

THIRD EDITION

5



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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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.

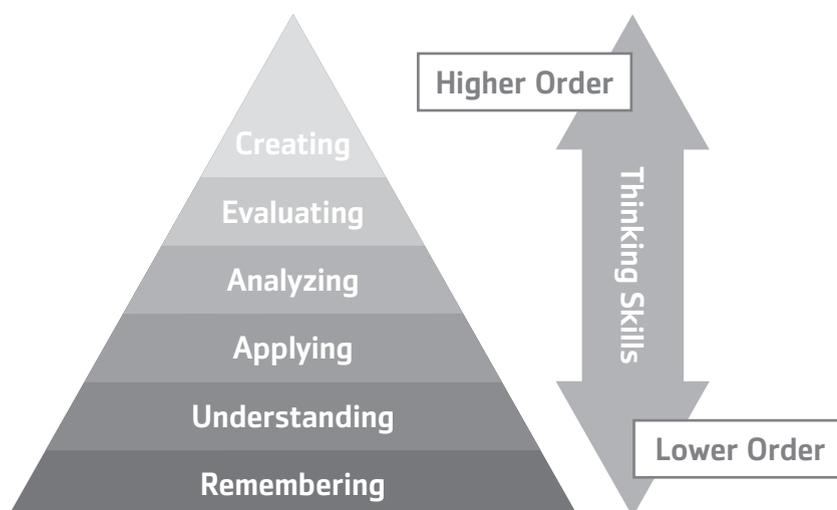


Fig. 1: Bloom's Revised Taxonomy

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

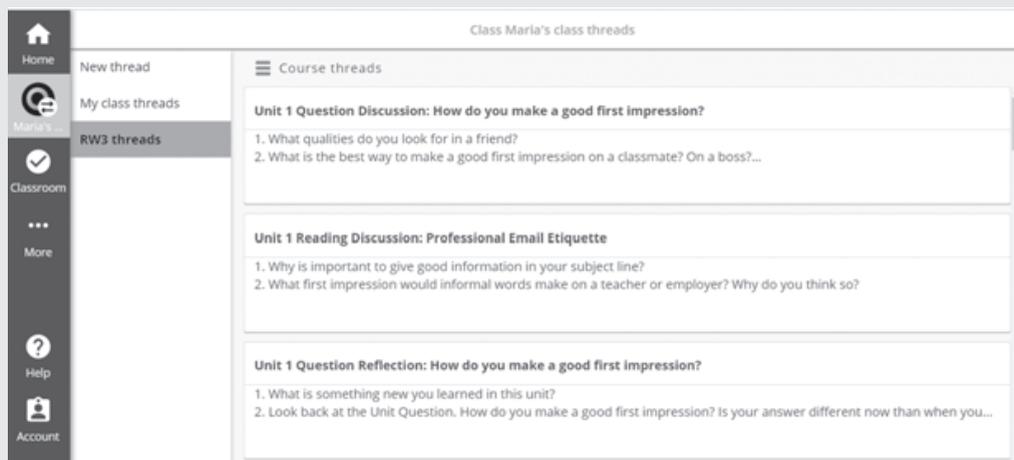
Blended learning tips for iQ Online

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.

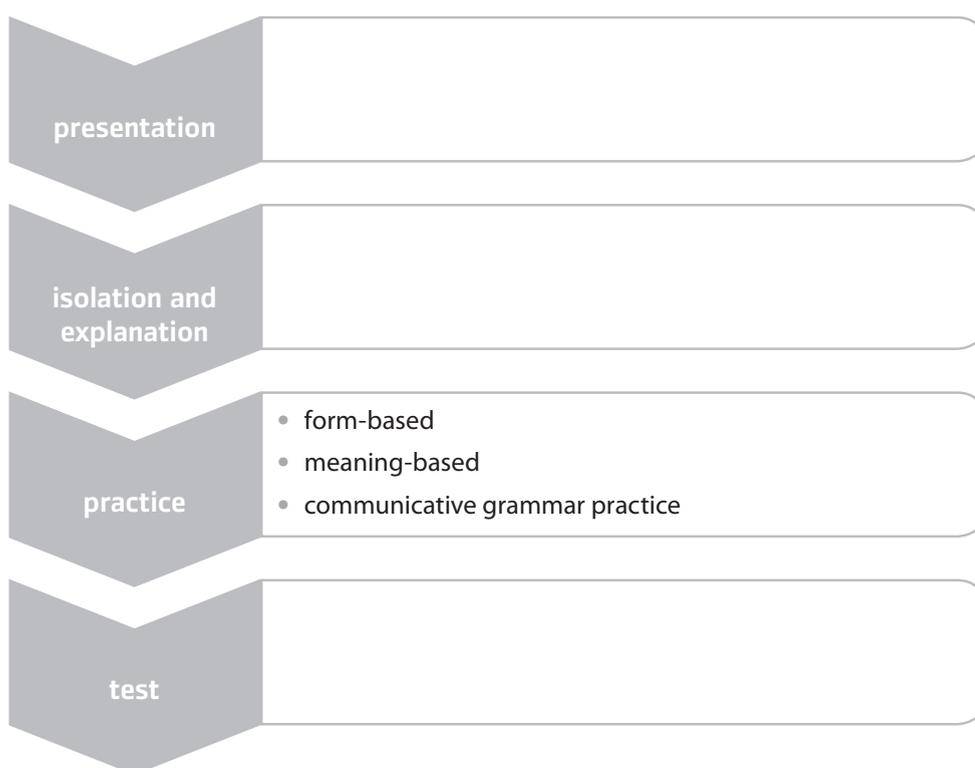


Fig. 1 Sequencing grammar lessons (Ur, 1988)

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.

Freewriting:

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

Paragraph Analyses:

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

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

Bottom Line for Your Students

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

Drafting Stage

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

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

Bottom Line for Your Students

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

Revision Stage

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

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

Bottom Line for Your Students

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

Editing Stage

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

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

Bottom Line for Your Students

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

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

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TIPS

Vocabulary tips for Q Third Edition

1 Prioritize important words

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

2 Use model texts to draw attention to vocabulary

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

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

3 Use the vocabulary from the reading

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

4 Encourage awareness of academic vocabulary

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

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

5 Use technology to motivate students

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



Why Take Notes?

Margaret Brooks Q Third Edition Author

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

Short-term memory

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

Language structure

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

Cultural expectations

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

How note-taking can help

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

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

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

Preparing to listen

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

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

Focusing on main ideas and key words

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

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

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

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

Reviewing and adding to notes soon after a lecture or presentation

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

Collaborating with others

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

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

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TIPS

Note-taking tips for Q Third Edition

1 Foster a welcoming environment for critical thinking

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

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

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

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

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

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

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

WORK WITH THE LISTENING

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

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

| Sudden Wealth | |
|------------------|------------------|
| Positive effects | Negative effects |
| | |

5 Provide feedback and follow-up activities after a listening

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



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

Needs assessment

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

Improving vocabulary and grammar

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

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

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

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

2 Model different kinds of texts

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

3 Analyze good examples

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

4 Teach grammar in context

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

5 Encourage strategic learning

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

WRITING TIP

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

Using the Online Discussion Board

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

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

Sigrun Biesenbach-Lucas, Ph.D. and Donette Brantner-Artenie, M.A.
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Discussion Board: Students.....49



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

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

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

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

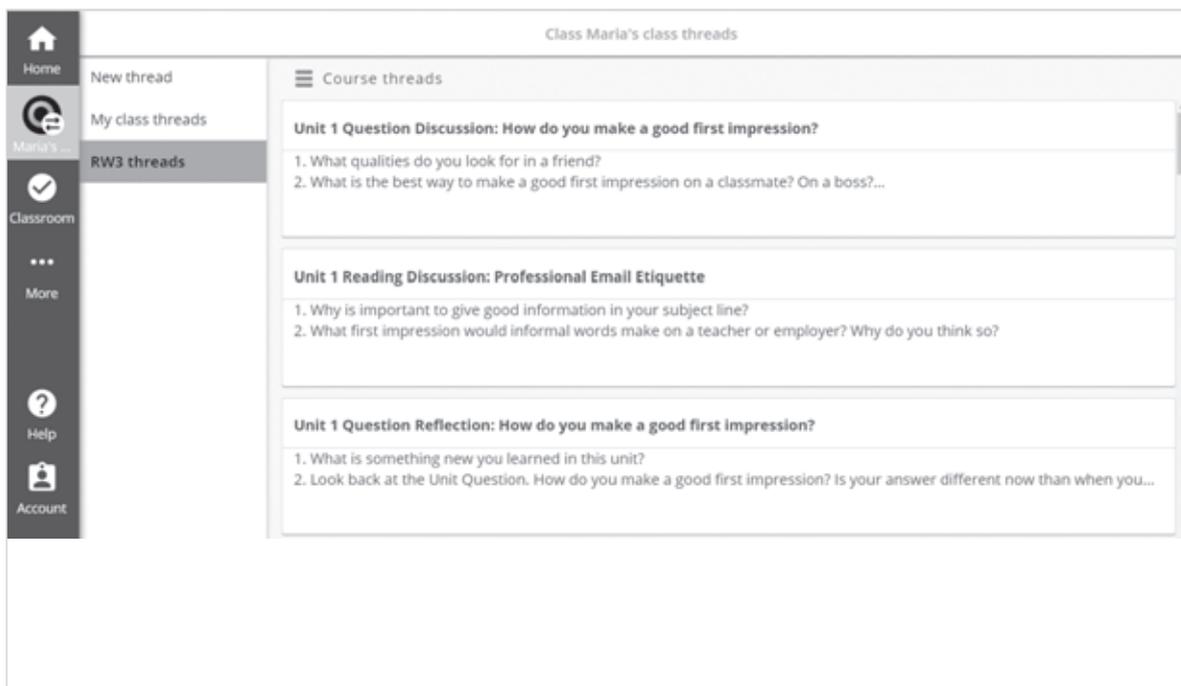


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

Benefits

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

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

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

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

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

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

Considerations for the Teacher

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

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

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

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

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

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

Unit Question: What makes food attractive?

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

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

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

Teachers should plan to address the following elements:

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

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

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

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

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

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

Conclusions

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

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

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

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Teaching Notes

Objectives

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

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

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

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

depth of the Discussion Board activity. For example, the teacher may want to scale back the required length of students' responses and place less emphasis on organization, grammar, and mechanics, and focus instead on the development and sharing of ideas. 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 two-part 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").

Implementing the Discussion Board

Discussion Board Content

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

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

Teaching Strategies

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

In Level 5, students can compose two basic types of posts: an initial reaction to the assigned questions and an optional 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 be similar in that they should have a brief introduction, body paragraphs 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 classmate's words. For example, you can encourage students to use language of reporting, such as "You describe ..."; "Your example of ... is ..."; or "You also refer to... ." Provide other examples as appropriate.

Rubrics have been included to help grade the students' posts and their replies to classmates' posts. It is important that students write effective responses that include a variety of sentence structures and use 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.

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

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

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 “Posting to the Discussion Board: Student Instructions.”

Assigning the First Discussion Board Post

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

Part Two: Responding to a Classmate’s Post (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 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 their own knowledge/experience. Other useful points to consider include:

- Using formal and polite language
 - Avoiding judgments – both positive and negative, especially if these judgments are forced on the writer and are not his/her ideas
 - Providing support for a response by referring to specific points from the classmate’s post and/or adding own examples as evidence. For example, if agreeing or disagreeing, the student should note the specific ideas of agreement or disagreement, accompanied by an 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' 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.

Discussion Board Instructions

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

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

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

Logging in to the Discussion Board

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

Responding to a Post

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

Creating a New Discussion Topic

All Unit Question Discussion 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:

Challenge Questions

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

Unit 1: Linguistics

Unit Question: *How does language affect who we are?*

What happens to your first language when you go to another country and speak another language for a long time? Is the impact positive or negative? Explain.

Unit 2: Behavioral Science

Unit Question: *What is the tipping point between work and fun?*

Describe a big event that you and your classmates could organize, such as a party to celebrate the end of the semester or a class trip to another city. How much work would it take to organize an event like this? Would the amount of work be worth it for the fun that people would have? Why or why not? Explain.

Unit 3: Psychology

Unit Question: *How can the eyes deceive the mind?*

In the unit, you learned about the concept of active versus passive deception and heard examples of both types. Identify and describe two other examples of your own from other contexts or situations, and explain how each fits the characteristics of active and passive deception.

Unit 4: International Relations

Unit Question: *How can we achieve global sustainability?*

Is it enough for one country to work alone on achieving sustainability? What are the consequences if countries from all around the world do not cooperate to achieve global sustainability? Explain.

Unit 5: Urban Planning

Unit Question: *What should the modern city look like?*

Do modern cities look the same in different parts of the world, or do they look recognizably different? What makes them similar or different? What factors might prevent modern cities from being unique?

Unit 6: Marketing

Unit Question: *What inspires innovation?*

When people think of innovation, they often think of the fields of medicine, science, and technology. What are some other fields in which innovation is important? What does innovation look like in those fields? Where do the new ideas come from?

Unit 7: Cultural Studies

Unit Question: *How do people react to change?*

What are some major changes that have taken place in the world over the past 100 years? Has the rate of change been the same all around the world? Explain.

Unit 8: Environmental Studies

Unit Question: *Where should the world's energy come from?*

The unit addresses issues of energy sources and alternative energy use on a wide scale. However, many people make individual choices about energy consumption, such as installing solar panels on their home or driving a hybrid/electric car. In the long run, can these individual actions truly have a significant impact on worldwide energy problems? Why or why not?

Unit Specific Notes

Unit 5: Urban Planning

Challenge Question: *Do modern cities look the same in different parts of the world, or do they look recognizably different? What makes them similar or different? What factors might prevent modern cities from being unique?*

Have students brainstorm a list of major modern cities from all around the world, with at least two cities from each of the six continents. For example, students might list the following cities: Toronto, New York, Sao Paulo, Bogota, Shanghai, Tokyo, Sydney, Auckland, Cairo, Lagos, etc. Next, students can create a T-chart with similarities on one side and differences on the other. They can use the chart to brainstorm what these cities have in common (such as transportation systems, large buildings, places to shop, etc.), and what each city has that is unique (such as an iconic building or a key industry).



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 5 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. Then 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?

¹ 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.

² 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 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 large amounts of money to clean up and repair all the damage, especially in cities along coastlines.

³ 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 buses cannot run, and because people in big cities depend on public transportation for all their needs, the shutdown causes chaos and economic loss.

⁴ 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 and 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

¹ 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.

² 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.

³ 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.

⁴ 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 and 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.

Name: _____

Date: _____

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

a. _____

b. _____

c. _____

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.

| 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 _____

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 photo shows two deaf Palestinian students in Gaza. They are not speaking, but using sign language instead because they are both unable to hear spoken words. There are over 135 different sign languages around the world, and even countries that share the same spoken language do not always share the same sign language. For instance, the American Sign Language (ASL) alphabet is different from the British, Australian, and New Zealand Sign Language (BANZSL) alphabet, even though English is spoken in all of these countries.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question, *How does language affect who we are?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Does the language you speak affect your personality? Do you act differently when you use a different language? If so, what differences do you see?*
2. Read the Unit Question aloud. Point out that answers to the question can fall into categories (personality, perception, communication patterns, and relationships). 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 question and make notes of the answers under the correct heading. Post the lists for students to refer back to later in the unit.

Background Note

LISTENING 1 page 4

At a fundamental level, a stroke is an interruption in the brain's normal activities due to a change in the amount of blood reaching the brain. It can either be caused by blood being blocked from reaching the brain or blood leaking across the brain. According to Valery L. Feigin, a researcher at the Auckland University of Technology, stroke is the second leading cause of death in the world. Often, stroke will cause weakness or numbness on one side of the body. In some cases, the body's functions remain intact, but the language portion of the brain is affected, which can result in the loss of communication skills.

Multilevel Option 1

LISTENING 1: My Stroke of Insight

H. VOCABULARY page 9

1. Preview the vocabulary words in the box. Say each word and have students repeat it.

2. Pair students and have them read the paragraphs and fill in the blanks with the correct words from the box.
3. When students are done, check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together. Tell the pairs to write a sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Multilevel Option 2

SAY WHAT YOU THINK page 10

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

MULTILEVEL OPTION

Ask lower-level students to be timekeepers and higher-level students to be note-takers or leaders.

