

THIRD EDITION

INTRO



Skills for Success

READING AND WRITING

Jennifer Bixby

Teacher's Handbook
WITH TEACHER ACCESS CARD

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Critical Thinking Foundations: Implications for the Language Classroom

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

What is Critical Thinking?

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

What are Higher-Order Thinking Skills?

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

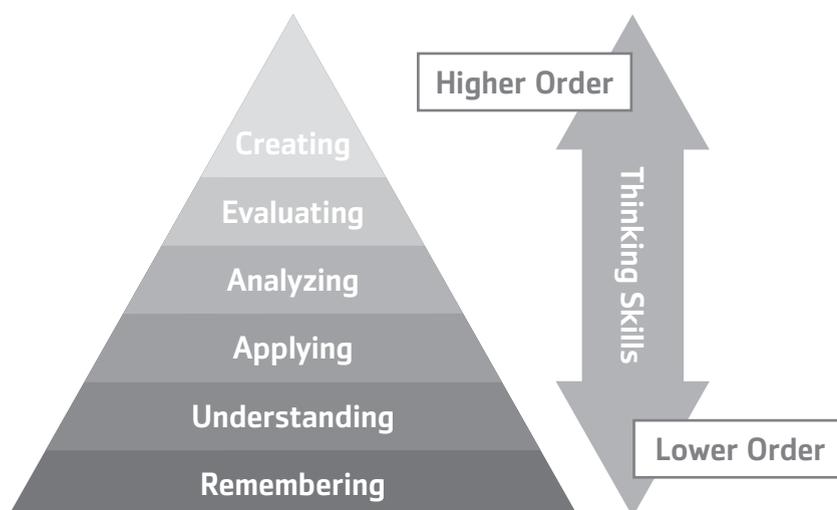


Fig. 1: Bloom's Revised Taxonomy

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

Analyzing

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

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

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

Evaluating

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

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

Creating

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

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

Conclusion

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

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TIPS

Critical Thinking tips for Q Third Edition

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

1 Change the terms of an activity

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

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

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

2 Get online

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

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

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

3 Expand into deeper critical thinking skills

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

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

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



Making Assessment Effective

Elaine Boyd Q Series Consultant, Assessment

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

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

Testing principle 1: Validity

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

Testing principle 2: Reliability

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

Testing principle 3: Fairness

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

Effective feedback

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

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TIPS

Assessment tips for Q Third Edition

1 Make sure students know what is expected of them

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

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

2 Give feedback as soon as possible after the test

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

3 Use the student reflection worksheet

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

4 Use the expanded answer key effectively

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



Using Video in Language Learning

Tamara Jones Q Third Edition Author

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

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

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

The Benefits of Using Video in Language Learning

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

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

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

Using Authentic Videos

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

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

Using Teaching Videos

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

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

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

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



TIPS

Video tips for Q Third Edition

1 Prepare

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

2 It's not just for listening

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

3 Use the transcript

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

4 Flip the classroom

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



To go online or not to go online?

Chantal Hemmi

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

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

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

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

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

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

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

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

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

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TIPS

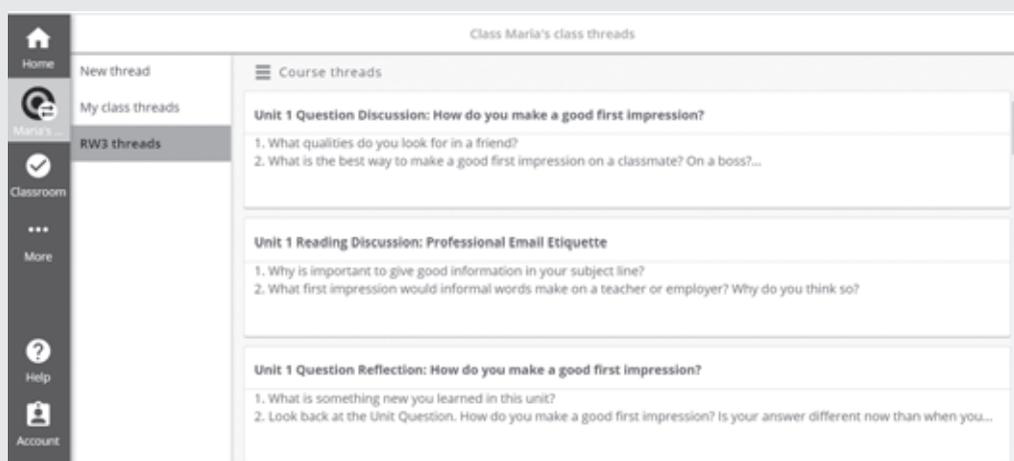
Blended learning tips for iQ Online

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

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

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

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



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

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

4 The end product: the writing assignment

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

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



Using Communicative Grammar Activities Successfully in the Language Classroom

Nancy Schoenfeld

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

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

Sequencing

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

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

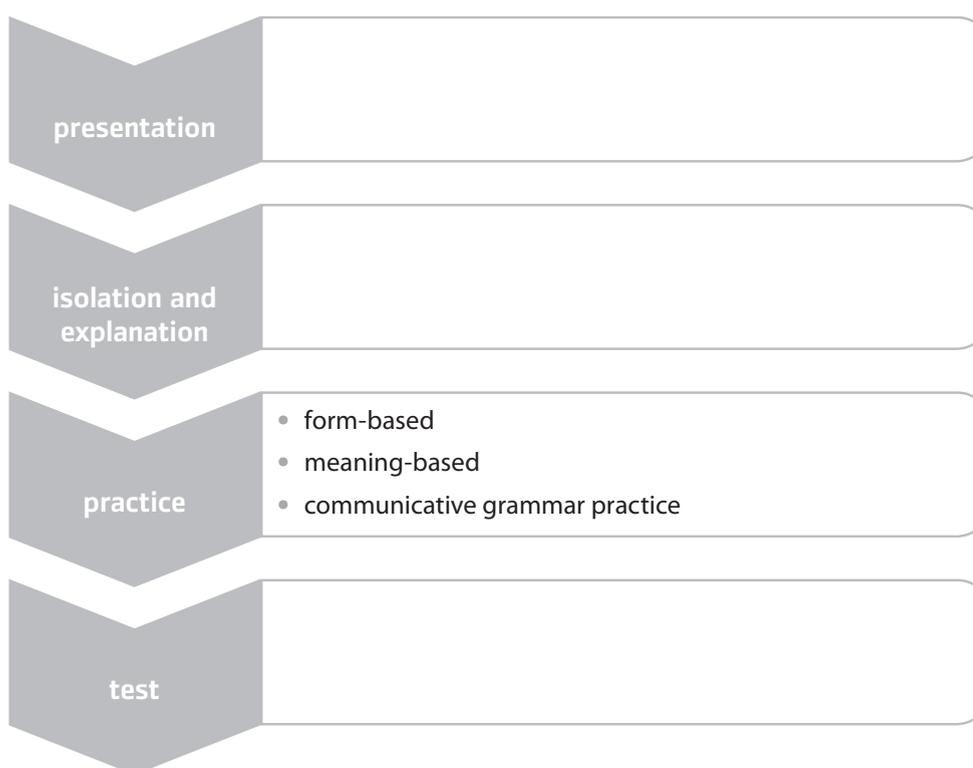


Fig. 1 Sequencing grammar lessons (Ur, 1988)

Modeling

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

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

Observing

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

Being persistent

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

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

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TIPS

Communicative grammar tips for Q Third Edition

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

1 Form-based practice

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

Directions: Insert a comma where necessary.

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

2 Meaning-based practice

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

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

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

3 Communicative activity

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

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

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

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



Vocabulary in your students' writing: the Bottom Line

Cheryl Boyd Zimmerman Q Series Consultant, Vocabulary

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

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

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



Pre-writing

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

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

Brainstorming:

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

Freewriting:

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

Paragraph Analyses:

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

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

Bottom Line for Your Students

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

Drafting Stage

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

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

Bottom Line for Your Students

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

Revision Stage

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

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

Bottom Line for Your Students

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

Editing Stage

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

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

Bottom Line for Your Students

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

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

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TIPS

Vocabulary tips for Q Third Edition

1 Prioritize important words

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

2 Use model texts to draw attention to vocabulary

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

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

3 Use the vocabulary from the reading

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

4 Encourage awareness of academic vocabulary

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

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

5 Use technology to motivate students

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



Why Take Notes?

Margaret Brooks Q Third Edition Author

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

Short-term memory

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

Language structure

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

Cultural expectations

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

How note-taking can help

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

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

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

Preparing to listen

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

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

Focusing on main ideas and key words

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

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

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

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

Reviewing and adding to notes soon after a lecture or presentation

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

Collaborating with others

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

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

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TIPS

Note-taking tips for Q Third Edition

1 Foster a welcoming environment for critical thinking

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

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

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

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

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

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

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

WORK WITH THE LISTENING

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

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

Sudden Wealth	
Positive effects	Negative effects

5 Provide feedback and follow-up activities after a listening

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



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

Needs assessment

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

Improving vocabulary and grammar

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

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

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TIPS

Academic writing tips for Q Third Edition

1 Use prewriting activities to generate ideas

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

2 Model different kinds of texts

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

3 Analyze good examples

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

4 Teach grammar in context

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

5 Encourage strategic learning

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

WRITING TIP

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

Using the Online Discussion Board

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

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

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

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Discussion Board: Students.....47



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

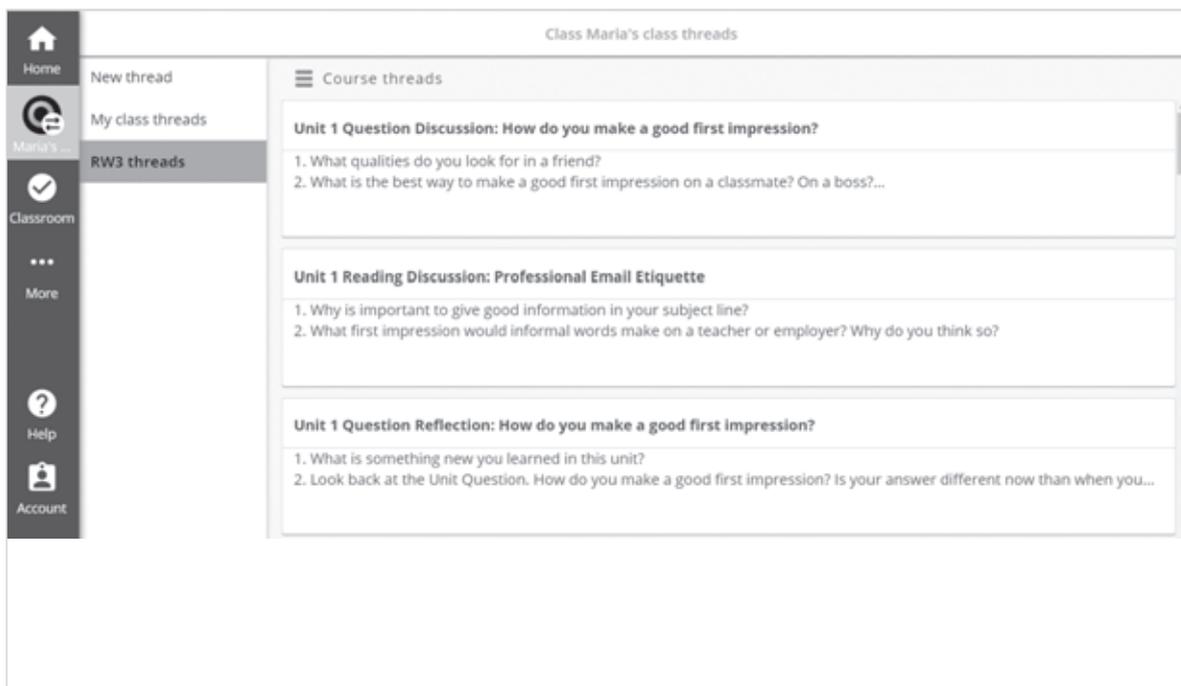


Fig. 1 Q: *Skills for Success* Third Edition, iQ Online Practice Class Discussion Board

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 Questions and listening to *The Q Classroom* online. Students are again directed to the Discussion Board after the *iQ Online* Reading Comprehension activity in each unit to discuss the online text. At the end of a unit, the Discussion Board tasks provide opportunities for students to apply content knowledge, grammar structures, and vocabulary as well as writing strategies that they learned in the unit.

