary Skill Review

p. 195

exception, dedication

Activity C, p. 196

1. Paragraph 3: Many youth sport injuries are due to overuse.
2. Paragraph 3: Repetitive motion that, over time, puts more stress on a body part than it can handle.
3. Paragraph 5: More children are playing in organized team competitions, which require more practice and game time. Also, they are playing more aggressively.
4. Paragraph 5: They require more practice and game time.
5. Paragraph 7: They can avoid injury by paying attention to their bodies.

Activity D, p. 197

Name	Home	Sport	Injury
1. Courtney Thompson	New Hampshire	gymnastics	cartilage in elbow separated from bone
2. Danny Clark	Florida	baseball	torn rotator cuff
3. Kevin Butcher	Colorado	soccer	sprained ankle, dislocated bone, broken pelvis

Activity E, p. 197

1. F
2. F
3. F
4. O
5. F
6. O
7. F
8. O

CRITICAL THINKING STRATEGY

Activity F, p. 198

Problem (Paragraph 2): young athletes getting injured
 Solution 1 (Paragraph 2): surgery and rehabilitation
 Solution 2 (Paragraph 4): physical therapy
 Solution 3 (Paragraph 6): rest
 Solution 4 (Paragraph 7): paying attention to your body

Answers will vary. Sample answers:

1. I think the best solution is to pay attention to your body because that can prevent injuries before they happen.
2. Another solution is to not allow children to compete in physically demanding sports so they don't injure themselves. However, I don't think this is a better solution because I feel children gain a lot by playing competitive sports. For example, they learn about setting goals, teamwork, and dedication. Playing sports also keeps children in good shape. That is really important today because children spend so much time in front of screens.

Activity G, p. 198

- 2
- 4
- 6
- 7

Activity H, p. 198

Answers will vary. Sample answer:

I think some athletes like to "push through their pain" for different reasons. One is because they don't want give up. There are some athletes who hate to lose, and they are determined to win no matter how much pain they feel. Another reason is athletes don't want to disappoint their team or coach or parents. They believe they are counting on them. Therefore, they might feel embarrassed because they would look weak or would look like "quitters."

Activity I, p. 198

Answers will vary. Sample answers:

1. I think sports are good for children because children get exercise and learn social skills. Playing sports can build confidence and teach teamwork. Sports can also help children stay healthy. When I was young, I was on a soccer team. Playing soccer is one of my happiest childhood memories.
2. Parents and coaches have a responsibility to protect children. Children can suffer long-term injuries from sports. Children may not be mature enough to know when they should stop. They may not realize that they are overdoing it. Parents and coaches should pay attention to make sure they are not practicing too hard or too long.

WORK WITH THE VIDEO

Activity A, p. 199

Answers will vary. Sample answer:

I think that universities should give money to athletes to attend college. Athletes help universities by winning important games and tournaments for them. This makes the universities more famous and attracts more students, so the schools make more money. I think that universities should use this money to help other athletes.

Activity B, p. 199

Answers will vary. Sample answer:

1. About 60,000 students attend Arizona State.
2. Ike Davis played baseball at Arizona State.
3. The average annual cost is about \$24,000.
4. Arizona State attracts top athletes by giving them scholarships and providing excellent sports facilities.
5. American universities invest in sports because they are very popular. Having successful sports teams is a good advertisement for universities and attracts the best students.

Activity C, p. 199

Answers will vary. Sample answer:

I do not think that universities should spend a lot of money on big sports facilities. The purpose of universities is to give students an education. They should spend their money on ways to help students learn better. With the money they save on stadiums, universities could build more libraries and offer students more scholarship money. That would help a much bigger number of students than a pool or a golf course would.

WRITE WHAT YOU THINK

p. 200

Answers will vary. Sample answers:

1. Athletes pay for success in different ways. For example, some sports are very expensive, and athletes have to spend a lot of money to train and compete. They can also pay physically because training regularly can cause body injuries, such as overuse injuries. Psychologically, being a competitive athlete can also be very stressful because you have to stay very focused, and you are always trying to do your best. Sometimes that stress can make athletes upset or even depressed.
2. Parents of child athletes have to spend a lot of money on equipment, coaching, and competitions. There are also extra fees, such as paying for a hotel when the child competes away from home. Physically, I think that parents can feel very tired when their child is an athlete. Athletes often train early in the morning before school, and parents also spend a lot of time taking their children from practice to school. Early mornings and lots of traveling can make the parents exhausted. Psychologically, having a child athlete can be stressful for parents because they may worry about their child getting hurt or feel upset when their child doesn't do well.