Background Note

LISTENING 2 page 13

Despite initial setbacks due to being blind and deaf, Helen Keller went on to have a lot of success in her life. She became a famous speaker, a writer, and an advocate for the blind. She wrote twelve books, including the autobiography from which Listening 2 is excerpted. Keller was also the first blind and deaf person to obtain a Bachelor of Arts degree.

Expansion Activity 2

WORK WITH THE VIDEO page 18

1. Before the lesson, prepare a list of examples of elderspeak, such as *Oh Honey, you want to go to bed, don't you? Sweetie, you're just so cute! Is our tummy hungry for some foodie?* and *How are we doing today?* (Use the internet to search for examples.) Prepare enough examples so there is one for each pair of students. Write each example sentence on a piece of paper or index card and hang them up around the classroom.

- After students have completed the activities on page 18, draw their attention to the examples of elderspeak in the video (*Good girl* and *Are we lost?*). Discuss what makes the wording demeaning and ask them how they might rephrase it to be less condescending.
- Put the students into pairs and have each pair stand by one of the papers with the elderspeak on it. Give them a little time (30 seconds to a minute) to rephrase the elderspeak.
- Tell them to move to another paper and rephrase that elderspeak. Continue until the pairs have been able to rephrase almost all of the elderspeak.
- Come together as a class and elicit some of the rephrases.

Vocabulary Skill Note

NEGATIVE PREFIXES page 19

- Probe students for previous knowledge by asking: *What is a prefix? What are some examples of prefixes?*
- Present the information in the box.
- Check comprehension: *What are examples of negative prefixes? What's a pattern for il? What's a pattern for ir?*

Skill Note

Learning prefixes is an excellent way for students to expand, or even double, their vocabulary without learning completely new words. Emphasize to students that by adding the correct prefix to adjectives they already know, or are learning, they can learn two or more words with one effort.

Expansion Activity 3

A. APPLY page 19

- To provide practice with negative prefixes, place students in groups of four and provide them with a stack of ten cards, each with a different adjective written on it (e.g., *legal, capable, regular, satisfied, logical, relevant, and reliable*).
- Write the negative prefixes on the board (*dis, il, in, ir, un*).
- Have students match the adjective to the correct prefix and create a sentence with the new word, taking turns sharing their sentences aloud.
- Focus on the negative meaning the prefixes carry by having a student create a sentence with the original adjective, and then having the next student say a sentence with the adjective plus the prefix.

Multilevel Option 3

B. COMPOSE page 20

- As a class, brainstorm descriptions of the two women. Ask: *How would you describe Helen Keller? Jill Bolte Taylor?*
- Read the instructions aloud. Have students complete the activity and then compare sentences in pairs.

MULTILEVEL OPTION

Pair higher- and lower-level students and have the higher-level students review the meanings of the adjectives after the prefix has been added.

Grammar Note

PASSIVE VOICE page 21

- Present the information to the class. Choose volunteers to alternate reading the information aloud.
- Check comprehension by asking questions: *In what situations is the passive used? Can you give an example of a sentence in the passive? In passive sentences, what verb indicates the verb tense? What happens when you overuse the passive voice?*

Skill Note

The passive voice is a construction that is often used to shift attention, or even blame, away from the person who performed the action. For example, a newspaper might report that "taxes have been raised" instead of saying "the president raised taxes" in an effort to disassociate the person from the action. Ask the class: *Why would a speaker or writer want to shift attention from the person who performed the action?*

Pronunciation Note

EMPHATIC WORD STRESS page 23

- Present the information in the skill box to the class. Choose different volunteers to read the information aloud.
- Check comprehension by asking questions: *What are the ways we use our voice to show we want to emphasize something? When do we usually emphasize words? Where does new information usually come in a clause or sentence?*

Skill Note

Students need to be aware of the message the use of emphatic stress often communicates, especially when speakers use it to present new or contrasting information. Often proficient speakers use intonation to communicate their message indirectly. For instance, when correcting a person, the speaker might not explicitly say the person is wrong. Instead, the speaker might say something like, "Actually, she's from China" (with emphasis on the correction). Another, even more subtle example can be found in the following exchange: "Can I hand in my paper late?" "Well, you could" (with emphasis on the word *could*). In this case, the teacher used emphatic stress to demonstrate that he/she would actually prefer the student not hand in the paper late. If students don't know to listen for emphatic stress, they might miss the speaker's real message. In addition, research indicates that most English learners think that intonation is "decorative," so they often underestimate how important it is in implication. Learning to quickly identify and understand how intonation is used will help English learners become more efficient listeners.

Expansion Activity 4

PREPARE AND SPEAK page 28

C. SPEAK

Refer students back to the ideas they discussed at the beginning of the unit about how language affects who we are. Cue students if necessary by asking specific questions about the content of the unit: *How did language define Helen Keller? What did Jill Bolte Taylor have to say about language?*

1. Tie the Unit Assignment to the unit learning objective. Say: *The objective for this unit is to narrate a personal experience involving language. This Unit Assignment is going to let you show your skill in developing a narrative.*
2. Explain that you are going to use a rubric similar to their Self-Assessment checklist on p. 28 to grade their Unit Assignment. You can also share a copy of the Unit Assignment Rubric at the end of this chapter with students.

21ST CENTURY SKILLS EXPANSION

Narrating a personal experience provides a great opportunity for students to practice oral communication skills—enunciating words clearly, using precise language, speaking at an appropriate rate, and being confident in what's being said. Before students begin work on their narratives, have them consider the following questions: *What can cause communication to be unclear? What helps you understand a speaker's message clearly?* Ask students to consider their answers to these questions as they construct their narratives.

Unit Assignment Rubrics

Unit 1 Linguistics

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Narrate a personal experience.*

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.

| Narrate a Personal Experience | 20 points | 15 points | 10 points | 0 points |
|--|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used negative prefixes correctly. | | | | |
| Student used active and passive voice appropriately. | | | | |
| Student used several similes and metaphors. | | | | |
| Student used appropriate word emphasis. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 30–31

This photo shows a London Zoo staff member while she conducts the annual weight check of the animals. Zoo staff often report enjoying their jobs because they get to do a lot of different things every day and they get to do what they love, which is working with animals. However, working with animals is physically demanding and is usually not very highly paid.

Expansion Activity 1

UNIT QUESTION page 31

1. Introduce the Unit Question, *What is the tipping point between work and fun?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Is it a good thing to have fun at school or work? Why or why not? What do you do to have a little bit of fun at school or work?*
2. Read the Unit Question aloud. Tell students: *Let's start off our discussion by brainstorming some jobs. As students volunteer jobs, write them on the board.*
3. Seat students in small groups and give each group a piece of paper. Have them work together to list two or three aspects of each job that they would consider fun and two or three aspects that they would consider work (as in exercise A question 3).
4. Call time and read out a job from the board. Ask a reporter from each group to read the fun and work aspects of the job aloud.
5. Use items from the list as a springboard for discussion. *Which jobs would be more fun than the others?* Encourage students to explain why.

Background Note

LISTENING 1 page 34

The listening presents two workplaces with a reputation for being unconventional places to work. Google, a tech company, was ranked as the sixth best workplace by Forbes Magazine in 2019. Bloomberg, which provides economic, financial, and tech news, was ranked as the 74th best place to work by Forbes.

Multilevel Option 1

LISTENING 1: The 21st-Century Workplace

F. VOCABULARY page 38

1. Tell partners to read each sentence and then match each vocabulary word with its definition.
2. Call on volunteers to tell how they determined the each word's meaning.

MULTILEVEL OPTION

Pair lower- and higher-level students together to read through the sentences and match the vocabulary words with the definitions. Check the answers as a class.

Multilevel Option 2

WORK WITH THE VIDEO page 39

1. After students have completed Say What You Think, tell them they are going to work in groups to design a fun workspace.
2. Put students into small groups and give each group a large piece of paper. Give them time to map out a fun workspace. Encourage them to pull ideas from the two companies in the video and to use their own ideas.
3. Pair groups together and instruct them to present some key fun features of the workspace they designed.

Background Note

LISTENING 2 page 40

Nikki van Schyndel grew up in the suburbs of Vancouver. She had a very privileged childhood, and she identified as a "city girl." However, in her 20s, she rented a cabin on an island outside of Vancouver for a year and a half and during that time, she transformed into what she calls a "primitive survivalist." In 2019, she competed for a \$50,000 prize on the survivalist TV show *Alone: The Arctic*, which was set in the Northwest Territories in Canada.

Vocabulary Skill Note

COMPOUND WORDS page 45

1. Present the information in the box.
2. Check comprehension: *What are common forms of compounds? What's an example of a compound noun? A compound adjective?*

Skill Note

It can be difficult for students to distinguish the parts of speech of compound nouns. Sometimes a word functions as a different part of speech when it is part of a compound word. For example, *fiction* (an adjective) can be a noun in the compound noun *fiction writer*—even though *fiction* still seems to act as an adjective.

Expansion Activity 3

C. APPLY page 46

1. The English language is expanding as English users combine words to create new ones. Have students try this out by creating new compound words.

- Place students into pairs and provide them with a list of 15 nouns and 15 adjectives of your choice.
- Direct students to create new compound words (adjective + noun; noun + noun) using their lists and to craft definitions for their new words.
- Ask students to share some of their new words and definitions with the class. Choose a few words to use during the semester as “class words.”

MULTILEVEL OPTION

Pair lower-level learners and encourage them to add intonation arrows for support when they ask their questions. Pair higher-level learners and have them write and answer an additional question that contains a number of choices.

Grammar Note

COMPARATIVE STRUCTURES page 47

- Present the information to students and highlight how the structures are similar with different word forms. *In comparisons, nouns, some adjectives, and some adverbs can use the structure more _____ than.*
- Check comprehension. Ask students to give additional examples of comparisons. Then ask: *How do you avoid repetition of elements?*

Skill Note

Point out to students that when ending a comparison with a possessive noun, the noun that is being possessed can be deleted from the second element. For example, in the sentence *Jose’s science project is more interactive than Tim’s*, it is not necessary to add the words *science project* or a pronoun after the word *Tim’s*.

Pronunciation Note

INTONATION WITH CHOICES page 49

- Present the information to the class. Choose volunteers to read from the skill box. Have students chorally repeat the example sentences.
- Check comprehension by asking questions: *What intonation signals an item before the last item in a list? What intonation signals the end of the list? What does intonation that offers a choice sound like?*

Skill Note

Students whose first languages don’t make such expressive use of intonation may not feel comfortable using it in English. They need to understand that the intonation communicates a clear meaning. (In this case, rising intonation means that the speaker is not finished and falling intonation means that the speaker is finished.) It can also be helpful to gesture like a conductor in order to reinforce the intonation during choral repetition.

Multilevel Option 3

B. COMPOSE page 50

- Preview the instructions and model how to complete the activity by writing the first response as a class and having students chorally repeat it several times.
- Direct students to write the answers to the sentences individually.
- Put the students into pairs and have them ask and answer the questions. Circulate and correct or praise as appropriate.

Unit Assignment Rubrics

Unit 2 Behavioral Science

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Present the work and fun aspects of an activity.*

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

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

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

0 points = Presentation element was not successful.

| Present the Work and Fun Aspects of an Activity | 20 points | 15 points | 10 points | 0 points |
|---|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used comparative structures correctly. | | | | |
| Student used vocabulary words from the unit correctly to express ideas. | | | | |
| Student used intonation correctly for questions and choices. | | | | |
| Student discussed preferences and alternatives. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 58–59

The photo shows a woman standing on a salt flat during sunset in Bolivia. She is posing in such a way that it appears she is holding up the sun while drawing the ground upwards. Ever since cameras were invented, people have incorporated elements of optical illusion into their photos. However, in the era of digital photography and social media, more and more photographers are using illusion in their images, such as appearing to hold the sun in their hands, or standing in the foreground of an object, like a building, in order to appear bigger than they really are.

Expansion Activity 1

UNIT QUESTION page 59

1. Introduce the Unit Question, *How can the eyes deceive the mind?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Have you ever tried to deceive people with a costume or other device to change your physical appearance? How did they react?*
2. Put students in small groups and give each group a piece of poster paper and a marker.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
4. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list for students to refer back to later in the unit.

Background Note

LISTENING 1 page 61

According to scientists, over time, animals have adapted to their environments. Some have changed the color of their fur, the thickness of their skin, the size of their feet, the smells they produce, and even the way they process oxygen. But why? Mainly adaptation occurs because animals' habitats change. Over time, the animals' genetic information then changes so they are better suited for the habitat. Unfortunately, animals that are not able to adapt to new changes in the environment die, leaving the survivors to pass along their genes.

Multilevel Option 1

LISTENING 1: Wild Survivors

E. VOCABULARY page 64

1. Review the vocabulary in Activity B on p. 61.
2. Pair students and direct them to read through the text and write the bold vocabulary words next to the correct definitions.
3. When students are done, check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together. Tell the pairs to write an additional sample sentence for each expression. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than grammatical issues.

Multilevel Option 2

SAY WHAT YOU THINK page 65

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

MULTILEVEL OPTION

Pair lower- and higher-level students and have them answer the questions together.

Background Note

LISTENING 2 page 66

The figure of the Trojan Horse comes from the story of the Trojan War, which tells of a battle between the Greeks and the Trojans in the Bronze Age. In the story, the war has been fought for a decade when the Greeks decide to try and ambush their enemy. The Greeks build a large wooden horse and hide a group of Greek warriors inside. They leave the horse behind and sail away from Greece to fool the Trojans into thinking they have won the war. The Trojans seize the wooden horse as a reward for their victory. At night, the Greek warriors come out of the horse and the rest of the Greek army sails back while it is still dark. The Greeks then attack the unsuspecting Trojans and win the war.

Now people refer to a Trojan Horse as any trick that causes a target to invite an enemy into a safe place. There is also a kind of computer program called a Trojan, which appears genuine but causes damage once it is installed.

Expansion Activity 2

WORK WITH THE VIDEO page 73

1. After students have completed the activities on page 73, ask them what made the optical illusion in the video so interesting. For instance, students might say that it surprised them or that once they saw the gorilla, it was very obvious. Note their ideas on the board as students volunteer responses to the question.
2. Tell them that as a class, they are going to create an assessment grid to evaluate optical illusions. In small groups, have students identify some of the most important characteristics of an optical illusion. For example, good optical illusions get people's attention, make people question what they see, show something familiar in an unusual context, surprise people, can be seen by most people eventually, etc.
3. Come together as a class and have students share their ideas. Write them on the board. As a class, have students choose the categories that most of them agree with. Erase the others. Then put the selected characteristics into a simple assessment grid, like this:

| | | | |
|--|---|---|---|
| - gets people's attention | 1 | 2 | 3 |
| - makes people question what they see | 1 | 2 | 3 |
| - shows something familiar in an unusual context | 1 | 2 | 3 |
| - surprises people | 1 | 2 | 3 |
| - can be seen by most people eventually | 1 | 2 | 3 |

Tell students they are going to use this grid to evaluate different optical illusions. Explain that a score of 1 means the characteristic is weak while a score of 3 means it is strong.
4. Put the students into small groups and give them time to search for optical illusions on their smartphones or computers. Alternatively, to save time, provide three to five optical illusions for the class that you have found online in advance of the class. (This search can be done easily by typing "optical illusion" into a search engine.) Tell the students to talk about the optical illusions they find and choose one to show to the rest of the class.
5. Have each group show their chosen optical illusion to the rest of the class and have students evaluate it using the grid.
6. Compare the scores given to each optical illusion. Encourage discussion of different reasons for their opinions.

Vocabulary Skill Note

WORD FORMS AND SUFFIXES page 74

1. Present the information on suffixes to the class.
2. Check comprehension: *What is a suffix? What are some suffixes that indicate a noun? An adjective? An adverb? How can learning suffixes help you?*

Skill Note

Suffixes can allow students to identify the part of speech of a word. Students familiar with common suffixes can recognize words in new forms that are part of a word family. Many academic word lists provide word families. Encourage students to become familiar with how different suffixes change the meaning and part of speech of root words.