All the Discussion Board questions are designed to encourage critical thinking. Instructors can decide if they would like their students to respond

to all of the given questions or select specific questions which they want their students to address. Additionally, instructors can post their own questions to which students respond.

Teacher's Pack Organization

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

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

Implementing the Discussion Board

Discussion Board Content

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

Teaching Strategies

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

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

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

For example, the teacher can refer to the example post on the Student Worksheet. In the example, the student wrote about a friend. A follow-up assignment in which students read and respond to a classmate can be structured as

follows (this follow-up strategy can be used with all questions, both at the beginning and at the end of each unit):

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

Potential student reply:

Gabriel, I would like to know more about your friend Alberto. How does he encourage you at school?

Rubrics have been included to help grade the student posts and their replies to a classmate's post. It is important that students write an appropriate response that has complete sentences

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

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

Classroom Instruction

Prior to First Post: Example Discussion Board Post Worksheet

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

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

Assigning the First Discussion Board Post

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

- in class, have students discuss the ideas in the posts to find commonalities and differences or to put ideas into possible categories.
3. Use the same process for the Reading Discussion and the Unit Question Reflection.

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

Discussion Board Instructions

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

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

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

Logging In to the Discussion Board

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

Responding to a Post

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

Creating a New Discussion Topic

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

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

Deleting a Post

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

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

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

Suggestions for Using the Discussion Board Assignments

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

Rubric: Response to Discussion Board Prompt

Name: _____

Date: _____

- 20** = The Discussion Board post is very successful.
- 15** = The Discussion Board post is successful.
- 10** = The Discussion Board post is partly successful.
- 0** = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the questions clearly and completely.				
The post has a general opening sentence and a general closing sentence.				
The post has clear explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have correct punctuation.				
The post is long enough.				

Total points: _____ out of _____

Comments:

Rubric: Response to Classmate's Post

Name: _____

Date: _____

- 20** = The Discussion Board post is very successful.
- 15** = The Discussion Board post is successful.
- 10** = The Discussion Board post is partly successful.
- 0** = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The response has a general opening sentence and a general closing sentence.				
The response has clear explanations and examples.				
The response shows careful thinking about the classmate's ideas.				
The sentences are complete and have correct punctuation.				

Total points: _____ out of _____

Comments:

Challenge Questions

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

Unit 1: Social Psychology

Unit Question: *What kind of person are you?*

1. Write about a famous person. Describe the person's appearance and personality.
2. What do good students do? Describe some of their activities.

Unit 2: Education

Unit Question: *Can students learn in different ways?*

1. In this unit, you read about schools in different countries. How are schools in your country different?
2. How are students around the world similar? How are they different?

Unit 3: Cultural Studies

Unit Question: *When do we eat special foods?*

1. Describe a food or dish that is special to you. Why is it special?
2. Describe a celebration in another country. What types of special foods do people eat at this celebration?

Unit 4: Sociology

Unit Question: *How do you have fun?*

1. You read about having fun without much money. How does your family have fun without spending any money?
2. School is usually a serious place. How can you have fun in school?

Unit 5: Architecture

Unit Question: *What is your favorite building?*

1. What are some examples of buildings that you do not like? What don't you like about these buildings?
2. Think about some famous buildings that you are familiar with, such as the White House in Washington, DC, or the Taj Mahal in India. What makes each one famous?

Unit 6: Health Sciences

Unit Question: *How can you change an unhealthy habit?*

1. What is a bad habit that you are trying to change? The first reading talks about "six stages of change." What stage of change are you in now?
2. What are some good study habits that students should have?

Unit 7: Global Studies

Unit Question: *Is it easy to live in a different country?*

1. The readings in this unit are about Vancouver, Canada, and Berlin, Germany. Would it be easy for you to live in these places? Why or why not?
2. Why do some people never leave the country where they live?

Unit 8: Technology

Unit Question: *How can technology help people?*

1. Think about a type of technology that can be improved to help people. What changes can be made?
2. The readings in this unit describe technology that can help people. How might technology also harm people? Give examples.

Unit Specific Notes

Unit 2: Education

Challenge Question 2

2. *How are students around the world similar? How are they different?*

In groups, students can create a Venn diagram for two imaginary students from two different places. Where the circles overlap, the groups can list what the two students have in common. In the other spaces in each circle, the students can list what is unique for each student.

Unit 3: Cultural Studies

Challenge Question 1

1. *Describe a food or dish that is special to you. Why is it special?*

Encourage students to think about a food that is not part of a celebration but is special to them for some other reason.

Challenge Question 2

2. *Describe a celebration in another country. What types of special food do people eat at this celebration?*

Remind your students that they should mention the country about which they are writing. If students cannot think of a celebration on their own, provide some examples.

Unit 6: Health Sciences

Challenge Question 1

1. *What is a bad habit that you are trying to change? The first reading talks about "six stages of change." What stage of change are you in now?*

Help students focus on habits that they have already *begun* to change, not habits that they are *planning* to change. Review the six stages of change with students.

Challenge Question 2

2. *What are some good study habits that students should have?*

Brainstorm some examples with students, such as getting enough sleep, planning one's schedule and finishing homework on time.

Unit 8: Technology

Challenge Question 2

2. *The readings in this unit describe technology that can help people. How might technology also harm people? Give examples.*

Have students brainstorm examples of modern technology that may have negative effects on people. Examples could include smartphones, nuclear power, combustion engines, plastic, television, the Internet, etc.



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 Intro 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.

Name: _____

Date: _____

Example Discussion Board Post

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

Example Unit: Sociology

Unit Question Discussion: Who are your friends?

1. Write about a friend of yours. What are your friend's interests?
2. Why is this person your friend?

One of my good friends is Alberto. He is interested in science and math. He wants to be a teacher. He also plays soccer and basketball.

Alberto is my friend because we are similar. We are both good at science, and we are both interested in sports. I think Alberto and I are like twins.

1. Look for answers to all the questions.
What part answers question 1? Underline that part.
What part answers question 2? Underline that part with two lines.
2. Look at the first and last sentence of the post.
 - a. What does the first sentence tell you?
 - b. What is the purpose of the last sentence?
What does the last sentence tell you?
3. Look for examples in the student's writing for question 1 and question 2.
 - a. Find the examples for question 1, and number them.
 - b. Find the examples for question 2, and number them.
4. Overall, did the writer answer all the questions?
 - a. If yes, explain.
 - b. If no, what can the writer change?

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

- 20** = The Discussion Board post is very successful.
- 15** = The Discussion Board post is successful.
- 10** = The Discussion Board post is partly successful.
- 0** = The Discussion Board post is not successful.

Writing a Discussion Board Post	20 points	15 points	10 points	0 points
The post answers the questions clearly and completely.				
The post has a general opening sentence and a general closing sentence.				
The post has clear explanations and examples.				
The post shows careful thinking about the topic.				
Sentences are complete and have correct punctuation.				
The post is long enough.				

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 is similar between you and your closest friends?
2. What do you do together that makes you close friends?

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 an art installation at the Whitney Museum of American Art in New York, USA. The art depicts a woman exhibiting various emotions through different colors and hues.

Expansion Activity 1

UNIT QUESTION page 3

1. Introduce the Unit Question: *What kind of person are you?* Remind students to think about their answers from Activities A and B. Point out that answers to the question can fall into categories: description, what you are good at, and what you like.
2. Draw a three-column chart on a sheet of poster paper. Add these column heads: *I am ____./I like ____./I am good at ____.* Give students a minute to silently consider how they would complete each sentence.
3. Elicit answers from students and write key words in the appropriate columns. Assist students with vocabulary as needed. Have students repeat the words after you.
4. Tell students: *We can add words to this poster as we study this unit. These are useful vocabulary words.* Post the lists for students to refer back to later in the unit. Add vocabulary to the poster as you go through the unit.

Expansion Activity 2

A. INVESTIGATE page 6

1. Have students interview each other using the questions from the reading. Consider pairing lower-level students with higher-level students.
2. Brainstorm (orally) other ways to answer the questions. Write students' answers on the board.
3. Give students five or ten minutes to interview each other. Circulate and take notes on common grammar or vocabulary errors you hear.
4. Ask for a few volunteer pairs to conduct their interviews in front of the class. Have the other students take notes on their answers and report back what they heard to check their comprehension.
5. Review any common grammar or vocabulary errors you heard. Ask students for ways to correct the statements you heard. Write the corrected sentences on the board for students to copy.

21ST CENTURY SKILLS EXPANSION

According to the American Management Association, 70% of employers think that good communication is the most important skill for job success. In job interviews as well as for college applications, students need to be able to clearly explain who they are. Essentially, they need to be able to answer the question "What kind of person are you?" Students must identify the aspects of their personality and their interests that will make them good potential employees or students. Students also need to be able to present themselves in a positive and confident manner when speaking.

Ask students to think about the questions from the reading on page 6. Ask: *Which questions would you expect to hear at a job interview? Which would be less common? For those that are less common, how would you ask them in a more professional or polite way?*

Background Note

READING page 6

Although the language in the article is very simple, this type of content is more common than you might expect. Famous people such as TV and sports stars are often profiled in magazine articles. If you look carefully, you will see many descriptive words in such articles. You may wish to select and bring to class profiles of famous people from current magazines. Highlight a few key words and questions that students will understand from this unit.

Multilevel Option 1

B. CATEGORIZE page 7

1. Read the directions aloud. Make sure that students understand *true* (correct) and *false* (incorrect).
2. Review item 1, pointing out that students should look back at the article for *James* and *new people* to check their answer.
3. Ask students to complete the activity individually. Remind students to correct the false statements.
4. Have students read the statements and give their answers.

MULTILEVEL OPTION

Group lower-level students and go through the activity together with them. Guide them to look back at the article to find key words from each statement, such as the person's name or the adjective. Assist them as they correct the false statements.

Have higher-level students work together to write out the corrected statements. For example, for item 2, students would write *Carlos is not very talkative*. After you go over answers with the class, ask students to write the corrected statements on the board.

Vocabulary Skill Note

USING DESCRIPTIVE ADJECTIVES page 8

1. Explain that adjectives describe things. Write on the board: *Tom is funny*. Write *adjective* under *funny*. Say: *The adjective funny describes Tom*. Draw an arrow from *funny* back to *Tom*.
2. Have a volunteer read the words in the box. Explain that *appearance* is how someone looks.
3. Show or draw pictures or give examples of the words in context to help students understand the adjectives. Point out that *handsome* and *good-looking* are used to describe men; *pretty* is used to describe women.
4. Check comprehension: *What words can describe people? What words describe height/hair/weight? What words describe personality?*

Skill Note

The descriptive adjectives listed are all positive and appropriate for students to use. However, many common adjectives can be rude or hurtful when used to describe people. For example, people in some cultures are especially sensitive about age and weight. Adjectives such as *fat*, *skinny*, *overweight*, or *old* are not appropriate to use because they may be insulting or rude.

Expansion Activity 3

WORK WITH THE VIDEO page 10

1. Tell students they will interview each other to find out who they are most similar to.
2. Put students in small groups. Ask groups to brainstorm yes/no questions they can ask their classmates to find out more about their personalities, preferences, and habits, e.g., *Are you shy or outgoing? Are you quiet or talkative? Do you like to be outdoors? Do you like to play computer games? Do you play sports? Do you like to read?*
3. Ask groups to share their questions and write them on the board. Have the class vote on five to seven questions to use for their interviews. Make sure there is at least one question related to personality, preferences, and habits. Ask each student to take out a piece of paper and write down the five questions with space under each for notes.
4. Tell students to stand up and interview at least five students using the five questions and write notes

about their classmates' responses. Give students five to eight minutes to complete the interviews.

5. Ask students to sit back down in their seats and turn their paper over. Have students write six sentences about the person they interviewed who they are most similar to. Tell them to give reasons and examples to explain why they are similar to the other person. Write sentence starters on the board that they can use in their sentences, e.g., *Both X and I are... / X and I are similar because we both... / One similarity between us is that...*
6. Ask for a few volunteers to read their sentences aloud. Then collect the students' sentences and provide feedback on their ideas.

Multilevel Option 2

? WRITE WHAT YOU THINK page 12

1. Have students work individually to complete the activity.
2. Call on students to share their paragraphs with the class. On the board, write down the different adjectives that students use to describe their friend's personality. Ask students for examples of what the person does that exhibits this personality.

