

THIRD EDITION

4



# **Skills for Success**

LISTENING AND SPEAKING

Lawrence Lawson

**Teacher's Handbook**  
WITH TEACHER ACCESS CARD

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## Critical Thinking Foundations: Implications for the Language Classroom

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Special Interest Group

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

### What is Critical Thinking?

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

### What are Higher-Order Thinking Skills?

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

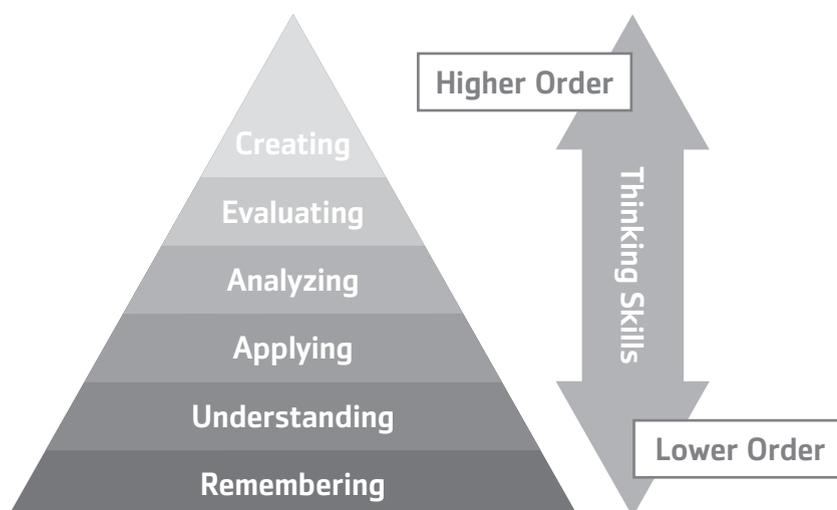


Fig. 1: Bloom's Revised Taxonomy

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

## Analyzing

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

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

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

## Evaluating

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

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

## Creating

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

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

## Conclusion

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

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## TIPS

### Critical Thinking tips for Q Third Edition

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

#### 1 Change the terms of an activity

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

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

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

#### 2 Get online

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

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

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

#### 3 Expand into deeper critical thinking skills

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

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

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



## Making Assessment Effective

Elaine Boyd Q Series Consultant, Assessment

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

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

### Testing principle 1: Validity

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

### Testing principle 2: Reliability

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

## Testing principle 3: Fairness

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

### Effective feedback

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

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## TIPS

### Assessment tips for Q Third Edition

#### **1 Make sure students know what is expected of them**

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

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

#### **2 Give feedback as soon as possible after the test**

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

#### **3 Use the student reflection worksheet**

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

#### **4 Use the expanded answer key effectively**

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



## Using Video in Language Learning

Tamara Jones Q Third Edition Author

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

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

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

### The Benefits of Using Video in Language Learning

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

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

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

### Using Authentic Videos

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

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

## Using Teaching Videos

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

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

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

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



## TIPS

### Video tips for Q Third Edition

#### 1 Prepare

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

#### 2 It's not just for listening

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

#### 3 Use the transcript

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

#### 4 Flip the classroom

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



## To go online or not to go online?

Chantal Hemmi

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

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

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

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

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

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

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

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

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

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## TIPS

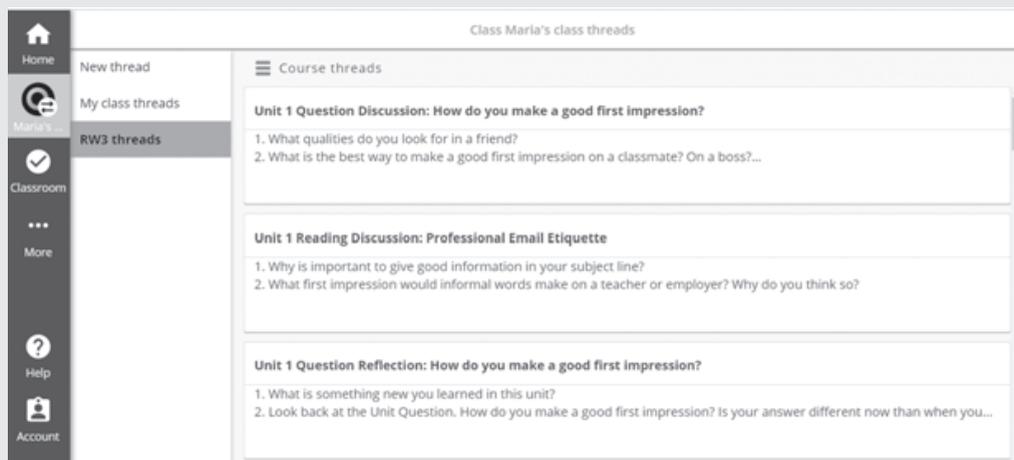
### Blended learning tips for iQ Online

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

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

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

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



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

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

#### 4 The end product: the writing assignment

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

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



# Using Communicative Grammar Activities Successfully in the Language Classroom

Nancy Schoenfeld

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

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

## Sequencing

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

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

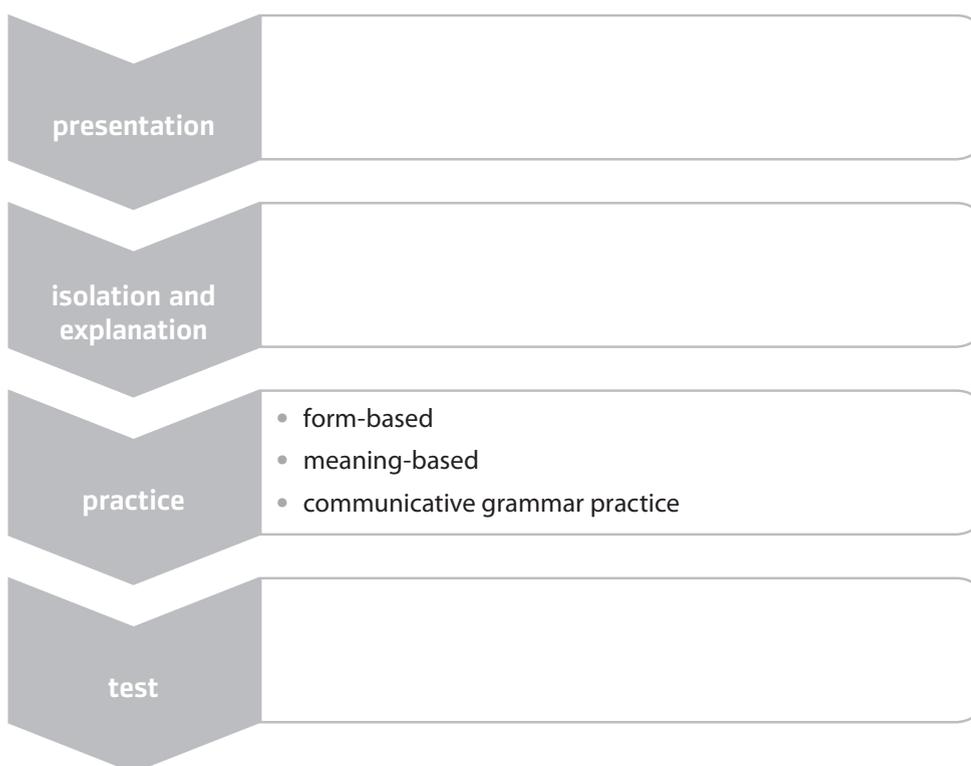


Fig. 1 Sequencing grammar lessons (Ur, 1988)

## Modeling

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

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

## Observing

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

## Being persistent

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

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

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## TIPS

### Communicative grammar tips for Q Third Edition

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

#### 1 Form-based practice

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

Directions: Insert a comma where necessary.

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

#### 2 Meaning-based practice

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

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

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

#### 3 Communicative activity

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

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

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

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



## Vocabulary in your students' writing: the Bottom Line

Cheryl Boyd Zimmerman Q Series Consultant, Vocabulary

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

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

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



### Pre-writing

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

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

#### Brainstorming:

- Students read the writing prompt or a short passage about the topic, and identify 1–2 words that stand out as central to the topic. For each one, students generate as many related words in 5–10 minutes without censoring themselves.
- Pairs or small groups compare lists, and explain their choices, keeping the topic and genre in mind. Encourage students to share words and add to their lists.

## Freewriting:

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

## Paragraph Analyses:

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

- Which everyday words are used here?
- Which academic words are used here? (See examples at [oxfordlearnersdictionaries.com/wordlists/opal](http://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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Rost, Michael (2005). Research in Second Language Processes and Development. In Eli Hinkel (Ed). *Handbook of Research on Second Language Learning and Teaching*, Part IV. , Chapter 35: L2 Listening, Routledge.



## TIPS

### Note-taking tips for Q Third Edition

#### 1 Foster a welcoming environment for critical thinking

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

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

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

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

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

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

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

**WORK WITH THE LISTENING**

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

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

Sudden Wealth	
Positive effects	Negative effects

#### 5 Provide feedback and follow-up activities after a listening

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



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

### Needs assessment

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

### Improving vocabulary and grammar

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

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

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## TIPS

### Academic writing tips for Q Third Edition

#### 1 Use prewriting activities to generate ideas

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

#### 2 Model different kinds of texts

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

#### 3 Analyze good examples

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

#### 4 Teach grammar in context

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

#### 5 Encourage strategic learning

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

##### WRITING TIP

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

## Using the Online Discussion Board

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

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

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

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

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

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

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

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

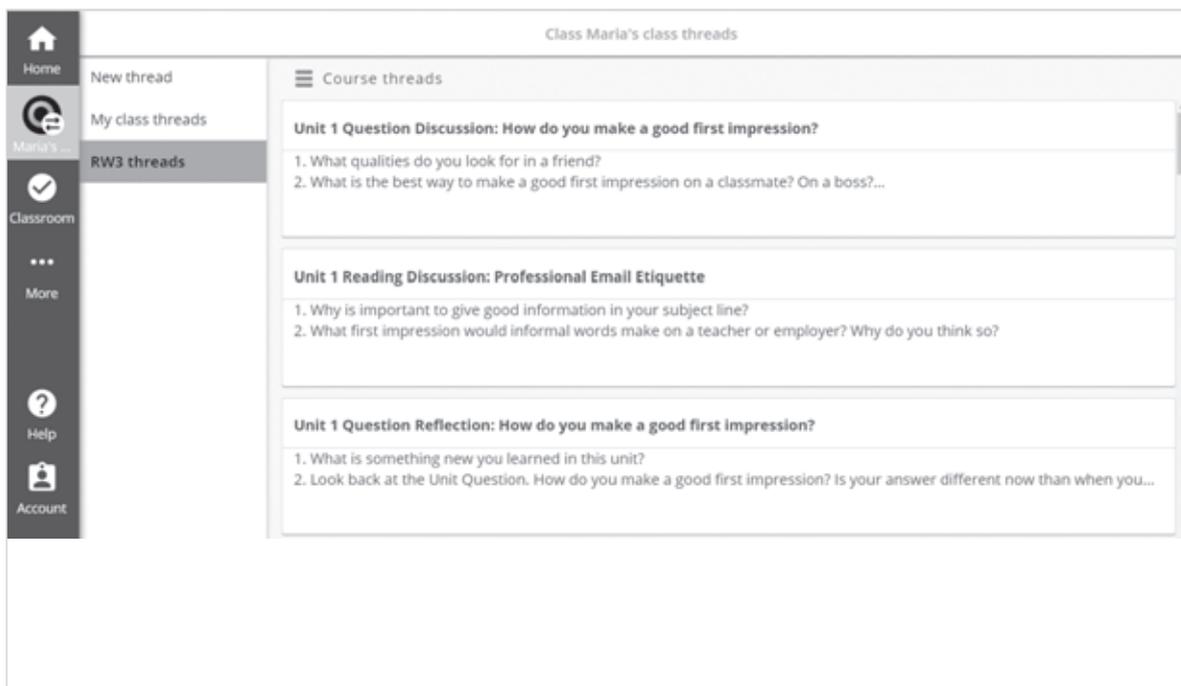


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

## Benefits

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

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

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

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

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

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

### Considerations for the Teacher

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

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

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

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

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

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

**Unit Question: What makes food attractive?**

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

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

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

Teachers should plan to address the following elements:

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

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

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

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

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

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

## Conclusions

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

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

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

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## Teaching Notes

### Objectives

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

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

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

In the context of your listening/speaking class, the teacher should determine the scope

and depth of the Discussion Board activity. For example, the teacher may want to scale back the required length of students' responses and place less emphasis on organization, grammar, and mechanics, and focus instead on the development and sharing of ideas. Furthermore, responses to classmates' posts can also be optional in a listening/speaking class.

### Teacher's Pack Organization

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

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

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## Implementing the Discussion Board

### Discussion Board Content

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

questions provided, the Challenge Questions, or any other question he or she deems appropriate.

### Teaching Strategies

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

In Level 4, students can compose two basic types of posts: an initial reaction to the assigned unit questions and a response to a classmate's post. Depending on the ability level of the class, the teacher can also assign the optional Challenge Question. In addition to the initial post to a Challenge Question, the teacher can decide to assign replies to Challenge Question posts.

The structure of both types of posts should follow similar structure in that they should have a brief introduction, body with support (approximately 2 paragraphs), and a brief conclusion. A strong post contains about 300 words; clearly, this suggested length needs to be adjusted to your students' level. If you want to make the task more challenging, you can require that students refer to specific sources, such as the listening materials from the unit. The following excerpt shows an example of how to structure this kind of source support:

*One example of a natural disaster worsened by climate change is drought. I learned from our unit lecture "Southern California Is Drying Up," that this state has had a serious drought problem; it has not rained very much in some parts of the state for over three years.*

If you choose to have students respond to a classmate's post, remind them that it is critical

to present specific ideas in support of their main points. This means that the student's reply is directly connected to the ideas in the classmate's post, and this connection needs to be made explicit through reference to the original writer's words. For example, you can encourage students to use reporting signals, such as "You describe ..."; "Your example of ... is ..."; or "You also refer to ... ." You can provide other examples as appropriate.

Rubrics have been included to help grade the student's posts and their replies to a classmate's post. It is important that students write an effective response that includes a variety of sentence structures used correctly and uses formal language. It is important that students use the Discussion Board to express themselves, and do so in a way that is appropriate for the classroom context.

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

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## Classroom Instruction

### Prior to First Post: Example Discussion Board Post Worksheet

Included in the student materials are instruction on the use of the Discussion Board as well as a two part student worksheet on how to write good posts. In Part One, "Responding to a Unit Discussion Question," there is an example of a discussion board post that you can review with students to discover the structure and content of an effective post and to see how the instructor will apply the evaluation rubrics. In Part Two, "Responding to a Classmate's Post," there is an example of a student's response to the classmate's post from Part One. The example response models the structure and the language that are appropriate for responding to other students' posts.

Be sure to review the instructions on how to post to the Discussion Board. Use the page entitled "Posting to the Discussion Board: Student Instructions." Follow up with a test post to ensure that all students know how to use the tool properly.

### Part One: Responding to a Discussion Question

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

that they discussed in an assignment outside of class.

2. Distribute the student worksheet, "Example Discussion Board Post," to students. Tell them that they are going to learn how to write on a

discussion board online and share information with their classmates and instructor when they are not in the classroom.

3. Review the sample Unit Question Discussion. Start with the unit academic subject area, Climate and Environment. Then, review the Unit Question and the Unit Question Discussion questions with students. Point out that, in addition to the overall Unit Question, there are two other questions that the students should address. Note that this is only an example unit and does not appear in the book.
4. Have students read the example post and answer worksheet questions 1 through 5. Have students compare their responses with a partner before checking answers with the whole class. If possible, project the post on the classroom screen, and highlight the relevant parts as you identify and discuss them with the class.
5. Review the discussion board rubric with students in task 6 of the worksheet. Have students apply the rubric to the example post and try to explain why they would give a certain rating in each category.
6. In the last task on the worksheet, the "Follow-up" task, have students brainstorm, in groups or pairs, ideas for responding to a new example question. Debrief with the whole class and check that students understand the process.
7. *Optional:* Review instructions on how to post a response to a classmate's post. Use the page entitled "Student Instructions: Posting to the Discussion Board."

### **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 Listening Discussion and the Unit Question Reflection.

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

### **Part Two: Example Response Worksheet (optional)**

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 major techniques that students can use in a response task could include "agreeing/disagreeing" with ideas in the original post or "making connections" between ideas in the original post and own knowledge/experience. Other useful points to consider include:

- Using formal and polite language
  - Avoiding judgments – both positive and negative, especially if these judgment are forced on the writer and not his/her ideas
  - Providing support for a response by referring to specific points from the classmate's post and/or adding own examples as evidence (for example, if agreeing or disagreeing, note the specific ideas of agreement or disagreement, accompanied by explanation)
1. Distribute Part Two of the example Discussion Board worksheet, "Responding to a Classmate's Post," to students. Tell them that they are going to learn how to respond appropriately to a classmate's writing.
  2. Have students quickly review the original example discussion board post in Part One.
  3. Have students read the example response and answer worksheet questions 1 through 5. Have students compare their responses with a partner before checking answers with the whole class. If possible, project the post on the classroom screen, and highlight the relevant parts as you identify and discuss them with the class.
  4. Review the discussion board rubric with students in task 6 of the worksheet. Have

students apply the rubric to the example response and try to explain why they would give a certain rating in each category.

5. In the last task on the worksheet, the “Follow-up” task, have students brainstorm, in groups or pairs, ideas for another response. Debrief with the whole class and check that students understand the process.
6. *Optional:* Review instructions on how to post a response to a classmate’s post. Use the page entitled “Student Instructions: Posting to the Discussion Board.”

### Assigning the First Response to a Classmate’s Post (optional)

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 Listening Discussion and the Unit Question Reflection.
4. *Optional:* At the end of each unit, the teacher can assign the Challenge Question. Follow the same process as for the other assignments. See the complete list of Challenge Questions for all units.

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## Discussion Board Instructions

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

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

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

### Logging in to the Discussion Board

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

### Responding to a Classmate’s Post

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

### Creating a New Discussion Topic

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

1. Choose New Thread.

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

### **Deleting a Post**

As the instructor, only you have the ability to delete threads and individual replies, including entire Discussions. However, before you click Delete, be certain that you want to perform this action as it cannot be undone.

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

### **Suggestions for Using the Discussion Board Assignments**

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

## Rubric: Response to Discussion Board Prompt

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

**0** = Not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post includes a clear introduction, body, and conclusion.				
The post answers the question(s) clearly and completely.				
The post has relevant and specific explanations and examples.				
The supporting explanations and examples are sufficient.				
The post shows careful thinking about the topic.				
The post uses a variety of sentence structures correctly.				
The post includes appropriate grammar for the topic.				
The post includes appropriate vocabulary for the unit.				
The overall length of the post is appropriate.				
The post includes formal and polite language.				
<i>Optional:</i> The post includes references to one or more sources as support.				

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 includes a clear introduction, body, and conclusion.				
The response uses clear and specific ideas from the classmate's post.				
The response shows careful thinking about the classmate's ideas.				
The response includes one or more of the following: agreement/ disagreement/ example from personal experience.				
The supporting explanations and examples are sufficient.				
The response uses a variety of sentence structures correctly.				
The response includes appropriate grammar for the topic.				
The response includes appropriate vocabulary for the topic.				
The response includes formal and polite language.				

Total points: \_\_\_\_\_ out of \_\_\_\_\_

Comments:

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## Challenge Questions

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

### Unit 1: Business

**Unit Question:** *What makes a good leader?*

The listenings in the unit address the qualities that contribute to good leadership. What about the other people in an organization, such as in a small business or in a department of a large company? What should people do to support their leaders? How could their actions support or undermine an organization's leadership?