Expansion Activity 3

VOCABULARY SKILL page 74

1. Ask students to look at the list of suffixes in the Vocabulary Skill box on p. 74. Place students into pairs and give them three minutes to write as many words as they can, using the suffixes.
2. After three minutes, ask pairs, one at a time, to read one word from their list. If other pairs have that same word, all pairs need to cross the word off their list. The pair with the most words remaining on their list wins.

Multilevel Option 3

A. APPLY page 75

1. Pair students and have them preview the instructions and chart. Remind students to use a dictionary to check the word forms they list.
2. Go over the answers with the class.

MULTILEVEL OPTION

Pair lower- and higher-level students together and have them choose six to eight words from Activity A to create a dialog about deception. Ask volunteers to share their dialogues with the class.

Grammar Note

RELATIVE CLAUSES page 76

1. Present the information to the class. Provide or elicit more examples as needed.
2. Check comprehension. Ask: *How are relative clauses similar to appositives? What relative pronouns can we use? What's the difference between subject and object relative clauses?*

Skill Note

Relative clauses follow and add extra information to a noun phrase. Because relative clauses convey a lot of information, learners of English sometimes end a statement at the end of the clause. For example, a learner might say or write, "The man who is coming to dinner." However, it is important to note that this is not a complete sentence as there is no main verb linked to the subject. Another common error is that some learners use a pronoun, such as *he* or *she*, instead of a relative pronoun. Provide students with enough practice to help them avoid these common errors.

Pronunciation Note

STRESS SHIFTS WITH SUFFIXES page 79

1. Present the information to the class. Provide or elicit more examples as needed.
2. Check comprehension. Ask about different suffixes:
What happens to the word stress when we add the suffix -ese? What happens to the word stress when we add the suffix -ment? What happens to the word stress when we add the suffix -ity?
3. Elicit more examples from students using the suffixes from the box.

Skill Note

For speakers whose first language doesn't contain word stress, these stress shifts can be difficult to hear. For other students, there may be word stress in their home language, but it might be different than it is in English. All students will benefit from a great deal of choral repetition, especially when paired with gestures like opening their hand on the stressed syllable and closing it on an unstressed syllable. Point out how crucial correct word stress is to being comprehensible.

Expansion Activity 4

PREPARE AND SPEAK pages 82–83

A. GATHER IDEAS

1. Have students work in their same groups of three to complete the activity.
2. Discuss students' ideas as a class.

21ST CENTURY SKILLS EXPANSION

To aid in thinking creatively, people need to brainstorm in teams and encourage each other to explore new ideas. Provide further practice with brainstorming by having students generate as many ideas as they can without judging others' ideas or dominating the discussion. Provide students with several questions, such as *What illusions might young people experience?* or *Why do you think people are so drawn to illusions?*, and have students brainstorm answers. Ensure that all students get an opportunity to speak and are encouraged.

Unit Assignment Rubrics

Unit 3 Psychology

Unit Assignment Rubric

Students' names: _____

Date: _____

Unit Assignment: Give a group presentation on the uses of visual deception.

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 Group Presentation on the Uses of Visual Deception | 20 points | 15 points | 10 points | 0 points |
|---|-----------|-----------|-----------|----------|
| Group members spoke easily about the topic and at a good speed. | | | | |
| Group members used relative clauses correctly. | | | | |
| Group members correctly used vocabulary items from the unit. | | | | |
| Group members used correct syllable stress with various word forms. | | | | |
| Group members offered clarifications of their ideas at least twice. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 86–87

The picture shows a soy plantation in the Amazon rainforest near Santarem, Brazil. The demand for soy has increased dramatically since the 1950s, and this is causing widespread deforestation. Many people think of soy as a more environmentally-friendly option than eating meat. Unfortunately, 90% of global soybean production is used for animal feed in the meat industry.

Expansion Activity 1

UNIT QUESTION page 87

1. Introduce the Unit Question, *How can we achieve global sustainability?* 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 things we do every day that are not sustainable? What changes have you made in your life to make your actions sustainable? When was the last time you thought about global sustainability when you were shopping? How did it affect your decisions?*
2. Label four pieces of poster paper with the following gases in the atmosphere that are all causes of climate change: *carbon dioxide* (e.g., from the burning of fossil fuels), *methane* (e.g., from the decomposition of organic waste in landfills and the production of animals for food), *nitrous oxide* (e.g., from industrial processes) and *chlorofluorocarbons (CFCs)* (e.g., from refrigeration and air conditioning systems). Place a piece of poster paper in each corner of the room.
3. Ask students to read and consider the Unit Question. Tell them to think about how we can reduce the amount of each of the four gases in the atmosphere. They should choose one of the gases and go and stand in that corner.
4. Direct the groups in each corner to talk amongst themselves about their suggestions. Tell them to choose a note-taker to record the answers on the poster paper.
5. Call on a reporter from each corner to share their opinions with the class.
6. Leave the posters up for students to refer back to at the end of the unit.

Expansion Activity 2

B. RESTATE page 89

1. Review what a humanitarian organization is and ask: *Do you know the names of any other humanitarian organizations? What do they do?*
2. Place students into pairs to come up with answers to the questions.
3. Call on volunteers to share some of the organizations they discussed with the class.

Background Note

LISTENING 1 page 90

The Fair Trade movement began as a way to pay farmers a living wage. Their products are labeled Fair Trade. A group known as FINE is made up of the four main international fair trade groups and is dedicated to increasing global awareness of the fair trade movement. In the early 2000s, FINE members agreed that Fair Trade should work toward sustainable development in the areas where Fair Trade products are grown. This includes paying the growers of these products a higher percentage of the money made from the fruits of their labor. As students will hear in the listening, coffee that sells for up to \$9 per pound in the US provides the farmers who grew it only \$0.50 per pound. FINE guidelines and Fair Trade practices seek to give the growers a more equitable share of the profits.

Expansion Activity 3

E. IDENTIFY page 92

1. Preview the instructions and read the first item.
2. Direct students to complete the activity.
3. Play the audio and have partners check their answers. Review the answers as a class.

21ST CENTURY SKILLS EXPANSION

One aspect of critical thinking is figuring out how parts of a system work together—just as students did when piecing together the order of events in the coffee trade. If people understand how the pieces move together, then they'll be able to help new participants in the group work efficiently toward the group's goals. Put students into groups of three and have them brainstorm the steps in another process. After groups have identified the steps, have them take turns explaining the process to another group.

Multilevel Option 1

LISTENING 1: The Campaign to Humanize the Coffee Trade

F. VOCABULARY page 93

1. Tell partners to read each sentence and then match each vocabulary word with its definition.
2. Call on volunteers to share how they determined each word's meaning.

MULTILEVEL OPTION

Pair lower- and higher-level students together to read through the sentences and match the vocabulary words with the definitions. Check the answers as a class.

Multilevel Option 2

SAY WHAT YOU THINK page 94

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

MULTILEVEL OPTION

Place students in pairs. Pair one higher-level student with one lower-level student. Have the higher-level student interview the lower-level student using the questions from Say What You Think and record their answers to share with the class.

Background Note

LISTENING 2 page 96

The Sustainable Development Goals mentioned in the audio were established in 2015 by the United Nations General Assembly. The hope is that all 17 goals will be achieved by 2030. The goals generally focus on eliminating poverty, protecting the environment, and increasing opportunity for all people around the world.

Expansion Activity 4

WORK WITH THE VIDEO page 100

1. After students have completed the activities on page 100, tell them they are going to have a conversation about the advantages of the different ecosystem management approaches described in the video.
2. Divide the class into six groups and assign each group one of the approaches from the video (afforestation, agroforestry, selective logging, carbon emissions, legislation, and ecotourism). In the case of smaller classes, each group could be assigned more than one. Give the groups time to brainstorm the advantages of the approach they have been assigned.
3. Reconfigure the groups again so that each new group has at least one member of the previous group to ensure that each approach is represented. Tell the students to take turns explaining the advantages of the different approaches for managing ecosystems.

Vocabulary Skill Note

COLLOCATIONS page 101

1. Present the information on collocations.
2. Check comprehension: *What is a collocation? Why might a thesaurus not be helpful when constructing collocations?*

Skill Note

There are online linguistic corpora you can use to discover which words typically collocate with words that you are studying in your class. Search online for "American Corpus" and you'll find searchable corpora on American English that will allow you to discover which words collocate with any word you want to check.

Multilevel Option 3

A. APPLY pages 101–102

1. Preview the instructions and model how to complete the activity by soliciting answers for the first item.
2. Place students into pairs to complete the activity.
3. Discuss the answers as a class, including any problems students encountered.

MULTILEVEL OPTION

Encourage lower-level students to use a collocations dictionary or do an online search to choose the best answer. Have higher-level students write new sentences using the correct answers.

Grammar Note

REPORTED SPEECH page 103

1. Read the first paragraph in the box to students.
2. Check comprehension by asking questions: *What is reported speech? Why do we use it? What is important to do when using reported speech?*
3. Then present each example of reported speech from the chart, eliciting questions from students about each as you move forward.

Skill Note

Tell students that using reported speech can help them avoid plagiarism, which is when you use someone else's words or ideas in your work as if the ideas were your own. By using reported speech, students can attribute ideas to the people who suggested them originally. Emphasize the importance of this skill in academic writing.

Pronunciation Note

LINKING WITH FINAL CONSONANTS page 105

1. Read the text in the box to students. Pause after each of the three principles of linking and have the students chorally repeat the example sentences.

2. Check comprehension by asking questions: *Why is linking important? What do you need to remember not to do when you link? What are some other examples of consonant to vowel linking? What are some other examples of consonant to consonant linking?*

Skill Note

While it's important for students to link sounds when speaking, it's also important for them to be able to recognize linked sounds when listening. Students often have trouble separating linked speech into individual words. Being aware of linking rules can help students improve their listening comprehension.

Unit Assignment Rubrics

Unit 4 International Relations

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Report on a global problem.*

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.

| Report on a Global Problem | 20 points | 15 points | 10 points | 0 points |
|---|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used vocabulary words and collocations from the unit. | | | | |
| Student used reported speech. | | | | |
| Student linked final sounds in his or her speech. | | | | |
| Student cited sources appropriately. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 114–115

The photo shows newly constructed and old buildings along the High Line Park in New York City. The High Line Park is a 1.45-mile-long (2.33 km) walking trail that was built on an old rail line. When it was constructed in 2009, it was conceived as a “living system,” pulling from landscape architecture, urban design, and ecology. The park has spurred real-estate development in neighborhoods along the rail line, revitalizing those areas of the city.

Expansion Activity 1

UNIT QUESTION page 115

1. Introduce the Unit Question, *What should the modern city look like?* 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 your city is modern or old? What modern cities have you visited or do you know about? What makes them seem modern to you?*
2. Tell students: *Let's start off our discussion by listing the things that make a city seem modern.* Seat them in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists, and they should write as many ideas as possible.
3. Call time and ask a reporter from each group to read the list aloud.
4. Use items from the list as a springboard for discussion. For example: *Are you generally more optimistic or pessimistic about the future of cities? Do you think they will be better places to live in the future? What things would be negative about modern cities?*

Background Note

LISTENING 1 page 118

Both listening texts comment on the increase in urbanization in our world as the global population shifts from rural to urban areas. In fact, the United Nations predicts that almost all of the global population growth that happens between now and 2030 will be in cities. In addition, experts expect that by 2050, 64% of people in developing countries and 86% of people in developed countries will live in cities.

Multilevel Option 1

LISTENING 1: Urban Settlements and Land Use Models

F. VOCABULARY pages 122–123

1. Review the vocabulary in Activity B on page 118.
2. Pair students and direct them to read through the text and write the bold vocabulary words next to the correct definitions.
3. When students are done, check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together, and have them create a short dialogue using several of the vocabulary words. Direct the higher-level students to make corrections to the writing as needed. Circulate around the room and answer questions as necessary. Choose a pair or two to present their dialogues.

Multilevel Option 2

SAY WHAT YOU THINK page 124

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

Expansion Activity 2

SAY WHAT YOU THINK page 124

1. After students have completed Say What You Think on page 124, tell them they are going to test whether the Hoyt or Burgess models apply to the cities they live in, or cities they know well, perhaps from having lived there in the past or from studying there.
2. Give students time to think about a city they know well. Encourage them to look at the visual depictions of the Burgess and Hoyt models on page 121. Tell them to choose one model that best represents their city and to think of the reasons why they have chosen that model.
3. Put students into groups and have them explain which model best represents their city and why.

MULTILEVEL OPTION

As a class, make a sentence stem bank that lower-level students can use later as they answer the questions and share their opinions in this activity (e.g., *I think ... / In my opinion ... / It seems to me ... / It feels like ... / I feel that ... / Surely ...*). Sentence stems can support all learners, but they are especially valuable for lower-level students because they allow the speaker to focus on the content of what he/she wants to communicate.

Expansion Activity 3

A. EVALUATE page 125

1. Remind students that listening for organizational cues will help them understand what speakers will say next. Emphasize that the best way for students to be able to hear the cues is to produce them. Ask students to create a short presentation on their personal space requirements using these cues.
2. Place students into pairs and direct them to prepare a three- to five-minute presentation on their personal space. They should use at least five organizational cues in their presentations.
3. Have students practice their presentations. Then direct the audience to take notes on which cues they hear during each presentation.
4. After each presentation, ask the class to report on the cues that they heard.

Background Note

LISTENING 2 page 126

Calgary city planners have created a very walkable city center. In fact, it's not only possible to walk the entire length of the city, but also walk to several neighborhoods outside of the center. There are pathways along the river, as well as numerous pedestrian bridges and paths 15 feet above ground that connect the downtown core. In addition, Calgary has many urban parks and nature walks as well as a vibrant urban art scene.

VOCABULARY SKILL NOTE

WORDS WITH MULTIPLE MEANINGS page 132

1. Present the information in the box.
2. Check comprehension: *How can the dictionary help you choose the correct definition?*

Skill Note

Many common words in English can have multiple meanings. For example, *get* can mean "to have" as in *I've got the book*, or "to understand" as in *I've got the idea*, or "to obtain" as in *I'll get the car*. Point out words with multiple meanings in context so students learn to recognize their different meanings.

Grammar Note

CONDITIONALS page 135

1. Present the information in the box. Probe for prior knowledge by asking: *When have you seen or heard this grammar form used before?*
2. Check comprehension by asking questions: *What does the verb tense in a conditional show? What are the three types of conditionals discussed? Can you give an example of each? What do you consider the difference between each conditional?*

Skill Note

Clarify situations where conditionals are used. For example, tell students the present real conditional can be used to decide whether or not a solution to a problem can work (e.g., *If we make houses smaller, we could save heating fuel*). The present / future unreal conditional can be used to explain why something likely won't happen (e.g., *If she didn't want people to comment on how messy she is, she would clean her house*). The past unreal conditional can be used to explain why something did not happen (e.g., *If she had wanted to be anonymous, she wouldn't have used her real name*).

Multilevel Option 3

A. INTERPRET page 136

1. Read the instructions to the activity. Use a think aloud to model completing the first item.
2. Direct students to complete the activity.

MULTILEVEL OPTION

Encourage lower-level students to highlight the *if* clause in one color and the result clause in another. Have them underline the verbs in both clauses and use the skill box to figure out which conditional is being used. Have higher-level students write one additional example of each conditional.

Pronunciation Note

THOUGHT GROUPS page 137

1. Present the information in the box. Probe for prior knowledge by asking: *Do you use thought groups in your first language?*
2. Check comprehension by asking questions: *What are thought groups? Why do we use thought groups? What are some things we can do to make thought groups effective?*

Skill Note

It can be helpful to assist students in identifying where speech boundaries are appropriate (before or after clauses, before or after phrases, and before or after transitional information). Incorporating movement into choral repetition is also beneficial. As students are repeating, have them slash with their hands or a pencil to demonstrate where the thought group should be. Not only can this be fun, but it can help students integrate the pronunciation skill into their speech more effectively.