MULTILEVEL OPTION

Have higher-level students add an example sentence to illustrate each of the main sentences he or she has written. For example, if a student wrote, *My best friend is very friendly*, ask the student to write an additional sentence that gives an example to show how or why the friend is friendly, e.g., *She likes to meet new people, and she enjoys inviting new people to her house for dinner.*

Grammar Note

PRESENT OF BE; SIMPLE PRESENT AFFIRMATIVE STATEMENTS pages 14–16

1. Go over the information in the boxes. Have students read the statements and questions aloud.
2. Check comprehension: *What are the three forms of be? Which subjects use is? What is the negative contraction for are not? For is not? When do we use the simple present? When do we add -es to the base verb?*

Skill Note

The verb *be*, the most common verb in English, is very useful to students because it allows them to express many ideas and opinions by simply changing the noun, adjective, or prepositional phrase that follows it. *Be* provides a good platform for building vocabulary.

Common student errors with *be* include using the wrong form with the wrong subject (*Mark and Jose is talkative*) and omitting the subject (*Is from New York.*).

Sometimes students have learned *I am, you are, he/she is* so well that they automatically add the form of *be* after the subject pronoun. For example, a student may incorrectly add a form of *be* before a simple present verb: *I am live with my parents.*

Multilevel Option 3

C. APPLY page 15

1. Give students a few minutes to complete the activity independently.
2. Put students in pairs to compare their answers and then ask and answer the questions.
3. Call on volunteers to model their questions and answers.

MULTILEVEL OPTION

Group lower-level students and go through the activity with them. Guide them as they write each question. Have students answer the questions orally before writing them.

Have higher-level students complete the activity individually. Then have them work together to write their own questions with *What*, *Where*, and *When*, using the activity questions as models.

Unit Assignment Rubrics

Unit 1 Social Psychology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write sentences to describe yourself.*

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

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

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

0 points = Writing element was not successful.

Write Sentences to Describe Yourself	20 points	15 points	10 points	0 points
Sentences describe the person's appearance, personality, and interests.				
Every sentence has a subject and a verb.				
Every verb is in the correct form.				
Descriptive adjectives are used correctly.				
Adjectives come before a noun or after the verb <i>be</i> .				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 20–21

The large photo shows a group of South African students attending class in an outside auditorium. Students are sitting on the steps of the auditorium. Some are holding books, tablet computers, and notebooks. The instructor is standing in front of the group and gesturing to students who have their hands raised.

Expansion Activity 1

UNIT QUESTION page 21

1. Introduce the Unit Question: *Can students learn in different ways?* Ask related information questions: *Do you like to study in the morning or in the evening? Do you study at home or at school? Do you like to study alone or with others?*
2. Tell students: *Let's start off our discussion by listing different ways people study. Think about where you study, who you study with, and how you study.*
3. Put students into small groups. Give each group a piece of blank paper. Direct a member of each group to make a three-column chart, labeling the columns: *Where we study, Who we study with, and How we study.*
4. Direct groups to pass around the paper as quickly as they can, with each group member adding an item to one of the columns. Tell them they have two minutes to make the lists and they should write as many ideas as possible. Tell them to focus on key words and phrases, not complete sentences.
4. Call time and ask a reporter from each group to read the lists aloud.
5. Use items from the list as a springboard for discussion of the Unit Question. For example: *From our lists, we see that many students prefer to study with others. How does studying with other people help you learn better? When is it better to study alone? Can you learn new material in different ways?*

Background Note

READING 1 page 23

Unusual schools exist in many parts of the world. Many are unique because of the classroom setting, such as the boat schools of Bangladesh, train platform schools in India, and the "Cave School" in China. These schools offer education to children who wouldn't otherwise be able to attend because of weather conditions or inability to access traditional schools because they live too far away or in impoverished areas. Other schools repurpose old buildings and turn them into schools, such as the River Plate school in Argentina and Abo Elementary in New Mexico, USA, which is a repurposed fallout shelter from the Cold War era. Other schools distinguish themselves in their curriculum, such as focusing on wildlife studies in the outdoors, digital technology, the arts, or pre-medicine.

Multilevel Option 1

B. CATEGORIZE page 24

1. Read the directions aloud.
2. Ask students to mark the statements *T* or *F* and correct the false statements.
3. Have volunteers read the statements and share their answers. You may wish to have students write the corrected statements on the board.

MULTILEVEL OPTION

Group lower-level students and go through the activity together with them. Guide them to look back at the article to find key words from each statement, such as the name of the country.

Have higher-level students complete the activity individually and compare answers with a partner.

Vocabulary Skill Note

RECOGNIZING WORD FAMILIES page 25

1. Have a student read the information in the box.
2. Review with students what a noun, verb, and adjective are. Elicit definitions from the class. Help students with basic definitions such as these: *A noun can be a person, place, thing, or idea; a verb shows action or a state (be); an adjective describes a noun.*
3. Check comprehension: *What is a word family? What parts of speech are shown in this skill box? What are some other parts of speech?*
4. Write on the board: *He gave me some help. I help my classmates.*
5. Say: *Sometimes, a noun and a verb are the same word. The word help is both a noun and a verb. Look at the sentence. Where is the word in the sentence? Does it act like a noun or a verb in the sentence? Have students identify what part of speech help is in the two sentences.*

Skill Note

Suffixes can be added to English words to change their part of speech. In the following activities, students will see *-ness* added to adjectives to make nouns (*happiness*) and *-ful* added to nouns to make adjectives (*helpful*). Which suffix should be used is not always predictable, making it confusing for students. At this level, it is best to focus on the most commonly used words with suffixes.

Expansion Activity 2

WORK WITH THE VIDEO page 29

1. Have students create a timeline about the events in Tim's life. On the board, make a timeline with the following times indicated: *9:00 a.m., 10:00 a.m., 12:40 p.m., end of the day.* Ask students to take out a piece of paper and copy down the timeline.

- Play the video again. Have students write down the event that matches each time:
 - 9:00 a.m.: starts first class
 - 10:00 a.m.: takes a short break
 - 12:40 p.m.: eats lunch
 - end of the day: plays tennis and studies/does homework
- Have students work in pairs to compare their answers and go over them as a class.
- Have students make a timeline for their own typical school day. Then have them work with a partner to describe their daily schedule. On the board, write useful time expressions students can use to describe their schedule: *At 9:00, After that, Then, In the evening,* etc. Ask the other partner to take notes on their partner's schedule.
- Finally, ask students to write sentences about their partner's daily schedule based on the notes they took. Then ask them to write one or two sentences about how their schedule is similar to or different from their partner's. Collect the students' sentences and provide feedback.

Multilevel Option 2

WRITE WHAT YOU THINK page 30

- Ask students to read the questions and reflect on their answers.
- 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.
- Give students five minutes to discuss the questions. Call time if conversations are winding down. Allow them an extra minute or two if necessary. Call on reporters to share the groups' answers.
- Direct students to answer one of the questions from Activity A.

MULTILEVEL OPTION

Put lower-level students in pairs and have them write the answer to one of the questions together. Have higher-level students work individually and write a response to two or all three questions. Then have them share their responses with a partner and provide feedback on their ideas.

Expansion Activity 3

A. IDENTIFY page 31

- Read the directions.
- Do item 1 as a class. Write the sentence on the board. Ask for a volunteer to come to the board to correct it. Provide feedback as necessary.
- Have students complete the activity individually or in pairs. Circulate and help as necessary.
- Go over the answers with students. Lead into a discussion on the importance of proper capitalization and punctuation in the workplace (see Expansion note below).

21ST CENTURY SKILLS EXPANSION

Professional email communication is a vital skill in the 21st century workplace. Employers expect their employees to follow the rules of professional emails, including using proper capitalization and punctuation, including a subject line and clear greeting (*Dear XXX*), and having correct spelling. This is often referred to as "email etiquette."

Help students to see the differences between formal emails and texts so they understand the importance of adhering to capitalization and punctuation rules when at work. Ask: *In a work email, do you need to capitalize the pronoun I? Do you need to end sentences with periods? What about when you send a text to a friend? Why are these two situations different? What about spelling? Can you spell words differently in a text versus in a work email? Can you think of an example? (for example, using U for you).*

Grammar Note

SIMPLE PRESENT page 32

- Go through the information in the skill box, having students read the sentences and questions.
- Check comprehension: *When do we use the simple present? What are the negative contractions? How do you make a question? What are some question words?*

Skill Note

In the simple present, some teachers call *do* a helping verb because it helps form the negative (*I do not swim.*) and it helps form questions (*Does she speak Chinese?*). It is important for students to understand that *do* is also used as a verb, usually related to the concept of work. *What do you do? Do you do your homework in the library?*

Multilevel Option 3

A. CREATE page 33

- Call on a volunteer to read the directions and item 1.
- Give students time to complete the activity. Then have students compare answers with a partner.
- Go over the answers orally with the class.

MULTILEVEL OPTION

Group lower-level students and go through the activity together with them. Guide them to identify the correct form of the verb. Have higher-level students complete the activity independently. When they have finished, have them write sentences using the correct form of the verb used in each sentence. You may wish to have them read their sentences aloud.

Unit Assignment Rubrics

Unit 2 Education

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Give information about a school.*

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

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

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

0 points = Writing element was not successful.

Write Sentences About a School	20 points	15 points	10 points	0 points
Sentences describe aspects of school.				
Every sentence starts with a capital letter and ends with a period.				
Every sentence has a subject and a verb.				
Simple present verbs are in the correct form.				
Sentences include vocabulary from the unit.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 38–39

The photo shows a group of women at the Lakshmi Puja Festival in India celebrating Lakshmi, the Hindu god of wealth and beauty. They are wearing traditional dress and seated around various kinds of fruits and other foods on the ground in front of them.

Expansion Activity 1

UNIT QUESTION page 39

1. Introduce the Unit Question: *When do we eat special foods?* Ask related information questions or questions about personal experiences. Ask: *Do you have a special meal every week? What do you eat? What is your favorite holiday? What food do you eat during that holiday?* Remind students to draw on their answers from Activities A and B.
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 marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.
4. Have each group choose a reporter to read the answers to the class. If answers from the groups are similar, make a list that includes all the answers. Post the list to refer back to later in the unit.

Multilevel Option 1

READING: Celebrating with Food

A. VOCABULARY page 40

1. Before students do the activity, read each of the descriptions, A–D.
2. Have students repeat the underlined words. For each underlined word, say: *Look at the sentence and the context of the word. What do you think it means?* Encourage students to think of synonyms.
3. Give students time to complete the activity. Then call on students to read their answers.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *What is a popular gift to give for a wedding? How do you celebrate a graduation?*

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

Background Note

READING 1 page 41

Food festivals are a great way to celebrate the local food culture. Although many food festivals focus on locally grown fruit and vegetables, others focus on a single type of prepared food. For example, pie festivals are particularly common in the United States and sometimes showcase regional differences in ingredients. Pecans grow well in Texas, and so there are pecan pie festivals there, while in the Florida Keys, key lime pie festivals are common.

Multilevel Option 2

IDENTIFY page 44

1. Read the directions aloud.
2. Have students work independently to answer the questions. Remind them to quickly scan the article for answers.
3. Call on volunteers to share their answers.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. To help them scan rather than read, suggest that they move their finger down the text. Have higher-level students complete the activity independently. Then have them work in groups to describe a special food. After reviewing answers for the activity with the class, ask higher-level students to describe the special foods they discussed.

Vocabulary Skill Note

BUILDING VOCABULARY: Using the dictionary page 45

1. Have a volunteer read the information in the skill box. Point out the different parts of the dictionary entry: part of speech, pronunciation, definition, example sentences.
2. Check comprehension: *Why is it a good idea to read the example sentences? Does your dictionary have illustrations? Is your dictionary's definition similar to this one?*

Skill Note

Selecting the right kind of dictionary is important. For students at this level, a learner's dictionary is the best choice. It is specifically designed for the language student and provides additional grammatical and cultural information. Definitions are written using a limited vocabulary so that they are easily comprehensible. Sample sentences are easy to understand and show natural usage and common collocations. Comparing definitions for the same word in several different dictionaries can help students understand that the information in an entry can vary a lot across dictionaries.

Expansion Activity 2

A. IDENTIFY page 45

1. Read the directions and give students five minutes to do the activity.
2. Go over the answers with the class.
3. Have volunteers go to the board to write their sentences. Discuss word usage and help students correct any errors.