VOCABULARY SKILL

Activity A, pp. 200–201

1. afraid of
2. due
3. sure about
4. upset about
5. famous for
6. involved in
7. interested in
8. nervous about

Activity B, p. 201

Answers will vary.

WRITING SKILL

PART 1

Activity A, pp. 202–204

1. Circled: Some parents, however, believe that competitive soccer is too dangerous. They worry about their children getting a serious injury, so they decide to put them in a less aggressive team sport like basketball or baseball.
Underlined: If children aren't allowed to join competitive soccer leagues, I believe they will miss out on very important advantages of playing this wonderful sport.
2. Reason 1: Playing competitive soccer keeps children in good shape.
Reason 2: Being a competitive soccer player teaches children the importance of teamwork.
Reason 3: Competitive soccer is one of the best ways for children to learn about discipline.

3. Circled: There are still parents out there who will not put their children in competitive soccer because of the risk of injury.

Underlined: However, I believe this wonderful sport actually has many advantages over other sports.

4. The writer suggests that parents monitor their children to help avoid injury, probably to show that it is the parents' responsibility.

Activity B, p. 204

Answers will vary. Sample answer:

I agree with the writer that competitive soccer is good for children. First, it keeps children active. I think children today spend too much time on their phones and computers, and they don't get enough exercise. When they play soccer, they spend a lot of time outside and strengthen their bodies. Also, competitive soccer teaches children important lessons about winning and losing. They will learn to accept losing as a natural part of the game. I think this will help them when they become older. It is important to be a good winner, but it is equally important not to be a sore loser. Winning and losing are both a part of real life.

Activity C, pp. 204–205

1. Circled: This is because many parents believe good coaches will give their children the opportunity to compete in the Olympics one day, and it is worth the sacrifice.
2. Underlined: However, I believe sending athletes away from home so young is not the right choice.
3. Circled: First of all, parents should not let their children leave home to train because they lose precious time with them.
4. between kindergarten and college
5. Example 1: not able to read together every night
Example 2: not able to go shopping together whenever they want
Example 3: missing birthdays
Example 4: missing out on the first day at a new school

6. Answers will vary. Sample answer:

I think the writer's first reason is convincing because it is true that children grow up very fast. Parents don't get a second chance to raise their children. If they are not with their children as they grow up, they will miss a lot of important moments in their lives that they will never get back.

Activity D, p. 205

Answers will vary. Sample answer:

For example, children won't have their parents there to help them with homework. Their parents also won't be around when the children have problems at school. The parents won't be able to visit their teachers. They won't be able to give their children a hug when they have a problem at school like a low test grade or an argument with another classmate.

Activity E, pp. 205–206

1. Circled: Many parents think letting their child athlete train far away from home is a good idea because it will help them compete in the Olympics one day.
2. Underlined: I think parents will regret their decision later on because they will have missed out on important days and events in their children's lives, as well as moments when their children really needed them by their side.
3. Parents could be wasting their money if they send their children away to train because most children won't become Olympic athletes.

4. The author predicts that letting child athletes leave home to train could negatively affect their lives and their parents' lives.
5. I disagree with the author's prediction. Parents can still be an important part of their children's lives even if they live away from home. They can talk every day on the phone or over the Internet and still have a close relationship. / I agree with the author's prediction because children really need their parents close to them. Children are too young to make the right decisions all the time. They need their parents' guidance. Also, I think parents will regret missing out on such an important time in their child's life.

GRAMMAR

Activity A, p. 207

1. F, possible correction: When athletes feel pain, they should stop and listen to their bodies.
2. S
3. F, possible correction: Because there are more children in competitive sports, more children are getting injured.
4. S
5. F, possible correction: Although baseball looks easy to play, it is difficult to master.

Activity B, p. 207

When I was young, I was a very shy person.

It was difficult for me to speak with people because I was so shy.

Although I was nervous at first, I really enjoyed working with my teammates.

We supported each other when we played together against other schools.

Although we don't see each other anymore, we are still good friends.