Expansion Activity 4

A. CREATE page 139

1. Preview the directions to the activity. Model the activity by reading the example situation.
2. Direct students to complete the task in groups of three. Remind them to use phrases from p. 138.
3. Choose a volunteer for each situation and ask them to give their advice to the class.

Unit Assignment Rubrics

Unit 5 Urban Planning

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Role-play a podcast on life in a city or town.*

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.

| Role-Play a Podcast on Life in a City or Town | 20 points | 15 points | 10 points | 0 points |
|--|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used conditionals correctly. | | | | |
| Student correctly used vocabulary items from the unit. | | | | |
| Student used thought groups appropriately. | | | | |
| Student used language from the unit to give advice. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 144–145

The photo shows a young man examining a cube. The man seems to be coming up with a solution to a problem. We all have different ways of brainstorming ideas, and this way seems to work best for him.

Expansion Activity 1

UNIT QUESTION page 145

1. Introduce the Unit Question, *What inspires innovation?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What is a new idea? Why do we need to keep coming up with new ideas? Where do you go to get new ideas?*
2. Have students look at the Unit Question. Ask *Where do you get ideas to solve problems in your life?* Have them brainstorm some answers (e.g., from talking to other people, while I am exercising, from watching TV, from meditating, from online research, etc.) and write them on the board.
3. Hand out small pieces of paper and have students rank their top three sources of inspiration for solving problems in order from 1 to 3, where 1 is the most effective.
4. Tell the students they are going to find other students in the class who have a similar list to theirs.
5. Instruct the students to stand up and mingle with their classmates, asking and answering questions about their list. Their goal is to find the classmate whose list is most similar to theirs.

Background Note

LISTENING 1 page 146

Shipping containers are large metal boxes used to send goods around the world. They typically measure 8'x8'x40' and are transported on cargo ships. Once they are unloaded on docks, they are filled again and shipped to a new location. Recently, people have been purchasing these types of containers and making houses out of them.

The American Apitherapy Society (AAS) was founded in 1989, and publishes a journal and a website to advance apitherapy—or the use of bees and bee products in therapy. The organization claims that the use of bee products can alleviate symptoms from ailments such as arthritis, joint and muscle pain, and multiple sclerosis. Research continues to be done with bee venom, and the AAS will continue to be at the forefront of studying this type of therapy.

Multilevel Option 1

LISTENING 1: Innovative Ideas in Medicine

F. VOCABULARY pages 151–152

1. Read the directions. Model how to complete the first item. Have students work in pairs to complete the activity.
2. Group pairs into larger groups and have students check and correct their answers.
3. Discuss the answers as a class.

MULTILEVEL OPTION

Ask students to write sentences using at least five vocabulary words. Have lower-level students work in pairs. Have higher-level students work individually and then share their sentences with a partner.

Background Note

LISTENING 2 page 156

Silicon Valley is home to a number of very profitable venture capital companies (VCs); however, the vast majority of these companies aren't very profitable. In fact, 95% of VCs don't actually make any money for their investors. According to industry experts, a VC fund needs to make three times the money it invests in order to achieve a "venture rate of return" and be considered a good investment. For this reason, VCs, while potentially huge moneymakers, are also incredibly risky investments.

Multilevel Option 2

LISTENING 2: America's Magnet for Innovation and Investments

G. VOCABULARY page 160

1. Preview the vocabulary words in the boxes. Say each word and have students repeat it.
2. Pair students and have them read the paragraphs and fill in the blanks with the correct words from the boxes.
3. When students are finished, check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together. Tell the pairs to write a sample sentence for each word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO page 161

1. After students have completed the activities on page 161, tell them they are going to design some new spaces in Inventionland.

2. Remind students that there is a connection between the workspace and the innovative products invented in the space (e.g., toys are invented on the pirate ship, electronic products are invented in the robot, pet products are invented in a shack, outdoor items are invented in a cave, automotive products are invented on a speedway).
3. Brainstorm some other product categories (e.g., clothing, cooking items, sporting goods, etc.) and write them on the board.
4. Put students into small groups and give each group a large piece of paper. Give them time to design a new workspace for Inventionland where inventors could work on one of the product groups listed on the board.
5. Have students present their workspace to the class.

Vocabulary Skill Note

IDIOMS AND INFORMAL EXPRESSIONS page 162

1. Probe students' previous knowledge by asking: *How does your language change when you are trying to speak informally? Formally?*
2. Present the information in the box, stopping to elicit questions from the class.
3. Check comprehension: *What are some key reasons people use informal language? How can dictionaries help you know when you've found an informal word?*

Skill Note

When teaching formal and informal language, remind students of situations in which speaking respectfully is required, such as when addressing teachers or meeting new people. Point out that just because other students are peers doesn't mean they prefer to be spoken to informally. Emphasize that, if in doubt, it's often best to speak to a person formally at first.

Grammar Note

NOUN CLAUSES page 164

1. Probe for previous knowledge by asking: *What is a noun clause? Can you provide an example?*
2. Ask for volunteers to read the text aloud. Pause to provide additional explanation as needed.
3. Check comprehension by asking: *What are noun clauses? Why are noun clauses used?*
4. Ask volunteers to provide example sentences using noun clauses based on the information in the box.

Skill Note

Review the purposes of the noun clauses presented. Noun clauses with *if/whether* can be used to express uncertainty (e.g., *She wonders whether the school will be open tomorrow.*). Noun clauses with *wh-* question words can be used to add more information to a verb (e.g., *He wants to know what he is going to do tomorrow.*).

Multilevel Option 3

A. IDENTIFY page 165

1. Read the instructions for the activity and do the first item as a class.

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

MULTILEVEL OPTION

Have lower-level students complete the activity in pairs. Have higher-level students do the same, but direct them to also write a different noun clause to replace the given noun clause in each sentence.

Pronunciation Note

CONDITIONAL MODALS: affirmative and negative page 166

1. Ask for volunteers to read the information aloud. Pause to provide additional explanation as needed.
2. Have students chorally repeat the example sentences, focusing on reducing the conditional modals appropriately.
3. Check comprehension by asking: *How is have pronounced in a conditional model? What letter is usually cut when have is reduced? How can you tell the difference between a positive and a negative conditional modal?*
4. Ask volunteers to provide new example sentences with conditional modals using the reduced form of *have*.

Skill Note

Students often struggle to reduce spoken words in English in a natural sounding way. Rather than reducing the affirmative and stressing the negative model, students are often inclined to try to say both "too clearly." Clapping out the stressed syllables in a sentence can be very helpful. For instance, ask the students *What are the stressed words (content words) in the example sentences?* The students should identify the negative words, the nouns, and the verbs in the examples on page 166. Have the students chorally repeat and clap on the stressed words while reducing the unstressed words to wedge between the claps, as in:

- told [clap] / I could have told [clap] her.
- couldn't [clap] told [clap] / I couldn't [clap] have told [clap] her.
- come [clap] Sunday [clap] / You should have come [clap] on Sunday [clap].
- shouldn't [clap] come [clap] Sunday [clap] / You shouldn't [clap] have come [clap] on Sunday [clap].

Expansion Activity 3

PREPARE AND SPEAK page 169

A. GATHER IDEAS

1. Have students work with a partner to complete the activity.
2. Preview the chart and tell students: *Sometimes the problems that we need to solve are small.* Discuss possible solutions or inventions for the problems.
3. Direct students to fill in the chart. Circulate to provide support and modeling.
4. Once their charts are completed, have pairs compare their answers.

Listening and Speaking 5 Teaching Notes • Unit 6

Unit Assignment Rubrics

Unit 6 Marketing

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Market a new idea.*

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.

| Market a New Idea | 20 points | 15 points | 10 points | 0 points |
|---|-----------|-----------|-----------|----------|
| Student spoke fluently and used informal and formal language appropriately. | | | | |
| Student used noun clauses correctly. | | | | |
| Student used vocabulary items from the unit to talk about innovations, problems, and solutions. | | | | |
| Student pronounced affirmative and negative conditional modals correctly. | | | | |
| Student used facts and opinions appropriately as he or she spoke. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 172–173

The photo shows a farmer using a smartphone in Uttar Pradesh, India. Mobile technology has spread rapidly all over the world. In fact, experts estimate that more than five billion people have mobile devices. However, experts also point out that while mobile technology is catching on in developing countries, it is doing so at a slower rate than in developed economies, and that young people and wealthy people in all economies are more likely to use mobile technology than older and poorer people.

Expansion Activity 1

UNIT QUESTION page 173

1. Introduce the Unit Question, *How do people react to change?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Do you like change? Do you think people you know like change? Why or why not?*
2. Label four pieces of poster paper: *Avoid Change*, *Seek Change*, *Scared of Change*, and *Ambivalent about Change* and place them in the corners of the room.
3. Ask students to consider the Unit Question and then to stand in the corner next to the poster that best represents their answer to the question.
4. Direct the groups in each corner to discuss the reasons for their answer. Tell them to choose a note-taker to record their ideas on the posters.
5. Call on volunteers from each corner to share their opinions with the class.
6. Leave the posters up for students to refer back to at the end of the unit.

Background Note

LISTENING 1 page 176

In 2002, the American Museum of Natural History put out a report on three nomadic peoples: the Blackfeet, a Native American tribe in the United States; the Gabra, from Kenya; and the Mongols. The report notes that all three peoples came to a nomadic lifestyle because they had to continually find fresh food and water for their herds. As students will hear in Listening 1, the Mongols have their reindeer. The Blackfeet tended herds of buffalo until the late 1800s, and the Gabra herd camels, goats, and sheep. In these nomadic cultures, animals lead the changes in these people's lives. Where they go, the people follow.

Multilevel Option 1

LISTENING 1: The Reindeer People

G. VOCABULARY pages 179–180

1. Have students read each paragraph and match each vocabulary word with its definition. Remind students that one definition under each paragraph will not be used.
2. Check the answers as a class.

MULTILEVEL OPTION

Pair lower- and higher-level students together to read through the paragraphs and match the vocabulary words with the definitions. Have lower-level students read the text and the higher-level students make corrections as needed. Check the answers as a class.

Multilevel Option 2

SAY WHAT YOU THINK page 180

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

MULTILEVEL OPTION

Pair higher-level students with lower-level students. Have the higher-level student interview the lower-level student using the questions from Say What You Think and record their answers to share with the class.

Background Note

LISTENING 2 page 183

This listening points out that for people familiar with older versions of technology, keeping up to date can be a challenge. Experts say that two trends cause older people to struggle to use new technology: a lack of training and the rapid incorporation of new technology into daily life. Researchers point out that although older people are actually receptive to adopting new technology, there might not be the support necessary to enable them to use it. In addition, older people often experience declines in attention and memory capacity that can interfere with them mastering new technology.

Expansion Activity 2

WORK WITH THE VIDEO page 188

1. After students have completed the activities on page 188, tell them they are going to role-play a conversation between people who live in a big city.
2. Remind students of the problems associated with Shanghai's extreme urbanization that the video describes. Tell students that they are going to try to solve some of these problems in a conversation in which they have to pretend to have a particular interest.
3. Write four or five roles on the board: *environmental activist, architectural historian, wealthy factory owner, factory worker, and construction worker.*
4. Put the students in small groups and assign each member of the group a different role. Give them time to address some of the problems described by the video. Encourage them to stay "in character" while they try to come up with some solutions for future planning.
5. Bring them back together as a whole class. Elicit some solutions from the groups.

Vocabulary Skill Note

PHRASAL VERBS page 189

1. Present the information on phrasal verbs.
2. Check comprehension: *What are some examples of phrasal verbs? What others do you know? What can you say about the formality of phrasal verbs?*

Skill Note

Tell students that often the meanings of phrasal verbs are not predictable from their component words. Write the following list of phrasal verbs and their definitions on the board: *give back* (to return), *run away* (to leave quickly), *fall through* (to not happen), and *drop off* (to deliver something). Discuss each phrasal verb and give example sentences to illustrate their meaning.

Grammar Note

GERUNDS AND INFINITIVES pages 192–193

1. Probe for previous knowledge by asking students what they know about gerunds and infinitives.
2. Present the information to students by choosing volunteers to alternate reading the text with you.
3. Check comprehension by asking questions: *How are gerunds formed? How are infinitives formed? What are some rules for when to use them?*

Skill Note

Gerunds and infinitives can also be used as appositives; that is, they can be used to provide more information about a noun. For example, in the sentence, *She gave him a suggestion to eat all of his vegetables*, the infinitive tells what suggestion was given. And in the sentence *His most recent proposal, building a new gymnasium, is too extravagant for our small budget*, the gerund modifies the existing noun phrase. Appositives made

with gerunds and infinitives tend to modify more abstract nouns, such as *proposal, suggestion, hope, desire, request*, etc.

Pronunciation Note

CONSONANT VARIATIONS page 194

1. Read the information in the skill box aloud. Have the students chorally repeat the example words after you.
2. Check comprehension by asking questions: *When do we add the extra puff of air to /p/, /t/ and /k/? When do we use the flap /r/? When do we pronounce "d" as /ɾ/ and "t" as /t̬/?*

Skill Note

Generally, not pronouncing the consonant variations described in the skill box won't affect students' overall comprehensibility. However, these variations are something they will want to be aware of while listening so they can understand words that contain these sounds in context.

Expansion Activity 4

A. CREATE page 197

1. Pair students. Read the instructions and discuss the example as a class.
2. Direct students to begin the activity. Have partners take turns paraphrasing. Offer support as needed.
3. Ask volunteers to share a paraphrase with the class.

21ST CENTURY SKILLS EXPANSION

Skilled conversationalists often paraphrase what they hear a speaker saying. While listeners don't want to paraphrase everything a person says, repeating back what a speaker has said will help the listener understand the speaker's message. It also shows the speaker that he or she is actively being listened to. Place students into groups and have them brainstorm situations where paraphrasing would be useful (e.g., after listening to directions). Discuss the situations as a class.

Expansion Activity 4

PREPARE AND SPEAK page 200

C. SPEAK

1. After students have summarized their partner's attitudes, tell them they are going to create two quotes of their own that describe values or beliefs that are central to their lives. Explain that they'll present their quotes to their peers, and they'll have to explain (or defend) their ideas.
2. Give students time to individually work on writing their quotes.
3. Place students into small groups and direct them to share their quotes. Encourage group members to ask questions about the quotes so that the speaker will have to explain and/or defend his or her ideas.

Unit Assignment Rubrics

Unit 7 Cultural Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Conduct a personal interview.*

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

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

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

0 points = Presentation element was not successful.

| Conduct a Personal Interview | 20 points | 15 points | 10 points | 0 points |
|--|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used phrasal verbs appropriately. | | | | |
| Student used gerunds and infinitives correctly. | | | | |
| Student pronounced consonant sounds correctly. | | | | |
| Student paraphrased appropriately. | | | | |

Total points: _____

Comments:

Background Note

UNIT OPENER pages 202–203

The photo shows a solar energy farm in the foreground and a coal power plant in the background. While solar energy is much better for the environment than coal, we still rely on fossil fuels, like coal, for about 80% of our power. In 2009, the G20 pledged to phase out fossil fuels; however, they continue to subsidize their fossil fuel industries with government money to make them cheaper for their customers. Without the subsidies, solar power would be less expensive than coal.

Expansion Activity 1

UNIT QUESTION page 203

1. Introduce the Unit Question, *Where should the world's energy come from?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *Why do we need to worry about where energy comes from?*
2. Tell students: *Let's start off our discussion by listing possible sources for where our energy should come from.*
3. Seat students in small groups and direct them to pass around a piece of paper as quickly as they can, with each group member adding one item to the list. Give them two minutes to list ideas.
4. Call time and ask a reporter from each group to read the list aloud.
5. Use items from the list as a springboard for discussion: *Let's talk about new energy sources. What were some of your ideas?*

Background Note

LISTENING 1 page 206

The Chernobyl disaster is often brought up when weighing a decision about bringing a nuclear reactor to a community. The explosions at Chernobyl damaged one of the nuclear reactors in the facility, releasing large amounts of radioactive materials into the air. The nuclear waste traveled as far away as Sweden, but radiation poisoning mostly affected Ukraine, Belarus, and Russia. This and other energy-related disasters are prime reasons why many people are against bringing certain types of energy sources to their communities.