21ST CENTURY SKILLS EXPANSION

Communication skills are highly valued in the workplace. If good oral skills are not mirrored in good written skills, an employee will have a difficult time advancing in a career. Employees need to communicate clearly in writing, from emails to reports. Students with good dictionary skills will have a useful resource for improving their communication skills. By modeling and emphasizing dictionary use and its application to better writing and speaking, you will help students become independent learners and more effective communicators.

Expansion Activity 3

WORK WITH THE VIDEO page 46

1. Tell students they will be interviewing a partner to learn about how they celebrate the New Year. On the board, write questions to help them brainstorm ideas: *Who do you celebrate the New Year with? What special foods do you eat? What activities do you do? Do you give or receive gifts? Do you make New Year's resolutions (a decision to do or not do something in the new year)?*
2. Seat students in pairs and ask them to each get out a piece of paper. Instruct the interviewers to take notes on how their partner celebrates the New Year.
3. Call time. Ask pairs to compare their notes to find similarities and differences in the ways they celebrate.
4. Ask for a few volunteers to speak about a similarity or difference they found. Help students with any new vocabulary they might need to express their ideas. Write any new words on the board.
5. Ask students to get out a piece of paper. Instruct them to write three sentences about how they celebrate the New Year, and three sentences about how their partner celebrates. Collect the students' papers and provide feedback.

Multilevel Option 3



WRITE WHAT YOU THINK page 47

1. Write the four questions on the board.
2. Have students stand in two parallel lines facing each other. Name one Line A and the other Line B. Have students from Line A face the board.
3. Instruct students from Line A to ask the questions on the board to the person standing across from them in Line B. Tell the students in Line B they have one minute to answer the questions. Call time after one minute.

4. Have the students in Line B move down one spot to speak to a new partner, and ask the person at the end of line to move to the front. Instruct students in Line A to ask the same question, but tell students in Line B they only have 30 seconds to answer. Call time after 30 seconds.
5. Have Line A and Line B switch places so students in Line B are facing the board. Repeat steps 3 and 4 so students in Line B have a chance to answer the questions in one minute and again in 30 seconds.

MULTILEVEL OPTION

Assign lower-level students to Line A and higher-level students to Line B. Do not switch the lines after the first set of questions. This way, students in Line A will only be responsible for asking the questions. Have students in Line B move down the line a third time, but only give them 20 seconds to answer the questions during this third round.

Grammar Note

ADJECTIVES AND ADVERBS page 48

1. Call on volunteers to read the information and examples. Provide additional examples or elicit them from volunteers.
2. Check comprehension by asking questions: *What is an adjective? Where do you use an adjective in a sentence? What are some adverbs you can use with adjectives?*

Skill Note

Adverbs can modify a verb, an adjective, or another adverb. They can describe manner or degree or answer the questions *when*, *where*, *how often*, and *how much*. In this grammar skill, students are learning adverbs of degree, which are placed before an adjective. Students often overuse the adverb *really*. When students are speaking or writing, encourage them to use a variety of adverbs.

Unit Assignment Rubrics

Unit 3 Cultural Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Describe the people, food, and activities at a celebration.*

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

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

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

0 points = Writing element was not successful.

Describe a Special Meal or Celebration	20 points	15 points	10 points	0 points
Sentences describe several foods that are eaten at a special meal or celebration.				
Sentences have correct capitalization and punctuation.				
Adjectives and adverbs are used effectively to add information.				
Every sentence has a subject and a verb.				
Sentences include vocabulary from the unit.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 56–57

The large photo shows a group of people smiling and laughing while riding a roller coaster at a theme park.

Expansion Activity 1

UNIT QUESTION page 57

1. Introduce the Unit Question: *How do you have fun?* Ask related information questions or questions about personal experiences: *Where do you like to go to have fun? How do you have fun at home? How do you have fun with your family?*
2. Read the Unit Question aloud. Tell the class: *Let's start our discussion by listing how you have fun.*
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 an answer to the list. Tell them they have two minutes to make the lists and should write as many answers as possible.
4. Call time and ask a reporter from each group to read the list aloud.
5. Use items from the lists as a springboard for discussion. For example: *How many of you enjoy _____? Raise your hands. How many of you don't enjoy _____?*

Multilevel Option 1

A. page 57

1. Read the directions aloud and go over each of the activities. Explain the activities by acting them out or giving examples.
2. Give students a few minutes to mark the activities. Then have students tell a partner what activities they enjoy or do not enjoy doing.
3. Call on volunteers to share their answers with the class. Ask: *What activities do you and your partner both enjoy? Where do you enjoy going out to eat? What TV shows do you enjoy watching?*

MULTILEVEL OPTION

Group lower-level students and help them understand the activities by giving examples. For example, help them think of different sports to play or watch. Have higher-level students complete the activity and then share their answers in small groups. Have higher-level students report back to the class about common interests.

Multilevel Option 2

READING: No Money? Have Fun Anyway!

A. VOCABULARY page 58

1. Read each of the words and definitions from the box aloud. Answer any questions about meaning or provide examples of the words in context.
2. Then have students repeat the words after you. Listen for correct syllable stress.
3. Give students five minutes to complete the activity and then compare answers with a partner.
4. Call on volunteers to read the sentences aloud.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *Sometimes, if I don't know the answer, I have to **guess**.* / *How often do you **invite** friends over to your house for dinner?* / *When you spend time in **nature**, do you prefer to go to the mountains or the beach?*

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

Background Note

READING page 59

Web postings such as the ones in the reading are very common on the Internet. Newspapers and magazines often have online surveys or questions that they invite their readers to answer. It is a way to connect users to the online content. In addition, individuals who have their own websites will often pose a question for readers to answer. People who read the posts will send in comments.

Vocabulary Skill Note

USING VERB + NOUN COLLOCATIONS page 63

1. Ask volunteers to read the information in the skill box.
2. Check comprehension: *What is a collocation? What other sports can you use the verb play with?*
3. Have students make up sentences with the collocations in the box.

Skill Note

A learner's dictionary provides students with example sentences, a good source of information about collocations. By studying an example sentence, students can notice noun + verb collocations. They can also notice other types of collocations, such as verb + preposition collocations.

While collocations are helpful to learn, students need to be careful to memorize verb + noun pairs. For example, students learn that the verb *play* collocates with sports such as soccer and tennis. A student may incorrectly assume that you can also *play skiing*. That is an incorrect collocation because we don't use *play* with individual sports such as skiing, swimming, fishing, or running.

Expansion Activity 2

WORK WITH THE VIDEO page 65

1. Write the words *Yes* and *No* on two pieces of paper and place them on opposite sides of the room. Write the last question from the video on the board: *Do you need to spend money to have fun?*
2. Tell students to stand up and walk to the side of the room that matches their answer to the question. Tell them to stand in the middle of the room if they cannot decide.
3. Tell the *Yes* and the *No* group to quickly brainstorm three to five reasons and examples to support their opinion. Their job will be to persuade the undecided students in the middle to "come to their side." Ask those in the middle to discuss briefly why they see both sides.
4. Call time. Tell the students in the middle: *Your job is to listen to both sides. At the end, you will need to choose one side based on which group convinced you the most. The group that convinces the most students wins.*
5. Ask for a member of the *Yes* group to give one of their reasons/examples. Then ask a member from the *No* group to give a reason/example. Continue switching back and forth until the groups have said all their reasons/examples.
6. Direct the students in the middle to walk to the side they agree with the most based on the reasons/examples they heard. Ask them what convinced them the most. Finally, declare a winner.

Multilevel Option 3

WRITE WHAT YOU THINK page 66

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups. Assign one question from Activity A to each of the groups. Then assign roles: a group leader to make sure everyone contributes, a note-taker to record the group's ideas, a timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
3. Give students about two minutes to discuss their assigned question.
4. Call on each group's reporter to share the activities they brainstormed with the class. Then ask the rest of the class which question/category they think the group discussed based on their response.
5. Have each student choose two of the questions and write a response. This can be done in class or assigned as homework.
6. Call on volunteers to share ideas with the class.

MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Group higher-level students together and have them discuss their answers to all three questions. Then ask them to identify which activities could fit more than one category and why. Offer an example to help them brainstorm ideas: *Mountain biking would be fun for people who like sports and like nature.*

Grammar Note

SUBJECT AND OBJECT PRONOUNS page 68

1. Give students about three minutes to read the skill box silently. Have them check or highlight information that is new or helpful to review.
2. Ask students what information they marked. Have students read the information aloud and then tell what they learned.
3. Check comprehension by asking questions: *Where do we use object pronouns? Which subject and object pronouns are the same? Which ones are different?*

Skill Note

Pronouns are a common source of errors for students when speaking and writing. Note the following errors students may make.

- Omission of the subject pronoun. *Tom is my classmate. Is very intelligent.*
- Incorrect pronoun reference. *Dictionaries are expensive. It usually costs over \$30.00.*
- Use of incorrect number for pronouns. *I saw many flowers. It was pretty.*
- Use of pronouns with inappropriate gender. *She is my brother.*
- Use of a pronoun with a subject noun. *My instructor she is very funny.*
- Confusion of subject and object pronouns. *Her likes it. I know he.*

Expansion Activity 3

UNIT ASSIGNMENT page 69

1. In this activity, students will work in small groups to write suggestions for ways to have fun in their own community. The ideas can be put together as a guide, if you wish.
2. Write the following topics on the board: *Take a walk, Go window shopping, Take a day trip, Have coffee, Have fun for free, Go sightseeing.*
3. Explain that students should choose a topic and work with their partner to write their suggestions.
4. Give students about ten minutes to write down their ideas.
5. Call on groups to read their suggestions aloud. Encourage students to ask each other questions for more information.

21ST CENTURY SKILLS EXPANSION

Effective collaboration is highly valued in the workplace and is a key skill for the 21st century. A lot of collaborating in the workplace involves working in teams to solve problems. Helps students identify the benefits of and reasons why businesses want their employees to work on teams, including (1) to learn from each other, (2) to get multiple viewpoints, (3) to see the bigger picture, (4) to honor everyone's ideas, and (5) to build community.

Talk with students about both "healthy" and "unhealthy" collaboration. Ask: *What do you think healthy collaboration means? What does unhealthy collaboration mean?* Get students to see that healthy collaboration means respecting other people's viewpoints, being a good listener, and making sure everyone is heard and allowed to contribute to the discussion. Unhealthy behaviors include not letting someone finish their idea/cutting them off, dominating the conversation, and dismissing opinions that are different from their own. As students work in groups, encourage them to take steps to maintain healthy collaboration. Take note of the healthy behaviors you observed and discuss them after students have completed the activity.

Unit Assignment Rubrics

Unit 4 Sociology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write about how you have fun.*

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

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

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

0 points = Writing element was not successful.

Write Sentences About How You Have Fun	20 points	15 points	10 points	0 points
Sentences describe how the student has fun and give details about the activity.				
Every sentence has a subject and a verb.				
Verb forms are correct in every sentence.				
Sentences include vocabulary from the unit.				
Sentences have correct capitalization and punctuation.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 72–73

The large photo shows an image of the Experience Project Museum and Space Needle in Seattle, Washington, USA, both of which reflect examples of modern architecture. The Experience Project Museum is a nonprofit museum dedicated to contemporary popular culture. The Space Needle was originally built for the 1962 World's Fair and today houses an observation deck and restaurant.

Expansion Activity 1

UNIT QUESTION page 73

1. Introduce the Unit Question: *What is your favorite building?* Tell the students about one of your favorite buildings and why it is your favorite. If you have access to the Internet and a projector, search Google or another search engine and bring up a photo of the building.
2. Next, elicit the names of famous buildings near where students live or famous buildings they know of from other countries and write them on the board. If possible, search Google or another search engine and bring up pictures of the buildings they mention. Ask related information questions or questions about the buildings: *Is this a building you've seen in real life or in pictures? Is this building old or modern? Why do you like it?*
3. Label two pieces of poster paper *Old buildings* and *Modern buildings*. Place the posters on opposite sides of the room. Ask students to think about whether they prefer old or modern architecture. Ask: *Do you prefer older, traditional architecture or newer and modern architecture?*
4. Ask students to stand in the corner next to the poster that best represents their answer to the question.
5. Direct the groups to talk among themselves about the reasons for their answer. Tell them to choose a reporter to record their ideas on the poster paper.
6. Call on students from each corner to share their ideas with the class. Then ask the Unit Question again: *What is your favorite building?* Ask students to identify whether their favorite building is old or modern architecture.
7. Leave the posters up for students to refer back to later in the unit.