### Unit 2: Behavioral Science

**Unit Question:** *How does appearance affect our success?*

Should people or products be judged by their appearances? To what extent do you agree with the saying "you can't judge a book by its cover"? This expression refers to the idea that people shouldn't judge something based just on what they see at first. Explain your answer.

### Unit 3: Developmental Psychology

**Unit Question:** *What skills make someone an adult?*

What happens if children take on the responsibilities of adulthood too early in life? How about when people in their 20s and 30s fail to take on the responsibilities of adulthood? At what age should a person be considered an adult? Explain your answer.

### Unit 4: Science

**Unit Question:** *How do the laws of science affect our lives?*

How important is it for people to know the laws of science or important scientific theories? Should everyone who graduates from high school or a college/university have a high level of scientific knowledge? Why or why not?

### Unit 5: Nutritional Science

**Unit Question:** *How has science changed the food we eat?*

Today's application of nutritional science is increasingly concerned with making foods look better, last longer, taste better, and grow in all kinds of conditions. Our grandparents had no access to such science and such foods, yet they managed to have and preserve a balanced diet of food that followed the seasons. What might be some advantages and disadvantages of returning to these practices?

### Unit 6: Education

**Unit Question:** *Is one road to success better than another?*

How should people be supported on their road to success? Who should help people on their road to success? Is becoming successful up to individuals or should society play a role in ensuring all of its members reach their full potential? Explain your answer.

### Unit 7: Anthropology

**Unit Question:** *How can accidental discoveries affect our lives?*

What role has serendipity played in your education? Has something interesting or beneficial ever happened by accident while you were studying? Explain what happened and how it positively changed something for you.

### Unit 8: Engineering

**Unit Question:** *What are the consequences of progress?*

What is your definition of progress? According to your definition, to what extent has the world progressed over the past 50 years? Explain your answer with examples.

---

## Unit Specific Notes

### Unit 4: Science

**Challenge Question:** *How important is it for people to know the laws of science or important scientific theories? Should everyone who graduates from high school or a college/university have a high level of scientific knowledge? Why or why not?*

Before students decide the importance of having a high level of scientific knowledge, work with them to brainstorm a list of scientific laws or important scientific theories that they think people should know. Examples might include Newton's Laws of Motion, the Universal Law of Gravitation, or the Laws of Thermodynamics.

### Unit 5: Nutritional Science

**Challenge Question:** *Today's application of food science is increasingly concerned with making foods look better, last longer, taste better, and grow in all kinds of conditions. Our grandparents had no access to such science and such foods, yet they managed to have and preserve a balanced diet of food that followed the seasons. What might be some advantages and disadvantages of returning to these practices?*

Brainstorm some examples with students: food canning, freezing, or drying.

### Unit 7: Anthropology

**Challenge Question:** *What role has serendipity played in your education? Has something interesting or beneficial ever happened by accident while you were studying? Explain what happened and how it positively changed something for you.*

Give students an example, such as in the following: When attempting to handle a large class reading load in a foreign language, a student who was in the habit of looking up all unknown words in the dictionary is forced to drop that strategy because of time constraints, and she discovers that she can actually understand the reading without constantly checking the dictionary.

### Unit 8: Engineering

**Challenge Question:** *What is your definition of progress? According to your definition, to what extent has the world progressed over the past 50 years? Explain your answer with examples.*

To help students develop a definition of progress, they can brainstorm some of the essential characteristics of progress and some examples of progress. They can also think of some examples that represent a lack of progress. Once students have come up with their own definitions, they can look up the definition of progress in the dictionary and compare their definitions with the dictionary definition. The Oxford Advanced American Dictionary defines progress as "the process of improving or developing, or of getting nearer to achieving or completing something."



### 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 4 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.

**Part One: Responding to a Discussion Question**

**Directions:** Read the questions and the discussion board post. After that, answer the questions about the post. Write a well-developed response, including a brief opening, properly structured body paragraphs, and a brief closing. Follow your teacher's specific instructions.

**Example Unit: Climate and Environment**

**Unit Question Discussion:** How does climate change affect natural disasters?

1. Many scientists argue that climate change is causing more severe and more frequent weather-related natural disasters. What are some examples of such natural disasters?
2. What might be some consequences of these examples?

<sup>1</sup> There are many types of natural disasters that happen all over the world, but some that are likely connected to climate change include hurricanes and floods.

<sup>2</sup> One example of a natural disaster worsened by climate change is hurricanes. It seems that in the past few years, there have been many more hurricanes in the Atlantic Ocean and typhoons in the Pacific Ocean than in the past; moreover, those hurricanes and typhoons seem to be more severe, causing more problems for a larger number of people. In addition to the destruction of homes and businesses, people may not have power for long periods of time, and the government has to spend great amounts of money to clean up and repair all the damage, especially in cities along coastlines.

<sup>3</sup> In addition to hurricanes, another type of natural disaster that appears to be affected by climate change is floods. Floods are often caused by heavy rainfall or by hurricanes. For example, my classmate from Indonesia told me that his country has had major flooding in the recent past. He said that those floods not only bring high water levels but also mudslides, which often completely destroy small villages. He mentioned that one of the biggest problems is with public transportation. Trains and busses cannot run, and because people in big cities depend on public transportation for all their needs, those shutdowns cause chaos and economic losses.

<sup>4</sup> Even though hurricanes and floods can occur for other reasons, one obvious cause is change in our global climate. People do not pay attention to rising costs in energy, but perhaps they can become more aware of this growing problem if their house is destroyed by an enormous hurricane that is caused by rising temperatures in the oceans.

1. How many major parts does this post include, and what is the purpose of each part?  
(Compare the post to the basic structure of an essay.).
  - a. What is the purpose of paragraph 1?
  - b. What is the purpose of paragraphs 2 through 3?
  - c. What is the purpose of paragraph 4?  
Has the writer answered the questions that are in the prompt?
2. In paragraphs 2 and 3, number each example of a natural disaster caused by climate change. How many examples did you find?
3. Go back and underline the details that explain these examples in these paragraphs; then, double-underline the consequences of each natural disaster.
4. Reread the first paragraph, and circle the words that tell you what the body paragraphs will focus on; then, go to the final paragraph and see if you find the same points.
5. What is the purpose of the last sentence?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

6. 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 includes a clear introduction, body, and conclusion.				
The post answers the question(s) clearly and completely.				
The post has relevant and specific explanations and examples.				
The supporting explanations and examples are sufficient.				
The post shows careful thinking about the topic.				
The post uses a variety of sentence structures correctly.				
The post includes appropriate grammar for the topic.				
The post includes appropriate vocabulary for the unit.				
The overall length of the post is appropriate.				
The post includes formal and polite language.				
<i>Optional:</i> The post includes references to one or more sources as support.				

Total points: \_\_\_\_\_ out of \_\_\_\_\_

**Follow-up:**

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

1. What consequences of climate change have you noticed in your country?
2. Explain why you think these consequences result from climate change?

## 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

<sup>1</sup> Andres, you mention some interesting ideas in your post. You describe two common examples of natural disasters that you believe are becoming more frequent and that you feel may be caused by climate change.

<sup>2</sup> Your example of increased floods is especially meaningful to me because this is a type of disaster that my country, China, faces nearly every year. The southern region of China experiences floods for different reasons, but many scientists believe that climate change is a major factor in the frequency of the floods. I can certainly say that during my lifetime, there have been more floods than during my parents' lifetimes.

<sup>3</sup> Although I can relate to the first example in your post, I'm not sure I completely agree with your second example. You state that an increase in the number of hurricanes is related to climate change. However, I have read that many experts are not convinced of a direct connection. They observe that, unlike with other effects of climate change, hurricane patterns have varied a great deal over history; in some years, there are a lot of hurricanes or typhoons, but in other years, there are only a few.

<sup>4</sup> It is clear that climate change is playing a major role in many areas of our lives, not just in weather, but it is also clear that we need much more research on these events. I think that it is most important for us to understand our role in changing the climate and take serious steps toward changing our behavior.

1. How many major parts does this response include, and what is the purpose of each part? (Compare the response to the basic structure of an essay.).
  - a. What is the purpose of paragraph 1?
  - b. What is the purpose of paragraphs 2 through 3?
  - c. What is the purpose of paragraph 4?
2. Look at the sentences in paragraph 1.
  - a. What is the purpose of those sentences?
  - b. Why does the writer start in this way?
3. Look through the response and identify one or more specific ideas that come from the original writer's post. Underline those ideas, and label them A, B, etc. How many ideas did you find?
4. How does the writer respond to the classmate's post? Review the following techniques. Then, reread paragraphs 2 and 3, and do the following: write the number of the paragraph next to the technique that the writer used in the response; if you do not find an example of a technique, write "X".
  - 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.
5. Find three examples of formal and polite language that the writer uses in the response.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

6. 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.

<b>Writing a Discussion Board Response</b>	<b>20 points</b>	<b>15 points</b>	<b>10 points</b>	<b>0 points</b>
The response includes a clear introduction, body, and conclusion.				
The response uses clear and specific ideas from the classmate's post.				
The response shows careful thinking about the classmate's ideas.				
The response includes one or more of the following: agreement/ disagreement/ example from personal experience.				
The supporting explanations and examples are sufficient.				
The response uses a variety of sentence structures correctly.				
The response includes appropriate grammar for the topic.				
The response includes appropriate vocabulary for the topic.				
The response includes formal and polite language.				

Total points: \_\_\_\_\_ out of \_\_\_\_\_

**Follow-up:**

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

## Teaching Notes

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

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### Background Note

#### UNIT OPENER pages 2–3

The large picture shows Dirk Kaftan conducting the Beethoven Orchestra Bonn at the Musik-Institut, Koblenz, Germany. Even though each musician has music to follow, a conductor is an essential element of a successful orchestra. Because musicians on one side of the stage can't hear what the musicians on the other side are doing, it's important for the conductor to be in the middle, leading the orchestra and ensuring the individual musicians play well together. A conductor has the "big picture" of the music.

### Expansion Activity 1

#### UNIT QUESTION page 3

1. Introduce the Unit Question: *What makes a good leader?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What is power? Have you ever had power before? If so, how did it affect you? What did you do well? What could you have done better?*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. Make a group list that incorporates the most common answers. Post the list so students can refer back to it later in the unit.

### Background Note

#### LISTENING 1 page 5

Developing leadership skills among workers is an idea that is increasingly catching on as the workplace changes. In the past, the traditional way of getting ahead at work was to stay in one company for a long time, steadily earning promotions. However, nowadays, people tend to work in several different companies and leapfrog their way up to positions of power. In the historic "corporate ladder" model, leadership skills might have only been developed by people who were in the running for a promotion within a company, but these days more people are interested in developing leadership skills that may benefit their future careers beyond their current employer. Therefore, employees often appreciate the opportunity to develop so they can have more opportunities, and a robust leadership development program can therefore attract workers to a company.

### Multilevel Option 1

#### LISTENING 1: Leadership Isn't Just for the Boss

##### F. VOCABULARY page 8

1. Write the vocabulary words from the box on the board. Ask: *What words do you already know? What do those words mean?*
2. Explain the meaning of any new words and provide examples of the words in context.
3. Model pronunciation of the vocabulary words. Have students repeat.
4. Put students in pairs and have them complete the activity.
5. Ask volunteers to read the completed sentences. Correct any errors as a class.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *Parents have a lot of **responsibility**—they have to care for their children, make enough money to support their families, and help their children learn good behavior. / Did you watch the Real Madrid **versus** Manchester United game yesterday?*

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

### Background Note

#### LISTENING 2 page 11

The Center for Creative Leadership (CCL) is a nonprofit, global organization that focuses on leadership education and research. Their mission is to understand, practice, and develop leadership for the benefit of individuals and organizations around the world.

CCL defines creative leadership as "the capacity to think and act beyond the boundaries that limit our effectiveness." Some of their key beliefs are that leaders are made, not born, and that they can adapt and change. The group also believes that effective leaders are those that have strong interpersonal skills, are self-aware, and are capable of personal reflection.

### Multilevel Option 2

#### LISTENING 2: Myths of Effective Leadership

##### B. VOCABULARY page 11

1. Ask students to read the words in the box. As students look up unknown words in the dictionary, circulate to answer any questions about meaning and provide examples of the words in context. Model the pronunciation of each word and have students repeat.

- Write the vocabulary words on the board in two or three columns. Each column should include all the words. Divide the class into as many teams as there are columns and line up each team at an equal distance from the board.
- Divide the class into as many groups as there are columns and line each group up at an equal distance from the board, in front of one of the columns.
- Read one of the definitions. When you do, the first student in line from each group should “slap” the correct word. Make sure the word remains clear on the board after students have “slapped” it. Repeat for all of the vocabulary words.

#### MULTILEVEL OPTION

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

### Expansion Activity 2

#### WORK WITH THE VIDEO page 16

- After students have completed activities A–C on page 16, tell them to think about a big mistake they have made. Encourage them to think about what happened step by step, just as John Donahoe did in the video.
- Hand out roughly eight strips of paper to each student. Have them write the main points of the story of their mistake on the strips of paper. Tell them they do not need to use every strip or they can have more strips if needed.
- Tell students to shuffle their strips of paper and then give their strips to a partner. As students tell their story to a partner, have the partner listen to the story and put the papers into the correct chronological order.
- Encourage the students to check their partner’s ordering of the strips. Then have the partners switch roles.

### Vocabulary Skill Note

#### UNDERSTANDING MEANING FROM CONTEXT page 17

- Read the title of the Vocabulary Skill. Explain: *You can use the context of a sentence or paragraph to figure out what an unfamiliar word or phrase means.*
- Read the first paragraph and example sentence. Write the sentence on the board. Elicit from students any context clues to the meaning of the phrase *tossed and turned* and circle them. Then have a volunteer read the next paragraph.
- Check comprehension: *What can you do to figure out the meaning of a word you don’t know? Should you look at just one sentence every time? Why or why not?*

#### Skill Note

As students learn new vocabulary words, have them look at the example sentences provided with the

definitions in the dictionary. Some entries will have several different example sentences to show the different meanings of a word. These sentences will provide context and help students better understand what the word means.

### Multilevel Option 3

#### C. CREATE page 18

- Have students complete the activity individually and then read their sentences to a partner.
- Ask a few volunteers to share their sentences with the class.

#### MULTILEVEL OPTION

Have lower-level students work in pairs to write their sentences together. Ask higher-level students to write more than five sentences.

### Grammar Note

#### GERUNDS AND INFINITIVES page 19

- Read the title of the Grammar Skill. Ask students to raise their hands if they are familiar with either term. Elicit some examples if a sufficient number of students raise their hands.
- Read the skill box text as students follow along in their books.
- Check comprehension: *Where can you find a gerund? Where can you find an infinitive? What are some verbs that might signal the use of a gerund? What are some verbs that might signal the use of an infinitive?*

#### Skill Note

Students may be curious about when to use a gerund and when to use an infinitive, so it might be useful to come to this lesson prepared with a list of verbs that precede each. (You can usually find a list like this by doing a quick Google search.) Encouraging students to memorize a few verbs from the list that they use often will help to make their use of gerunds and infinitives more natural and fluent in their conversations.

### Pronunciation Note

#### SYLLABLE STRESS page 21

- Write a few words on the board (e.g., *English, discuss, recommend, effectively*). Ask students to determine how many syllables are in each word. Then elicit which syllable receives primary stress and mark it.
- Go over the information in the skill box and play the audio clips when necessary.
- Check comprehension by asking questions: *Which syllable is stressed in negotiate? (go) How does the stressed syllable sound different? (The vowel sound in the stressed syllable is pronounced more clearly, louder, longer and at a higher pitch.) When you learn a new word, what should you do? (Learn the stress pattern of the word.)*

### Skill Note

There are a number of nouns that are also verbs that have different stress patterns (e.g., a *conflict* vs. to *conflict*; a *record* vs. to *record*). In two-syllable words, often the noun is stressed on the first syllable while the verb is stressed on the second syllable. Examples of words that fit this pattern are *address*, *contrast*, *present*, and *project*.

### Expansion Activity 3

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#### A. IDENTIFY page 21

1. Play the audio. Direct students to circle the stressed syllable as they listen to the words.
2. Put students in pairs to check their answers.
3. Elicit the answers from volunteers.

#### 21<sup>ST</sup> CENTURY SKILLS EXPANSION

In the workplace, students will need to communicate clearly with colleagues as well as superiors. Part of clear, effective communication involves syllable stress. Explain to students that errors in syllable stress may actually cause comprehension problems for the listener. As students learn new vocabulary words, ensure that they can stress them correctly. Do not assume that by simply hearing the correct stress students will be able to produce it.

# Unit Assignment Rubrics

## Unit 1 Business

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit Assignment:** Give a presentation on how to be an effective leader.

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

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

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

**0 points** = Presentation element was not successful.

Give a Presentation on How to Be an Effective Leader	20 points	15 points	10 points	0 points
Student spoke clearly and at a good speed about how to be an effective leader.				
Student understood the meaning from the context.				
Student used vocabulary words from the unit.				
Student used questions or phrases to check for understanding.				
Student used correct syllable stress.				

**Total points:** \_\_\_\_\_

Comments:

### Background Note

#### UNIT OPENER pages 26–27

The photo shows a workspace at Facebook, Inc. in California, US. Many companies are increasingly considering the design of their workspaces as a way of attracting employees. According to researchers, the office environment is very important to workers. People believe that an innovative space encourages employee motivation. They consider elements like natural light, reconfigurable furniture, artwork, collaborative spaces, bold colors, and rest areas to be very important.

### Expansion Activity 1

#### UNIT QUESTION page 27

1. Introduce the Unit Question: *How does appearance affect our success?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Think of successful people you know. How would you describe their appearance? How does your appearance affect what people think about you?*
2. Label four pieces of poster paper with four possible answers to the Unit Question (e.g., *Messy people are not successful. Organized people are successful. Appearance does not affect success. Messy people can become successful despite their appearance.*). Place each piece of paper in a different corner of the room.
3. Ask students to read and consider the Unit Question for a moment and then to stand in the corner next to the poster that best represents their answer to the question. If students stand by only one or two answers, have them select a second choice to spread the students out a little.
4. Direct the groups in each corner to talk among themselves about the reasons for their answers. Tell them to choose a secretary to record their ideas on the poster paper.
5. Call on volunteers from each corner to share their opinions with the class.
6. Keep the posters for students to refer back to at the end of the unit.

### Background Note

#### LISTENING 1 page 28

Scientists have long understood that a little disorder can actually make systems more effective. Co-authors Abrahamson and Freedman show that moderately messy systems use resources more efficiently. Most people are offended by mess and disorder. They feel guilty over messes they can't avoid. The listening uncovers all the ways messiness can trump neatness with an array of true stories and case studies.

### Multilevel Option 1

#### LISTENING 1: A Perfect Mess

#### F. VOCABULARY page 30

1. Direct students to read each sentence and use context clues to guess the meaning of the bold word before they circle the correct definition.
2. Put students in pairs to compare answers. Elicit the answers from volunteers. Read each vocabulary word and have students repeat. Listen for correct syllable stress.
3. Ask questions to help students connect with the vocabulary: *Does an **open-minded** person like new things? What would make your semester **turn out** the way you want it to? Are you the type of person that likes **chaos**? Explain.*

#### MULTILEVEL OPTION

Pair higher-level students and ask them to write questions, similar to those found in question 3 above, using the vocabulary. Then pair lower- and higher-level students and have the higher-level students interview their lower-level partners with the questions.