Multilevel Option 1

LISTENING 1: Energy: What's the Least Worst Option?

F. VOCABULARY pages 208–209

1. Have students look at each bold word. Ask them if they have seen any of these vocabulary words before. *Where have you seen the word? What do you think it means?*
2. Have students complete the activity with a partner.
3. Call on volunteers to read their answers. After each has been read, ask the class if they agree with the match. Elicit a correction from the class if needed.

MULTILEVEL OPTION

Pair lower- and higher-level students together and have them create a short dialogue using several of the vocabulary words. Direct the higher-level students to make corrections to the writing as needed. Choose a pair or two to present their dialogues to the class.

Expansion Activity 2

WORK WITH THE VIDEO page 210

1. After students have completed Say What You Think on page 210, tell them they are going to research and teach their classmates about other sources of energy.
2. Brainstorm energy sources additional to the ones mentioned in the video (e.g., solar, geothermal, tidal power, biomass, etc.) Write the students' ideas on the board.
3. Put students into small groups and assign each group an energy source from the board. Instruct them to use their smart phones or computers to research some facts about the energy source, including what it is and its positive and negative aspects.
4. Have each group report briefly back to the class about what they learn.

Expansion Activity 3

LISTENING SKILL

B. INTERPRET page 211

1. Tell the class they are going to practice matching cause and effect sentences.
2. Have the students work in pairs. Give each pair two small pieces of paper or index cards. Have them choose one sentence from Activity B and tell them to write the cause on one piece of paper or index card and the effect on the other.
3. Collect the cards from the students and shuffle them.

4. Give each student a card and instruct them to mingle around the classroom while reading (but not showing) the cause/effect on their card to their classmates until they find the matching effect/cause.
5. Have the students read their sentences aloud to the class.

Background Note

LISTENING 2 page 212

Records of humans harnessing the power of the tides date back to the 8th century, when devices meant to capture energy from the ocean were used off the coast of Western European countries. So it's hardly a new source of energy. However, it is an underutilized source of energy. There is enough energy flowing within the tides of the oceans to provide power for all of the world. The American Council on Renewable Energy figures that there is 450,000 megawatts of energy in the ocean, which is 1,000 times the energy available from wind—partly because water is much denser than air. Countries with extensive coastlines could benefit greatly from increased study of this energy source.

Multilevel Option 2

LISTENING 2: Tapping the Energy of the Tides

G. VOCABULARY page 215–216

1. Have students look at each bold word. Ask them if they have seen any of these vocabulary words before. *Where have you seen the word? What do you think it means?*
2. Have students complete the activity with a partner.
3. Call on volunteers to read their answers. After each has been read, ask the class if they agree with the match. Elicit a correction from the class if needed.

MULTILEVEL OPTION

Place students in mixed-level pairs. Have higher-level students assist lower-level students in selecting the definition and explaining the meaning of the words. Direct students to alternate reading the sentences aloud and help each other with pronunciation.

Vocabulary Skill Note

GREEK AND LATIN WORD ROOTS page 219

1. Present the information in the box. Call on volunteers to read the examples aloud.
2. Check comprehension: *What is a root? How can learning Greek and Latin roots be helpful?*

Skill Note

Greek and Latin roots are valuable for vocabulary acquisition because they help learners efficiently process new words. They are especially helpful to know when learning academic vocabulary and processing information from different subject areas. The chart gives a sample of some roots that are likely to appear in different subject areas.

Grammar Note

ADVERB CLAUSES page 221

1. Present the information in the box. Probe for prior knowledge by asking: *When have you seen this grammar form used before? When do you use it in your own speech?*
2. Check comprehension. Ask: *What is an adverb clause? What can you tell me about adverb clauses that express reason? That show concession? Which subordinators should you be careful of? Why?*

Skill Note

Point out some of the reasons why adverb clauses are used. For example, adverb clauses that express reasons are used in situations where people need to explain a decision, consider pros and cons of an argument, or argue for a particular point of view. Adverb clauses that show concession are used in situations where people need to explain why one choice is better than another or why an effort didn't quite succeed. Invite students to brainstorm more situations in which each type of clause is used.

Pronunciation Note

SENTENCE RHYTHM page 223

1. Present the information in the box. Have students chorally repeat the example sentences. Use gestures, such as nodding or tapping, to reinforce the contrast between stressed and unstressed syllables.
2. Check comprehension: *What are content words? What are function words? How are content words and function words pronounced differently? What other aspects of pronunciation contribute to natural sounding rhythm?*

Skill Note

Students often complain that conversations happen too fast for them to stop and think about what kind of words they are using, whether or not they are function or content words, and what to stress or not stress. Encourage students to think of phrases they use often. If they write them down, mark the stress, and memorize the sentence rhythm of these phrases, they won't need to think about it when they are speaking.

Unit Assignment Rubrics

Unit 8 Environmental Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Debate the future of energy.*

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.

| Debate the Future of Energy | 20 points | 15 points | 10 points | 0 points |
|---|-----------|-----------|-----------|----------|
| Student spoke clearly and at a good speed about the topic. | | | | |
| Student used adverb clauses appropriately. | | | | |
| Student used vocabulary words from the unit. | | | | |
| Student used appropriate stress on words and syllables in their speech. | | | | |
| Student agreed and disagreed with opinions appropriately. | | | | |

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

| | |
|--------------------------------|------------|
| Unit 1 Answer Key | 85 |
| Unit 2 Answer Key | 88 |
| Unit 3 Answer Key | 91 |
| Unit 4 Answer Key | 94 |
| Unit 5 Answer Key | 97 |
| Unit 6 Answer Key | 100 |
| Unit 7 Answer Key | 103 |
| Unit 8 Answer Key | 106 |

The Q Classroom

Activity A., p. 3

Answers will vary. Possible answers:

1. An English speaker would have a hard time finding someone who understood English.
2. I think that people have different thoughts because the way you construct thoughts in different languages is different and may make the actual thoughts different.
3. The people are using hand gestures to communicate. Other non-standard forms of communication are braille and computerized speech-generating devices.

Activity B., p. 3

Answers will vary. Possible answers:

1. Yes, I agree. The language we use shows people who we are. Language allows us to express our personalities. We use language to identify with certain groups. The languages we speak influence how we interpret the world.
2. For example, we may avoid using slang, and we may use complete sentences instead of just phrases. In Spanish, there are different words for *you* to show respect.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 5

Answers will vary. Possible notes:

Introduction

| Topics | Notes |
|---|--|
| 1. The right hemisphere and the big picture | - softens boundaries between things - takes in the bigger picture - gives overall perception |
| 2. The left hemisphere and language | - starts picking out details - works into language to communicate details - compares things to things we've learned in the past - projects images into the future |

Call-in Show

| Topics | Notes |
|---|---|
| 1. Memories and a sense of identity | - losing consciousness of the language center - losing all the data connected to self - losing memories and self-identity |
| 2. Stroke victims and English speakers in a foreign country | - can't rely on language - dependent on having a heightening of other experiences - living in the present moment |

Activity B., pp. 5–6

Answers will vary. Possible answers:

1. The right side of the brain gives the person the overall picture and isn't worried about details.
2. The left side of the brain controls language and focuses on the details and how to communicate about them.
3. Dr. Bolte Taylor felt that even though she lost language and memories, she was still a whole human being.

4. Dr. Bolte Taylor believes having a stroke that affects the left hemisphere is like being a foreigner in a country where you don't know the language.

Activity C., p. 6

1. Harvard
2. peace and tranquility
3. overall perception
4. have to
5. left
6. lost consciousness
7. past and future
8. still saw herself

CRITICAL THINKING

Activity D., p. 7

Answers will vary. Possible answer:

Summary

In Dr. Bolte Taylor's radio interview, she talks about her experiences during and after a stroke. As a neuroanatomist, she is an expert in the field of the brain, so she understood what was happening to her. One of her main ideas is that the two sides of the brain are different and that the left hemisphere controls language and our perception. She explains how the loss of the left hemisphere during her stroke caused her loss of language. She couldn't understand what other people were saying to her, and she couldn't communicate her ideas to them. Dr. Bolte Taylor states that with her language, she also lost her memories.

Activity F., p. 8

1. c
2. d
3. b

Activity G., p. 8

1. left hemisphere – connected to language and memories
2. right hemisphere – sees the big picture with no details
3. left hemisphere – memories relate to the past
4. left hemisphere – understands memories and details
5. right hemisphere – sees the big picture and overall feelings

Activity H., p. 9

1. fascinating
2. insight
3. structure
4. perception
5. function
6. consciousness
7. external
8. boundary
9. tranquil
10. recovery
11. regain
12. overall

LISTENING SKILL

Activity A., p. 11

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

NOTE-TAKING SKILL

Activity A., p. 12

- 0–12 months, 18 months, 24 months, 30 months

Activity B., p. 12

Answers will vary. Possible answers:
0–12 months: children learn words from parents
18 months: children know about 50 words
24 months: children can use about 250–350 words
30 months: the number of words doubles; children can use 500–600 words

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 14

Answers will vary. Possible answers:
Early childhood before her teacher came:

- realized she was different
- realized people could talk
- struggled to communicate

March 3rd, 1887:

- guessed something was about to happen by signs
- felt lost and angry

The morning after her teacher came:

- was taught the word *doll*
- tried to imitate finger movement
- couldn't understand meaning

The summer of 1887:

- learned finger movements
- learned that objects had names
- learned many words and explored the world

Activity B., p. 14

Chronological order of events: 5, 1, 4, 6, 2, 3, 7

Activity C., p. 15

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

Activity D., pp. 15–16

1. a
2. b
3. b

Activity E., p. 16

1. F; Helen Keller communicated with her family through crude signs and other observations.
2. T
3. T
4. F; Helen Keller still became frustrated sometimes after meeting Sullivan, but less frequently.
5. T

Activity G., pp. 16–17

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

11. a

12. b

WORK WITH THE VIDEO

Activity B., p. 18

Answers will vary. Possible notes:

What do they see as the problem?

Elderly: caretakers/others may talk to them as they would talk to children

Williams: speaking down to elderly affects their self-esteem, may cause them to act less capable than they are

How do they feel about it?

Elderly: think it's demeaning, disrespectful

Williams: elderly could become depressed

Activity C., p. 18

Answers will vary.

VOCABULARY SKILL

Activity A., pp. 19–20

1. dis-
2. un-
3. ir-
4. un-
5. in-
6. im-

GRAMMAR

Activity A., p. 22

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

Activity B., p. 22

1. a; Active is more natural.
2. b; Passive is more natural.
3. Both a and b are natural, but the emphasis is different.
4. b; Passive is more natural.
5. a; Active is more natural.

PRONUNCIATION

Activity A., pp. 23–24

Answers may vary.

Then I would have this (wave) of (clarity) that would (bring) me and (reattach) me (back) to normal (reality), and I could (pursue) my (plan) and my—the only plan that I had in my (head) was to call (work) and that somebody at work would get me (help). Um, but it—it took, uh, over 45 (minutes) for me to figure out what number to dial and (how) to (dial) and by the (time) um, I got the information I could not (see) uh the, the phone number on my business card. I couldn't (pick) the (numbers) out from the (background) pixels, cause all I could see were pixels. Uh, and it's a you know, it's a, big (drama). By the time my colleague, I'm very fortunate he (was) at his desk. [I] spoke. I said "(Woo Woo Woo Woo Er)" I had no, no (language) and when he spoke to (me) he sounded "(Woo Woo Wer)" He sounded like a golden (retriever). So, uh, but he did (recognize) that it was I and that I needed (help) and then eventually he did get me help.

SPEAKING SKILL

Activity A., p. 25

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

Activity C., p. 26

Answers will vary. Possible answers:

1. Metaphorical meaning: lost all memories; Literal meaning: did not have Internet service
2. Metaphorical meaning: in the center; Literal meaning: in a vital organ of the body
3. Metaphorical meaning: the word that was full of life and feeling; Literal meaning: a word that was alive (no real possible literal meaning)
4. Metaphorical meaning: could eventually disappear or be removed; Literal meaning: could be cleaned with a broom
5. Metaphorical meaning: make the world show all its beauty; Literal meaning: make the world grow flowers

CONSIDER THE IDEAS

p. 27

Answers will vary. Possible answers.

1. Hong Kingston's communication difficulties made her feel insecure and weak.
2. When I was traveling in England, I was afraid to speak English to the bus drivers, just like Hong Kingston. It was very intimidating.
3. She describes herself as "a crippled animal running on broken legs" and said "you could hear splinters in my voice, bones rubbing jagged against one another." These are very powerful and painful images.

The Q Classroom

Activity A., p. 31

Answers will vary.

Activity B., p. 30

Answers will vary. Possible answers:

- Sophy says that she has friends who play sports every day after school. They complain that it starts to feel like work. She also says that she loves playing the piano but feels that practicing too much can take the fun out of it. I can relate to this because I am on a basketball team, and sometimes we practice so much that I start to not like it.
- Marcus says his manager made work more fun by having informal meetings with the staff, giving them a chance to meet and talk with each other in a new way and offering them a break from the work routine. Plus, there were donuts. I haven't worked in a big office yet, so I haven't had any experience like that, but I like working in small groups in class.

NOTE-TAKING SKILL

Activity A., p. 32

Answers may vary. Possible answers:

| | International studies | Off-campus internship |
|-----------------------|--|--|
| Location | different country | same country |
| Tuition | have to pay college tuition | no tuition |
| Cost of living | same | same |
| Salary | no salary | earn small salary |
| Fun | fun; new learning experiences and people | fun; new learning experiences and people |
| Work | study in a different language | have a boss; job will be hard |
| Opportunities | experience different cultures | explore; gain new experiences |

Activity B., p. 33

Answers may vary. Possible answers:

International studies (left circle only): live in a different country, experience new cultures, pay tuition, communicate in a foreign language

Internships (right circle only): earn money, live in the same country, no tuition, get job training

Both (overlapping area): cost-of-living expenses, fun, hard work, new experiences, new people

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 35

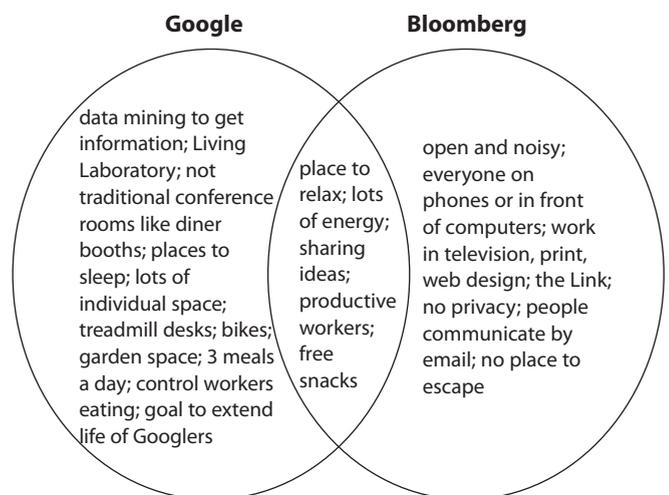
Answers may vary. Possible answers:

| Google | Bloomberg |
|--|--|
| -study how workers behave -use data mining to get information -what makes workers more productive -building is called Living Laboratory | -floor plan like Wall Street trading floor – open and noisy -all space is occupied -television, radio, print, online |

-not traditional conference rooms, some like diner booths
-places to sleep
-lots of individual space
-treadmill desks; bikes; garden space; free snacks and 3 meals a day
-control workers eating with goal to extend life of Googlers

-like a university; able to share ideas easily
-modern-looking
-no privacy
-people communicate by email
-no place to escape
-relax at the Link; free drinks/snacks
-lots of energy

Activity B., p. 35



Activity C., p. 36

- G
- B
- G
- G+B
- G+B
- G
- G+B
- G
- B
- G+B

CRITICAL THINKING STRATEGY

Activity D., p. 37

Answers may vary. Possible answers:

- The Living Laboratory is at Google. It is the name for the whole office structure. It has this title because the company is always trying new ideas with the workers and experimenting with ways to make the work more successful. It is different from the Link at Bloomberg, which is only one floor of the company building where workers can eat snacks and relax.
- Google provides the most perks, for example, treadmill desks, free meals, and places to take a break or even sleep. Even though they don't talk about it in the video, I am sure this would make workers more productive because they are happier and healthier. Also they don't have to leave the building to eat meals.
- Bloomberg sounds more stressful. It is noisy, everyone wears headphones all the time, and there is only one place to relax. Google doesn't seem noisy, and there are many different places to meet and relax.