Multilevel Option 1

READING 1: My Dorm Is Cool

A. VOCABULARY page 74

1. Read the directions aloud. Pronounce each underlined word and have students repeat. Listen for correct syllable stress.

2. Call on a student to read item 1. Ask students what they think *building* means. Point out the context clues in the sentence (*stores, restaurants, apartments*). Have students circle the answer (b).
3. Have students work individually or in pairs to complete the activity in the same way.
4. Go over answers with the class.
5. Invite students to make their own sentences with the words. If necessary, elicit sentences by asking questions. For example: *What room in your house is the most comfortable? Where do you like to spend time on the weekends? Can you name a city that is very modern?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I forgot my textbook. Will you **share** your book with me? / I like to **spend time** with my aunt and uncle. / Smartphones are an example of **modern** technology.*

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

Background Note

READING 1 page 76

The Massachusetts Institute of Technology (MIT) is a private American university located in Cambridge, Massachusetts, a suburb of Boston. The research university has consistently been ranked one of the top five universities in the United States. Acceptance to the university is highly competitive—only about 7% of those who apply are admitted. Most undergraduates at MIT live on campus in one of MIT's dormitories. First-year students are required to live in one of the institution's residence halls. After that, they may choose to live off-campus or move to a residence owned by a fraternity or sorority.

Multilevel Option 2

? WRITE WHAT YOU THINK page 79

1. Read through the directions and the questions to make sure students understand them.
2. Give students about ten minutes to write their answers. Then have students discuss their answers with a partner or small group.
3. Call on each pair or group to share their answers with the class.
4. Direct students to choose one question from Activity A and write a two- to three-sentence response.

MULTILEVEL OPTION

Pair lower-level students with higher-level students to share their answers. Encourage the higher-level students to help their classmates with vocabulary and writing. Direct them to ask one or two follow-up questions for each item. For example, for question 1, students could ask: *Do you like the colors in this room? What do you like to do in this room? Why does it make you feel comfortable?* As an alternative, write additional questions on the board.

Background Note

READING 2 page 81

There has been a growing interest in recent years in building more energy-efficient homes, often referred to as “green” or “eco-friendly” homes, as an attempt to reduce people’s energy consumption. While there is no universal definition of what a green home is, people generally agree on three key factors: (1) green building practices (e.g., using solar panels on roofs and installing windows that can reflect UV rays); (2) efficiency (e.g., installing energy-efficient appliances such as washing machines and heating and cooling units and energy-efficient lightbulbs in fixtures); and (3) reduced waste (e.g., resourcing reclaimed wood, using lumber from sustainable forests, using building materials that require less repair and replacement in the future, and installing rooftop vegetable gardens).

Multilevel Option 3

F. CATEGORIZE page 83

1. Ask students to read and complete the activity in pairs.
2. Go over the answers with the class.

MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Encourage them to go back to the reading to verify each of their answers. Ask them to underline the sentence from the reading that provides the answer.

For higher-level students, have them do the activity in pairs without looking back at the reading. Have them write down what they remember from the reading. Encourage them to write down an answer whether they are sure if it is correct or not. When they have finished, have pairs compare notes and then check them against the reading.

Expansion Activity 2

WORK WITH THE VIDEO page 84

1. Tell students they will watch the video and take notes on what each of the five buildings look like, including their shapes, colors, decorative features, and building materials (e.g., wood, brick, glass, etc.). Review common adjectives used to describe buildings: *old/new, small/tall, traditional/modern, ugly/beautiful*, etc.
2. Play the video once or twice, if necessary.

3. Put students into pairs. Tell students: *You are going to take turns describing one of the buildings from the video using your notes. Your partner will have to guess which building you’re describing based on the details you give him or her. Do not say the name of the building.*
4. Give students two or three minutes to complete the activity. Make sure students take turns. Circulate and take notes on effective words and phrases students used to describe the buildings.
5. Write words and phrases you noted on the board and review them with the class. Ask students to write a sentence describing each of the five buildings from the video.

Vocabulary Skill Note

IDENTIFYING CATEGORIES page 85

1. Ask a volunteer to read the information aloud.
2. Point to the chart. Ask: *How many categories are there in the chart? How can making categories for words help you learn vocabulary?*

Skill Note

Categorization is a very helpful learning strategy for building vocabulary. Encourage students to create and add to categories in their vocabulary logs. There are many different ways to categorize or group words, and students should create and use categories that make the most sense to them.

Grammar Note

PREPOSITIONS OF LOCATION page 86

1. Read each sentence aloud. Have students point to each object and its location as you describe it.
2. Check comprehension by asking questions: *Where is the poster? Where is the backpack? Is the ruler on the desk or in the drawer?*

Skill Note

Prepositions of location are in general easier for students to master than other types of prepositions. This may be because they have some logic. For example, the use of *on* in *on the counter* or *on the desk* is perhaps more logical than *on Tuesday*, *on time*, or *on the first day*. English prepositions do not always have exact equivalents in other languages. Also, in other languages prepositions may be used in different positions in a sentence. In English, prepositions come before the noun, hence the word *preposition*.

Expansion Activity 3

C. COMPOSE page 87

1. In this activity, students will work in pairs to write sentences about the location of items in the classroom.
2. Start by reviewing classroom vocabulary. If necessary, write vocabulary on the board.
3. Give students five minutes to write descriptions of where things are in the classroom.
4. After five minutes, have students stop writing. Have each pair read a sentence. Elicit corrections as needed.

Unit Assignment Rubrics

Unit 5 Architecture

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write about your favorite building.*

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

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

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

0 points = Writing element was not successful.

Write Sentences Describing Your Favorite Building	20 points	15 points	10 points	0 points
Sentences describe a favorite building, what it looks like, and why the writer likes it.				
The writer uses different sentence types with correct subject-verb agreement.				
Sentences include vocabulary from the unit.				
Sentences include prepositions of location that are used correctly.				
Sentences have correct capitalization and punctuation.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 94–95

The large photo shows a young female office worker eating a hamburger at her desk while working on the computer.

Expansion Activity 1

UNIT QUESTION page 95

1. Introduce the Unit Question: *How can you change an unhealthy habit?* Start by having students brainstorm some unhealthy habits. Remind students to draw on their answers from Activities A and B. Write their ideas on the board.
2. Have students choose four unhealthy habits to talk about. Label four pieces of poster paper, each with one of the unhealthy habits. Place each poster in a corner of the room.
3. Ask students to read and consider the Unit Question for a moment and then stand next to the poster with the habit they want to discuss.
4. Direct the students in each corner to talk among themselves about how they can change that unhealthy habit. Tell them to choose a reporter to record their ideas on the poster paper.
5. Call on volunteers from each corner to share their opinions with the class. Leave the posters up for students to refer back to later in the unit.

Multilevel Option 1

A. page 95

1. Read the directions aloud. Call on a student to read the habits aloud.
2. Have students check the unhealthy habits and then compare answers with a partner.
3. Call on volunteers to share their answers with the class. In some cases (for example, *have sugary drinks every day*), students may not agree that it is an unhealthy habit. Encourage discussion of different ideas.

MULTILEVEL OPTION

Pair higher-level and lower-level students and have them work together to compare answers. Encourage students to write down useful words and expressions. Higher-level students can help explain unfamiliar terms to their classmates. Then call on pairs to share their answers with the class.

Multilevel Option 2

READING 1: When Does a Change Become a Habit?

A. VOCABULARY page 96

1. Read the directions aloud. Pronounce each word and have students repeat. Then have students

read the words and definitions from the box aloud. Answer any questions about meaning and provide examples of the words in context.

2. Have students work individually or in pairs to complete the sentences with the words.
3. Go over the answers with the class.
4. Remind students to add these words to their vocabulary logs along with example sentences.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *Today my friend's **behavior** is strange. Maybe he is upset. / A caterpillar **becomes** a butterfly. Ana lost the tennis game. / She doesn't **give up**. Her **goal** is to play on the university team.*

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

Expansion Activity 2

A. VOCABULARY page 96

1. To practice using the new vocabulary, write the following questions on the board: *1. How will you become an excellent English speaker? 2. Do you know a young child with very good behavior? Describe the child. 3. Imagine you need to save money. What will you give up? 4. Many of you have a goal to master English. At what age did you decide on this goal? 5. Do you pay attention to news on social media, like Facebook? 6. What is your career plan? What do you want to be in the future?*
2. Alternatively, brainstorm questions with the vocabulary with students.
3. Have students stand up, find a partner, and ask and answer two of the questions. Then have them find another partner and ask and answer two more questions. Encourage students to keep talking until you call time.
4. Call on students to report on what their classmates said.

Background Note

READING 1 page 97

The famous British author and essayist Samuel Johnson (1709–1784) wrote, “The chains of habit are generally too small to be felt until they are too strong to be broken.” This quote applies to all types of habits, both emotional and physical. Reading 1 is based on the stages of change model developed in the 1980s

by well-known behavioral experts Prochaska and D'iciemante. Their theory is that change is a dynamic process, not a simple result of an action. They identified these six stages of change, and their model is often referred to in the behavioral sciences.

Multilevel Option 3



WRITE WHAT YOU THINK page 101

1. Read the directions and the questions in Activity A aloud to make sure students understand them.
2. To help students think of ways to answer question 2, have them apply that question to some habits they have learned about in this unit. For example, ask: *Why is it difficult to drink less coffee?*
3. Give students about five minutes to write their answers. Circulate and offer assistance as needed. Encourage students to give additional information in their answers and to write more than one sentence for each question.
4. Ask for volunteers to share their answers. Be sensitive to the fact that many students may not want to share their answers. You may want to write useful vocabulary on the board, such as *caffeine, stress, lazy, weak muscles*.

MULTILEVEL OPTION

Pair lower-level and higher-level students to discuss the questions. Encourage the higher-level students to help with vocabulary. Direct them to ask follow-up questions. For example, for question 1, students could ask: *Why do you want to change this habit?* Alternatively, you could write additional questions on the board. Have students work independently to write their answers.

Background Note

READING 2 page 103

The TV show *The Biggest Loser* is one of the most popular programs in recent years in the United States. Contestants compete to lose the largest percentage of weight over several months on the show. The contestant who loses the most weight (or the largest percentage of weight) wins a large cash prize. In the U.S., the cash prize is \$250,000. The U.S. show started in 2004, and there are now similar shows in over 20 countries around the world.

Expansion Activity 3

WORK WITH THE VIDEO page 105

1. Tell students they will be taking notes on the video using a graphic organizer. Explain that a graphic organizer is a useful way to take notes on a video or text because it helps break down ideas into smaller pieces so that they can be more deeply understood. Graphic organizers can help students better see connections between ideas in a text.
2. Ask students to take out a piece of paper. Write the graphic organizer below on the board and have students copy it onto their paper. Explain to students

that they will complete the organizer with details they hear about having too much and not enough exercise, sleep, and sugar.

	Too much	Not enough
Exercise		
Sleep		
Sugar from food		

3. Play the video. Instruct students to take notes from the video about the problems of getting not enough or getting too much exercise, sleep, and sugar from food, and put their notes in the corresponding boxes. If necessary, play the video a second time.
4. Have students work in pairs to compare their answers. Then ask pairs to brainstorm other effects of getting too much or not enough exercise/sleep/sugar from food and add them to their chart.
5. On the board, write: *When you get too much _____, you can... / When you don't get enough _____, you can...* Tell students they can use sentences with *When* to show cause-effect relationships. Write example sentences on the board: *When you get too much exercise, you can damage your immune system. / When you don't get enough exercise, you can gain weight.*
6. Ask students which part of each sentence is the "cause" (the first clause with *When*) and which part is the "effect" (the second clause). Label them *cause* and *effect* on the board. Point out that a comma is placed between the two clauses.
7. Instruct students to write four to five sentences with *When* using the information from their graphic organizer. Circulate and assist as necessary. Collect the students' sentences and provide feedback on ideas and language use.

Vocabulary Skill Note

USING COLLOCATIONS page 107

1. Call on students to read the information and the examples aloud.
2. Point to the headings in bold in the box. Say: *Here you are learning two types of collocations: verb + noun and verb + preposition.*
3. Elicit additional sentences with the collocations.