### Multilevel Option 2

#### SAY WHAT YOU THINK page 33

#### A. CATEGORIZE

1. Have a student read the directions aloud. Then preview the chart to ensure students understand how to fill it out.
2. Play the audio and direct students to complete the chart. Replay the audio if students need to hear it again.
3. Have students complete Activity B Evaluate on page 34 before going over the information in the chart.

#### MULTILEVEL OPTION

To support lower-level students, as you play the audio, stop after each strategy is discussed to allow them to complete their notes. Alternatively, play the audio once, and have students first write the strategies in the chart. Then play the audio again, stopping after each section as students fill in the details.

### Expansion Activity 2

#### SAY WHAT YOU THINK page 33

1. Have each student choose either Question 1, 2, or 3 from the Say What You Think activity. Direct them to write five to seven sentences in response, giving their opinion with reasons. Tell them not to write their name at the top.
2. Collect the answers and redistribute them to the class. Have students respond to the answer they have received by agreeing or disagreeing and noting

their reasons. Collect and redistribute once more and ask students to respond again.

3. After students do this several times, have students return the paper to a pile. Each student should find their original response and read how others responded to them.

## Listening Skill Note

### IDENTIFYING DETAILS page 33

1. Go over the information in the skill box.
2. Check comprehension. Ask: *What makes a detail important? What questions should you ask yourself as you listen?*

### Skill Note

Listening for details is often hard for language learners, who may capture the main idea of something said but miss the smaller points. Graphic organizers such as charts or webs can help students note details as they listen.

## Background Note

### LISTENING 2 page 35

It's been long understood that color affects our mood, so it's not surprising that advertisers would want to tap into this. They often rely on research done in the field of color psychology, which is the study of how colors influence emotions and human behavior. These psychologists have found that color is the main reason 85% to 90% of consumers give for choosing what they buy.

## Multilevel Option 3

### LISTENING 2: Color Schemes: How Colors Make You Buy

#### H. VOCABULARY pages 39–40

1. Direct students to read the words in the box. Answer any questions about meaning and provide examples of the words in context.
2. Read each word and have students repeat. Listen for correct syllable stress.
3. Ask students to complete the sentences.
4. Call on volunteers to read the sentences aloud.
5. Ask students to choose three words and write a new sentence for each word. Put students in pairs to read their sentences to each other.
6. Ask volunteers to read their sentences aloud.

#### MULTILEVEL OPTION

For the writing part of the activity, pair lower-level students and have them choose the same three words and write their sentences together. Then group lower-level pairs with other pairs to share their sentences. Have higher-level students work individually and then ask for volunteers to share their sentences with the class.

## Expansion Activity 3

### WORK WITH THE VIDEO page 41

1. After students have completed activities A–C on page 41, have them read through the benefits of being messy that were presented in the video. Write them on the board. As a class, brainstorm a few more potential benefits to having a messy work space. Add these the ideas to the list on the board.
2. Put students into pairs. Give them time to come up with several counter arguments to the benefits listed on the board.
3. As a class, encourage the students to present some of their counter arguments. Read one of the benefits aloud and ask for volunteers to supply a counter argument. For example, if you say, *According to the video, being messy saves time*, the students might respond, *But sometimes you can waste a lot of time looking for something in a messy space*.

## Vocabulary Skill Note

### USING THE DICTIONARY: words with multiple definitions page 42

1. Ask a volunteer to read the information about using the dictionary. Remind students of the lesson from Unit 1 about finding the meaning of words from context.
2. Check comprehension: *What can you do to choose the correct definition of a word? (Consider the context; determine part of speech.)*
3. Read the example sentence. Use the dictionary entry to model how to select the correct definition of the word *fade*.

### Skill Note

Often the same word can be several parts of speech. *Green*, for example, can be a noun (slang for money; an area of grass), a verb (to become environmentally friendly), and an adjective (the color). Figuring out the part of speech of a word helps students efficiently sort through definitions in the dictionary and select the correct one for the context. Online linguistic corpora and learner's dictionaries give teachers and students examples of how the same word is used as a noun, verb, or adjective. Type in one word, like *green*, into an online linguistic corpus, and you will receive hundreds of examples of that word in real sentences.

## Expansion Activity 4

### B. APPLY page 43

1. Direct students to work on their own to discover and write the definitions of the words. Have them check their answers with a partner.
2. Check answers as a class. Ask students to identify the part of speech of each bold word.

## 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Using a dictionary to find the right definition of a word often requires good analytical skills. Analysis, which is the ability to look at information with a critical eye, is a key skill students need to develop. As students progress in their education and advance in the workplace, they will need to look at more and more information, analyze its usefulness, and figure out what to do with it. The more efficient students can be at selecting information that can be useful to them, the quicker they will be able to do what they are required to do in a given situation.

### Grammar Note

#### **SUBJUNCTIVE FOR SUGGESTIONS** page 44

1. Read the text in the skill box aloud while students follow along in their books.
2. Check comprehension. Ask: *What are some examples of simple or base forms of verbs? Why would you use the subjunctive? Where does the subjunctive appear in a sentence? How do you make a negative in the subjunctive?*
3. Before moving on to the practice activities, it might be helpful to do some drilling with the verbs and expressions that can trigger the subjunctive. Call out one of the verbs or expressions from the skill box and elicit the rest of the sentence. For example, say *I recommend* and prompt students to call out the rest of the sentence, such as *that you do your homework*. Write the examples on the board to support the lower-level listeners.

### Skill Note

While some grammarians would argue that the subjunctive is disappearing from English, it is still a useful structure for students to learn. Accurate use of the subjunctive can earn students a higher grade on assignments or standardized English exams, and it allows speakers to be precise and sound intelligent. Students are often challenged by the necessity to memorize the verbs and expressions that precede the use of the subjunctive, but encouraging them to do so will make their speech more natural and fluent.

### Pronunciation Note

#### **UNSTRESSED SYLLABLES** page 46

1. Read the first paragraph in the skill box. Then play the audio. Ask for volunteers to read the sample word *appearances*. Correct pronunciation as needed.
2. Go over the remainder of the instruction in the box. Allow students to practice making the /ə/ sound.
3. Check comprehension by asking questions: *What happens to vowels in unstressed syllables? How do you make the unstressed "schwa" sound? Which kinds of vowels are long and clear?*

### Skill Note

Not only is the *schwa* the most common vowel sound in English, it is *the most common* sound in English overall. Getting the schwa correct is a matter of relaxing one's mouth—dropping one's jaw and lowering one's tongue—and then releasing a sound from the back of one's throat. The tendency is to hold the sound for a long time to understand how it sounds, but in practice, this unstressed vowel sound is very short—which can make it hard for students to hear it in everyday speech.

# Unit Assignment Rubrics

## Unit 2 Behavioral Science

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Role-play a conversation.*

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

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

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

0 points = Speaking element was not successful.

Role-play	20 points	15 points	10 points	0 points
Student spoke easily and clearly about how to help someone become better organized.				
Student supported his or her opinion with clear examples.				
Student used the subjunctive when giving advice.				
Student confirmed understanding of what their role-play partner said at least twice.				
Student pronounced unstressed syllables correctly.				

Total points: \_\_\_\_\_

Comments:

## Background Note

### UNIT OPENER pages 52–53

The photo shows a woman placing a ballot in a ballot box at a polling place. Before 1971, citizens needed to be 21 or over to vote in America. The argument for reducing this age from 21 to 18 first arose during World War II: if young people could be drafted to fight in a war, surely they should be able to vote. This same argument also applied to the Vietnam War. Congress passed the 26th Amendment to the Constitution in March of 1971, and it became law a few months later.

## Expansion Activity 1

### UNIT QUESTION page 53

1. Introduce the Unit Question: *What skills make someone an adult?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What are some adult responsibilities? What skills do people need to meet those responsibilities? What events or activities do you associate with being an adult?*
2. Read the Unit Question aloud. Point out that answers to the Unit Question can fall into categories (e.g., mental and emotional welfare skills (sleeping enough, eating healthily, etc.), professional skills, home maintenance (DIY) skills, financial skills, etc.). Give students a minute to silently consider their answers to the question.
3. Write each category at the top of a sheet of poster paper. Elicit answers to the Unit Question and make notes of the answers under the correct category. Post the lists for students to refer back to later in the unit.

## Background Note

### LISTENING 1 page 55

Adulting classes are on the rise in North America. While some schools target Millennials who have left their parents' homes like the school highlighted in Listening 1, a number of high schools are also expanding their curricula to include adulting lessons or adulting days for their senior students. High school students are increasingly requesting classes in "real life" skills, like dealing with taxes and cooking, that they can use in the real world.

## Expansion Activity 2

### SAY WHAT YOU THINK page 59

1. Tell students they are going to prepare a short presentation that teaches other students how to do an "adult" skill. As a class, brainstorm a list of skills that Millennials might need to learn based on what was presented in the listening and the video.

3. Give students time to choose one of the skills. Give them time to research and prepare a short presentation that demonstrates how to do the skill.
4. Put the students into groups of three or four and have each student present his/her skill to the group. Alternatively, have each student present to the class.

## Background Note

### LISTENING 2 page 62

As indicated in this listening text, low levels of financial literacy, particularly among young people, is a cause for concern. According to researchers, less than one third of young adults know about basic financial concepts, such as interest rates, inflation, and risk diversification. Research findings also suggest that young people who come from wealthier families are more likely to know more about personal finances than someone from a poorer background.

## Multilevel Option 1

### LISTENING 2: Financial Literacy Among Young People G. VOCABULARY pages 66–67

1. Read the directions. Read sentence 1 together. Elicit guesses from students about what *truly* means. Point out any context clues (for example, the word appears before an adjective, so it might be an adverb). Then find the correct definition.
2. Put students into groups to complete the activity. Remind them to try to guess the meaning of each bold word first, before finding the definition.
3. Check answers as a class. Then choose a few words and have pairs create one new sentence for each word.
4. Ask volunteers to write their sentences on the board. Correct as a class if necessary.

### MULTILEVEL OPTION

Pair lower- and higher-level students to write the additional sample sentences.

## Vocabulary Skill Note

### USING THE DICTIONARY: words with similar meanings page 67

1. Present the information on using the dictionary and ask volunteers to read the dictionary definitions aloud.
2. Ask students to think of other pairs of words that are similar but don't mean exactly the same thing (e.g., *parent/adult; money/cash*).

### Skill Note

Language patterns can help students determine how vocabulary words are used in sentences. Students can find these patterns in the entries of a learner's

dictionary. For example, the word *demonstrate* is never followed by an object pronoun (like *me*). You demonstrate something (~sth) to somebody (to sb). So it's clear that in Activity A Apply number 2, *show* is the word that must be used with *us*.

## Multilevel Option 2

### B. COMPOSE page 68

1. Ask students to look up the words in a dictionary and write original sentences. Then have students read their sentences to a partner. Circulate around the room to ensure that students are using the correct definitions of the words.
2. Ask volunteers to write their sentences on the board. Correct the sentences as necessary.

#### MULTILEVEL OPTION

Have lower-level students work in pairs to look up the words and write their sentences together. Have higher-level students work individually and ask for volunteers to share their sentences with the class.

## Grammar Note

### PHRASAL VERBS page 69

1. Ask volunteers to read the sections one by one. Provide additional explanations or examples as needed.
2. Ask: *What phrasal verbs do you already know? What two types of words create a phrasal verb? What does a particle look like?*
3. Check comprehension: *What's the difference between a transitive and an intransitive verb?* Ask volunteers to provide an example of a sentence with a transitive phrasal verb and an intransitive phrasal verb.

#### Skill Note

Phrasal verbs are unique to Germanic languages, such as English. There are thousands of phrasal verbs in English, and they are often used in informal speech. Therefore, it is critical that students learn phrasal verbs and what they mean in order to participate in conversations with native speakers. You may want to highlight the difference between a verb + a preposition vs. a phrasal verb that includes the same two words. For example, in the sentence *He looked up at the sky*, the verb and preposition *looked up* has a literal meaning. In the sentence *He looked up the word in the dictionary*, the phrasal verb *looked up* has an idiomatic meaning. It is this idiomatic or figurative meaning that makes phrasal verbs unique and important.

## Multilevel Option 3

### A. IDENTIFY page 70

1. Read the instructions aloud while the students follow in their books.
2. Play the listening text for the students two times. Check the answers as a class. Then, play the sentences again so students can hear the correct answer in the sentence.

#### MULTILEVEL OPTION

Have lower-level learners look up the phrasal verbs in their dictionaries and write a synonym or translation beside each item. Have higher-level learners write additional example sentences with some of the phrasal verbs in the list.

## Pronunciation Note

### SENTENCE STRESS page 71

1. Read the information on sentence stress.
2. Check comprehension. Ask: *When you say a sentence, which words do you stress? What's a content word? What's a function word?*
3. Go over the information in the chart. Write some sentences on the board (e.g., *I live in Toronto. He wore a blue shirt. Do you like pizza?*). Ask students which words in these sentences might be stressed. Discuss the difference between content words and function words.
4. Play the audio with the example sentence. Ask students to practice the sentence, stressing the underlined words.

#### Skill Note

Sometimes a speaker will stress a function word in order to emphasize something specific in his or her message. For example, the speaker of sentence 3 in Activity A stresses the word *I* at the beginning of the sentence in order to emphasize that this is a personal opinion.

## Expansion Activity 3

### B. CATEGORIZE page 72

1. Direct students to read the conversation and underline the content words. Remind them to refer to the chart of content words and function words on page 71.
2. In pairs, students should read the conversation aloud and practice placing correct stress on the content words.

#### 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Part of growing up and becoming a successful member of academic and workplace teams is realizing that failure can be an opportunity to learn. Google and Apple did not become successful without first failing. Each company had (and continues to have) setbacks with new products, services, and customer service. With each less-than-successful experience, these companies learn how to be better at what they do. Innovation aims for eventual success while assuming short-term failure. In academic and work life, it might be useful to approach projects and tasks with the same attitude. Failure can lead to success if you're learning along the way.

# Unit Assignment Rubrics

## Unit 3 Developmental Psychology

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Give a presentation to a group.*

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

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

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

0 points = Presentation element was not successful.

Give a Presentation to a Group	20 points	15 points	10 points	0 points
Student spoke easily and clearly about an event in his or her life.				
Student made eye contact with the audience and used appropriate gestures.				
Student used sentence stress correctly.				
Student used vocabulary from the unit.				
Students made predictions about the presentation.				

Total points: \_\_\_\_\_

Comments:

### Background Note

#### UNIT OPENER pages 78–79

This picture shows a carrier rocket launch. A carrier rocket is a rocket-propelled vehicle that travels into space to deliver space craft and cargo such as satellites, robotic spacecraft, scientific probes, landers, and rovers.

### Expansion Activity 1

#### UNIT QUESTION page 79

1. Introduce the Unit Question: *How do the laws of science affect our lives?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What laws do you remember from school? Is/Was science an interesting topic for you? How do you use science in your everyday life?*
2. Tell the students: *Let's start off our discussion by brainstorming different laws of science.*
3. Seat students in small groups and direct them to pass around a paper as quickly as they can, with each group member adding an item to the list. Tell them they have two minutes to make their lists and they should write as many ideas as possible.
4. Call time and have each group use their list as a springboard for discussion. Tell them they should order the laws on their list from most to least important for daily life.
5. Ask a reporter from each group to read their re-ordered list aloud. Ask other students to comment, giving reasons if they agree or disagree with other groups' orders.

### Background Note

#### LISTENING 1 page 81

While both GravityLight and Mr. Trash Wheel use gravity for at least some of their power, neither technology was invented by a scientist. For designers, Martin Riddiford and Jim Reeves, GravityLight was a side project for four years. Also, as the Listening points out, the inventor of Mr. Trash Wheel was a sailor and an engineer. What all these inventors had in common is that they saw problems and found cost-effective solutions.

### Multilevel Option 1

#### LISTENING 1: Gravity at Work

#### F. VOCABULARY page 84

1. Read the directions aloud. Ask students to read each vocabulary word in the box. Answer any questions about meaning and provide examples of the words in context. Model the pronunciation of each vocabulary word.
2. Put students in pairs to complete the sentences.

3. Ask volunteers to read the sentences.
4. Ask questions to help students connect with the vocabulary: *What tech products are the most affordable right now? What alternatives do you have to studying this weekend? Can you summarize the plot of your favorite movie?*

#### MULTILEVEL OPTION

Ask higher-level students to write five sentences using at least five of the vocabulary words. Then have them share their sentences with a partner. Pair lower-level students to write three sentences with at least three of the vocabulary words.

### Expansion Activity 2

#### A. EVALUATE page 86

1. Place students into groups of four and provide them with pictures (like those suggested below) to practice making inferences.
  - a. Provide students with a series of pictures of people and have them make inferences about their lives.
  - b. Show a few pictures of people's faces and ask students to infer how the people feel.
2. Have students share with the class what they inferred from these pictures. Ensure that they support their opinions with evidence from the pictures or their own experiences.

#### 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Inferring a speaker's meaning can be difficult, but those who excel at doing so have an advantage over those who can't. In the workplace, employees may need to make inferences from meetings or discussions with colleagues or superiors. For example, they may need to infer a plan of action based on something that was discussed. Talk with students about the benefits of making inferences at work and when it might be important to check their inferences with someone before taking action.

### Background Note

#### LISTENING 2 page 87

Moore was also responsible for a second law, which is also called Rock's Law. This states that as the cost of computer power for the consumer falls (the idea being that as computers become smaller, they would become less expensive), the cost for producers actually increases because they have to find ways to develop and manufacture ever smaller items. Perhaps this is why smartphones, while affordable for many people, aren't as cheap as they could be.

## Multilevel Option 2

### LISTENING 2: Moore's Law

#### B. VOCABULARY pages 90–91

1. Read the directions aloud. Direct students to read each sentence and try to guess the meaning of the word in bold first. Remind them to use context clues. Then they should write the word next to the correct definition.
2. Call on volunteers to share their answers.
3. Model the pronunciation of each vocabulary word and have students repeat. Listen for correct syllable stress.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *If you **double** the number two, you get four. / The comedy was really **hilarious**. / A mirror **reflects** whatever is in front of it.*

## Expansion Activity 3

### SAY WHAT YOU THINK page 91

1. After the students have completed Activity H Vocabulary on pages 90–91, summarize Moore's Law and point out that according to this law, soon technology won't be able to get any smaller.
2. Remind students that for a long time, a selling-point of smart phones was that they kept getting smaller while being able to do more and more. Elicit different things that smart phones can do today and make a list on the board.
3. Then tell students that they are going to work in small groups to create a new smartphone that adheres to Moore's Law in that it can't be any smaller. Remind them they will have to sacrifice current apps or make the smartphone bigger in order to add new features and make it better.
4. Put students into small groups of three or four and give each a piece of paper on which they can draw their ideas for a new smartphone. Remind the students that the phone needs to appeal to consumers.
5. Encourage groups to present their ideas to the class. Have the class vote on the new smartphone that they would be most likely to buy.

## Vocabulary Skill Note

### WORD FORMS page 91

1. Present the information on word forms. Ask: *What other words do you know that have different forms?*
2. Check comprehension: *How does knowing word forms help you build your vocabulary? Where can you find different forms of a word?*

### Skill Note

English learners often ask how a word can appear in one context and have one meaning and then appear in

a different context and have a different meaning. Often, this is due to differences in word forms. When students learn new words, encourage them to find out if that word has other forms.