4. The best aspect of working at Google is the three free meals. If you're on a diet, though, the free, unlimited snacks could also be the worst part! The worst aspect of working at Bloomberg is the noise. The best aspect is that there is a lot of energy, which can be motivating.

Activity F., pp. 38–39

- ultimately
- collision
- broadcast
- overwhelming
- intervention
- unconventional
- layout
- privilege
- data mining
- extend
- productive
- chaotic

LISTENING SKILL

Activity A., p. 40

Answers will vary. Possible answers:

| Main point | Examples |
|---------------------------------|--|
| Advantages of internships | -get to know the company -see the office -find out about perks |
| Benefits of work vacations | -help others -visit different cities and countries -gain new skills |
| Opportunities at AllThingsCyber | -computer programming -data mining -product research -product development |

Activity B., p. 40

Answers may vary. Sample answers:

- If you do an internship, you get to know a company before you decide to work there.
- People who want to help others, build things, or learn new skills go on a work vacation.
- New grads can be programmers. Experienced workers can do product development.

LISTENING 2

WORK WITH THE LISTENING

Activity B., p. 42

- T
- F; She says she does not know exactly when the tipping point is between work and fun.
- F; She mentions seeing bald eagles and whales, but she does not mention bears or deer.
- T
- F; She took only primitive tools with her in order to survive.
- F; She sometimes felt she should leave the wilderness to go home because the work was too hard.
- T
- T

Activity C., p. 42

- as an American city girl
- sleeping in a tent
- watch a how-to video on medicine

- merging new technologies with ancient wisdom
- admits living off the grid is a huge inconvenience

Activity D., p. 43

Answers may vary. Possible answers:

- Nikki uses the term "haywire" to explain when things don't work like they should. It's one of the expressions in Echo Bay because they have to use creative ways to fix things that just break again anyway.
- Nikki gives her listeners a visual picture of the beautiful parts of nature that she lives near, such as the whales and dolphins. She says it sounds beautiful, but it's also a crazy place to live.
- Nikki uses this long list of jobs that people who live "off-the-grid" have to be able to do if they want to survive.

VOCABULARY SKILL REVIEW

p. 44

Answers will vary. Possible answers: unable, inconvenience, displaced, unknown, impossible

Activity F., p. 44

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

VOCABULARY SKILL

Activity A., p. 46

- superstore
- how-to
- instant message
- headphones
- workplace
- log cabin
- broadcasting
- data mining
- overcome
- somebody

Activity C., p. 46

- how-to
- overcome
- headphones
- broadcasting
- Data mining
- workplace

GRAMMAR

Activity A., p. 48

- I
- those
- academic ones
- Tim's
- the one to Frankfurt
- regular trips
- my way
- a job in England

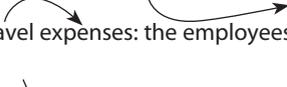
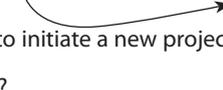
Activity B., p. 48

Answers may vary. Possible answers:

2. It took us longer to make a fire using sticks.
3. The wilderness area is bigger than the village.
4. There are more buildings at Google than at Bloomberg.
5. The other team worked fewer hours than we did.
6. There are more employees in Bangalore than in San Francisco.

PRONUNCIATION

Activity A., p. 49

1. Who paid for the travel expenses: the employees or the businesses?

2. Would you choose to initiate a new project or work on an old one?

3. I'm not sure if I prefer Cambridge, Oxford, Harvard, or Stanford.

4. Which adjective describes the ideal employee: *productive*, *intelligent*, or *creative*?

5. You have your choice of staying in a tent, a log cabin, or a hotel.

6. Who can go on this work vacation: children or just adults?


The Q Classroom

Activity A., p. 59

Answers will vary. Possible answers:

1. Hiking at dusk once, I saw a snake on the ground in the path ahead of me. I was very frightened! I stared and stared at it, but it didn't move. I finally realized it was only a shadow, not a snake. I was very relieved!
2. I love visual effects in movies, and I like *not* knowing how they are created so I can just enjoy the story.
3. The sun is not the same size as the palm of her hand. Since the sun is setting so far away on the horizon, it appears much smaller than it actually is.

Activity B., p. 59

1. Sophy and Marcus talk about 3-D pictures. Felix talks about mirrors and animal camouflage. Yuna and the teacher talk about mirages.
2. A mirage is an effect caused by hot air, such as in deserts or on roads, that makes you think you can see something that is not there. Yuna and the teacher give the example of the false appearance of water in the desert and of land on the ocean.

NOTE-TAKING SKILL

Activity A., p. 60

Answers may vary. Possible answer: The picture helped show me what an optical illusion was. The questions reminded me that I already knew about deception a little from mirages and hidden objects in pictures.

Activity C., p. 60

| What disguises does he use? | What purposes do they have? | Who does he deceive? |
|---|--|----------------------|
| poses as a repairman and becomes engaged to a servant | to get into someone's house to get some letters back | Milverton |
| pretends to be a priest | to get people to trust him so they will give him information | the village people |
| disguises himself as a bookseller | so people continue to think he is dead | his enemies |

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 62

Answers will vary. Possible answers:

| Animal | Type of camouflage | How it works |
|-------------------|--------------------|--|
| 1. ptarmigan | physical change | grows long white feathers on its feet for winter to match the snow; grows speckled gray and brown feathers in summer to match the snowless environment |
| 2. caterpillars | chemical change | in the spring, mimic the flowers they eat, even the movement of the flowers in the breeze; in summer, mimic the look of the oak twigs |
| 3. praying mantis | adaptation | looks like the flowers of the Asian orchid |

| | | |
|-----------------|------------|---|
| 4. desert snake | adaptation | transforms from obvious to almost invisible in the sand |
| 5. flounder | adaptation | the color of its body is the same as the color of the ocean floor |

Activity B., p. 62

1. An example of a physical change is the ptarmigan's ability to grow white feathers that blend in to the snow as well as act like snowshoes.
2. An example of a chemical change is when the caterpillars eat the flowers of the oak tree, their bodies absorb the chemicals in the flowers, which cause a change in their appearance.
3. The praying mantis stays on plants where they are hardest to see. The flounder stays on the ocean floor where it is almost invisible.

Activity C., p. 63

1. North America
2. feet
3. only
4. on the underside of
5. movement
6. birds
7. a flower
8. lizard
9. eyes
10. natural selection

Activity D., p. 63

Questions will vary. Possible questions:

1. What color is a ptarmigan in summer?
2. How does adaptation help an animal survive?
3. What kinds of animals use mimicry?
4. Do all caterpillars turn into moths?
5. Does survival of the fittest cause some species to become extinct?

Activity E., p. 64

1. predators
2. camouflage
3. shift
4. prey
5. adapt
6. mimic
7. resemble
8. mature
9. elaborate
10. virtually
11. obvious
12. infinite

VOCABULARY SKILL REVIEW

p. 64

Answers may vary. Possible answers: natural selection, praying mantis; springtime, sometimes, themselves, itself, something, someone

LISTENING SKILL

p. 66

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

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 67

1. Sun Tzu's principles of deception in warfare: when able to attack, seem unable; when using force, seem inactive; when near, appear far; when far, appear near
2. Dr. Caddell's forms of deception: active deception – fools the enemy into believing something that is not true; passive deception – hides real intentions.
3. Deception of the Trojan Horse: Greeks built and hid in the horse; Greeks pretended to sail home but were nearby; a Greek warrior told the Trojans that the horse was a gift
4. George Washington's illusions: created false documents and let the British capture them; ordered more supplies than he needed to make his army appear bigger; planted information that he was going to attack a different city than he planned to
5. D-Day WWII: pretending to be a larger army than it was; sending false radio signals about where the attack was going to be

Activity B., p. 68

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

Activity C., p. 69

Answers will vary. Possible answers:

Passive deception examples: Greeks pretending to go home
Active deception examples: Greeks telling Trojans the horse was a gift; Washington ordering more supplies than needed, Washington creating false documents that the British got; Patton pretending to have a bigger army in WWII

Activity D., p. 69

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

CRITICAL THINKING STRATEGY

Activity E., p. 71

Answers will vary. Possible answers:

1. I think it's pretty clear that the professor was happy with the students. He said he was pleased with the responses. He chose ones the students had posted on the website to discuss in his lecture.
2. I thought the examples of George Washington's strategies were really clear. He used things like false messages and a large number of fires to deceive the British army.
3. If I were in that class I would say armies today still use deception. They definitely use uniforms that blend in with the environment. They probably send false messages but in more modern ways and write them in codes.

Activity F., pp. 71–72

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

WORK WITH THE VIDEO

Activity B., p. 73

Answers will vary. Answers on video screen:

1. should be 12
2. should be yes – a gorilla

Activity D., p. 73

Answers will vary. Possible answers:

1. The people didn't see the gorilla because they were told to count the players, so they were paying attention to that and not to other details. People may not see the faces because the tree is a stronger picture and the faces are harder to see.
2. Yes, it is a good explanation because we do pay attention to what we think is important and may lose sight of other details. For example, we may concentrate on a red traffic light but not see a person walking in front of our car.

SAY WHAT YOU THINK

p. 74

Answers will vary. Possible answer:

1. This video helps show that the eyes can deceive the mind in many ways. Sometimes it's like camouflage that is part of nature and we miss the animal due to the colors and background; sometimes our brain is telling us to pay attention to one thing and we miss other things even though our eyes see them, like the gorilla.

VOCABULARY SKILL

Activity A., p. 75

1. imagination (n.), imagine (v.), imaginative (adj.), imaginatively (adv.)
2. adaptation (n.), adapt (v.), adaptive (adj.), adaptively (adv.)
3. deception (n.), deceive (v.), deceptive (adj.), deceptively (adv.)
4. capability (n.), (no verb form), capable (adj.), capably (adv.)
5. difference (n.), differ (v.), different (adj.), differently (adv.)
6. individual (n.), individualize (v.), individual (adj.), individually (adv.)
7. maturity (n.), mature (v.), mature (adj.), maturely (adv.)
8. predator (n.), (no verb form), predatory (adj.), predatorily (adv.)
9. revolution (n.), revolt (v.), revolutionary (adj.), revolutionarily (adv.)

Activity B., p. 75

1. deception
2. predator
3. difference
4. revolution
5. adapt
6. mature

GRAMMAR

Activity A., pp. 77–78

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

Activity B., p. 78

Answers may vary. Possible answers:

1. Sun Tzu, whose teachings are still important today, lived during the 5th century BCE.
2. Odysseus was a famous Greek warrior who designed the Trojan Horse.
3. Color change is the most common form of camouflage, which I didn't know before this class.
4. Optical illusions that contain lines and shapes are used by psychologists to test perception.
5. Some sea creatures that can't be seen because of their coloring hide in the sand or the seaweed.

PRONUNCIATION

Activity A., p. 79

1. manipulate, manipulation
2. alternate, alternative
3. deceive, deception
4. image, imaginary
5. technique, technically
6. mystery, mysterious
7. popular, popularity
8. psychology, psychological
9. terrify, terrific
10. visual, visualize

SPEAKING SKILL

Activity A., p. 81

Answers will vary. Possible answers:

1. what do you mean by
2. Can you give an example
3. In other words
4. So are you saying that
5. just to clarify

The Q Classroom

Activity A., p. 87

Answers will vary.

Activity B., p. 87

Answers will vary. Possible answers:

- Marcus is a little negative about the world's problems. He thinks climate change is the biggest issue in global sustainability.
- Yuna says good global citizens care about others less fortunate than themselves by sending money or volunteering to help after natural disasters.

NOTE-TAKING SKILL

Activity A., p. 88

- b
- c
- a

Activity B., p. 89

Answers will vary. Possible answers:

| Problems | Solutions |
|---------------------------|---|
| 1. poverty | buy Fair Trade products |
| 2. water crisis in Africa | gather professionals to explore ways to protect water around the world |
| 3. spread of disease | research into infectious diseases; donating money towards providing vaccinations for people in developing countries |
| 4. natural disasters | raising money for disaster relief |

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 91

Farmers' problems: poverty, low price paid by the coyotes or middlemen, difficult working conditions, can't afford horses, poor living conditions (no water, electricity)

Fair trade solutions: eliminate the middlemen, pay fair wages to farmers, guarantee farmers what their families need to live, charge more for Fair Trade coffee

Activity B., p. 91

- d
- a
- e
- c
- b

Activity C., p. 91

Answers may vary. Possible answers:

- The coffee farmers have difficult lives, work hard, and live in poor conditions.
- The middlemen set up the trade between the farmers and buyers but they take a large portion of profits.
- Fair Trade wants to help farmers have better lives and run their businesses themselves.

Activity D., p. 92

- F; The coffee farmers carry the coffee into town themselves.
- T
- F; Zwerdling spends more than \$9.00 per pound for coffee in Washington, D.C.

4. F; Coffee is a highly traded commodity.

- T
- T
- F; Large corporate plantations cannot join Fair Trade.
- T

Activity E., p. 92

5, 1, 2, 4, 6, 3

VOCABULARY SKILL REVIEW

p. 93

activist, speculation, processor, roughly

Activity F., pp. 93–94

- speculation
- transform
- roughly
- guarantee
- commodity
- intermediary
- processor
- devise
- activists
- afford
- massive
- co-op

LISTENING SKILL

Activity B., p. 95

- 90%
- 400 billion cups
- 20 million families
- almost 1/3

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 97

Answers may vary. Possible answers:

Problems: Poverty, hunger, inequality, climate change, access to health care, sanitation

Solutions: Require universal participation, focus on all aspects of development, make sure strategies apply to all groups

Activity B., p. 97

- 2000
- Millennium Development Goals
- 13
- 2015
- 2030
- 17
- 193
- 800 million
- any of these: end poverty for all, freedom from hunger, health and well-being, quality of education, gender equality, clean water and sanitation, sustainable energy for all, decent work and economic development, innovation and resilient infrastructure, reducing inequalities, sustainable cities and communities, sustainable consumption and production, action on climate change, healthy oceans, sustainable ecosystems, peace and justice, global partnerships
- CO₂

Activity C., p. 97

- 15 years
- the Sustainable Development Goals, SDGs
- yes

Activity D., p. 98

- b
- a
- b
- b
- b

Activity E., p. 98

Answers will vary. Possible answers:

- In order to solve such big problems, experts from different areas should participate. Only if governments work together will plans really get put in place.
- It means that within each country, no one should be left behind and every goal has to be met for every person. Groups that usually get left out, like women and indigenous groups, must benefit too.

Activity F., pp. 98–99

- accessible
- indigenous
- exclude
- underlying
- eradicate
- integrate
- dignity
- dimension
- prosperity
- ongoing
- vulnerable
- initiate

WORK WITH THE VIDEO

Activity B., p. 100

Answers will vary. Sample answers:

Problems: tropical rainforests cleared for settlements, farming, logging, mining, and transport routes; deforestation 1.7–20x higher outside protected reserves

Solutions: effective ecosystem management

- afforestation: new trees are planted, maintains fertility of soil, helps forest regenerate
- agroforestry: trees left to grow beside crops provide nourishment for soil, prevent erosion
- selective logging: only cuts larger trees, leaves young trees, allows forest to reach maturity again
- carbon emissions: financial incentives for reducing carbon emissions
- legislation: laws to protect land and rights of indigenous people
- ecotourism: exploit rainforest economically without destroying it

Activity C., p. 100

- Ecosystem managers try to stop the deforestation of the rainforest and loss of trees. Afforestation replaces trees, but farmers have to do it, and trees take a long time to grow. Agroforestry is good because it prevents erosion and helps trees grow. Selective logging is too hard to regulate.
- The rights of indigenous groups use of land has to be protected. Local communities want to use the land for its natural resources and farming. Businesses want to take out natural resources and build roads.
- Answers may vary. Possible answer: the Earth's oceans.