Skill Note

Noticing and learning collocations is an important part of building vocabulary. *Collocation* refers to the way that words are combined to create meaning. Native speakers of English are not often aware of collocations until words are combined in atypical ways. Collocations are not usually governed by rules. Students need to pay attention to and memorize words that collocate, or go together.

Grammar Note

MODALS CAN, COULD, AND SHOULD page 108

1. Call on volunteers to read the rules and the example sentences aloud.
2. Check comprehension by asking questions: *What is the base form of a verb? Does the form of the modal change? What modal do you use to talk about possibility? To make a polite suggestion? To give advice?*
3. For extra practice, have students create their own sentences for each of the four points in the presentation box.

Skill Note

A modal is a type of auxiliary verb that expresses a feeling, attitude, or opinion. A modal is never used by itself as a main verb; it is always used as an auxiliary to a main verb. Modals are very challenging for students because each modal can have multiple meanings. For example, *could* can be used to express a polite request, a past ability, or a possibility. In this lesson, students are only presented with a few meanings.

A common student error is to add an -s inflection for third-person singular. Remind students that modals never change forms. Another error is to use the infinitive form of the main verb instead of the base form of the verb. Students may incorrectly say or write: *I can to play tennis very well.*

Unit Assignment Rubrics

Unit 6 Health Sciences

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write about how to change an unhealthy habit.*

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

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

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

0 points = Writing element was not successful.

Write About How to Change an Unhealthy Habit	20 points	15 points	10 points	0 points
Sentences describe how to change an unhealthy habit.				
Capitalization, spelling, and punctuation are correct.				
Pronoun references are used correctly.				
Modals <i>can</i> , <i>could</i> , and <i>should</i> are used correctly.				
Collocations and unit vocabulary are used correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 116–117

The photo shows people of multiple ethnicities walking in the rain along a busy street in the city of Birmingham, UK. An Afro-Caribbean woman is leaning against a brick wall to the left. Men in the background are holding umbrellas to protect themselves from the rain.

Expansion Activity 1

UNIT QUESTION page 117

1. Introduce the Unit Question: *Is it easy to live in a different country?* Ask related information questions or questions about personal experiences: *Have you or a family member lived in a different country? If so, was it a good experience? Would you like to live in a different country? If so, where?*
2. Put students in small groups and give each group a piece of poster paper and a marker. On the board, write the heading *Living in a different country*. Then have groups make a T-chart on their poster paper. Tell them to label the left side *Reasons it's easy* and the right side *Reasons it's difficult*.
3. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Direct the groups to talk amongst themselves about why living in a different country is easy and difficult. Tell them to choose a reporter to record their ideas on the poster paper.
4. Ask the reporters to read their group's answers to the class. Write their ideas on the board. Ask follow-up questions about the groups' responses, e.g., *Why does making new friends make it easier? Why is it difficult to live far from family?*
5. Post the list to refer back to later in the unit.

Multilevel Option 1

READING 1: Culture Shock in the City

A. VOCABULARY page 118

1. Read the directions and the first sentence aloud. Ask students to guess what a survey is. Point out any context clues in the sentence.
2. Point out that the word *crowded* is an adjective because it describes something. Say: *Identifying the part of speech of a word will help you understand the meaning and use of the word*. Then have students write the word next to the correct definition (c).
3. Have students work in pairs to complete the activity. Remind them to identify the part of speech of each word and use context clues to guess the meaning before finding the definition.
4. Call on volunteers to read each sentence and the correct definition aloud.
5. Invite students to work in pairs to write their own sentences with several of the words. Then call on

students to share their sentences or write them on the board. Remind students to add the new vocabulary to their vocabulary logs.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *The museum was so **crowded** that it was difficult to get close to the art. / It is a **crime** to steal from other people. / How many **residents** live in this city? / My friends are **welcome** to visit me whenever they want. They don't have to call first.*

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

Background Note

READING 1 page 119

Psychologists generally divide culture shock into four different stages. The length that a person spends in one phase or another generally can depend on how different the home and new culture are, how easily one can communicate in the new country, and the social ties one has in the new country. The four major phases include:

Stage 1: The Honeymoon Stage

During this stage, travelers view the move as one of the best decisions they've made. The experience is an exciting new adventure and they are enthralled with the people, food, surroundings, and culture. People generally do not notice problems associated with living in a new country.

Stage 2: The Anxiety/Frustration Stage

During this stage, people feel frustrated and fatigued due to not understanding the language and/or societal norms of the country. Even small things, such as not being able to order food at a restaurant, can lead to frustration. Homesickness and a longing to return home are common.

Stage 3: The Adjustment Stage

During this stage, travelers are beginning to feel more comfortable and familiar with the people, food, culture, and language of the new country. It's easier for people to navigate their surroundings, and they have begun to make friends who they can rely on for support.

Stage 4: The Acceptance Stage

At this stage, people feel less like a foreigner and begin to view their new country as a second home. They are less likely to make negative comparisons between the new country and their own and accept their differences.

Reading Skill Note

BUILDING READING FLUENCY page 122

1. Call on students to read the information aloud.
2. Check comprehension by asking questions: *What does reading fluency mean? What are two tips for improving your reading fluency?*
3. Help students share their own strategies for reading fluently. Ask: *What tips do you have for building your reading fluency? What do you do to increase your reading speed?*
4. In addition, ask students why reading fluency is important. Ask: *When do you need to read quickly? If you are taking a test, do you go back and reread certain parts of an article?*

Skill Note

Unlike reading in their native language, where their eyes move easily across and down the page, students reading in a second language may get in the habit of reading word by word instead of reading chunks of information. To help students read more fluently, this activity has the students read the same text several times. This gives the students a feeling of reading fluently because by the third reading, they are reading more quickly.

Naturally, there are times when students must read a text very closely. The more complicated the reading text and purpose for reading, the more slowly students will need to read. However, for the first reading, students can read for the main idea and not worry about understanding every word.

Multilevel Option 2

READING 2: Life in a New City

A. VOCABULARY page 124

1. Read the directions and the first sentence aloud. Ask students to guess what *complaints* are. Point out the context clues in the sentence. Then have students circle the correct answer (a).
2. Put students in pairs to complete the activity in the same way. Remind them to look for context clues in each sentence.
3. Call on volunteers to read the sentences. Pronounce each underlined word and have students repeat. Listen for correct syllable stress.
4. Ask: *How many syllables does each of these words have: opinion, impression, expensive? Which syllable is stressed?*

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example, *I have one **complaint** about this classroom. It is too small. You can **improve** your English by using new words in your writing. Do we have a farmer's **market** in our town? I was **surprised** when my friend cut her hair short. She always had long hair.*

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

Background Note

READING 2 page 125

Berlin is the capital of Germany and has a population of 3.5 million people. From 1961 to 1989, Berlin was divided into East and West Berlin by the Berlin Wall. Berlin is a city with a long history but a very modern spirit. It is a vibrant cultural center and also has world-famous universities and research centers, which host international students and scholars from around the world.

Expansion Activity 2

WORK WITH THE VIDEO page 129

1. Tell students they will work in pairs to role-play an interview between Timothy Allen and a travel magazine reporter writing an article about his trip in Mongolia.
2. Have students take out a piece of paper. Write down the following interview questions for Allen on the board, and have students copy them on their paper, leaving space between each question:
 - Where did you travel?
 - Who did you travel with?
 - Where did you sleep at night?
 - What kinds of animals did you travel with?
 - What was the weather like?
 - How did you feel during the trip?
3. Play the video. Instruct students to take notes for each question. If necessary, play the video a second time.
4. Put students in pairs and have them compare notes. Call on volunteers to give their answers to the questions and confirm students' understanding.
5. Have students conduct the interview. One student will be Timothy Allen and the other the reporter/interviewer. Have the reporter ask all six questions. Allow students to refer to their notes as they answer the questions as Allen. Then have students switch roles.
6. Take notes on useful words and phrases you hear the students use. Write them on the board and review them as a class. If necessary, review the pronunciation of the final *-ed* endings of the past tense verbs you heard students use during their interviews.

Multilevel Option 3



WRITE WHAT YOU THINK page 130

A. EXTEND

1. Read the directions and sentence starters aloud. Elicit suggestions for places to take Mei. Tell students to think about what kind of person Mei seemed to be from the reading. Ask: *What is Mei interested in? What is she studying?* You may want to ask similar questions about Tala and Pedro.
2. Give students time fill in their charts and then share their answers with a partner.
3. Call on volunteers to share their answers with the class.

MULTILEVEL OPTION

Have lower-level students pair with higher-level students to write a few sentences about ceremonies in their cultures. Higher-level students should write what the lower-level students say about ceremonies in their cultures (two or three sentences).

Vocabulary Skill Note

IDENTIFYING WORD FAMILIES page 130

1. Ask a volunteer to read the information aloud.
2. Point to the definitions in the box. Ask: *Which word is the verb? Which word is the noun? Which word has two definitions? Which word do you hear or read more often, pollute or pollution?*

Skill Note

Being able to recognize word families is a very useful reading skill. Students can understand the meaning of a new word form if they understand a word from the same word family (in other words, they share the same base). With practice, students will be able to recognize prefixes and suffixes and understand what part of speech a word is based on the affix and the word's position in the sentence.

Expansion Activity 3

A. CATEGORIZE page 131

1. Tell students that a useful way to practice and learn new word forms is by writing sentences with collocations. Explain that collocations are words that often go together. Tell them that many collocations are adjective-noun pairs.
2. On the board, write common collocations using the adjective and noun form of the target words from Activity A: *have an interest / an interesting book; speak in public/public safety; water pollution/a polluted river; total relaxation/a relaxing day; personal safety/a safe place; modern society/social media*. Ask students to brainstorm other pairings with the words and write them on the board.
3. Direct students to take out a piece of paper. Ask them to choose three of the collocations on the board and write a sentence using them. Write an example on the board for them to follow: *I feel total*

relaxation when I read a book in the park. Circulate and provide individual feedback.

4. As students finish, ask for some of them to write their sentences on the board. If students finish early, tell them to choose a few more collocations and write sentences with them.
5. Discuss the example sentences on the board. Have students identify the adjective and noun in each collocation.

Grammar Note

PAST OF BE; SIMPLE PAST AFFIRMATIVE STATEMENTS page 132

1. Call on volunteers to read the information and the examples aloud.
2. Check comprehension by asking questions: *When do we use the past of be? What are the negative contractions of be? What are some information question words?*
3. For each of the example sentences and questions, have students come up with their own examples and share them with the class.
4. Write the following verbs on the board: *invite, look, like, need, clap, exercise, worry, mop, want, hurry*. Have students use the spelling rules to give the correct past form for each verb.

Skill Note

When learning the past forms of *be*, students often make the mistake of using *was* or *were* with the base form of a verb in order to express past time. For example, a student may say *He was study yesterday* instead of *He studied yesterday*. With regular verbs, the past is formed with the base verb + *-ed*. However, there are three different pronunciations for the same *-ed* ending: /t/ as in *stopped*; /d/ as in *studied*; and /ɪd/ as in *needed*.

Unit Assignment Rubrics

Unit 7 Global Studies

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write about a new place.*

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

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

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

0 points = Paragraph element was not successful.

Write About a New Place	20 points	15 points	10 points	0 points
Sentences give facts and opinions to describe a new place.				
Sentences are complete and use good subject-verb agreement.				
Every sentence has a subject and a verb.				
Sentences include vocabulary or key words from the unit to describe the place.				
Simple past of <i>be</i> and of regular verbs is used correctly.				

Total points: _____

Comments:

Background Note

UNIT OPENER pages 140–141

The large photo shows college graduate Aldo Amenta, a paralyzed quadriplegic, wearing an exoskeleton at a graduation ceremony at Florida International University in Miami, Florida, US. Amenta became paralyzed after suffering a neck injury from diving into a swimming pool.

Expansion Activity 1

UNIT QUESTION page 140

1. Introduce the Unit Question: *How can technology help people?* Ask related information questions: *What kind of technology do you use every day? Do you use different technology than your parents did? If so, what kinds?*
2. Put students into small groups. Give each group a piece of blank paper. Ask the groups to list as many different types of technology they use on a daily basis.
3. Direct groups to pass around a paper as quickly as they can, with each group member adding as many items as they can. Tell them they have two minutes to make the lists and they should write as many examples of technology as possible.
4. Call time and ask a reporter from each group to read the lists aloud. Write the students' ideas on the board.
5. Use items from the list as a springboard for discussion of the Unit Question. For example: *Many of you have smartphones. How do smartphones help you in your daily life? Get students to brainstorm ways each type of technology helps them.*
6. Leave the posters up for students to refer back to later in the unit when they choose their topics for the Unit Assignment.