## Multilevel Option 3

### VOCABULARY SKILL: Word forms

#### A. IDENTIFY page 91

1. Ask a volunteer to read the directions aloud.
2. Give students time to complete the activity while you circulate and respond to questions.
3. Check the answers as a class. Make sure to project or display the answers so lower-level listeners can follow easily.

#### MULTILEVEL OPTION

Encourage lower-level students to use a dictionary. Monitor these students closely and respond to questions as necessary. Have higher-level students write one sentence with the verb and a second sentence with the corresponding word.

## Grammar Note

### PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS page 93

1. Read the skill box while students follow along.
2. Check comprehension by asking questions: *When do we use the present perfect? When do we use the present perfect continuous? Can you give an example of each?* Elicit additional example sentences for the situations in which the tenses are used.

### Skill Note

The present perfect and the present perfect continuous are tenses and aspects used to tell us something about the present time and indicate how past events have an effect now. The simple form gives the idea that the event/action is complete, but has a current affect. Then the present perfect continuous simply adds the element of incompleteness (or repetition or duration) of the action, while keeping the current affect. Adverbial phrases like *since last week* or *for ten years* tell us when an action in a perfect tense began, not the perfect verb phrase itself. So when students ask *how these tenses are different from the simple past*, you can tell them that perfect tenses are much more connected with the present, but the simple past doesn't tell us anything about the present.

## Pronunciation Note

### BASIC INTONATION PATTERNS page 95

1. Present the pronunciation information and model the intonation in the examples. Ask: *Have you noticed how a person's voice goes up or down at the end of a sentence?*
2. Check comprehension by asking questions: *When do we use rising intonation? When do we use falling intonation?*

### Skill Note

Falling intonation at the end of a sentence is the most common intonation pattern in English since it is used in statements, commands, and *wh*- questions. Rising intonation in *yes/no* questions indicates that the speaker is seeking a *yes/no* answer. Sometimes rising intonation can be used with a full declarative sentence (*She's going where?*) or simply a phrase (*in the morning?*) to create a question.

# Unit Assignment Rubrics

## Unit 4 Science

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Present a business plan.*

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

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

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

0 points = Role-play element was not successful.

Present a Business Plan	20 points	15 points	10 points	0 points
Student spoke easily and clearly about a plan for a new business.				
Student correctly used vocabulary from the unit.				
Student used the present perfect and present perfect continuous correctly.				
Student used strategies to avoid answering questions.				
Student used correct intonation patterns.				

Total points: \_\_\_\_\_

Comments:

### Background Note

#### UNIT OPENER pages 102–103

The photo shows a farm worker spraying toxic pesticides or insecticides on a corn farm in the US. These chemicals have long been a major part of commercial farming in the US. Pesticides are chemicals that are used to control the spread of weeds in crops, and insecticides are used to kill the bugs that feed on the crops. However, there is also a long history of protest against using chemicals on the food we eat. In recent years, pesticide and insecticide companies have been taken to court because of health problems some people claim were caused by these chemicals.

### Expansion Activity 1

#### UNIT QUESTION page 103

1. Introduce the Unit Question: *How has science changed the food we eat?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Do you think there are ways to make the food that we eat better? Do you grow any food at home? Are there ways to improve how we grow our food? Explain.*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. Make a class list that incorporates all of the answers. Post the list for students to refer back to later in the unit.

### Background Note

#### LISTENING 1 page 105

While there are many benefits to farmers using agricultural drones, there are some security and ethical concerns. Drones have occasionally crashed into crop duster aircraft. In addition, some farmers are worried that competing farmers could use drones to spy on them and their crops.

### Expansion Activity 2

#### WORK WITH THE VIDEO page 109

1. After students have completed Say What You Think on page 109, tell them they are going to research a farming innovation and share what they learn in small groups.
2. As a class, brainstorm four or five farming innovations, such as farm-to-table trends, genetically

modified crops, drone pollination, vertical gardens in cities, etc. Write the ideas on the board.

3. Divide the class into pairs and either assign each pair a farming innovation or have them choose one that is interesting to them. Give them time to research the topic on their smartphones or a computer.
4. Give each student a piece of paper with a chart on it. On the left side of the chart, have them write all the farming innovations that were listed on the board. Give them extra time to make notes in the chart about the innovation they researched.
5. Have the students circulate, asking for information about the other innovations until they have filled in all the rows in their chart with information. Then ask for several volunteers to report back on some of the most interesting findings.

### Multilevel Option 1

#### LISTENING 1: Improving Farming with Flying Robots

#### F. VOCABULARY pages 107–108

1. Direct students to read each sentence and try to guess what the word in bold means. Remind them to use context clues for help. Then they should write the word next to the correct definition.
2. Have students compare answers with a partner before eliciting the answers from volunteers. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.
3. Write the vocabulary words on the board in two or three columns. Each column should include all the words. Divide the class into as many teams as there are columns and line up each team at an equal distance from the board.
4. When you read a definition, a member of each team at the front of the line should run up to the board and “slap” the word to which the definition refers. The fastest team gets a point. Then ask a student to use the word in a sentence.
5. Repeat for all the words.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *Bees **buzz**.* / *The truck was carrying a **big load**.* / *If you want to know what a lot of people think about a topic, you can create a **survey**.*

### Expansion Activity 3

#### B. IDENTIFY page 110

1. Read the directions aloud and preview the statements.
2. Play the audio and have students circle their answers.
3. Go over answers as a class.

## 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Every day, people are bombarded with messages on products, on the Internet, and in news reports. In order to decipher these messages, students have to analyze and evaluate evidence, arguments, claims, and beliefs. In short, students have to critically think about the source of each message and look for bias. Knowing how to identify bias will help students in both academic and professional settings to think about a person's message and their intentions behind it.

## Background Note

### LISTENING 2 page 110

Scientists have many theories about the causes of food cravings. Some believe that genetics may affect our desires for salt or sugar. Others say that our senses can control our cravings. For example, researchers have found that dim lights and certain kinds of music make us crave sweets.

## Multilevel Option 2

### LISTENING 2: The Science Behind Food Cravings

#### G. VOCABULARY page 114

1. Direct students to read the vocabulary words in the box. Answer any questions about meaning and provide examples of the words in context.
2. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.
3. Ask students to complete each sentence with the correct vocabulary word and then compare answers with a partner.
4. Call on volunteers to read the sentences aloud.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *The tailor **altered** the pants and made them shorter. / The two candidates for class president had a **debate** after school. / Companies often research **consumer** preferences before creating new products.*

Ask higher-level students to write an additional sample sentence for each vocabulary word. Ask volunteers to write their sentences on the board. Correct the sentences as a class, focusing on the use of the words rather than other grammatical issues.

## Vocabulary Skill Note

### PREFIXES AND SUFFIXES pages 116

1. Write a list of prefixes on the board: *dis-*, *un-*, *re-*, and *under-*. Ask students if they have seen words that start with these prefixes. Elicit examples of some words.
2. Next, write a list of suffixes on the board: *-ion*, *-ness*, *-ly*, and *-ist*. Elicit examples of words with the suffixes.
3. Present the information on prefixes and suffixes. Ask volunteers to read each prefix/suffix, the meaning, and the example word.

4. Check comprehension: *What is a prefix? What is a suffix? What are some examples of both? What does under- mean? What does -less mean?*

### Skill Note

Learning prefixes and suffixes is one way to expand students' vocabulary. By knowing what certain prefixes and suffixes mean, students can figure out the meanings of new words.

## Expansion Activity 4

### C. COMPOSE page 117

1. Write a paragraph that includes words with prefixes or suffixes. Alternatively, select a text from a book, magazine, or newspaper.
2. Distribute the text to students and place them in small groups of three.
3. Ask students to underline all of the words they think contain prefixes or suffixes. Then ask students to figure out what the suffixes or prefixes mean—along with the words themselves—without using a dictionary.
4. Allow students to use dictionaries to check their answers. Discuss the words and their meanings as a class. Point out how this activity helps strengthen their ability to figure out a word's meaning from context.

## Grammar Note

### COMPARATIVE FORMS OF ADJECTIVES AND ADVERBS page 118

1. Check for previous knowledge. Ask: *When have you seen comparative adjectives and adverbs before? When do we use them? Do you know or remember any rules for forming comparatives?*
2. Ask volunteers to read the information aloud. Stop them at logical points and provide additional information or examples as needed. Elicit additional examples from volunteers.
3. Check comprehension by asking: *What's the rule for forming comparatives from one-syllable adjectives or adverbs? Two-syllable adjectives that end in -y? How do you make good and well comparative? What word do you use to compare things or actions?*

### Skill Note

Note the following common errors that English language learners may make with comparatives.

- Omitting the comparative ending: *Japan is small than China.*
- Omitting the verb *be*: *Carlos shorter than Jun.*
- Using another word for *than*: *Carlos is shorter from Jun.*
- Using a regular comparative when an irregular form is needed: *My score was badder than his.*
- Using *more* instead of *-er*: *Carlos is more short than Jun.*
- Using a double comparative: *China is more bigger than Japan.*

# Unit Assignment Rubrics

## Unit 5 Nutritional Science

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Take part in a debate.*

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

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

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

0 points = Presentation element was not successful.

Take Part in a Debate	20 points	15 points	10 points	0 points
Student clearly expressed his or her opinions on genetically modified food.				
Student supported his or her opinions with reasons, details, or examples.				
Student used comparative adjectives and adverbs correctly.				
Student used intonation patterns correctly.				
Student used expressions to show interest.				

Total points: \_\_\_\_\_

Comments:

### Background Note

#### UNIT OPENER pages 126–127

The photo shows a group of mountain climbers navigating a rocky ledge in the Austrian Alps. Mountain climbers have a lot in common with people who successfully achieve their goals in that mountain climbing demands patience, determination, discipline, problem solving skills, and perseverance. Mountain climbers keep the whole mountain in mind but also focus on the few steps in front of them. They also have to work to overcome obstacles and avoid danger along the way.

### Expansion Activity 1

#### UNIT QUESTION page 127

1. Introduce the Unit Question: *Is one road to success better than another?* Explain the figurative meaning of the phrase “road to success.” Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Is success something that everyone should try to obtain? Why or why not? What different ways are there to become successful?*
2. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Then ask students who would answer *Yes, some roads are better* to stand on one side of the room and students who would answer *No, all roads are the same* to stand on the other side of the room.
3. Direct students to tell the person 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 answers and their reasons. They will refer back to these notes at the end of the unit.

### Background Note

#### LISTENING 1 page 129

There are about 30 million small businesses in the US alone; however, it’s difficult to be a successful entrepreneur. In fact, about 20 percent of small businesses fail within their first year, 50% fail by the end of their fifth year and 65% fail by the end of their tenth year. The number one reason why businesses fail is the reason cited by Michael Acton Smith in Listening 1—there isn’t a market for the product or service.

### Multilevel Option 1

#### LISTENING 1: Failure and Success in Startups

#### F. VOCABULARY page 132

1. Direct students to read the vocabulary words in the box. Answer any questions about meaning and provide examples of the words in context.
2. Model the pronunciation of the words and have students repeat. Listen for correct syllable stress.
3. Direct students to complete the sentences with the vocabulary words. Call on volunteers to read the sentences aloud.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. Use these example sentences for more difficult vocabulary. For example, *The rocket **launched** into the air. / If you have **confidence**, you walk with your head up and stay calm in new situations. / The business made a **profit**, so the owner became rich.*

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

### Expansion Activity 2

#### WORK WITH THE VIDEO page 132

1. After students have completed Activity F. Vocabulary on page 132, tell them they are going to role-play a conversation between a struggling entrepreneur and a business coach.
2. As a class, brainstorm some problems that entrepreneurs might have as they start their business. Then brainstorm some advice that a business coach or mentor might give in response to each problem. Finally, elicit some common encouraging phrases, such as *you can do it, keep going, and don’t give up.*
3. Put students into pairs and give them time to plan a short role-play in which one of them is the struggling entrepreneur and the other is a business coach who offers advice and encouragement.
4. Have the students act out their role-plays in front of the class or in small groups.

## Background Note

### LISTENING 2 page 134

Many famous companies, including Atlantic Records, The New Yorker, and Fox Searchlight Pictures, have been accused of exploiting interns. These companies and others have been the defendants in lawsuits that allege they worked their interns too hard and didn't pay them enough. Interns have increasingly taken it upon themselves to know their rights and advocate for them. However, industry experts caution potential interns against taking a paid internship which doesn't help their career over taking an unpaid internship that does help their career. The experts remind interns that the most important thing is to gain valuable experience.

## Multilevel Option 2

### LISTENING 2: Interns in New York

#### G. VOCABULARY page 138

1. Write the vocabulary words on the board and probe for prior knowledge. *What words do you already know? What do those words mean?*
2. Direct students to read each sentence and try to guess what the bold word means. Remind them to use context clues for help. Then they should write each word next to the correct definition.
3. Call on volunteers for the answers. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *There were five of us at lunch, and **altogether** the bill came to \$50. / This is a **disposable** camera, so I'll throw it away after I use it. / I wanted to take some **meaningful** action, so I asked the people how I could help them.*

After higher-level students have completed the activity, ask pairs to write an additional sentence for each word. Have volunteers write their sentences on the board. Correct the sentences as a class, focusing on the use of the words rather than other grammatical issues.

## Expansion Activity 3

### SAY WHAT YOU THINK page 139

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 ten 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.

## Vocabulary Skill Note

### USING THE DICTIONARY: formal and informal words page 140

1. Probe for previous knowledge. Ask: *What's the difference between formal and more casual language?* Elicit any examples students know.
2. Present the skill. If possible, have students look at their dictionaries during the presentation when appropriate.
3. Check comprehension: *How can using the dictionary help you find differences between formal and informal language?*

#### Skill Note

Knowing informal language can help students to talk like a native speaker. However, it is important to raise students' awareness of when it is appropriate to use certain formal words and phrases versus informal language such as phrasal verbs and idioms.

## Multilevel Option 3

### C. APPLY page 141

1. Direct students to look at the photo. Ask: *Is this a formal or informal situation?*
2. Ask students to read the conversation and circle the appropriate synonyms.
3. Elicit the answers from the class.
4. Ask students to practice the conversation with a partner.

#### MULTILEVEL OPTION

Have higher-level student volunteers role-play a conversation for making a request at work or school using formal language. One person is the manager (or teacher) and the other is the employee (or student). Then have the volunteers role-play a similar conversation using casual language. Have lower-level students report examples of the formal and casual language used in the role-play. Ask if the role-play with casual language would actually be appropriate with a real teacher or manager.

## Grammar Note

### SIMPLE, COMPOUND, AND COMPLEX SENTENCES page 142

1. Present the information on simple, compound, and complex sentences. Answer questions as they arise. Provide additional examples of each type of sentence.
2. Check comprehension by asking questions: *What is a simple sentence? How is a compound sentence different from a complex sentence? What are the pieces of a complex sentence? What comes at the beginning of a dependent clause? Why is it important to know the difference between these types of sentences?*

## Skill Note

Here are some additional notes about these three types of sentences:

- A simple sentence contains at least one subject and one verb.
- In a compound sentence, each clause has equal importance.
- Both coordinating and subordinating conjunctions help specify the relationship between the two clauses in a sentence.

Subordinating conjunctions fall into categories, such as:

Time: *after, as soon as, before, when, whenever*

Reason: *because, since*

Purpose: *so*

Simultaneous: *while*

Conditional: *if, even if, as long as*

Concessive: *although, even though, though*

## Expansion Activity 4

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### B. RESTATE page 143

1. Take three slips of paper and write *simple, compound,* and *complex*—one word on each piece.
2. Place students into groups of three.
3. Draw a slip of paper and read it to the class. Then each group has to write that type of sentence.
4. Have a volunteer from each group write their sentence on the board.
5. Discuss the sentences as a class and elicit corrections as needed.

# Unit Assignment Rubrics

## Unit 6 Education

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Reach a group decision.*

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

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

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

0 points = Discussion element was not successful.

Reach a Group Decision	20 points	15 points	10 points	0 points
Student spoke easily and clearly about the job candidates.				
Student gave strong reasons for his or her choice.				
Student correctly used vocabulary from the unit.				
Student used phrases to add to the topic.				
Student emphasized specific words to convey a particular message.				

Total points: \_\_\_\_\_

Comments:

## Background Note

### UNIT OPENER pages 152–153

The photo shows cave divers entering the Miao Keng shaft in Tian Xing, China. In 2008, the world's deepest underground cave system was unexpectedly discovered here, measuring 1,026 meters deep.

## Expansion Activity 1

### UNIT QUESTION page 153

1. Introduce the Unit Question: *How can accidental discoveries affect our lives?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What is an accidental discovery? Which important discoveries do you think were made by accident? How do discoveries affect people?*
2. Read the Unit Question aloud. Point out that answers to the questions can fall into categories (e.g., *make life easier, improve our knowledge, keep people healthy, improve our society*). Give students a minute to silently consider their answers to the question and categories under which their answers could fall.
3. With the students, decide on three or four categories to use. Write each category at the top of a sheet of poster paper. Have students consider specific discoveries that fall into the categories. Make notes under the correct heading. Post the lists for students to refer back to later in the unit.

## Background Note

### LISTENING 1 page 154

Alfred Nobel not only discovered dynamite—the Nobel Prize is also named for him. The line in the listening, *Nothing like starting off with a bang*, refers to the bang that dynamite makes when it is set off.

## Multilevel Option 1

### LISTENING 1: The Power of Serendipity

#### F. VOCABULARY page 157

1. Direct students to read each sentence and try to guess what the word in bold means. Remind them to use context clues for help. Then have students circle the best answer.
2. Put students in pairs to compare answers.
3. Elicit the answers from volunteers. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.
4. Ask questions to help students connect with the vocabulary: *Do you know anyone who is **unreliable**? Are your opinions **vastly** different from your friends' opinions? What things in your life are **mandatory**?*

### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Have higher-level students write an additional sentence for each word. Have volunteers write their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than other grammatical issues.

## Expansion Activity 2

### B. IDENTIFY page 159

1. Place students into pairs. Assign each the role of either speaker or listener.
2. Choose current events that students can discuss knowledgeably. Have the speaker talk about one of the topics and use signal words and phrases. (e.g., *Water on Mars is an important discovery. What I mean by this is that if there is water on Mars, there might be life on Mars.*)
3. Have the listener note all of the signal words and phrases that the speaker uses.
4. After five minutes, have partners switch roles and talk about a new topic. Circulate around the room to ensure that students are using signal words and phrases as they speak.

## Background Note

### LISTENING 2 page 162

For various reasons, families might choose to adopt a child instead of have one themselves. The adoption process is not quick or easy. Adoption is a big decision, and everyone wants to ensure the situation ends up as the best decision for all people involved—the biological parents, the adoptive parents, the child, and the governments of both sets of parents.

## Multilevel Option 2

### LISTENING 2: Against All Odds, Twin Girls Reunited

#### F. VOCABULARY page 165

1. Direct students to read the vocabulary words in the box. Answer any questions about meaning and provide examples of the words in context.
2. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.
3. Direct students to complete the sentences with the vocabulary words. Have them compare their answers with a partner.
4. Call on volunteers to read the sentences aloud.

### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide example sentences to help them understand the words. For example, *My legs **ached** after I ran ten kilometers. / Every year, my family gets together for a **reunion**.*

After higher-level students have completed the activity, have pairs write an additional sentence for each word. Have volunteers write their sentences on the board. Correct the sentences as a class, focusing on the use of the words rather than other grammatical issues.