VOCABULARY SKILL

Activity A., pp. 101–102

- human rights
- final draft
- prices rose
- limited supply
- disaster areas
- do some research
- climate change

Activity B., p. 102

- environmental protection
- underlying principles
- human rights
- Supply and demand
- civil society

Activity C., p. 102

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

GRAMMAR

Activity A., p. 104

- The farmer stated that growing coffee was a lot of work, and that sometimes they couldn't even cover their costs.
- Deborah Amos asked the radio audience if they ever thought about the farmers who had grown the coffee.
- Georg Kell said that Global Impact had initially started with a moral core.
- Ban Ki-Moon, the UN Secretary General, said that together we could achieve a new face of globalization.
- Dan Zwerdling said the Guatemalan coffee farmers were the poorest and most powerless part of the global coffee trade.
- Daniel Zwerdling said the Fair Trade network couldn't raise all the money that farmers need only by cutting out middlemen. He said consumers had to help, too.

PRONUNCIATION

Activity A., p. 106

- an economist 1
- growing coffee 3
- special label 2
- stuck in poverty 1
- can't cover costs 3
- basic commodity 2
- household expenditure 1
- global expansion 1
- climate change 3
- environmental issues 1

Activity B., p. 106

- When is the conference on the global economy?
- What help does a refugee camp provide?
- How do countries demonstrate international unity?
- What are some ways to help earthquake victims?
- Shouldn't companies promise to reduce their environmental impact?
- Are there any nonprofit organizations that collect food donations for the hungry?
- How can you take care of the people in your community?
- How might an economist describe it?

CRITICAL THINKING STRATEGY

Activity A., pp. 109–110

1. While it is true that it appears that greenhouse gases in the atmosphere might have negative effects on climate change, it is unclear to me how that will affect public health in the long run. While we are waiting for the slow wheels of science to catch up with technology, why should we stop using the fossil fuels that are available to us?
2. The fact is that everything we do causes pollution. People don't think twice about throwing away plastic bottles that take hundreds of years to break down. We carelessly spray chemicals on our lawns that wash down the streets when it rains and end up in the ocean. We foolishly insist on driving to work every day instead of taking public transportation. No one cares about the effects of their actions anymore. We need more regulations to stop people from being their own worst enemies.
3. Of course, we need some regulations to protect the public. However, limiting the wonderful advances in genetically modified food is a foolish mistake. Biotechnology offers the perfect 21st century solution to poor nutrition, hunger, and food shortages. The claims that these new products are unhealthy and may have long term health effects have not yet been proven.

Activity D., p. 110

1. energy industries 1
2. farmers 3
3. environmentalist activists 2

The Q Classroom

Activity A., p. 115

Answers will vary.

Activity B., p. 115

1. Yuna thinks cities have too many tall buildings and traffic and people can't appreciate nature.
2. Felix likes sports so he wants more parks where people can play ball and ride a bike.
3. Marcus brings up a movie with cities of the future.

NOTE-TAKING SKILL

Activity B., p. 117

I. Urbanization

A. Definition – moving into cities

B. Data on people living in cities

1. 1900 – 13%
2. 2000 – 45%
3. 2050 – 70%

C. Problems

1. Destruction of historic buildings and parks
2. Poor use of land
3. Pollution

II. Urban sprawl

A. Definition – moving out of cities

B. Problems

1. Pollution from traffic into cities
2. Loss of green areas to development

III. Urban planners

A. Try to create better cities and suburbs

B. Try to solve existing problems

LISTENING 1

WORK WITH THE LISTENING

Activity A., pp. 119–120

Video 1: Urban Settlements

I. Overview

- A.** 180,000 move into cities each day
- B.** Today, the majority of people live in urban settlements
- C.** Examples of cities
 1. Tokyo
 2. Canterbury

II. City districts

A. Central business district

1. Historic core/trading district
2. High land value
3. Main roads/stores/restaurants

B. Inner city

1. Factories
2. Houses

C. Suburbs = outskirts of city

D. Rural – urban fringe

1. Transition between city and countryside
2. Business parks
3. Hotels and airports

Video 2: Urban Land Use Models

I. Burgess model (1924) – cities grow in rings

A. Central business district

B. Inner city

C. Residential zone

II. Hoyt Model (1939) – cities grow in sectors

- A.** Concern for physical land features – hills and rivers
- B.** Industries develop alongside lines of communication
- C.** The poor live in low-cost industrial areas

III. Developing countries

A. Have a central business district

B. Have factories, businesses, and expensive housing on main roads out of cities

C. Shanty towns

Activity B., p. 120

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

Activity C., p. 121

1. T
2. F; Developing countries do not follow the Burgess model of urban structure.
3. T
4. T
5. F; Suburban homes are often larger and have areas of open space.

Activity D., p. 121

Left diagram: Burgess Zone Model

Right diagram: Hoyt Sector Model

1. green
2. blue
3. black
4. red
5. yellow

Activity E., p. 122

Answers may vary. Possible answers:

1. The Industrial Revolution created factories inside the city. Then housing was needed for workers. It was created in a grid-like pattern around factories.
2. Cities in developing countries have more development around roads and rivers than just around the central business district.
3. Hoyt uses sectors and Burgess uses rings. The Hoyt model has industry more along lines of communication than just around the central business district.

Activity F., pp. 122–123

1. influx
2. remarkably
3. inhabitants
4. the middle class
5. relevant
6. situate
7. core
8. suburban
9. rural
10. settlement
11. inner city
12. marginal

VOCABULARY SKILL REVIEW

p. 122

central business district, middle class, urban studies, urban planner

LISTENING SKILL

Activity A., p. 125

List any five of the following cues, in any order: we will be focusing on (to introduce), first, second, finally (to provide order of points), now let's turn (to shift topics), in many ways (to list details), however (to show contrasting idea), in addition (to add more details or another idea)

Activity B., p. 125

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

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 127

Answers may vary. Possible answers:

| Doug Dirk's questions | Shin-Pei Tsay's answers |
|---|--|
| What do you think life looks like at 5K? | -more about the human experience -slower pace -full of experiences |
| How are people putting walking back into cities like New York? | -creating trails in cities out of abandoned rails -using sidewalks and creating public spaces |
| When they were built, were North American cities designed or are they designed for pedestrians? | -after World War II, cities designed for cars -designed the pedestrian out of the city |
| What do people miss when they drive everywhere? | -talking to neighbors -running into people -smelling the air |
| What impact do sidewalks have? | -part of the city infrastructure -connect people from place to place |
| What does your organization, the Gehl Institute, do? | -focuses on public and civic life -designing places for better social interactions |
| Have you had a chance to explore Calgary? What are your impressions? | -Calgary is a cool city but has challenges because of towers, highways, and parking garages |
| Which cities around the world have done a good job of making older cities more walkable? | -Copenhagen -Amsterdam -Melbourne |

Activity B., pp. 127–128

1. F; Tsay compares the speed of walking and driving.
2. T
3. F; Most North American cities were originally designed around pedestrians.
4. T
5. F; Tsay gave an opinion about Calgary's walkability after she walked around downtown.

Activity C., p. 128

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

Activity D., p. 128

Answers will vary. Possible answers:

1. Tall buildings do not help pedestrians engage in the city because there is nothing at the ground level to see.
2. Some cities are making trails out of abandoned rail, creating more and wider sidewalks, and developing parks for people to walk to and around.
3. Sidewalks help people get from one place to another without having to drive; they are places to meet others while walking.

Critical Thinking Strategy

Activity E., p. 130

Answers will vary. Possible answers:

1. The speaker sounds like someone who walks around the city a lot and is serious about the importance of walking because she or he belongs to a walking organization; the speaker is serious about safety because that is a focus of this organization; it sounds like the speaker will propose limits to bike use in parks.
2. The speaker is an urban planner and has a negative view about the city that is neglected; he or she blames the government and will probably list some specific problems and what the government should do.
3. The speaker is someone who didn't like living in the city and moved to the suburbs; it seems like the speaker will list some positive but also some negative features of the suburban lifestyle.

Activity F., pp. 130–131

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

VOCABULARY SKILL

Activity A., pp. 132–133

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

GRAMMAR

Activity A., p. 136

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

PRONUNCIATION

Activity A., p. 137

Almost 180,000 people move into cities / each day. / And now / for the first time in human history / the majority of the world's population / live in urban settlements. / Urban settlements / can be as large as megacities / like Tokyo in Japan / with 35 million inhabitants... / or as small as the city of Canterbury / in the United Kingdom / home to little more than 40,000 residents. / And yet / they have many similarities. / Every urban settlement / has a central business district / in its historic core. This trading district / is always situated where several main roads meet / and is the primary location for shops / offices / restaurants / and entertainment. / High land value / means few people live here. / This is the main difference between the central business district / and other urban zones.

The Q Classroom

Activity A., p. 145

Answers will vary.

Activity B., p. 145

1. Yuna talks about the Miracle Mop invented by a housewife.
2. Accidental discoveries are inventions or solutions that come up when you are trying to solve a different problem. Felix mentions penicillin, and the teacher mentions dynamite.
3. Sophy talks about Einstein and Edison.

LISTENING 1

WORK WITH THE LISTENING

Activity A., pp. 147–148

Answers will vary. Possible answers:

| | Report 1: Doc-in-a-Box | Report 2: Bee Sting Therapy |
|---|---|---|
| 1. Meaning of the term | Doc-in-a-Box: medical clinics converted from shipping containers | apitherapy: using bee products as medical therapy, including using bee stings to treat pain |
| 2. How term was first used | invented by Laurie Garrett | based on <i>apis</i> , the Latin word for <i>bee</i> |
| 3. Problem the idea is trying to solve | no access to clinics in remote areas in developing countries | alternative treatment of pain without medications |
| 4. Two steps in the process | 1. converts shipping containers into clinics 2. selects paramedics from the villages that they serve | 1. raises bees 2. stings people with bees |
| 5. Analysis of the solution: Benefits | more affordable; easier access to health care | low cost; effective |
| 6. Analysis of the solution: Obstacles | needs support from governments and aid organizations | needs to convince people that apipuncture/apitherapy works |

Activity B., p. 148

Answers will vary. Possible answers:

Report 1: Doc-in-a-Box?

1. It means clinics converted from shipping containers.
2. It needs support from governments and aid organizations.
3. It's trying to solve the problem that people in remote areas in developing countries have no easy access to clinics. These clinics can be placed in the village so people don't have to travel far to a health clinic.

Report 2: Bee Sting Therapy

4. Apitherapy is using bee products as a medical therapy, including using bee stings to treat pain. One theory is that it works because bee venom can reduce or relieve pain.
5. Because it works for them and it provides a very inexpensive alternative to traditional medicine
6. The therapy would be more acceptable if insurance companies started reimbursing people for it.

Both reports:

7. The medical community is usually more conservative; they don't usually accept new ideas easily.

Activity C., pp. 148–149

1. F; Laurie Garrett is a science writer.
2. F; Doc-in-a-Box medical centers could be delivered anywhere they're needed.
3. T
4. F; Garrett hopes that these clinics will be staffed by midwives and paramedics from the areas they serve.
5. T
6. F; Keller is a beekeeper and acupuncturist.
7. T
8. F; The idea behind apipuncture is to use the venom of live bees to treat pain or discomfort.
9. T
10. F; Odom's wife is state secretary for Health and Human Services, and she does not expect the state to support apipuncture.

Activity D., p. 151

Answers will vary.

Activity E., p. 151

Answers will vary. Possible answer: Fascinating report on Doc-In-A-Box. Where are these converted shipping containers, and how can I contribute money to create more?

Activity F., pp. 151–152

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

VOCABULARY SKILL REVIEW

p. 151

Answers will vary. Some possible answers: lack, change, model, address, cure, experiment, influence

LISTENING SKILL

Activity A., p. 153

1. O; I think, unreliable
2. F; can find
3. F; in Haiti, cost \$5,000
4. O; Garrett believes
5. O; should
6. F; reports, works
7. F; is based
8. O; probably
9. O; the best
10. F; is used

Activity B., p. 154

1. amazing
2. absolute best
3. should be
4. Thousands
5. for two years
6. the most effective
7. I believe
8. probably

NOTE-TAKING SKILL

Activities A., B., C., pp. 155–156

| Process development | Time markers |
|---|--------------------------|
| plays a trading game | in his childhood |
| works as a salesman | a year before |
| sits at computer | in 2005 |
| posts an online ad for a red paper clip | first |
| gets a pen for paper clip | two days later |
| works hard | for over a year |
| trades stuff | for a few months |
| trades for a glass globe | eventually |
| gets a part in a movie | after a while |
| trades a part in movie for a house in town | over a year later (2006) |
| has a house | today |
| writing a book | a few years later |
| town plans to build a big paper clip for tourists | in the future |

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 157

- Laura Sydell
- and **3.** (any order) Martin Kenney, Leslie Berlin
- Virginia Klausmeier
- Hewlett and Packard
- William Shockley
- 7., 8., and 9.** (any order) Arthur Rock, DG&A, Bill Reichert

Activity B., p. 158

- Laura Sydell
- Leslie Berlin
- Arthur Rock
- Bill Reichert

Activity C., p. 158

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

Activity D., p. 159

- 2, 4, 5

Activity E., p. 159

- a
- b
- a

Activity F., p. 159

Answers may vary. Possible answer:

Ms. Sydell, I think you did a good job of convincing the audience that Silicon Valley is the premier destination for entrepreneurs with a dream. You had respected speakers present the facts, and you provided the story of an actual person looking for venture capital money. Your opinion was clear, but you did back it up with details for support.

Activity G., p. 160

- premier
- ritual
- technologically
- risk
- entrepreneurs
- backing
- founders
- investment
- mentors
- phase(s)
- venture capitalists
- fund

WORK WITH THE VIDEO

Activity B., p. 161

Answers will vary Possible answer:

| | Notes |
|------------------------------------|--|
| Description of the space | in Pittsburgh, one-of-a-kind workspace, robots, pirate ship, speedway, and gadgets |
| Purpose of Inventionland | to be a psychological playground for creative people to help inventors |
| Steps in the Inventionland process | pay a fee 9 steps (includes – engineering, graphic design, prototype building, assembly line trial and error) |
| Successes | Hydro Bone, Bike Board, Bread It, Doggie Shoes |

SAY WHAT YOU THINK

p. 162

Answers may vary. Possible answers:

- I think people should be able to donate money to special projects if they could be guaranteed that the money would only go to what they want it to. I think the government should only give money for medical research.
- I once heard someone at the beach talking about making a beach chair with a small cooler attached. He didn't make one, but now you can buy one in the store because it was a good idea.

VOCABULARY SKILL

Activity A., p. 163

- flaky; behaving in a strange way
- hit; succeed
- deal; to be an important thing
- catch; to realize
- ground; to get started
- root; to begin to grow
- shady; suspicious, dishonest, illegal
- gold mine; to make a lot of money

Activity B., p. 163

- a big deal; meaning—really important
- flaky; meaning—unreliable, odd
- light bulb went off; meaning—an idea suddenly occurred
- run with it; meaning—go ahead without worrying about results yet

GRAMMAR

Activity A., p. 165

1. The inventors explained to the investors how their prototype could solve the crisis.
2. Have historians verified whether paper money was first used in China?
3. Did you know that student winners of the International Science and Engineering Fair win \$50,000 to develop their ideas?
4. They tried to figure out why Edison could come up with so many innovative ideas.
5. Professor Fayed told us when the wheel was first used by humans.
6. Can you believe that Bill Gates dropped out of Harvard before he started Microsoft?

Activity B., p. 165

1. He told his boss he thought that his co-worker had stolen his idea.
2. We aren't sure whether/if we want to sell it online.
3. I need to find out where they developed the prototype.
4. It's not clear how they raised enough money to give away laptops.
5. I don't understand why we can't convince people to get stung by bees.
6. They are trying to decide whether/if they can convince the public to buy it.
7. We are trying to find out when the product was featured on the podcast.
8. The entrepreneur was worried that the investments could be seen as too risky.

PRONUNCIATION

Activity A., p. 166

1. couldn't have
2. should have
3. would have
4. wouldn't have
5. shouldn't have
6. shouldn't have
7. could have
8. wouldn't have

The Q Classroom

Activity A., p. 173

Answers will vary.