Multilevel Option 1

READING 1: Be My Eyes

A. VOCABULARY page 142

1. Read the directions aloud. Have students read the words and definitions from the box. Answer any questions about meaning or provide examples of the words in context.
2. Pronounce each word and have students repeat. Listen for correct syllable stress.
3. Have students work individually or in pairs to complete the activity.
4. Call on students to read the completed sentences aloud.
5. Remind students to add the new vocabulary words to their vocabulary logs.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *I had to explain to my boss why I missed work yesterday. / When you are independent, you have to make decisions on your own without your parents' help. / As a child, my life was simple, but when I got older, life became a lot more difficult.*

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

Background Note

READING 1 page 144

Be My Eyes is a free service for the blind and visually-impaired that can be used 24 hours a day. There is no limit to the number of times a user can ask for help on the app. The service is anonymous, meaning volunteers will never know the name, address, phone number, email, or location of the caller. Users may set their preferred language and can get assistance in more than 180 different languages. Some common examples of how people use Be My Eyes include finding lost or dropped items, describing pictures, matching colors (such as clothing), reading food and instruction labels, shopping for groceries, and navigating new places.

Multilevel Option 2

READING 2: An Extraordinary Scientist

A. VOCABULARY page 148

1. Read the directions and the first sentence aloud. Ask students what they think *successful* means. Point out the context clues in the sentence. Then have students write the word next to the correct definition (d).
2. Have students complete the activity individually and then compare answers with a partner.
3. Call on volunteers to read each sentence aloud and the correct definition for each word.
4. Read the underlined words and have students repeat. Listen for correct syllable stress.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide example questions to help them understand the words. For example: *I have a **career** as a teacher. / What **career** do you want to have? / I have to get a good grade on my exam so I can **pass** my history class.* Have students use the new words in their answers.

Have higher-level students complete the activity individually and then compare answers with a partner. Then tell the pairs to write a question for each word. Have volunteers write their questions on the board. Correct the questions with the whole class, focusing on the use of the words rather than other grammatical issues. Have other students answer the questions.

Background Note

READING 2 page 149

Hayat Sindi invented a small, inexpensive, and effective tool to diagnose diseases. The tool is the size of a postage stamp and is made of paper. When body fluids, such as saliva and blood, are placed on the piece of paper, the color of the paper can change. Different colors indicate different diseases. Before Sindi invented this tool, it was very difficult, expensive, and time-consuming to diagnose diseases in remote areas of the world. With this tool, people living in small villages far away from medical facilities can quickly and cheaply get diagnostic tests.

Expansion Activity 2

F. EVALUATE page 151

1. Ask a student to read the questions. Make sure students understand the difference between an *important event* and an *important decision*.
2. Give students a minute to think silently about their answers to the question. Then ask them to share their ideas with a partner.
3. Instruct students to write a short response. Ask for volunteers to read their responses to the class.

21ST CENTURY SKILLS EXPANSION

The ability to evaluate information is a higher-order critical thinking skill that is highly valued in today's workplace. At the same time, many employers observe that about half of recent college graduates lack this and other critical thinking skills.

The process of evaluation requires students to make judgments about the value of ideas, bringing in all they have learned to make informed and sound evaluations of material they've encountered. Tell students that making a sound evaluation is more than just giving their opinion—it also requires them to use evidence from texts and other sources to back up their opinions. As students respond to the question in Activity F, encourage them to look for evidence from the text to use as support for their evaluation.

Expansion Activity 3

WORK WITH THE VIDEO page 152

1. Tell students to imagine they are on an "invention team" that works at the d.light company. Their job is to brainstorm a new solar-powered product or device that d.light can produce to help the people of India who don't have good electricity. On the board, write questions to help them brainstorm ideas: *What product or device would you invent? What problem will it solve? How can you make it easy to use? How much should it cost? What will you name it?*
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 to ten minutes to discuss their ideas. Call time if conversations are winding down. Call on reporters to share the groups' inventions. Write the name of the invention on the board. Instruct the other groups to listen closely to their descriptions and take notes on the pros and cons of each invention.
4. After all groups have presented, ask the class about the pros and cons they noted down for each invention. List them under the appropriate invention on the board.
5. Finally, tell the class d.light only has enough money to develop and sell one product. Take a vote on which invention students would choose and declare a winner.

Multilevel Option 3

WRITE WHAT YOU THINK page 153

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. Call on reporters to share the groups' answers.
4. Direct students to answer one of the questions and write a response.

MULTILEVEL OPTION

Put lower-level students in pairs and have them write the answer to one of the questions together. Have higher-level students work individually and write a response to two or all three questions. Then have them share their responses with a partner and provide feedback on their ideas.

Vocabulary Skill Note

USING THE DICTIONARY page 153

1. Have a volunteer read the information in the skill box. Point out the different parts of the dictionary entry: part of speech, pronunciation, definition, example sentences.
2. Check comprehension: *Why is it a good idea to read the example sentences? Does your dictionary have illustrations? Is your dictionary's definition similar to this one?*

Skill Note

Selecting the right kind of dictionary is important. For students at this level, a learner's dictionary is the best choice. It is specifically designed for the language student and provides additional grammatical and cultural information. Definitions are written using a limited vocabulary so that they are easily comprehensible. Sample sentences are easy to understand and show natural usage and common collocations. Comparing definitions for the same word in several different dictionaries can help students understand that the information in an entry can vary a lot across dictionaries.

Grammar Note

SIMPLE PAST WITH REGULAR AND IRREGULAR VERBS page 155

1. Call on volunteers to read the charts aloud. Elicit additional examples of affirmative and negative statements and *Yes/No* and information questions. Pronounce the irregular past forms and have student repeat.
2. Check comprehension by asking questions: *What is a verb that has a regular past form? How do you make a negative statement?*
3. For a quick review of the irregular past forms in the chart, ask students *Yes/No* questions. Have students answer and give additional information. For example: *Did you come to school at 7:00? No, I didn't. I came at 8:20. Did you do your homework? Yes, I did. I did my homework last night.*

Skill Note

Although there are about 60 irregular past tense verbs that are frequently used, it makes more sense to have students focus on the most commonly used irregular verbs such as *see, go, take, think, say, know, make, give, come, do, and have*. Irregular verbs are used with great frequency, so it is very important for students to memorize their forms.

Unit Assignment Rubrics

Unit 8 Technology

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write about how technology helps people.*

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

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

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

0 points = Writing element was not successful.

Write a Paragraph About How Technology Helps People	20 points	15 points	10 points	0 points
Sentences include information about three different types of technology.				
The word <i>and</i> is used correctly in simple and compound sentences.				
Sentences include vocabulary from the unit.				
Simple past forms of regular and irregular verbs are correct.				
Capitalization and punctuation are correct.				

Total points: _____

Comments:

Student Book Answer Key

Unit-by-Unit detailed Student Book Answer Key.

Unit 1 Answer Key	81
Unit 2 Answer Key	83
Unit 3 Answer Key	85
Unit 4 Answer Key	87
Unit 5 Answer Key	89
Unit 6 Answer Key	92
Unit 7 Answer Key	95
Unit 8 Answer Key	98

The Q Classroom

Activity A, p. 3

Answers will vary. Possible answers:

1. I am quiet. I am funny. I am serious.
2. I am short. I have dark hair.
3. Examples include: Happy: Row 3, Column 3; Surprised: Row 3, Column 2; Funny: Row 3, Column 6; Serious: Row 2, Column 4 (orange); I feel happy most of the time.

Activity B, p. 3

1. Sophy is a good student. Yuna does not talk a lot. Marcus likes to go out. Felix is a serious person.
2. Answers will vary.

READING

PREVIEW THE READING

Activity A, pp. 4–5

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

Activity B, p. 5

1. overweight
2. describe
3. clothes
4. wear
5. meet
6. friendly

Activity C, p. 5

Answers will vary. Possible answers:

1. shy
2. tall
3. messy / not neat

Activity D, p. 5

Answers will vary.

WORK WITH THE READING

Activity A, p. 6

Answers will vary.

Activity B, p. 7

Corrections to false statements will vary.

1. T
2. F Carlos is shy.
3. F Hassan likes to wear jeans and T-shirts.
4. F David is not tall.
5. F Kate's room is not neat.
6. T
7. T
8. T
9. F Math is easy for Khalid.
10. T

Activity C, p. 7

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

6. i
7. g
8. d
9. f

Activity D, p. 7

1. neat
2. friendly
3. subject
4. speaks
5. interested
6. personality
7. studies
8. thin
9. funny
10. busy

BUILDING VOCABULARY

Activity A, p. 8

1. thin
2. intelligent
3. funny
4. shy
5. tall
6. serious
7. smart
8. helpful

Activity B, p. 8

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

Activity C, pp. 8–9

Answers will vary. Possible answers:

Words to describe appearance: *beautiful, handsome, attractive, unattractive, young, old*

Words to describe personality: *sweet, mean, rude, polite, quiet, lazy, kind, unkind*

Possible sentences:

1. Mary is a beautiful girl.
2. Anna is young.
3. Matt is lazy.
4. The receptionist is very sweet.
5. My brother is a polite boy.

READING SKILL

pp. 9–10

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

WORK WITH THE VIDEO

Activity A, p. 10

Answers will vary.

Activity B, p. 11

Stephanie	Both	Jess
outgoing	average height	helpful
wants to be a games designer	friendly	interested in animals
	love games	quiet, serious
	red hair	

Activity C, p. 11

Answers will vary.

CRITICAL THINKING STRATEGY

Activity D, p. 12

Answers will vary. Possible answers:

1. smart, talkative, funny
2. and 3. My partner is interested in science. My partner is good at math.

Activity E, p. 12

Answers will vary.

WRITE WHAT YOU THINK

p. 12

Answers will vary.

WRITING SKILL

Activity A, p. 13

1. David is tall.
2. I usually wear jeans and T-shirts.
3. Sarah studies very hard.
4. Steve is very funny.
5. Nat likes soccer.
6. Liz enjoys new clothes.

Activity B, p. 13

1. Pablo likes television.
2. Maria studies English.
3. Fatima reads many books.
4. Emma cleans her room.
5. Ken and Hiroki are very friendly.

GRAMMAR

Activity A, p. 15

1. is
2. am
3. am
4. is
5. am
6. am
7. is
8. are
9. am
10. is
11. are
12. are

Activity B, p. 15

1. isn't
2. aren't / 're not
3. 'm
4. 'm not
5. aren't / 're not
6. isn't / 's not

Activity C, p. 15

The second answer will vary. Possible answers are given.

1. Who is your teacher? My teacher is Mr. Barty.
2. What are your interests? My interests are sports, math, and science.
3. What are you good at? I am good at English.
4. Where are you from? I'm from Japan.
5. When is your exam? My exam is on Friday.

Activity D, p. 16

1. watch
2. goes
3. washes
4. reads
5. take
6. have
7. studies

The Q Classroom

Activity A, p. 21

Answers will vary.

Activity B, p. 21

- Marcus likes to be active and not sit all the time.
- No. Marcus and Felix agree that students should be active, and Sophy thinks it would be helpful to try new ways. But Yuna disagrees.
- Answers will vary.

READING

PREVIEW THE READING

Activity A, pp. 22–23

- attend
- famous
- farm
- feed
- field
- flood
- pick up
- unusual

Activity B, p. 23

The students are studying on a boat and outdoors.

Activity C, p. 23

Answers will vary.

WORK WITH THE READING

Activity B, pp. 24–25

- T Paragraph 2
- T Paragraph 2
- F Paragraph 2 The students want to become soccer players.
- F Paragraph 3 There are floods because it rains a lot.
- T Paragraph 3
- F Paragraph 4 The students work on a farm.
- T Paragraph 4
- T Paragraph 5
- F Paragraph 5 There are no tests, homework, or grades.