## Expansion Activity 3

### WORK WITH THE VIDEO page 166

1. After students have completed activities A–C on page 166, tell them they are going to learn about some other accidental medical discoveries.
2. Put students into small groups of three or four and assign each group an accidental medical discovery to research, such as penicillin, X-rays, pacemakers, nitrous oxide, quinine, vaccines, or insulin.
3. Give each group time to research their accidental medical discovery on their smart phones or a computer.
4. Pair the groups and have them share the information they learned with their partner group. As they listen to their partners, instruct them to take notes on what they've heard.
5. Then partner the groups with new groups and have them repeat step 4.
6. Have the class come together and elicit some key details about each of the accidental medical discoveries the groups researched.

## Multilevel Option 3

### SAY WHAT YOU THINK page 167

1. Have students continue working in their small groups to discuss the questions. Tell them to 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.
2. Call on the reporter to share the group's answers to the questions.

### MULTILEVEL OPTION

To complete Say What You Think, form mixed-ability groups. Have higher-level students ask lower-level students the questions. Have the higher-level students encourage the lower-level ones to give reasons to support their answers.

## Vocabulary Skill Note

### COLLOCATIONS WITH PREPOSITIONS page 167

1. Present the information on collocations. Ask volunteers to read the example collocations.
2. Check comprehension: *What is a collocation? What are some examples of collocations with prepositions? How does paying attention to collocations help your fluency?*

### Skill Note

The Oxford Collocations Dictionary for students of English contains over 150,000 collocations for nouns, verbs, and adjectives. As students learn new verbs and adjectives, encourage them to look the words up in a collocations dictionary to see which prepositions collocate with the words. A regular dictionary can also be helpful because often the entries themselves or the example sentences in the entries contain collocations.

## Grammar Note

### INDIRECT SPEECH page 169

1. Read the text box aloud while students follow along in their books.
2. Check comprehension by asking questions: *When do we use indirect speech? What verb form do we usually use in indirect speech? How do we report a yes/no question? How do we report a wh- question? When would we keep the reported speech in the present tense?*

### Skill Note

Students may benefit from understanding that indirect speech is a very useful structure in spoken grammar. While speakers may choose to report speech directly, it is common to use indirect speech. It's also worth noting that some grammar texts teach several different past form shifts (i.e., present perfect to the past perfect, etc.); however, by far the most common is for the simple past to be used in the indirect speech.

## Expansion Activity 4

### B. RESTATE page 170

1. Read the directions aloud. Direct students to rewrite the sentences, changing the direct speech to indirect speech.
2. Ask volunteers to write their sentences on the board.
3. Elicit corrections and questions from the class. Then have partners practice saying both versions of each sentence.

## 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Indirect speech allows someone to report what another person has said. In the workplace, students may be asked to debrief a colleague or supervisor about a meeting or even report this information in meeting notes, which may be distributed to others. Point out to students that it's in situations like these where they may need to use indirect speech.

### Pronunciation Note

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#### LINKED WORDS WITH VOWELS page 171

1. Present the pronunciation information and play the audio when noted. Provide additional examples for the linking /y/ and /w/ sounds.
2. Check comprehension by asking questions: *What do we mean when we talk about linking words? What kinds of words are linked together with the /y/ sound? What kinds of words are linked with the /w/ sound?*

#### Skill Note

When proficient speakers speak, they almost always link words with vowels. If students are able to link the sounds themselves, they will be more likely to hear the links in other people's speech.

# Unit Assignment Rubrics

## Unit 7 Anthropology

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Unit Assignment: *Tell a story.*

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

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

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

0 points = Story element was not successful.

Tell a Story	20 points	15 points	10 points	0 points
Student clearly explained events involved in their discovery and provided details.				
Student used signal words correctly.				
Student linked words with vowels correctly.				
Student used questions to maintain listener interest.				
Student used vocabulary from the unit.				

Total points: \_\_\_\_\_

Comments:

## Background Note

### UNIT OPENER pages 178–179

The photo shows a man's hand below a mini-drone. Drones are a controversial technology, raising concerns about privacy and safety. Many people are pushing for increased regulation of drones so that they can't film or monitor people from public airspace.

## Expansion Activity 1

### UNIT QUESTION page 179

1. Introduce the Unit Question: *What are the consequences of progress?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What is an important invention that you use every day? How has it changed your life? Have you experienced any negative consequences of using this invention?*
2. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Then brainstorm a short list of inventions that students use frequently, such as drones, personal assistants, GPS, social networking platforms, touch screens, etc.
3. Tell students to discuss the items on the list. Have them say whether they feel each item has benefited society overall or had negative consequences. Encourage them to share their reasons for their opinions.

## Background Note

### LISTENING 1 page 180

While people often think of automation as robots displacing factory workers, there are many cases of automation creeping into other jobs in ways that are not so obvious. Some examples include the adaptation of our education systems to utilize new technology, the increase of robots as "co-workers" in our workspaces, and an increased value placed on creative skills that robots struggle to replicate.

## Multilevel Option 1

### LISTENING 1: Automation and us

#### F. VOCABULARY pages 184–185

1. Direct students to read each sentence and try to guess what the word in bold means. Remind them to use context clues for help. Then have students write the word next to the correct definition.
2. Elicit the answers from volunteers. Discuss the context clues in the sentences.
3. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.

### MULTILEVEL OPTION

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

## Background Note

### LISTENING 2 page 188

While driverless cars may seem to be a bit like science fiction, the reality is that major automobile manufacturers, such as Tesla, Lexus, BMW, and Mercedes, are currently developing autonomous technology. Fully automated cars are in an advanced testing stage, but many newer car models already have the technological ability to parallel park without the driver.

## Multilevel Option 2

### LISTENING 2: Driverless Cars

#### E. VOCABULARY page 192

1. Write the vocabulary words on the board and model pronunciation. Ask: *What words do you already know? What do those words mean?* Provide definitions for any words that are new.
2. Put students in groups and have them complete the activity. Answer any questions about meaning and provide examples of the words in context.
3. Call on volunteers to read the sentences aloud.
4. If time allows, ask volunteers to create new sentences with the vocabulary.

### MULTILEVEL OPTION

Pair lower-level students to write additional sentences with the vocabulary while higher-level students work individually. Have volunteers write their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than other grammatical issues.

## Expansion Activity 2

### WORK WITH THE VIDEO pages 194–195

1. After students have completed activities A–C on pages 194–195, tell them they are going to have a debate about the positive and negative consequences of driverless cars. Write on the board: *Driverless cars should replace manually operated cars by 2050.*
2. Give students several minutes to think of all the reasons why they agree and disagree with the statement. They can pull ideas from Listening 1 and 2 and the video, or use their own ideas.

- Then put the students in two groups and assign a viewpoint, *agree* or *disagree*, that their group should defend. Give the groups time to prepare the points they will raise during the debate.
- Seat the students in rows across from each other and have them debate their points for and against driverless cars replacing manually operated cars.
- Alternatively, if your class is large, select two groups of students to debate and the others to observe and determine which side made a more convincing argument.

## Vocabulary Skill Note

### PREFIXES page 196

- Ask: *Do you know what an idiom is? What idioms have you heard before?* List them on the board.
- Present the information on idioms. Ask students to read the examples.
- Check comprehension: *What's an idiom? What does make a point of mean? How many idioms are there? How can you figure out the meaning of idioms?*

### Skill Note

People often use idioms when speaking. Idioms are difficult for language learners because their meanings are not literal. Therefore, students need to be exposed to idioms so that they can understand a speaker when idioms are used in conversation.

## Multilevel Option 3

### B. COMPOSE page 196

- Direct students to complete the activity. Circulate around the room and provide support as needed.
- When the students have finished writing, ask them to read their sentences to a partner.
- Choose a few volunteers to write sentences on the board. Elicit corrections as needed.
- Then have students practice saying the sentences.

#### MULTILEVEL OPTION

Have lower-level students work in pairs to write the sentences with idioms.

## Expansion Activity 3

### B. COMPOSE page 196

- Put students into pairs or small groups and give them a sentence that contains an idiom. Make sure to choose idioms that students will be able to visualize. You may want to choose idioms from this unit or others, such as *a big fish in a small pond*, *a shot in the dark*, *a fly on the wall*, etc.

- Ask the pairs/groups to read their sentence and try to determine what the idiom means. Provide assistance as necessary.
- Then have students draw a picture that represents the idiom and write a new sentence below the picture, using the idiom.
- Ask groups to present their pictures and teach their idioms to the rest of the class.

## Grammar Note

### REAL CONDITIONALS page 197

- Present the information on real conditionals. Elicit and answer questions from students as they arise.
- Check comprehension by asking questions: *What is a real conditional? What types of clauses are a part of a real conditional construction? What kinds of ideas are expressed by the real conditional?*

### Skill Note

Conditional sentences express the dependence of one set of circumstances on another. When an *if* clause occurs first, the word *then* may be used before the main clause. For example, *If Brazil's team wins tonight, then they will be in first place.* Note that *then* cannot be used in this way if the conditional clause begins with *when*. Also, the use of the modals *should*, *may*, and *might* in a main clause makes the future outcome less certain than when *will* or *going to* are used. For example, *If we arrive early, we'll find a good parking spot vs. If we arrive early, we may find a good parking spot.*

## Expansion Activity 4

### C. DISCUSS page 200

- Place students into groups and have them share their answers for Activity B Extend. Remind students to add to each other's comments using the language they've just learned.
- Circulate around the room to ensure that students are adding on to others' comments.

#### 21<sup>ST</sup> CENTURY SKILLS EXPANSION

Collaboration, and not competition, is what produces cohesion in the workplace and classroom. When you work every day with the same people, everyone has to get along most of the time. Therefore, anything people can do to encourage and sustain collaboration goes a long way toward creating positive workplace energy. The following skill, adding to another speaker's comments, is one way to practice collaboration.

# Unit Assignment Rubrics

## Unit 8 Engineering

### Unit Assignment Rubric

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

**Unit Assignment:** *Share opinions about the consequences of progress.*

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

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

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

**0 points** = Discussion element was not successful.

Share Opinions About Progress	20 points	15 points	10 points	0 points
Student clearly explained the consequences of elderly people using technology designed to improve their lives.				
Student used real conditional sentences correctly.				
Student used vocabulary from the unit.				
Student added to another speaker's comments.				
Student used thought groups while speaking.				

**Total points:** \_\_\_\_\_

Comments:

## Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

<b>Unit 1 Answer Key</b> .....	<b>86</b>
<b>Unit 2 Answer Key</b> .....	<b>89</b>
<b>Unit 3 Answer Key</b> .....	<b>92</b>
<b>Unit 4 Answer Key</b> .....	<b>95</b>
<b>Unit 5 Answer Key</b> .....	<b>98</b>
<b>Unit 6 Answer Key</b> .....	<b>101</b>
<b>Unit 7 Answer Key</b> .....	<b>104</b>
<b>Unit 8 Answer Key</b> .....	<b>107</b>

**The Q Classroom**

**Activity A., p. 3**

Answers will vary. Sample answers:

1. I was the captain of my sports team. It was difficult because I had a lot of responsibility.
2. My company's president is a good leader because she watches out for everyone who works for her.
3. The conductor is the leader of the orchestra. He is an effective leader because he is able to guide many musicians at once. If he doesn't, the music won't sound good.

**Activity B., p. 3**

Answers will vary. Sample answers:

1. I agree with Yuna. Leaders should think about the people they're leading and not just themselves. They should make decisions that will help everyone on their team.
2. I agree with Felix. Leaders are under a lot of pressure to make good decisions all the time. / I disagree with Felix. Leading others may be difficult at times, but leaders have a lot of power. I think it's harder to follow a leader you don't like than to actually be a leader.

**NOTE-TAKING SKILL**

**Activity A., B., p. 4**

Answers will vary. Possible answers:

Topic: Motivating teams	Main ideas and key phrases
First way	make expectations clear gives team a goal focuses efforts
Second way	provide helpful feedback helps team learn fixes problems early
Third way	reward them builds excitement makes them feel appreciated

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 5**

Answers will vary. Possible answers:

1. I think kindness is an important leadership quality. It's important for leaders to understand their employees and know about their problems. Some adjectives that might describe good leaders are *kind*, *patient*, and *caring*.
2. I think the quote means that good leaders are inspiring. They can get people to work, even when they don't really want to. I agree. I think a good boss can set an example and get employees to work harder than a bad boss.

**WORK WITH THE LISTENING**

**Activity A., p. 6**

Answers will vary. Possible answers:

Leadership topics	Main ideas and key phrases
Important leadership qualities	innovation creativity initiative motivation enthusiasm
What organizations can do to encourage leadership at all levels	have a leadership philosophy promote cross-teamwork be clear on expectations
Benefits to having leadership at all levels	saves time more creative more fun

**Activity B., p. 6**

1. F; Effective companies encourage leader-like qualities in all of their workers.
2. T
3. F; A lack of clarity in organizations creates a lot of chaos.
4. T
5. F; Good leaders build relationships by greeting employees.

**Activity C., pp. 6–7**

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

**Activity D., p. 7**

1. N
2. N
3. Y
4. N
5. Y
6. Y

**Activity E., p. 8**

Answers will vary. Possible answers: What was a time you solved a problem creatively? What did you do? Are you a motivated person? How do you show that?

**Activity F., p. 8**

1. innovation
2. role
3. take on
4. motivation
5. promote
6. realistic
7. initiative
8. clarity
9. versus
10. enthusiasm
11. responsibility

**SAY WHAT YOU THINK**

p. 9

Answers will vary. Possible answers:

1. A disadvantage might be that people want to become leaders and develop leadership skills, but there aren't enough leadership positions in the company. So, people might get frustrated.
2. I think I am an innovative person. I like to think of interesting solutions to problems. I showed my innovation by creating a system for learning vocabulary that really works for me.

**LISTENING SKILL**

**Activity A., pp. 9–10**

1. b
2. b
3. c

**Activity B., p. 10**

Answers will vary. Possible answers:

Topic	How to start a new business and make it succeed
Most important factor	people
First characteristic mentioned	understand your vision and share your commitment to it
Second characteristic mentioned	creative, independent thinkers
Last characteristic mentioned	willing to work hard

**LISTENING 2**

**PREVIEW THE LISTENING**

**Activity A., p. 11**

Answers will vary. Possible answers: They might become unfriendly with the other workers. They might work less and take more credit for their employees' work.

**WORK WITH THE LISTENING**

**Activity A., p. 12**

Actions of ineffective leaders	Main ideas and key phrases
First example	forget skills and contacts blur lines between leadership, power, influence
Second example	get affirmation from small group see selves as smarter see people who agree as smarter and better inflates idea of power leadership erodes
Third example	discourage and lose other team members those who disagree stay quiet those who disagree leave

Advice for leaders	Main ideas and key phrases
First piece of advice	listen to other voices invite new ideas
Second piece of advice	find a sparring partner someone with a different view someone smart don't stop listening
Third piece of advice	cultivate leadership sign up for leadership program get feedback on your leadership style see self through others' eyes

**Activity B., p. 12**

1. They see themselves as more intelligent and capable than those around them in the organization.
2. They think these people are not as capable, intelligent, or ethical as those who agree with them.
3. They won't see them as an effective leader. Those with different opinions choose to remain silent, or they leave.

**Activity C., p. 13**

1. T
2. T
3. F; They see people who agree with them as more capable, intelligent, and ethical.
4. T
5. F; According to the lecture, leadership can be cultivated, or developed.
6. T

**Activity D., p. 13**

1, 2, 4

**Activity E., p. 14**

1. I
2. E
3. E
4. I
5. E
6. E
7. I

**Activities F., p. 14**

Answers will vary. Possible answers:

1. Leadership is the ability to inspire people to do what helps the organization succeed. Power is the ability to get people to do what you want.
2. I think this happens because it becomes easy, as a leader, to get other people to do things for you. Leaders blur the lines because it makes their lives easier.

**Activity G., pp. 14–15**

1. capable
2. style
3. assess
4. advance
5. perspective
6. contact
7. ethical
8. effective
9. title
10. executive

### WORK WITH THE VIDEO

#### Activity B., p. 16

- 3—Employees, sellers, investors, and the media became upset.  
1—John Donahoe was appointed as the CEO of eBay.  
7—John Donahoe faced the sellers at the eBay Live meeting in Chicago and clearly explained why it was the right decision.  
6—John Donahoe reconsidered his decision overnight.  
2—John Donahoe announced his plan for big changes to eBay.  
5—John Donahoe felt personally attacked when watching online videos.  
4—Sellers started to organize to try to get rid of John Donahoe.

### SAY WHAT YOU THINK

#### p. 16

Answers will vary. Sample answers:

1. My soccer coach is a good leader, more like the leader in Listening 1. He takes time to get to know us all one-on-one, and he gives us chances to try new skills.
2. The most valuable piece of advice is to find a person who disagrees with your point of view; I disagree with the advice to get feedback on your leadership style. Sometimes people don't feel comfortable criticizing a person with more power, so leaders don't always get the feedback they are looking for.

### VOCABULARY SKILL

#### Activity A., p. 17

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

#### Activity B., p. 18

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

### GRAMMAR

#### Activity A., p. 19

1. to take on
2. to have
3. being; being
4. waiting
5. to try
6. being
7. to come; to do
8. Running
9. to start; (to) be
10. being

#### Activity B., p. 20

1. to finish
2. hiring
3. Working
4. to work
5. to communicate
6. discussing
7. to discuss
8. moving; to wait

### PRONUNCIATION

#### Activity A., p. 21

1. excerpt
2. aspect
3. enforce
4. effective
5. leadership
6. acknowledge
7. perspective
8. opposing
9. promotion
10. interaction

#### Activity C., p. 21

Answers will vary. Possible answer:

Sir Alex Ferguson was a coach for the Manchester United soccer team. He recommends that leaders get to know their employees and encourage them to do better. He also recommends hiring motivated people with a strong work ethic.

### SPEAKING SKILL

#### Activity A., p. 22

- Do you know what I mean?
- Does everyone understand?
- Are you following me?
- Got it?

#### Activity B., p. 22

Answers will vary. Possible answers:

- There is a big project.
- They will have to work extra hours.
- They should only work on this project.

**The Q Classroom**

**Activity A., p. 27**

Answers will vary. Sample answers:

1. I recently bought a new phone. I wanted a black phone because I think it looks new and more technologically advanced.
2. I think organized people are more successful because they can find things easily and work more efficiently. / I think it depends on what job they work in. Maybe for artists it's less important to be organized than for teachers.
3. Open workspaces like this are very trendy. It looks colorful, creative, and fun. However, I think working in this kind of space would be stressful because I like to work in a quiet space.

**Activity B., p. 27**

Answers will vary. Possible answers:

1. I agree with Sophy. If we take care with our appearance, we can send a message that we are trustworthy and serious. / I disagree with Sophy. You can't always guess someone's character by the clothes they wear.
2. Musicians usually don't wear business suits because they might want to show they are creative and that they reject the business world. Fashion designers might not wear traditional business suits either. For them, style might be more important than looking successful.

**LISTENING 1**

**WORK WITH THE LISTENING**

**Activity A., p. 29**

Benefits of being messy	Main ideas and key phrases
At work	can help you find things more easily can help you make connections between ideas in new ways people tend to be more creative
At home	personal items show who we are may help children learn better helps children build up protection against diseases

**Activity B., p. 29**

Answers will vary. Possible answers:

I should get my job back because experts say it's OK to be a little messy. / A messy desk can actually help you find things more easily. / Messy people can make surprising connections between ideas. / My mess helps me solve problems creatively.