Activity B., p. 173

Answers will vary. Possible answers:

- Marcus has a more positive attitude toward change. He thinks it's exciting to meet new people. Felix likes to be around people he knows.
- Sophy thinks most people are probably like Felix. She gives her parents as an example to defend her opinion when she says they wouldn't want to change where they live.

NOTE-TAKING SKILL

Activity A., pp. 174–175

| | | | |
|-----------|--|---|---|
| Who...? | Huang's father | Huang's mother | Huang Yubin |
| What...? | left a job in China; new job as engineer in the US | was a teacher in China; worked as secretary in US | was a good student and happy in China with many friends |
| Where...? | from China to the US | from China to the US | from China to the US |
| When...? | when Huang was 12 | when Huang was 12 | when he was 12 |
| Why...? | a new job | husband's new job | father's new job |
| How...? | adjusted easily to new job and was happy | was unhappy in the US; missed family; couldn't work as a teacher until she got a teaching certificate | was unhappy but now is in college, plays ping pong, and wants to stay in the US |

Activity B., p. 175

Answers will vary. Possible answer:

... For his father, the move was positive. He already had a job as an engineer in the US, so he was happy. On the other hand, for Huang's mother, the move from China to the US was difficult. She missed her family and couldn't be a teacher in the US. She had to go back to school first. Looking back, Huang Yubin went from sad to happy. Even though he missed China, he adjusted. He had trouble with his accent and understanding English at first. However, he got used to the US and eventually he was OK with the change. Now he is in college and has a good future.

LISTENING 1

WORK WITH THE LISTENING

Activity A., p. 177

Answers will vary. Possible answers:

| Interviewees | Traditional Mongolian life | Facing changes |
|------------------------|--|--|
| Sanjeem (elder herder) | values traditional nomad life; needs to teach young people about how to herd reindeer properly | doesn't want to give in to changes; believes that following the way of the reindeer is the key to survival; worries about less care from the democratic government |

| | | |
|----------------------------|--|---|
| Yudoon (younger herder) | isn't sure the herd can expand enough to support the people; worries about traditional life survival | worries about people moving out; worries that size of herd is decreasing; thinks change is coming |
| Uyumbottom (Yudoon's wife) | wants to convince the Mongolian government to preserve the life of the nomads | is encouraged that the government listened, so they will not have to change |

Activity B., p. 177

Answers will vary. Possible answers:

The Mongolian nomad reindeer herders are caught between their old traditional ways and the 21st century. Elders, like Sanjeem, feel they must continue the life of the nomad, following the reindeer to different environments so they can feed. The nomads survive on the food the reindeer provide. Sanjeem thinks their culture will survive. Yudoon is younger and he worries about the people who are leaving the tribe and the diseases of the reindeer. The government doesn't support the tribe as well as they used to. It seems Uyumbottom has the same feelings about the traditional culture as Sanjeem. However, she is not just giving in but is insisting the government provide more support for that culture.

Activity C., pp. 177–178

- grass
- 207 people / 44 families
- milk, cheese, yogurt
- veterinary care and financial help
- veterinary
- disease, wolves

Activity D., p. 178

Answers will vary. Possible answers:

- They are trying to convince the government for support.
- He believes the people will lose their traditional ways.
- The name of a volunteer veterinarian is given.
- The word means "hope." They are working to give hope to the reindeer people for preserving their culture.

Activity E., p. 178

- Y
- S
- S
- U
- Y
- S

Activity F., p. 178

Answers will vary. Possible answer:

Morgan Kay believes we should respect the fact that there are many different ways of living in the 21st century. She thinks the Western way is only one way. We can learn from these nomads that it is still possible to live a simple, balanced lifestyle separate from the rest of the world.

Activity G., pp. 179–180

- settle
- subsidies
- basis
- sustain

5. Not used
6. critical
7. obligation
8. Not used
9. elders
10. embrace
11. cope
12. contemplate
13. Not used
14. elite
15. make a living

LISTENING SKILL

Activity A., p. 182

1. Disagreement
2. Sadness
3. Disagreement
4. Disbelief or surprise
5. Disagreement
6. Sadness
7. Disbelief or surprise
8. Excitement or interest

Activity B., p. 182

Explanations will vary. Possible answers:

1. a; The speaker uses fairly neutral intonation with some varied pitch indicating interest; she stresses the words *we choose, one way,* and *even,* and the stress helps to convey some excitement/enthusiasm for the subject; she also uses phrases like *still possible,* which indicate optimism.
2. b; The speaker admits that there is a need for better services, but she uses a lot of high rising intonation and sounds very enthusiastic in her hopes for the future of technology. She emphasizes words like *so much room* and *really make life better.*

LISTENING 2

WORK WITH THE LISTENING

Activity A., p. 184

Answers may vary. Possible answers:

| Speaker | Anecdotal evidence |
|------------------|--|
| Kevan Gilbert | <ol style="list-style-type: none"> 1. about what life was like 10 years before social media and so much technology 2. about how the Canadian government is 10 years behind the times 3. about how the US Veteran's Service uses technology to help vets get benefits faster |
| Veronica Collins | <ol style="list-style-type: none"> 1. about how much she depends on technology in her daily life 2. about how she was an early user of Facebook, YouTube, etc. 3. about her father's paint business and how he learned to use Google to advertise |

Activity B., p. 184

1. T
2. F; It has happened in the last 10 years.
3. F; Veronica thinks it should be but it's not.
4. T
5. T

Activity C., pp. 184–185

- 2, 5

Activity D., p. 185

Answers will vary. Possible answer:

Both Kevan and Veronica have a positive attitude toward digital transformation and feel it is necessary to improve. Kevan is unhappy that the change is so slow, especially for the government. Veronica hopes that digital transformation will help people all around the world.

Activity E., p. 186

Answers will vary.

Activity F., pp. 186–187

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

Vocabulary Skill Review

p. 186

thinking outside the box, drives parents crazy

WORK WITH THE VIDEO

Activity B., p. 188

Reasons farmers move to Shanghai: looking for better paid jobs, higher living standards; do construction jobs due to boom
Problems for the city of Shanghai: population 18m+, putting strain on infrastructure, traffic congestion, air pollution, architectural heritage/houses replaced with skyscrapers
Problems for these workers in the city: affordable housing replaced with expensive apartments for wealthy

VOCABULARY SKILL

Activity A., p. 190

1. S, back
2. S, up
3. S, away
4. I, at
5. I, around
6. I, into
7. S, out
8. I, on
9. S, over
10. S, apart
11. S, down
12. S, off

Activity B., p. 191

1. turned down; The government turned it down.
2. give up; It's important not to give it up.
3. look into
4. turn off; They need to turn them off and spend time appreciating nature.
5. take apart; Ahmed is sure he can take it apart and put it back together again.
6. pick on

Activity C., p. 191

1. keep at it
2. look into
3. pick out
4. take over
5. give it back

GRAMMAR

Activity A., p. 193

1. to maintain / maintaining
2. moving
3. to embrace
4. to learn
5. using
6. to take
7. working

PRONUNCIATION

Activity B., p. 195

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

The Q Classroom

Activity A., p. 203

Answers will vary. Possible answers:

1. Most of the energy in my community comes from fossil fuels and electricity.
2. Wind power, solar power, and tidal power are new energy sources that might solve the energy problem. Environmentalists care whether energy is non-renewable or renewable because there are many harmful ways that people try to obtain non-renewable sources of energy. Fracking is one of these methods. Environmentalists also care about CO₂ emissions that come from some power sources.
3. The photo shows fossil fuels and solar energy. I think we should use more solar energy because it is cleaner than using fossil fuels.

Activity B., p. 203

Answers will vary. Possible answers:

- a. **Felix:** We should use less energy and be more efficient.
 - b. **Yuna:** The whole world is set up for fossil fuels.
 - c. **Sophy:** We should use as much solar energy as possible.
1. Marcus says nuclear energy can be made anywhere without special resources, and it doesn't emit greenhouse gases.
 2. Felix says we should use less energy and the energy should be renewable like solar and wind.

NOTE-TAKING SKILL

Activity A., p. 205

Answers will vary. Possible answers:

Mr. Chen is arguing against nuclear energy.

Main points:

- need to reduce fossil fuels
- nuclear energy not clean in production
- problem – nuclear waste

expert: Dr. Makhijani

- too many risks with nuclear power
- 20 metric tons reactive nuclear fuel
- accidents like Chernobyl

Activity B., p. 205

Answers will vary. Possible questions for Mr. Chen:

How else can we reduce fossil fuels? How many nuclear accidents have there been in the last 25 years? Don't we safely dispose of nuclear waste? Isn't nuclear energy cheap to produce?

Activity C., p. 205

Answers will vary. Possible answers:

Regan says that no one in North America has been injured in a nuclear power plant or died from radiation accidents. There is a lot of regulation. It is also emission free and can supply a lot of energy. I agree. I forgot to mention regulation when listing positive points to make about nuclear energy.

LISTENING 1

PREVIEW

Activity A., p. 206

Answers will vary. Possible answers:

- fossil fuels: dirty, cause pollution
- nuclear energy: could be dangerous, accidents
- solar energy: renewable, not always sunny
- wind energy: clean, in deserts

WORK WITH THE LISTENING

Activity A., p. 207

1. Coal

positive: lots of coal in England, gives 40% of electricity, cheap, affordable, can be improved and more efficient

negative: most polluting, dirty, carbon emissions, ugly power stations

2. Nuclear

positive: zero carbon emissions, 20% of England's electricity, keeps global temperatures from rising

negative: No one wants a nuclear power plant near their home.

3. Wind

positive: no pollution

negative: intermittent, many people do not want wind farms or turbines near them, can't supply enough energy

4. Gas from fracking:

positive: lots of rock to frack to get out gas

negative: danger of pollution

Activity C., p. 208

1. b

2. a

3. c

4. a

5. a

Activity D., p. 208

Answers will vary. Possible answers:

1. Smith and Garner don't seem to believe that climate change has really been proven, or they think it's slower than we think.
2. Smith says that not all places have wind and it's intermittent, and too many people object to wind turbines and farms. Garner says that wind can only be a part of the energy solution since it produces only 1% of what a coal plant can.
3. The woman on the street prefers wind. She says the wind turbines aren't so bad.
4. Gas comes from fracking, which is fracturing shale rock underground. The farmer is worried about pollution.
5. Shukman says that we need a solution to the energy problem, and no one can agree on the alternatives. He says someone will be angry about any solution.

Activity E., p. 208

Answers will vary. Possible answers:

I would like to take the side of solar or wind power in the debate. I think if we invest money in these solutions they can work better than they do now. I think they would be cheaper than building big nuclear power plants. Most importantly, they don't cause more pollution.

Activity F., pp. 208–209

1. b

2. c

3. a

4. c

5. b

6. c

7. c

8. a

9. b

10. b

VOCABULARY SKILL REVIEW

p. 209

In sentence 10, the phrasal verb *look for* means try to find. Other phrasal verbs with the verb *look* include: *look over* (review), *look away* (turn your head), *look after* (take care of), *look back* (think about the past), *look ahead* (think about the future), *look at* (examine), and *look out* (be careful).

LISTENING SKILL

Activity A., p. 211

Answers may vary. Possible answers:

1. Cause: This country does not have many energy resources.
2. Effect: Many people and living things become ill from the pollution.
3. Cause: Sources of wind and sun are intermittent.

Activity B., p. 211

1. Cause: Growing corn to make ethanol requires a lot of water and fertilizer.
Effect: New “energy crops” are being developed.
2.
 - a. Cause: People worry about the high price of gasoline.
Effect: Japan has an idea to use water as fuel.
 - b. Cause: Hydrogen can be separated from water.
Effect: A generator can use the hydrogen electrons from water to produce electric power for cars.
3.
 - a. Cause: There is a lot of garbage in San Francisco.
Effect: There’s a research project on using garbage.
 - b. Cause: Food leftovers are placed in a tank.
Effect: Gas is produced.
 - c. Cause: There’s a chemical reaction in the gas tank.
Effect: It creates electricity to power 80 homes per day.
 - d. Cause: Gas is produced from leftover garbage.
Effect: This decreases the garbage in the city.

LISTENING 2

PREVIEW

Activity A., p. 212

Answers will vary. Possible answers:

Advantages: clean; no pollution

Disadvantages: can hurt fish; no water inland

WORK WITH THE LISTENING

Activity A., p. 213

Answers will vary. Possible answers:

Pros: cleaner / no carbon emissions; reliable; more powerful than air

Cons: still in early development; only one part of the solution; danger to life in river; problems with boats; not all harbors are alike; can’t power a lot of homes yet; many challenges and unknowns

Activity B., p. 213

1. It is clean, alternative energy. It is reliable because of the regularity of the tides.
2. He means that everything we do to prevent climate change, no matter how small, is important.
3. Vauthier thinks this type of energy could be used to power 36,000 homes.
4. Possible answers: Cooper says it won’t produce enough energy to be the base load for the region. Pare notes that the turbines could cause problems for living things in the river.

Activity C., pp. 213–214

1. renewable
2. 20
3. supporters
4. tidal
5. windmills
6. more
7. Two
8. safely pass through
9. disagree
10. cannot

Activity D., p. 214

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

Activity E., p. 215

Answers will vary. Possible answers:

1. Answers will vary.
2. Some obstacles are that people are not convinced that turbines can provide enough power and also water is not available everywhere.
3. Tidal power could only be used in a country with a long coastline or strong running rivers.

Activity G., pp. 215–217

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

CRITICAL THINKING STRATEGY

Activity B., p. 218

Answers will vary. Possible answers:

1. Lynas means that no one wants to have an energy generating system near them like a wind turbine or a nuclear plant. Therefore, there seems to be no possible solution except magic.
2. Shukman says people in England know they need new energy projects but no one can agree on what kind. So in the end, there is no progress. My interpretation is that he does not see an easy solution for England’s energy problem.
3. The supporters of nuclear energy in Listening 1 would likely continue to argue that renewable sources like water, wind, and solar can’t supply as much power as nuclear energy can. They might say that water, wind, and solar are not predictable, meaning there isn’t water everywhere, the wind doesn’t always blow, and the sun doesn’t always shine. Supporters of nuclear energy might also say that the reported dangers of nuclear energy are not true. Supporters of water as an energy source in Listening 2 would likely say that nuclear energy is dangerous and they might point

out the accidents in Japan and the problem with getting rid of the nuclear waste from plants. They might also say that where there are tides, there is always tidal power, and it is more predictable than wind and sun, and very powerful. However, they could also say that this is a new and experimental field and that tidal power will only work near oceans and rivers.

VOCABULARY SKILL

Activity A., pp. 219–220

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

Activity B., p. 220

Answers will vary. Possible answers:

1. automatic, autonomy, autobiography
2. pictograph, graphics, autograph
3. kilometer, barometer, centimeter
4. physical, physique
5. solitary, console, solitude

GRAMMAR

Activity A., p. 222

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

Activity B., p. 222

1. Even though; due to the fact that
2. Because; in spite of the fact that
3. as; although; because

PRONUNCIATION

Activity B., p. 224

A: Did you see the energy debate on TV last night?

B: No, I should have watched it, but I had to study for a math test. Give me the highlights.

A: Well, it was the big oil companies versus the environmentalists.

B: Which side had the best arguments?

A: Both sides presented good cases. The oil companies had more research, but the environmentalists made more compelling arguments. They convinced me that some of the oil companies' efforts are really misguided and that our reliance on fossil fuels has to end.

B: Was it possible to tell who won the debate?

A: Not really. Because the issues are so controversial, I think it's hard to come to any real resolution. I recorded it, so I'm going to watch it again.

B: There aren't any easy answers; that's for sure. Well, I'd like to watch that recording of the debate with you. It sounds though provoking.

A: Sure. And I think it'll be useful for our class discussion next week.

SPEAKING SKILL

Activity A., pp. 225–226

1. Although I agree
2. many scientists disagree
3. That's true
4. You raise an important point
5. The fact of the matter is
6. While I also found
7. most experts argue
8. Environmentalists believe
9. I'd certainly agree
10. However, many would argue