**Activity C., p. 29**

1. T
2. F; A certain amount of mess around the house makes it feel more comfortable and shows who we are.
3. F; Some research suggests that a messy home is stimulating to children's minds.
4. T

**Activity D., pp. 29–30**

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

**Activity E., p. 30**

1. LH
2. LH
3. AC
4. LH
5. AC
6. AC

**Activity F., pp. 30–32**

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

**SAY WHAT YOU THINK**

**p. 33**

Answers will vary. Sample answers:

1. I'm messy / not messy. I think being messy is a good thing because I can see everything that I need. / I think being messy is not good because you can easily lose things.
2. I think that if a worker's space isn't shared or visible to the public, then the person should be able to be as messy as he or she wants to be.
3. When I was a child, I was not messy at all, and I am still a very neat person. I like to make sure that everything is organized. / When I was a child, I was messy, but now I am neater and more organized.

**LISTENING SKILL**

**Activity A., p. 33**

Answers will vary. Possible answers:

Strategy	Main idea and key phrases
Put everything in its place.	Put everything into the room or space it belongs in after you use it. If it doesn't have a place, make one.
Follow a filing and organization system.	Put papers into three categories: now, later, never.
Do a little at a time.	Don't do too much at once. Make changes little by little.

**NOTE-TAKING SKILL**

**pp. 34–35**

Answers will vary. Possible answers:

Happy facial expressions	Serious facial expressions
<ul style="list-style-type: none"> <li>• longer, happier marriages</li> <li>• more likely to get job after an interview</li> <li>• brains and bodies recover from stress more quickly</li> <li>• live longer</li> </ul>	<ul style="list-style-type: none"> <li>• get divorced more often</li> <li>• less likely to get job after an interview</li> <li>• more stress</li> <li>• faster heartbeats after stressful job was finished</li> </ul>

**LISTENING 2**

**PREVIEW THE LISTENING**

**Activity A., p. 36**

Answers will vary. Possible answers:

1. I recognize the picture of the box. This is a box from a famous store in the United States, Tiffany. I know it from the blue color. / I recognize the Starbucks logo. The color doesn't matter to me because I remember the picture.
2. In my culture, red means good luck. / I think yellow means envy or jealousy.

**WORK WITH THE LISTENING**

**Activity A., p. 37**

Answers will vary. Possible answers:

Arguments for color branding	Arguments against color branding
It makes products easy to recognize. Customers can remember the product easily.	It can be difficult to prove in court. Other companies can't use a color.

**Activity B., p. 37**

Answers may vary. Possible answers:

Arguments for color branding	Arguments against color branding
Colors have meanings, and you can connect those with your product.	Colors have different meanings in other countries, so you need to be careful which color you choose.

**Activity C., p. 37**

Answers may vary. Possible answers:

1. It was an accident. The company wanted to dye the insulation red.
2. They proved that their insulation was clearly identified as pink and that they had spent a lot of money on advertising.
3. They are both identified by their color. Both companies are worried about the outcome of the court case.
4. He saw an assistant painting her nails.
5. The company started making shoes with red soles, too.

**Activity D., p. 38**

1. 1956
2. 1987
3. 50
4. 400, 4,000
5. 2008

**Activity E., p. 38**

1. T
2. OC
3. OC
4. L
5. T
6. L

**Activities F., p. 39**

Answers will vary. Possible answers:

Arguments for allowing Louboutin to trademark shoes with red soles	Arguments for allowing Yves St. Laurent to sell shoes with red soles
It's a distinctive color. It's become a symbol of the company.	One company can't own a color.

**Activity G., p. 39**

Answers will vary. Sample answers:

1. I think a company should be able to "own" a particular color only if it is a very special color.
2. I connect black with Nike. Maybe they have chosen this color to communicate strength. I wouldn't change this color branding.

**Activity H., pp. 39–40**

1. manufacture
2. revert
3. monopoly
4. obtain
5. purchase
6. theme
7. trademark
8. grant
9. imply
10. legal
11. shade
12. feature

**WORK WITH THE VIDEO**

**Activity A., p. 41**

Answers will vary. Sample answer: I think messy people might be more relaxed than people who are very neat because they aren't so worried about being organized all the time.

**Activity B., p. 41**

- Messy people get more done.
- People can find things more easily in a messy office.
- Messy people tend to be more expressive.

**Activity C., p. 41**

Answers will vary. Possible answer: Actually, research says that people who are messy find things easily because their piles are organized by time.

**SAY WHAT YOU THINK**

**p. 42**

Answers will vary. Sample answers:

1. I like to keep everything simple. I wear clothes with simple lines and patterns. I keep my possession minimal and tidy. This helps me feel relaxed, so I can use all my energy for creative tasks.
2. One of my co-workers is very messy. When I first met him, I thought he must be a very disorganized person in other ways. I was wrong. He's very good at organizing thoughts, projects, and groups.
3. You can use colors to organize both paper and computer files, say, using different color folders or colorful tabs to group them. This would help a productive messy person find info they need because if they know what they're looking for is in, say, a green folder, they know they just have to search in those folders rather than everything.

**VOCABULARY SKILL**

**Activity A., p. 43**

1. Circled: verb definition 1
2. Circled: definition 3 (unfriendly)

**Activity B., p. 43**

1. adj., extreme or serious
2. n., a sum of money that must be paid as a punishment
3. n., an action that shows that something exists or is happening
4. v., to put clothes on yourself

**GRAMMAR**

**Activity A., p. 45**

1. dress more formally
2. avoid looking sloppy at work
3. do not wear jeans and sandals
4. keep their desks clear of personal items
5. remind their employees to smile more frequently
6. dress more formally at work

**Activity B., p. 46**

Answers will vary. Possible answers:

Picture A—I recommend that he buy a suit. It's important that he dress more formally.

Picture B—I suggest that he wear more business casual clothing. I recommend that he not wear a suit to work.

**PRONUNCIATION**

**Activity A., p. 47**

1. pleas-ure
2. for-got-ten
3. suc-cess-ful
4. hab-it
5. busi-ness
6. al-low
7. cau-tious
8. pro-fes-sional

**Activity C., p. 47**

Answers will vary. Possible answer: The blog says it is important to not stand with rounded shoulders. When you stand up straight, you seem confident.

**SPEAKING SKILL**

**Activity A., p. 48**

1. Do you mean
2. Are you saying; Got it
3. If I understand you; OK
4. Does that mean; I see

**Activity B., p. 49**

1. If people look sloppy, they may be sloppy with their work too.
2. It doesn't matter because the most important thing is that people have the skills to do their job. However, if they have to meet with clients, their clothing and workspace should probably look neat.
3. Organization leads to success, so I think that schools should teach students to be organized.

**CONSIDER THE IDEAS**

**p. 49**

Answers will vary. Possible answers:

too much homework / no workspace at home / too many things / desk is too small

I keep a box of school supplies under my bed so even though I study at the kitchen table, I can keep my papers and pencils in one place.

**PREPARE AND SPEAK**

**Activity A., p. 49**

Problems	Details
sales have dropped	used to have best sales record
office is too small	customers don't ask for help less storage space
can't find anything	papers everywhere lost phone

**Activity B., p. 50**

Answers will vary. Possible answers: You should solve your storage problem. I recommend that you buy color-coded boxes for more storage.

**The Q Classroom**

**Activity A., p. 53**

Answers will vary. Sample answers:

- In my country, people become adults when they turn 19. / I didn't feel like an adult until I finished university when I was 24.
- Getting married or starting work can make someone feel like an adult. / I felt like an adult when I started a family.
- The woman is voting. In all countries that I know of, you have to be a certain age before you can vote, usually the same age that makes you legally an adult and allowed to vote as well as other things like get married or join the armed services.

**Activity B., p. 53**

Answers will vary. Possible answers:

- Felix thinks you become an adult when you have the skills to take care of yourself financially. Sophy thinks people become adults when they become parents and have families of their own. I agree with Felix. When you can pay for yourself, you are an adult. / I agree with Sophy. When people have children and they develop the skills to be responsible for their families, they grow up.
- When you host a family dinner, you have to be able to organize a lot of things. You have to be able to cook. And it's important to be able to make people feel comfortable. These are all things that adults should be able to do.

**NOTE-TAKING SKILL**

**Activity A., p. 54**

Ceremony 1	Ceremony 2
<input type="checkbox"/> very interesting	<input type="checkbox"/> one tradition
<input checked="" type="checkbox"/> Japan	<input type="checkbox"/> still popular
<input type="checkbox"/> special	<input checked="" type="checkbox"/> <i>Quinceañera</i>
<input checked="" type="checkbox"/> national holiday	<input checked="" type="checkbox"/> Mexico
<input checked="" type="checkbox"/> second Monday in January	<input checked="" type="checkbox"/> girls celebrate
<input checked="" type="checkbox"/> <i>Seijin no Hi</i>	<input checked="" type="checkbox"/> fifteenth birthday
<input type="checkbox"/> many young men and women	<input checked="" type="checkbox"/> long, formal dresses
<input checked="" type="checkbox"/> twenty years old	<input checked="" type="checkbox"/> party
<input checked="" type="checkbox"/> traditional clothes	<input checked="" type="checkbox"/> dance with their fathers
<input checked="" type="checkbox"/> ceremony at government office	<input type="checkbox"/> different cultures
<input checked="" type="checkbox"/> attend parties with friends	

**Activity B., p. 54**

Answers will vary. Possible answers:

Seijin no Hi is a national holiday in Japan. It is held on the second Monday in January. People who turn 20 years old dress in traditional clothes, attend a ceremony at a government office, and attend parties. / Quinceañera is a holiday in Mexico for girls on their 15th birthdays. They wear long, formal dresses, attend church, and go to a party where they dance with their fathers.

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 55**

- Generation X → 1960s to 1980s  
Generation Z → early 2000s to now  
The Silent Generation → 1920s to 1940s  
Millennials → 1980s to early 2000s  
The Baby Boomers → 1940s to 1960s
- Answers will vary. Possible answers: I am a Millennial. I am not sure what that means about my generation. / I am Generation X. I think that people in my generation are often independent but also have trouble trusting authority.

**WORK WITH THE LISTENING**

**Activity A., p. 56**

Answers will vary. Possible answers:

Main ideas	Details
"Adulting" skills— examples?	searching for a job buying insurance saving for retirement healthy eating, minor car repairs buying a home pickling vegetables folding a fitted sheet exercise changing a flat tire keeping things alive managing debt making a budget
How previously learned?	from parents in school from online videos
What is "Adulting" School?	lessons for people who need to learn grown-up skills
Why does this appeal to Millennials?	There are real teachers?

**Activity B., p. 57**

- 1, 4, 5, 7, 8

**Activity C., p. 57**

- c
  - a
  - b
  - b
  - c
- Sample quotes will vary.

**Activity D., p. 58**

- T
- F; Older people don't understand why Millennials might want to take "adulting" lessons.
- F; The entrepreneurs who started the "Adulting" School say they're "sneaking education into fun events".
- T
- T

**Activity E., p. 58**

- precisely
- weigh in
- spare
- minor
- debt
- entrepreneurs
- set up
- interest
- nutrition
- insurance
- retirement

**SAY WHAT YOU THINK**

**p. 59**

Answers will vary. Sample answers:

1. I associate buying a home with adulthood. But also finishing university made me feel like an adult, and the Listening didn't mention that.
2. A time I felt like an adult was when I moved to a different country to attend school for a year. I was scared, and my parents couldn't help me easily if I had a problem, but I learned how to take care of myself. It was an important year for me.

**LISTENING SKILL**

**Activity A., p. 59**

Answers will vary.

**Activity B., p. 60**

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

**Activities C., D., E., p. 61**

Answers will vary.

**LISTENING 2**

**PREVIEW THE LISTENING**

**Activity A., p. 62**

Answers will vary. Possible answers:

1. I think the speaker will talk about how young people don't know much about finances. Maybe the speaker will be a financial expert.

**WORK WITH THE LISTENING**

**Activity A., p. 63**

Answers will vary. Possible answers:

- A man and woman ~~went to the bank to get a mortgage.~~  
The banker talked about a lot of financial things.  
The man fell asleep.  
The man was bored because he was financially illiterate.  
The man doesn't understand the first thing about finances.  
Forbes magazine ~~reported that teenagers are dangerously financially illiterate.~~  
It is killing us.  
Young people don't know the difference between an asset and a liability.  
This is happening in the US and in Canada.  
The government in Canada ~~started the Financial Consumer Agency of Canada in 2001.~~  
Its ~~job is to~~ teach young people about finances.  
It has a month—November—~~to promote financial literacy.~~  
Schools in Ontario ~~have started to~~ talk about money to children in elementary school.

**Activity B., p. 63**

Answers will vary. Possible answers:

1. are financially illiterate
2. education

**Activity C., p. 64**

Answers will vary.

**Activity D., p. 64**

1. F; Banks make the speaker feel nervous.
2. T
3. T

4. T

5. F; The speaker's dream salary was \$25,000.

6. F; Part of the Financial Consumer Agency of Canada's job is to teach young people about finances.

7. T

8. F; The speaker isn't sure he would be financially literate if he had studied finances when he was young.

**Activity E., p. 65**

1. I
2. L
3. I
4. I
5. L
6. L

**Activities F., p. 65**

Answers will vary. Possible answers:

1. I wasn't surprised because I don't think I know very much about finances either. / I was surprised because I learned about making a budget in school.
2. I feel confident talking about making a budget and making smart purchases. But I don't know much about the other topics.

**Activity G., pp. 66–67**

- a. balance
- b. tedious
- c. tool
- d. pension
- e. current
- f. Naturally
- g. truly
- h. asset
- i. agency
- j. series
- k. mortgage
- l. stock

**SAY WHAT YOU THINK**

**p. 67**

Answers will vary. Sample answers:

1. I think schools should be responsible for teaching us about finances. Sometimes parents don't know everything, and a school could teach things parents don't know.
2. I don't think these skills make someone a successful adult because they don't really mention emotional skills, which are more important.

**VOCABULARY SKILL**

**Activity A., p. 68**

- 1.a. financial
- 1.b. economic
- 2.a. demonstrate
- 2.b. shows

**Activity B., p. 68**

Answers will vary. Possible answers:

1. I assume you are late because you missed your train.  
I suppose that you can have the other half of my sandwich.
2. I hope that I never age; I don't want wrinkles.  
You will mature once you start working and have more responsibilities.
3. Did you provide a response to the client's question?  
I just sent a reply to my grandmother's email.
4. I would like to order three sandwiches, please.  
I instruct students on how to write essays.

5. I am going to cover my car so it doesn't get wet in the rain.  
I am going to hide my passport so it doesn't get stolen when I go on vacation.

### GRAMMAR

#### Activity A., p. 70

1. up
2. in
3. back
4. into
5. out
6. in

#### Activity B., p. 70

1. work out; T
2. got on; T
3. going on; I
4. give up; T
5. take care of; T
6. getting out; I

### PRONUNCIATION

#### Activity A., p. 71

1. When you become employed, you can call yourself an adult.
2. I think it's how much you can provide for yourself.
3. I think it's when you get married.
4. I think you become an adult at 16.
5. The day that I'm an adult is the day that I can do whatever I want to do.
6. The age at which you become an adult varies.

#### Activity B., p. 72

Speaker A: Congratulations!

Speaker B: Thanks! I can't believe I've graduated already.

Speaker A: Yeah. You're an adult now!

Speaker B: But I don't feel like an adult. I don't think I learned the right skills in school.

Speaker A: Really? Well, I have been taking care of my younger siblings for years now, and I learned a lot of things the hard way.

Speaker B: I still rely on my parents a lot.

Speaker A: Well, maybe that will change now that you've graduated!

### SPEAKING SKILL

#### Activity A., p. 73

Answers will vary. Possible answers:

1. Don't say *Um* or *Uh*.
2. Don't ask yourself questions about where you are in the presentation.
3. Don't end your presentation with *that's it*.
4. Don't start a sentence with *so* because it makes you sound unprepared.
5. You use the word *really* a lot; try to use different, more academic-sounding vocabulary.

### CONSIDER THE IDEAS

#### Activity A., p. 74

Answers will vary. Possible answers:

1. when he learned his mother had a problem with her brain
2. the dream of traveling
3. he learned to consider other people before himself

**The Q Classroom**

**Activity A., p. 79**

Answers will vary. Sample answers:

- I really liked chemistry in school. I liked doing the experiments and mixing the chemicals. It was interesting to understand the world around me in a different way.
- I know about the law of gravity. That's the most famous law. It has something to do with Newton and an apple.
- It says that for every action there is an equal and opposite reaction—the blast of fuel out the bottom toward the ground causes an equal reaction of the rocket to move up and away.

**Activity B., p. 79**

Marcus	b. Newton's law of gravitation
Sophy	a. Archimedes's buoyancy principle
Yuna	c. Newton's third law of motion
Felix	c. Newton's third law of motion

**NOTE-TAKING SKILL**

**Activity A., B., p. 80**

Questions	Notes on main ideas and important details
Answers will vary. Possible answers: How did Hannah get the idea? / How does the generator work? / Who is using BEACON now?	<u>Inventor</u> —Hannah Herbst <u>BEACON</u> —Bringing Electricity Access to Countries through Ocean Energy Appearance: <u>small box</u> <u>wheels with blades</u> <u>floating tubes</u> What it does: <u>takes energy from moving water and changes it to electricity</u> Hydropower—Newton's <u>third law</u> When <u>waves</u> hit the <u>blades</u> , they <u>move</u> When the blades move, they make a generator turn, which makes <u>electricity</u> .

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 81**

Answers will vary. Possible answer: I guess it's some kind of waterwheel.

**WORK WITH THE LISTENING**

**Activity A., B., p. 82**

Questions	Notes
Answers will vary. Possible answers: How did Reeves and Riddiford get the idea? / How does the generator work? / Is Mr. Trash Wheel working now?	<u>GravityLight</u> <u>invented by</u> Reeves and Riddiford wanted to find a <u>cheap light</u> works by a <u>weight falling</u> the gear inside GL <u>controls the falling weight</u> <u>Mr. Trash Wheel</u> Baltimore has had a problem with <u>garbage in the harbor</u> Invented by Kellert— <u>sailor and engineer</u> description: <u>wheel beside conveyor belt covered with white cloth &amp; has eyes</u> how it works: <u>waterwheel turns, powers forks that push trash onto conveyor belt that dumps trash into box</u>

**Activity C., p. 83**

- a
- b
- b
- b
- a
- b

**Activity D., p. 83**

- F; Kerosene lights are dangerous and dirty (not expensive).
- T
- T
- T
- T
- F; Mr. Trash Wheel relies on gravity and solar power to function.
- T

**Activity E., p. 84**

Answers will vary. Possible answers:

- GravityLight might be hard to advertise in areas where people don't have access to TV or the Internet.
- Maybe to make Mr. Trash Wheel cute and appealing.
- Yes, it would surprise me. Why would tourists want to see a trash wheel?

**Activity F., p. 84**

- stream
- power
- summarize
- affordable
- gear
- force
- alternative
- hazardous
- inventor
- function
- intention
- throughout

**SAY WHAT YOU THINK**

**p. 85**

Answers will vary. Possible answers:

- I would invest in GravityLight because it can really help people in developing countries and that is important to me.
- I know about LifeStraw. You can drink dirty water, like in a hurricane, without getting sick.
- My city could really use Mr. Trash Wheel. There is a lot of garbage in the lake.

**LISTENING SKILL**

**Activity A., p. 86**

Excerpt 1. a  
Excerpt 2. b  
Excerpt 3. a

**Activity B., p. 86**

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

**LISTENING 2**

**WORK WITH THE LISTENING**

**Activity A., B., p. 88**

Answers will vary. Possible answers:

Questions	Notes on main ideas and important details
Answers will vary. Possible answers: When will Moore's law end? / How small is computer pill?	Computers have gotten smaller. Gordon Moore—Moore's law The number of transistors will double every two years. This quadruples computer's power Computers are cheaper. Moore's law has an end. Scientists making computer pill

**Activity C., p. 88**

1. T
2. F; The increase in transistors has lowered the price of computers.
3. F; Experts believe we are approaching the end of Moore's law.
4. F; The pill collects information from inside the body.

**Activity D., p. 88**

cell phone  
computer  
digital camera  
laptop  
smartphone

**Activity E., p. 89**

2, 5, 6

**Activities F., p. 89**

Answers will vary. Possible answers: I think number 2 is possible because the video said that Moore's law has resulted in scientists creating a computer pill and that is amazing. / I think number 5 is possible because we don't know what will happen when Moore's law stops.

**Activity G., p. 89**

Answers will vary. Possible answers:

1. I think people would talk to each other more and be outside in nature if they couldn't take their computer everywhere with them.
2. The pill might be able to tell doctors if people are sick more quickly.

**Vocabulary Skill Review**

**p. 90**

Possible words you may find similar in meaning to *hilarious*—extremely funny, riotous; *rapidly*—quickly, swiftly vs. hurriedly; *sophisticated*—advanced vs. experienced vs. cultured

**Activity H., pp. 90–91**

- a. hilarious
- b. double
- c. noticeable
- d. rapidly
- e. sophisticated
- f. reflect
- g. astonishing
- h. extent
- i. dramatically
- j. target
- k. capacity

**SAY WHAT YOU THINK**

**p. 91**

Answers will vary. Possible answers:

1. They are similar because they both were careful observers.
2. I think when we learned how the human body looks inside, that changed medicine and healthy living. We are still learning, but we know more than they did 200 years ago.

**VOCABULARY SKILL**

**Activity A., p. 91**

1. prodigy
2. consistent
3. deviate
4. orate
5. reflex
6. altered

**Activity B., p. 92**

1. scientific
2. Basically
3. true
4. explanation
5. described
6. developed

**Activity C., p. 92**

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

**GRAMMAR**

**Activity A., p. 94**

1. Alonzo has started the project.
2. I have thought a lot about this project over the past few years.
3. Ellen has taken several physics classes at the university.
4. Min-ju has given a sample of the product to her friends to test.
5. The company has won three awards over the past year, and it will probably win more.

**Activity B., pp. 94–95**

1. have started
2. have been working
3. have you come
4. have found
5. have you sold
6. have been working

**PRONUNCIATION**

**Activity A., p. 96**

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

**Activity B., p. 96**

Alex: What's that?

Lee: It's a cool new flashlight.

Alex: What's so cool about it?

Lee: The power for it comes from the heat of my hand.

Alex: How does that work?

Lee: It's the thermoelectric effect. It changes the heat into electricity.

Alex: Can I see it?

Lee: Here you are.

Alex: It really works!

**SPEAKING SKILL**

**Activity A., pp. 97–98**

1. refuse politely
2. use vague phrases
3. ask another question
4. answer a different question
5. refuse politely
6. ask another question

**Activity B., p. 98**

Answers will vary. Possible answers:

1. You might say it's an interesting company.
2. Have you used it?
3. Actually, I'd rather not / I wouldn't.
4. Why do you need it?

**The Q Classroom**

**Activity A., p. 103**

Answers will vary. Sample answers:

1. Cost is most important to me because I need to be careful about how much money I spend. / Flavor is the most important thing because I like my food to taste good. / Nutrition is most important to me because I want to stay fit.
2. Watching advertisements for food makes me hungry. / I want to try the new products that I see in TV ads.
3. The person is spraying something, maybe fertilizer, on a field of what looks like corn. Yes, I would eat something grown with these methods, as I understand it to be safe. / No I would not eat something grown this way because I've read that it is not friendly to the soil.

**Activity B., p. 103**

Answers will vary. Possible answers:

1. I agree with Felix and Marcus. When people eat a lot of packaged food, they are more likely to become overweight, which is really unhealthy. / I disagree with Felix and Marcus. Just because food is packaged, it doesn't mean it's unhealthy. Besides, packaged food is often quicker and more convenient to make, so people have more time to relax.
2. Growing bigger, healthier plants in poor places might mean that more people can eat better. / People in rich countries might get bigger because they can eat more.

**NOTE-TAKING SKILL**

**Activity A., p. 104**

Answers may vary. Possible answers include:

Zootherapy – Using food in place of medicine

1. China – Peking duck
  - a. Famous and delicious
  - b. Red rice powder on duck skin
  - c. Lowers cholesterol (?) - a white substance that blocks blood flow
  - d. Fewer Chinese people get heart disease than other countries
2. Brazil – Hammerhead shark liver oil
  - a. Indigenous (native) populations off the coast of Brazil
  - b. Cure asthma (trouble breathing)
  - c. Endangered (?) – not many remain in the world
  - d. Now, researchers are testing asthma drugs made from oil from nurse & blue sharks

**Activity B., p. 104**

Answers will vary. Possible answers:

Questions:

1. What chemical in red rice powder lowers cholesterol?
2. Why do you think the practice of using food as medicine is declining?

Summary: People sometimes use food as medicine. One example is Peking Duck. The red rice powder on the skin has a chemical that lowers cholesterol, and this may be one reason people in China have low heart disease rates. Another example is shark liver oil, which indigenous peoples in Brazil use to treat asthma. Now, scientists are testing asthma drugs that contain this oil.

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 105**

Answers will vary. Possible answers:

1. I think farmers might have problems with the weather. If it is too wet or too dry, their plants won't grow well.

2. I think drones might make it easier for a farmer to see what is happening on his or her farm.

**WORK WITH THE LISTENING**

**Activity A., B., p. 106**

Answers will vary. Possible answers:

Concerns about using robots	too hard to use not reliable enough ( <i>might not work</i> ) too expensive we think of drones as military weapons
Pressures on farmers	feed more people lower the chemical load ( <i>how much chemicals they use</i> ) use less water farms are bigger than before fewer workers on the farms crops can get diseases and infections
Possible uses for drones	get data measure their farms look for disease ( <i>sickness</i> ) they can see if chemicals should be sprayed on the crops

**Activity C., p. 106**

Answers will vary. Possible answers:

1. People are worried about using robots because they might be expensive for farmers to buy and because they are hard to use and often not reliable. Also some people might think of drones as weapons.
2. Farmers face a lot of pressures today. They need to feed more people using less water and fewer chemicals. Also farms are bigger than before and there are fewer workers. Finally, they worry about disease in their crops, but that is not a new worry.
3. Farmers could use drones to get information about their farms and to check whether their plants are healthy or they need to spray chemicals.

**Activity D., p. 107**

- 2. Drones can help farmers feed more people.
- 4. Farmers can use drones to get big data on their crops.

**Activity E., p. 107**

1. ML
2. LL
3. LL
4. ML
5. LL
6. ML

**Activity F., pp. 107–108**

- a. precision
- b. load
- c. revolution
- d. buzz
- e. dominate
- f. productivity
- g. ignorance
- h. infection
- i. suffer
- j. distribute
- k. survey

**SAY WHAT YOU THINK**

**p. 109**

Answers will vary. Sample answers:

- I think the speaker means that the scientists make the drones, and we can figure out how to use them. I don't agree that this is a good way to do things because sometimes we can find bad ways to use scientific discoveries, like atomic energy.
- I think using drones is a very good idea, but they need to be cheaper and easier to use for farmers.

**LISTENING SKILL**

**Activity A., p. 109**

- Title, Imbalance
- against

**Activity B., p. 110**

Excerpt 1: b  
Excerpt 2: a  
Excerpt 3: b  
Excerpt 4: b

**LISTENING 2**

**WORK WITH THE LISTENING**

**Activity A., p. 111**

Answers will vary. Possible answers:

Lara Jones, nutritionist	food cravings affect most people might be message from body signaling a need for a nutrient or vitamin chips craving = need sodium chocolate craving = need magnesium
Dr. Svacina, dietary psychologist	disagrees → we don't crave all foods high in magnesium (e.g., spinach, fish) cravings can come from feelings where we live also affects cravings Americans → chocolate Egyptians → savory dishes (e.g., stuffed eggplant)
Howazen Al Ganem, prof. of ethics in advertising	TV images of rich, fatty, sweet, & salty foods cause cravings need to think about ethics of advertising to children adults can change TV watching habits

**Activity B., p. 112**

Answers will vary. Possible answers:

I agree with Lara Jones. I often crave something salty after I exercise. / I agree with Dr. Svacina. I sometimes want to eat sweets when I am sad. / I think Howazen Al Ganem is right. I am going to think about the food ads I watch on TV and how they make me feel.

**Activity C., p. 112**

- a
- c
- b
- c

**Activity D., p. 113**

- T
- F; According to some nutritionists, a food craving is caused by not having enough of a particular nutrient.
- F; Some scientists think that food cravings come from negative emotions.
- T
- T

**Activity E., p. 113**

- d
- c
- a
- b

**Activities F., p. 113**

Answers will vary. Sample answers:

- I saw an advertisement for pizza recently. The cheese was melting and bubbling and it looked delicious. I think the advertisement was effective.
- I don't think this is good advice. If I eat a little bit, I want to eat more. I try to avoid food cravings in the first place by not having unhealthy food around me that I would want to eat.

**Activity G., p. 114**

- compound
- intense
- disturbing
- consumer
- reaction
- alter
- debate
- ultimate
- ethics
- modification

**Activity H., p. 115**

Answers will vary. Possible answers:

The speaker is not biased.—2  
The speaker is an expert.—1, 2, 3  
The speaker provides proof.—2  
The speaker's ideas agree with my life experience.—2, 3

**Activity I., p. 115**

Answers will vary. Possible answers:

Speaker 1: I don't believe the speaker because the speaker talks about research, but isn't specific. I know from my life that it's hard to lose five pounds in a week.  
Speaker 2: I believe the speaker because the speaker talks about a scientific study. I know that omega-3 is good for my brain.  
Speaker 3: I don't believe the speaker because the speaker probably makes money from GMO. The speaker would know about GMOs because he or she is a farmer.

**SAY WHAT YOU THINK**

**p. 116**

Answers will vary. Sample answers:

- I am more interested in the research in Listening 1 because even though I have enough food in my life, many people don't. Any technology that can help us grow more food is good.
- I prefer to get information from one expert. Sometimes the news shows conversations among experts, but they just disagree, and I can't tell who is right.

**VOCABULARY SKILL**

**Activity A., p. 117**

- to not approve
- to do again
- not fair
- to not feed enough
- to make not tied
- to not like / be opposed to

**Activity B., p. 117**

1. scientist
2. originally
3. uniqueness
4. weightless
5. topical
6. relation

**GRAMMAR**

**Activity A., p. 119**

1. more/less flavorful
2. more/less uneasy
3. higher, less high
4. tastier, less tasty
5. more/less widely
6. more/less unnatural
7. more/less acceptable
8. better, worse
9. more/less loyal
10. more/less expensive

**Activity B., p. 119**

Answers will vary. Possible answers:

1. Which kind of juice do you think is sweeter, pineapple or orange? / I think pineapple juice is sweeter than orange juice.
2. Which kind of peach is more flavorful, preserved or fresh? / I think fresh peaches are more flavorful than preserved peaches.
3. Which TV show do you think is more disturbing, the news or reality TV? / I think the news is more disturbing than reality TV.
4. Which drink do you think is more widely enjoyed, tea or coffee? / I think tea is more widely enjoyed than coffee.
5. Which food do you think is more expensive, organic or genetically engineered? / I think organic food is more expensive than genetically engineered food.

**PRONUNCIATION**

**Activity A., p. 120**

1. What? You've never eaten a tomato?
2. Do you prefer water or juice?
3. My favorite foods are rice, yams, and pizza.
4. What did you say? You don't like ice cream?
5. Are you hungry? Do you want some bread and cheese?

**Activity B., p. 120**

Answers will vary. Possible answers:

1. I like pizza, steak, and French fries. [rising, rising, rising falling intonation]
2. I would never try insects, brains, or snake. [rising, rising, rising falling intonation]
3. I usually cook. [rising falling intonation]

**SPEAKING SKILL**

**Activity A., pp. 121–122**

1. Really
2. Wow
3. Yeah
4. Mm-hmm
5. Every day
6. That's interesting

**The Q Classroom**

**Activity A., p. 127**

Answers will vary. Sample answers:

1. Being successful means that I accomplish all of my personal goals.
2. I have taken a traditional path to success. I work hard, and I am going to school. The advantage to a traditional path is that it has worked for a lot of people for a long time. / I have taken a nontraditional path. I didn't go to school, and I didn't have good jobs when I was younger. However, I have become successful because I was given an opportunity later in life.
3. They are climbing a mountain. It is important for people on a team to work together to be successful. It is also important for people on the team to see other people's strengths and weaknesses. And in situations like this, working well as a team is critical to staying safe!

**Activity B., p. 127**

Answers will vary. Possible answers:

1. Someone might work as a fashion designer and then decide that they want to teach textiles in a high school. Their experience in the fashion industry would give them unique ideas about sewing.
2. I think getting a degree is the most important of the steps that Felix lists because if you don't have that piece of paper, it can be very hard to get even an entry-level job.

**NOTE-TAKING SKILL**

**Activity A., p. 128**

Company	History	Success	Problems
Ben and Jerry's	<ul style="list-style-type: none"> <li>• childhood friends</li> <li>• opened in 1979</li> <li>• focus on charities</li> <li>• against using chemicals</li> </ul>	<ul style="list-style-type: none"> <li>• US Small Business Persons award (1989)</li> <li>• made a profit when sold</li> </ul>	<ul style="list-style-type: none"> <li>• lawsuits</li> <li>• needed help with business to deal with growth</li> </ul>
Lululemon	<ul style="list-style-type: none"> <li>• Chip Wilson</li> <li>• opened in 1998</li> <li>• a place where people could learn about healthy living</li> </ul>	<ul style="list-style-type: none"> <li>• valued at \$10 billion</li> </ul>	<ul style="list-style-type: none"> <li>• some people think growth too fast</li> <li>• disagreement with board members</li> </ul>
Starbucks	<ul style="list-style-type: none"> <li>• opened in 1971</li> <li>• create a feeling of community</li> </ul>	<ul style="list-style-type: none"> <li>• more than 21,000 stores in 65 countries</li> </ul>	<ul style="list-style-type: none"> <li>• financial problems in 2008</li> </ul>

**Activity B., p. 128**

Answers will vary. Possible answer:

Ben and Jerry's, Lululemon, and Starbucks are three companies that have achieved financial success even though that might not be their main goal. Ben and Jerry's focuses on charities and producing ice cream without any chemicals, but they've still been successful. They won a business award in 1989, and the company was sold at a profit. Lululemon was created as a place where people could learn about healthy living. It is now worth ten billion dollars. Finally, the people who started Starbucks wanted to create a feeling of connection. Now there are over 21,000 Starbucks in 65 countries. All of these companies were started with a different goal in mind, but they have all made a lot of money.

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 129**

Answers will vary. Sample answers:

1. My uncle opened a small store when he was young. He has been very successful, though in the first few years he had to work seven days a week. He retired a few years ago and his daughter manages the store now.
2. I think I would probably give up if my business failed. I think it would be really hard to get more money to try again.

**WORK WITH THE LISTENING**

**Activity A., p. 130**

Business-person	History	Problems	Successes
Scott Nash	started with \$100 opened in mom's house delivered food to people	he didn't make a profit for 20 years economic crisis in 2009	focus on values: environment and customers chain of stores \$200 million every year
John Paul DeJoria	sold things door to door met Paul Mitchell Paul had quality hair products started their company with \$700	was a bad salesperson at the beginning was rejected a lot	learned to deal with rejection, became much better salesperson hair product company sells more than 80 products, very successful lots of money for environmental and social problems
Michael Acton Smith	with a friend, sold toys, gadgets, and games on the Internet developed an adventure game	not enough customers spent too much money launching it dot-com bubble burst	created Moshi Monsters multimillion-pound business

**Activity B., p. 130**

Answers will vary. Possible answers:

Scott Nash didn't make a profit for 20 years and there was an economic crisis in 2009 that really scared him. But he grew his company slowly and focused on protecting the environment and his customers, and now his company makes more than \$200 million every year.

**Activity C., p. 131**

Answers will vary. Sample answers:

I think Michael Acton Smith's journey to success was the easiest because he spent other people's money, not his own. I think John Paul DeJoria's was the most difficult because he had to sleep in his car.

**Activity D., p. 131**

1. F, \$100
2. T
3. F, \$200,000,000
4. F, unsuccessful
5. F, with Paul Mitchell
6. T
7. T
8. T
9. F, would not have
10. F, it is important to Scott Nash and John Paul DeJoria

**Activity E., pp. 131–132**

1. MAS
2. JPD
3. JPD
4. SN
5. MAS
6. SN

**Activity F., p. 132**

1. launch
2. pressure
3. genius
4. confidence
5. values
6. steadily
7. burst
8. profit
9. expand
10. vision
11. investor
12. massive

**SAY WHAT YOU THINK**

**p. 133**

Answers will vary. Sample answers:

1. I think they believe this because they have learned things from their failures and improved their businesses. I think failure is an important part of success. It's usually how we learn new things.
2. I was surprised about the challenges. I didn't realize a new business could take so long to make a profit. / I wasn't surprised. I think people who start a business work harder than people with regular jobs.

**LISTENING SKILL**

**Activity A., p. 133**

1. whereas
2. But
3. However
4. On the other hand

**Activity B., p. 134**

	Scott Nash	John Paul DeJoria	Michael Acton Smith
Started a business with a little money	X	X	
Started a business with a lot of money from investors			X
Expanded his company slowly	X		
Learned from his early failures		X	X
Failed because he spent too much money			X
Focused on his values	X	X	
Failed two times before he succeeded			X

**Activity C., p. 134**

Answers will vary. Possible answers:

In contrast to Scott Nash, Michael Acton Smith failed because he spent too much money. / John Paul DeJoria and Scott Nash started with a little money, but Michael Acton Smith got a lot of money from investors.

**LISTENING 2**

**PREVIEW THE LISTENING**

**Activity A., p. 135**

Answers will vary. Sample answers:

1. I would consider working for free if I knew that I would be hired by the company in the future. I would like to try working on a movie set. / I would never work for free. How would I support myself?
2. My friend did two internships. One was with his father's company. One was with a bigger international company.

**WORK WITH THE LISTENING**

**Activity A., p. 136**

Answers will vary. Possible answers:

Advantages of an internship	Disadvantages of an internship
good work experience educational can meet important people can make students more competitive when they apply for a job	unpaid / paid badly sometimes entry-level positions sometimes viewed as disposable workers long hours

**Activity B., p. 136**

Answers will vary. Possible answers:

I think HyoJin's summer plans sound better. He will learn a lot for his future career. / I think Nicholas's job sounds better. I think he'd make more money and work shorter hours.

**Activity C., p. 136**

- 1, 3

**Activity D., pp. 136–137**

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

**Activity E., p. 137**

Answers will vary. Possible answers:

1. "I think you should take the internship in the big company. You will meet more people and it will be more impressive on your CV."
2. "I think you should work in the small company. You will do more meaningful work and you might learn more."

**Activities F., p. 137**

Answers will vary. Sample answers:

1. I think it would be better to do an internship for a tech company. It would be interesting to learn about new technology. I would not want to intern in a law firm. It would be boring.
2. I think I would hire an older intern. He/She would have more life experience.
3. I would like to be a teacher someday, so it would be good for me to be an intern in a school. I would be able to learn how to manage a class and plan lessons. I think the teacher would expect me to grade papers and help with activities. Maybe I would work with a small group of students who need extra help.

**Vocabulary Skill Review**

altogether, basically

**Activity G., p. 138**

- a. altogether
- b. fierce
- c. decent
- d. miserable
- e. in particular
- f. workforce
- g. meaningful
- h. basically
- i. predecessor
- j. fairness
- k. disposable
- l. rate

**Activity H., I., p. 139**

Answers will vary.

**SAY WHAT YOU THINK**

**p. 139**

Answers will vary. Sample answers:

1. I would rather work in an established company. I don't like the risk of starting a new business.
2. I think learning from my own mistakes is better because then I really learn something. If I learn from others, I might still make the same mistakes.

**VOCABULARY SKILL**

**Activity A., p. 140**

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

**Activity B., p. 141**

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

**Activity C., p. 141**

1. speak
2. wait
3. begin
4. interested in

**GRAMMAR**

**Activity A., pp. 142–143**

1. simple
2. compound
3. complex
4. simple
5. complex

**Activity B., pp. 143–144**

Answers may vary. Sample combined sentences include:

It went really well, and I might get the job!

They'll call me after they make the decision this afternoon.

I sent him an email last week, but he hasn't answered it.

Well, he's taking a year off because he's going to Antarctica to study penguins.

Although it seems like an incredible opportunity, I can't imagine living in Antarctica.

I might volunteer for a group that builds houses for people, or I might work in a program for street kids.

Those both sound like important projects, and they'll look good on your college application.

I need to do something significant if I want to get into a good school!

Well, I should get home, so I can wait for the call about the job.

**PRONUNCIATION**

**Activity A., p. 144**

1. love
2. one
3. Carlos
4. new
5. lot, so

**Activity B., p. 145**

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

**SPEAKING SKILL**

**Activity A., pp. 146–147**

1. That reminds me
2. I wanted to ask you
3. Anyway
4. Speaking of which
5. Hold that thought

**The Q Classroom**

**Activity A., p. 153**

Answers will vary. Sample answers:

1. He probably meant that a lot of his knowledge comes from things that he was not looking for.
2. I once accidentally added the wrong ingredient to a dish. I thought it would ruin the dish, but it ended up tasting great!
3. I think this is a good place for serendipitous discoveries because it's a place where people might find new animals, minerals, or other scientific discoveries, things you'd only learn by going there.

**Activity B., p. 153**

Answers will vary. Sample answers:

1. I agree with Marcus. When we try to learn new things and experience new things, we may end up learning things we didn't expect to learn. We may even make discoveries we never expected.
2. Yes, sometimes accidental discoveries can be negative. For instance, a scientist might accidentally discover something poisonous or destructive. People might also accidentally discover bad news about their family, their health, their job, or some other aspects of life.

**LISTENING 1**

**PREVIEW THE LISTENING**

**Activity A., p. 154**

Answers will vary. Possible answers:

I think accidents are a big part of scientific discoveries. But hard work is important, too. / I think scientists need to be open to their research going in a different direction to recognize when they have made a new discovery.

**WORK WITH THE LISTENING**

**Activity A., p. 155**

Answers will vary. Possible answers:

Main ideas	Important details
Alfred Nobel discovered dynamite	1867 – after he put a flammable medicine on a cut
Charles Goodyear made rubber reliable	Dropped rubber on a stove Both by accident
Serendipity: looking for one thing and finding something else better	Inadvertent observation or an accidental discovery
Dr. Morton Meyers made cancer discovery	Wrote <i>Happy Accidents</i> , book about serendipity in medicine
Goat herder discovered effects of caffeine	Saw goats eating coffee beans
Camels helped discover cheese	Milk hanging from camels was shaken, which made cheese
Scientist at 3M helped create Post-it notes	1968 – scientist made an adhesive that wasn't sticky enough
MIT media lab: brings different people together to experiment	"Serendipity is mandatory. It's not a luxury."
GE created Silly Putty, now in the Smithsonian Institution	Serendipity can be fun.

**Activity B., p. 155**

Answers will vary. Possible answers:

- Where does the word *serendipity* come from?  
What other medical discoveries were made by accident?  
After the effects of caffeine were discovered, how did people start making coffee?  
Did any of these accidental inventors/discoverers become rich?  
What has been invented at the MIT Media Lab?  
What does the speaker mean by "serendipity is mandatory"?  
What is Silly Putty used for?

**Activity C., p. 155**

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

**Activity D., p. 156**

1. T
2. F; Food serendipity has been greatly affected by animals.
3. F; Many products we purchase today are the result of serendipity.
4. T
5. F; According to one speaker, serendipity is mandatory, not a luxury.

**Activity E., p. 156**

The following items were discovered or invented by accident: chocolate chip cookies, the pacemaker, Velcro

**Activity F., p. 157**

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

**SAY WHAT YOU THINK**

**p. 158**

Answers will vary. Sample answers:

1. I think that serendipity is often an important factor in success. But, if scientists only see a setback as a failure, they might not see it as an opportunity for a serendipitous discovery. So, it's important to keep an open mind.
2. Companies are smart to invest in research because if an important discovery is made by accident, the company will be able to make a lot of money. / Companies should not invest in research because they shouldn't risk money on the hope that something good might happen.
3. I do not think that serendipity is mandatory because it is a naturally occurring event. Not all naturally occurring events must happen to everyone. / I think serendipity is mandatory because it is hard to accomplish things without some element of accident.

**LISTENING SKILL**

**Activity A., pp. 158–159**

1. which is
2. what is
3. In other words
4. In other words
5. I mean

**Activity B., p. 159**

Answers will vary. Possible answers:

1. In other words,
2. What I mean is
3. In other words,
4. What I mean is
5. What I mean by *commonplace* is

**NOTE-TAKING SKILL**

**Activity A., p. 160**

Answers will vary. Possible answer:

In 1940, Marcel (18) went for walk in woods with friends and dog

Stumbled on something amazing

Dog really stumbled on it

Dog ran off

Marcel and friends chased it

Dog was digging by fallen tree

Marcel helped dig

Hole led to caves

Marcel climbed down

Found old wall paintings—animals in bright colors

Major news event

Researchers and tourists came to see caves

Caves closed off in 1963

Marcel had no idea he'd find what he found

**Activity B., p. 161**

Answers will vary. Possible answers:

Event 1: One day in 1940, Marcel went for a walk with friends and his dog.

Event 2: The dog ran off and they chased it.

Event 3: Marcel helped the dog dig a hole that led to caves.

Event 4: Marcel climbed down into a cave.

Event 5: Marcel found ancient wall paintings.

Event 6: Many researchers and tourists came to see the paintings.

Event 7: In 1963, the caves were closed off again.

**LISTENING 2**

**WORK WITH THE LISTENING**

**Activity A., p. 163**

Answers will vary. Possible answers:

45,000 Chinese kids adopted by US families over 14 years

Ruby Smith—happy 8-year-old

Once sad, scared orphan in China

Emma and Dan brought Ruby to Florida

Ruby scared to be alone

Outside Philadelphia—Kate Bern loves new home

Amy and Carl brought her from China

Kate very aware, ate a lot

Amy sought help online

Got answer from Emma

Moms lived 1,000 miles apart

Noticed kids from same orphanage

Shared pictures

Girls looked alike

Brought girls face to face

Emma thought they were twins

Amy didn't believe but noticed connection

Girls saw each other 4 years later at orphanage reunion

Visited each other 3 more times

Families tested DNA

DNA results: probably twins

Parents understand why Ruby didn't want to be alone

**Activity B., p. 163**

Answers will vary. Possible answers:

1. Amy went online to find help and got answers from Emma.
2. Moms noticed their daughters were from the same orphanage.
3. Moms shared pictures and noticed the girls looked alike.
4. Parents brought the girls face to face a few times.
5. Families tested the girls' DNA.
6. They discovered the girls are twins.
7. Ruby's parents understand why she never wanted to be alone.

**Activity C., pp. 163–164**

1. They exchanged information through a support group on the Internet.
2. She was shocked because the children looked so much alike.
3. They got along so well that they never wanted to be apart.
4. They wanted to give the girls some certainty regarding whether they were sisters.
5. The DNA results showed that the girls were almost certainly sisters.
6. She started jumping up and down and squealing, "We're sisters!"

**Activity D., p. 164**

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

**Activity E., p. 165**

Answers will vary. Possible answers:

1. I think it is important for the sisters to get to know each other. I think they should be able to see each other more often. / No, I don't think it is necessary for the girls to develop a relationship. That would be more work for the parents, who live far apart.
2. I think the girls remembered each other from when they were very young.

**Vocabulary Skill Review**

alert, deprived

**Activities F., p. 165**

1. adopt
2. reunion
3. In all probability
4. biological
5. alert
6. odds
7. ache
8. face to face
9. deprived

### WORK WITH THE VIDEO

#### Activity A., p. 166

Answers will vary. Possible answers: I think scientists found out about the human brain by looking at people who have died.

#### Activity B., p. 166

1. Explosion at work drove an iron rod into Phineas Gage's head. It damaged his frontal lobe.
2. Dr. Harlow treated Gage and observed him after. He noticed a personality change.
3. Dr. Harlow said that the front of the brain affected personality.
4. 10 years later, "brain localization" was accepted—different places in the brain do different things.

#### Activity C., p. 166

Answers will vary. Possible answer: If we rely on serendipity, such as an accident like the one Phineas Gage had, and don't actively study the brain, we're not likely to learn very much! Accidents like that, that still allow a person to function afterwards, are extremely rare.

### SAY WHAT YOU THINK

#### p. 167

Answers will vary. Sample answers:

1. I don't think all of these discoveries only happened by accident. Preparation, practice, and timing also may have affected what happened.
2. An accidental discovery can be negative if that discovery becomes a weapon of war or a chemical that ends up making people ill.

### VOCABULARY SKILL

#### Activity A., p. 167

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

#### Activity B., p. 168

1. afraid of
2. stumbling over
3. mixed, with
4. filled, with

### GRAMMAR

#### Activity A., p. 170

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

#### Activity B., p. 170

1. The professor said (that) the discovery of dynamite was an example of serendipity.
2. Mary Tanner said (that) her favorite accidental discovery was the invention of Post-it Notes.
3. The professor said (that) Dr. Spencer invented something that would revolutionize cooking.
4. The professor said (that) we see microwave ovens just about everywhere.
5. Amy said (that) she was shocked.

6. Ruby said (that) the hole in her heart was getting smaller.
7. Ruby said (that) she was Kate, and Kate said (that) she was Ruby.
8. In her message, Emma said (that) she didn't know if her baby knew Amy's baby.

### PRONUNCIATION

#### Activity B., p. 171

1. she ate, /y/
2. serendipity always, /y/; so obvious, /w/
3. hardly ever, /y/; we agree, /y/
4. Try and, /y/
5. So after, /w/; you opened, /w/

### SPEAKING SKILL

#### Activity A., p. 172

1. rhetorical
2. rhetorical
3. interactive
4. interactive

#### Activity B., p. 173

1. a
2. c
3. b

#### Activity D., p. 174

Answers will vary. Possible answer:

I think the Rosetta Stone and emojis are connected because the readings are both about how using pictures is an important part of communicating today and has been since people started writing to each other.

**The Q Classroom**

**Activity A., p. 179**

Answers will vary. Sample answers:

1. I think the invention of online payment systems is really important. It is faster than ever to send money to people in different countries, and I don't carry a lot of cash with me anymore.
2. Online payments mean that it's easier to spend money. When I see the money leave my hand, it feels different than when I click "buy" on a website. Also, it's easier than ever for people to steal other people's personal information.
3. This photo shows what looks like a very small drone. I imagine very small drones could be used to look for problems in the walls of buildings or to find people trapped in buildings during emergency situations. They could also be used in science to film and study small things like insects!

**Activity B., p. 179**

Answers will vary. Sample answers:

1. Another problem with using smartphones is that people aren't as connected as before. When you go to a cafe, people aren't talking to each other; they are looking at their phones.
2. I agree with Felix. Even though I know it's probably not healthy, I could never imagine life without my phone.

**LISTENING 1**

**WORK WITH THE LISTENING**

**Activity A., p. 181**

Answers will vary. Sample notes:

Type of automation	Expected effects	Unexpected effects
medical record-keeping	- doctors would become more efficient	- doctors order more tests - doctors and patients don't connect
automatic pilot systems	- flying would become safer	- pilots' skills get rusty

**Activity B., p. 181**

Answers will vary. Possible answers:

I was surprised that doctors actually order more tests. They should save money and look up old tests instead.

**Activity C., p. 181**

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

**Activity D., pp. 182–183**

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

**Activity E., p. 183**

Answers will vary. Possible answers:

I think Carr would agree with 2 and 4 because he said that we live in an "increasingly automated world" and he talked about how pilots are losing their manual flying skills.

**Activity F., pp. 184–185**

- a. 5
- b. 8
- c. 4
- d. 9
- e. 12
- f. 2
- g. 6
- h. 10
- i. 1
- j. 7
- k. 3
- l. 11

**SAY WHAT YOU THINK**

**p. 185**

Answers will vary. Sample answers:

1. I like it that my doctor uses a computer because it makes her seem more organized. She can communicate with my other doctors more easily, too.
2. The government should make sure companies make choices about automation that benefit people. Companies won't do it on their own.

**LISTENING SKILL**

**Activity A., p. 186**

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

**Activity B., p. 186**

1. C
2. E
3. E
4. E
5. C
6. C

**NOTE-TAKING SKILL**

**Activity A., p. 187**

Digital camera technology has made it possible for just about anyone anywhere to take pictures of anything. When you take a picture, the camera captures light rays that enter through the lens. Engineers invented an image sensor chip. When light hits the chip, it basically turns the light rays into a long number. Because of this, they have been able to put digital cameras into our smartphones. Since smartphones are available to almost everyone, it means that everyone can take pictures whenever they have their phones. Also, because digital images are essentially numbers, the pictures we take are easy to edit. We don't need to hire professional photographers as often because we can do the work ourselves for free. So, these days, regular people can take pictures of everything from their meals to events of political or historical importance. While this has resulted in some very silly pictures on the Internet, it has also meant that we can find out about current events more quickly because we are all journalists now. The consequences of this change are yet to be determined.

Activity B., p. 188

Causes	Effects
engineers invented <u>image sensor chip</u>	- cameras put into smartphones
smartphones are everywhere	- <u>everyone can take pictures</u>
digital pictures = <u>numbers</u>	- <u>pictures are easy to edit</u> - we don't hire photographers as often
people everywhere can take pictures	- <u>we post silly pictures</u> - <u>we can find out about current events more quickly</u>

LISTENING 2  
WORK WITH THE LISTENING

Activity A., p. 189

Answers will vary. Possible answers:

Causes	Effects
Workers not driving	Drivers will lose jobs Companies that support drivers will go out of business
People not behind the wheel	The way cars look will change
Cars can be programmed to do least harm in an accident	Cars will make decisions about who to protect People might not buy the car that doesn't protect them Cars will be safer overall

Activity B., p. 190

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

Activity C., p. 191

Answers may vary. Possible answers:

- will disappear
- will design new cars
- people will enjoy traveling more
- car companies won't program them that way.
- driving will be safer.

Activity D., p. 191

Answers will vary. Sample answers:

- I think the car companies and the government together should help people who lose their jobs to driverless cars. The government can support research into new types of creative work that only humans can do, and the car companies can help implement some of those innovations.
- I would include mobile Wi-Fi enabled work stations so travelers could stay connected and productive while in the car.
- Cars today, with human drivers, are incredibly dangerous, so programming cars to make life-or-death decisions will actually save many more lives.
- I think it would be better and more cost-effective to not own a car, but just order a car when I need one.

Activity E., p. 192

- abstract
- harm
- dive into
- theoretically
- cater to
- loosely
- gut
- outcome
- notion
- prospective
- entirely

Activities F., p. 193

Answer will vary. Possible answers: The first ad seems as though it would have data to back it up. It's important to me to keep my teeth healthy, so I would be willing to pay a higher price for better toothpaste. The second ad seems a bit vague. I also do not trust car advertisers, and cars are so expensive, so I would look for a car with a lower price. The third ad has lots of problems. My understanding is that diet programs like this are not healthy. I would not spend any money on a product like this.

Activity G., p. 194

Answers will vary. Possible answers:

- I believe the experts in the first and second advertisements because they are specific kinds of scientists. The third advertisement just said "researchers," so I had questions about who they were.
- The information in number 2 seemed to be the easiest to believe. There were only ten dentists asked in advertisement 1. Also, the car in number 2 won three awards.

WORK WITH THE VIDEO

Activity B., pp. 194–195

Answers will vary. Possible answers:

Causes	Effects
Stefan and his team are adapting existing trucks.	They can beat rival companies.
Stefan and his team added a computer to control a truck's pedals and steering wheel.	They won't have to build a driverless truck from scratch.
Stefan's type of self-driving truck will still require drivers.	The drivers will keep their jobs.
Stefan and his team are focusing specifically on highway driving.	They will be able to take drivers out of the truck by the end of the year.

Activity C., p. 195

Answers will vary. Sample answers:

- I think it is good to change quickly. If engineers wait until people are completely ready for change, nothing will even happen.
- But if changes happen too quickly, it could hurt people. For example, people could be hurt by a self-driving truck that doesn't work right. Or people could lose their jobs.

### SAY WHAT YOU THINK

#### p. 195

Answers will vary. Sample answers:

1. In general, progress is negative. It makes us more comfortable and it makes life easier, but we are destroying the planet. In the end, progress might mean the end of humans entirely.
2. I think it should be up to each country's government to regulate progress. Each country will know what is best for them and what they can afford to control.

### VOCABULARY SKILL

#### Activity A., p. 196

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

#### Activity B., p. 196

Answers will vary. Possible answers:

1. My grade on the last test is cause for concern.
2. I need to keep in mind that he is very busy right now.
3. My swimming skills got rusty because I have not been to the pool in a long time.
4. Our friendship will be on the line if he keeps telling other people my secrets.
5. I want to spend my vacation at leisure.

### GRAMMAR

#### Activity A., p. 198

1. When it isn't designed to benefit humans, more automation is not necessarily good.
2. If we are worried about their skills getting rusty, we can require pilots to practice flying manually.
3. If you are worried about a robot replacing you, you should think about getting into a different industry.
4. When I don't need them, I don't like getting more medical tests.
5. When they are invented, I'll buy an exercise car.
6. When they all become driverless, they'll redesign cars.
7. If you don't ask them the questions, you can't be sure of people's answers.
8. If things continue as we expect, automation advancements are certain.

#### Activity B., p. 198

Answers will vary. Possible answers:

1. If they make a car that won't protect the driver, people won't buy it.
2. I'll pay for gas if you take me for a ride.
3. If cars can communicate with each other in a few years, people will be safer.
4. If you're worried about your job, think about becoming a specialist.

### PRONUNCIATION

#### Activity A., p. 199

people always ask me / what advice do you have for workers / who are facing an increasingly automated workplace / first / get a college education / experts agree / that blue-collar jobs will be most in danger / second / focus on working in a job that machines and robots haven't proven very good at / such as working with customers / being creative / planning / managing people / or directing / finally / if it looks like the writing's on the wall for your particular field of expertise / be flexible / consider transitioning to other work /

### SPEAKING SKILL

#### Activity A., p. 200

- Exactly!
- Another important point is that ...
- That's a good point.

#### Activity B., p. 200

Answers will vary. Possible answers:

1. If the software records people and keeps the recording, it might make problems for people later.
2. If people don't have to think for themselves and do things for themselves, they will become lazy.
3. If voice recognition is always listening, people will lose their privacy.
4. If voice recognition software is hacked, our voices could be used for negative purposes.