Activity C, p. 25

- Argentina
- stadium
- boats
- floods
- outdoors / outside
- farm
- choose
- decisions

BUILDING VOCABULARY

Activity A, p. 26

- Adj; N
- V; Adj; Adj
- Adj; V; Adj
- V; N; V
- Adj
- Adj

Activity B, p. 26

	Noun	Verb	Adjective
1.	academy	x	academic
2.	difficulty	x	difficult
3.	x	enjoy	enjoyable
4.	friend	x	friendly
5.	help	help	helpful
6.	intelligence	x	intelligent
7.	student	study	studious

READING SKILL

Activity A, p. 27

- Names of countries: Germany, France, Australia, Kenya, Spain
- Number of days: 200 (Germany), 170 (France), 200 (Australia)
- Times of day: 7:30 in the morning, 1:30 p.m., 8:00 a.m., 4:00 p.m., 8:00 a.m., 3:00 p.m.; Months of the year: September, July

Activity B, p. 28

- 170 days
- six hours
- France
- France, Kenya, and Spain
- Spain

CRITICAL THINKING STRATEGY

Activity C, p. 28

- S
- D
- D
- D

WORK WITH THE VIDEO

Activity A, p. 29

Answers will vary. Possible answers: I like to do my homework in the library. / I usually study at home at the kitchen table.

Activity B, p. 29

- three
- lunch
- play sports
- two hours
- his room

Activity C, p. 29

Answers will vary. Possible answers:

- I like studying science / math / history / English / music.
- I like to play soccer / football / hockey / tennis.
- I wouldn't like to live at my school. I like to see my family and relax after school. I don't want to think about school.

WRITE WHAT YOU THINK

Activity A, B, p. 30

Answers will vary.

WRITING SKILL

pp. 31–32

- Are there many students in your classes?
- My exam is on February 3.
- The team practices every Saturday for three hours.
- My classmate is from Italy.
- Our new teacher is from Cairo, Egypt.
- When is your lunch break?

7. Do you study in the library or at home?
8. My cousin attends Hong Kong University.
9. Nour and Majda both speak Arabic.
10. I work at Super Burger, and I wear a uniform.

GRAMMAR

Activity A, p. 33

1. don't go
2. wear / don't wear
3. have / don't have
4. lasts / doesn't last
5. attends / doesn't attend
6. play / don't play
7. gives / doesn't give

Activity B, p. 33

Answers to questions will vary. Possible answers:

1. Do you and your friends study together? No, we don't.
2. Does your teacher talk to you about college? Yes, she does.
3. Does your best friend speak English well? Yes, he does.
4. Do you like academic courses? Yes, I do.
5. Does your school have a vacation soon? No, it does not.
6. Do you enjoy math classes? No, I don't.
7. Does your teacher give a lot of homework? Yes, he does.

Activity C, p. 34

Do you ~~has~~ **have** a busy academic life?

Yes, I do. My life at school is very busy. My school ~~start~~ **starts** at 7:00 every day. Classes last until 2:30 p.m. We ~~not~~ **do not** have a long lunch break. We have just 30 minutes, so we don't have much time to relax. We eat lunch in the cafeteria. I enjoy my classes, but they are difficult. My teachers are very helpful. My science teacher often ~~help~~ **helps** me after class. In the afternoon, I play soccer. Our school ~~have~~ **has** an excellent soccer team. That is the best part of my day. At night, I ~~does~~ **do** homework.

Activity D, p. 34

1. When does Rika's school start? It starts at 7:00.
2. Where does Rika eat lunch? In the cafeteria.
3. When does Rika's science teacher help her? After class.

The Q Classroom

Activity A, p. 39

Answers will vary.

Activity B, p. 39

- Sophy**—holidays
Yuna—weekends
Marcus—barbecues in the summer
Felix—special celebrations
- Answers will vary. Possible answers: We eat special foods for holidays, family celebrations, and special occasions such as weddings.

READING

PREVIEW THE READING

Activity A, pp. 40–41

- special
- fresh
- prepare
- celebrate
- popular
- event
- grow
- delicious

VOCABULARY SKILL REVIEW

p. 40

celebration, preparation

Activity B, p. 41

- 2, 3, and 4

WORK WITH THE READING

Activity B, p. 43

- Paragraph 2
- Paragraph 5
- Paragraph 1
- Paragraph 4
- Paragraph 3

Activity C, p. 43

- F Paragraph 1 **People all around the world** like to celebrate holidays with special food.
- F Paragraph 1 Special festivals with food usually happen once a **year**.
- T Paragraph 2
- T Paragraph 2
- F Paragraph 3 People eat a lot of **truffles** at the International White Truffle Fair.
- F Paragraph 3 Truffles **are** very expensive.
- F Paragraph 4 A herring festival is held each year in **Helsinki, Finland**.
- F Paragraph 4 You can **also buy homemade gifts and warm clothes** at the herring festival.
- F Paragraph 5 People roll a **large piece** of cheese down Cooper's Hill.
- T Paragraph 5

Activity D, p. 44

- celebrate
- countries
- music
- prepare
- October
- expensive

- 270
- fresh
- cheese
- ambulances

READING SKILL

p. 44

- garlic
- \$3,000
- October
- because people sometimes fall and get hurt
- fun and unusual
- 100,000

BUILDING VOCABULARY

Activity A, p. 45

- breakfast, lunch, and dinner
 - Answers will vary. Sample answer: Breakfast is my favorite meal of the day.
- Answers will vary. Possible answers: onion, pepper, and potato
 - Answers will vary. Sample answer: I eat vegetables to stay healthy.

Activity B, p. 46

Students will add more words to the chart.

Fruit	Vegetables	Meat	Seafood	Dairy
apples	onions	beef	lobster	cheese
bananas	potatoes	chicken	shrimp	milk
grapes	beans			

WORK WITH THE VIDEO

Activity A, p. 46

Answers will vary. Possible answers: I celebrate Christmas. We eat a large chicken. / I celebrate Eid. We eat manti.

Activity B, p. 47

- festival
- home
- restaurant
- dessert
- presents

Activity C, p. 47

Answers will vary. Possible answers:

- I give gifts to people on their birthday and at Christmas. I like to give my friends T-shirts or apps for their phones.
- I like to eat in restaurants. I don't like to cook.
- Eating noodles reminds me of home. My mother always cooks them.

WRITE WHAT YOU THINK

Activity A, p. 47

Answers will vary. Possible answers:

- My favorite celebration is my mother's birthday.
- We usually have this celebration on July 30.
- We usually have a cookout with steak and corn. We have shrimp as an appetizer. We have a vanilla birthday cake for dessert.
- My favorite food is the appetizer.

Activity B, p. 47

Answers will vary. Possible answers:

1. Bacalao is a very special food for me. We usually eat this fish for dinner on New Year's Eve.
2. On New Year's Eve, everyone in my family gets together for a large dinner. We talk about the last year. Just before 12:00 a.m., we eat 12 grapes—one grape for each month in the New Year. For each grape, we make a wish.

GRAMMAR

Activity A, p. 49

1. The garlic festival is very popular.
2. This is a really big pizza.
3. The cheese is quite expensive.
4. Leila's recipe is really good.
5. The tea is really hot!
6. These are extremely fresh vegetables.
7. Our town has a very special festival.
8. This is a very small sandwich.
9. That is an extremely big truffle.
10. They enjoy really delicious food.

Activity B, p. 49

1. It's a nice ~~really~~ really nice garden.
2. This is a ~~good dinner~~ ~~extremely~~ an extremely good dinner.
3. Jim's vegetables are expensive ~~expensives~~.
4. The event is quite a popular.
5. This food is ~~bad~~ ~~extremely~~ extremely bad.
6. This noodle soup is a delicious.
7. Everything on the menu is ~~expensive~~ ~~quite~~ quite expensive.
8. The summer festivals are very big ~~big~~s.

WRITING SKILL

Activity A, p. 50

1. My brother **is** a student in a cooking program.
2. **It** is a very difficult book.
3. There **are** delicious dishes on this menu.
4. **They** are very good cookies.
5. **He/She** is an excellent baker.
6. Kate **is** at the cafe this afternoon.
7. I rarely eat seafood because it **is** usually very expensive.
8. Hatem likes to eat in restaurants because **he** doesn't like cooking.

Activity B, p. 50

1. Sam ~~go~~ **goes** to the cafeteria after class.
2. Mary ~~have~~ **has** a new job as a waitress.
3. They ~~loves~~ **love** to eat ice cream in the park.
4. Hassan ~~prepare~~ **prepares** coffee every morning.
5. I ~~are~~ **am** at the same table as my friends.
6. Isabel ~~don't~~ **doesn't** like baking cakes.
7. We like eating chicken on Saturdays, and we usually ~~has~~ **have** steak on Sundays.

Activity C, p. 51

1. eat
2. are
3. like
4. tastes
5. enjoy
6. prepare
7. is / are
8. eat
9. has
10. eats
11. is

Activity D, p. 51

Answers will vary. Possible answers:

- S V
1. I enjoy going out for breakfast.
S V
 2. I don't like to eat spicy food.
S V
 3. My father likes to eat cereal for breakfast.
S V
 4. I enjoy preparing dinner.
S V
 5. I like to celebrate the New Year with my family.

Activity E, pp. 51–52

1. They prepare delicious pizzas.
2. The soup is extremely hot.
3. Mr. Adams grows very large tomatoes in his garden. / Mr. Adams grows tomatoes in his very large garden.
4. The food is really fresh.
5. Everyone enjoys celebrating at the popular festival. / Everyone at the popular festival enjoys celebrating.
6. We like good ice cream.
7. The TV show is very funny.
8. James likes hot tea.
9. Lisa prepares special food for the holiday.

The Q Classroom

Activity A, p. 57

Answers will vary.

Activity B, p. 57

1. Felix has fun by playing video games. Yuna has fun with her friends. She goes to the cafe with them to talk. Marcus has fun playing sports, especially soccer. Sophy likes to go to new places to see new things.
2. Answers will vary.

READING

PREVIEW THE READING

Activity A, p. 58

1. sightseeing
2. nature
3. invite
4. guess
5. program
6. cost
7. idea
8. spend

Activity B, p. 58

Answers will vary. Possible answers:

1. I spend about \$10 each week on coffee.
2. Yes, I like to hike in the mountains.
3. I like to go sightseeing in London.
4. Is it William or Robert?
5. I like *Dancing with the Stars*. I like to see famous people on TV.

Activity C, p. 59

Answers will vary. Possible answers:

1. go to sports events
2. go window-shopping
3. walk in the park

Activity D, p. 59

Answers will vary. Possible answers:

1. Going to a movie or a play is a fun activity if you have money.
2. Swimming at the beach is a fun activity if you don't want to spend money.

WORK WITH THE READING

Activity B, p. 60

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

CRITICAL THINKING STRATEGY

Activity C, p. 61

Fun activities at home: cook with friends, watch TV
(Suggested name for column 2) Fun activities away from home:
go to a park, go window-shopping, go sightseeing, go to sports events

Activity D, pp. 61–62

1. It's fun to be with friends.
2. You can enjoy nature, go for a walk, watch people, and drink coffee.

3. It costs money to buy coffee. It costs money to buy food to cook.
4. You can go sightseeing in your own city. You can walk around and enjoy the famous places.

Activity E, p. 62

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

BUILDING VOCABULARY

Activity A, p. 63

1. are having coffee
2. make plans
3. have an idea
4. has fun
5. takes a walk
6. makes friends
7. Have a snack
8. give me a ride
9. Tell me a joke
10. am taking a vacation

Activity B, p. 64

Answers will vary. Possible answers:

1. Let's make plans for the weekend.
2. James has an idea. Let's go out to a restaurant.
3. I like to have fun at the beach.
4. Do you want to take a walk with me?
5. Amanda and Mary often have coffee together.
6. I don't make friends easily.
7. I'm hungry, so I'm going to have a snack.
8. We take a vacation in the mountains every summer.
9. Nat told Carlos a funny joke.

READING SKILL

Activity A, p. 64

The following terms should be highlighted or underlined:
Storytelling; Wednesday, December 21; 7 p.m.; Davidson Library; Video contest; prize of \$250; Town Hall; 2 p.m.; Thursday, December 22; borrow a camera; the library

Activity B, p. 65

1. December 21
2. Davidson Library
3. \$250
4. 2 p.m.
5. the library

Activity C, p. 65

The following activities should be underlined or highlighted:

1. Anna: go to games
2. Razi: go window-shopping
3. Isabel: go to the park
4. Carlos: cook together
5. Khalid: watch TV
6. Rob: go sightseeing

WORK WITH THE VIDEO

Activity A, p. 65

Answers will vary. Possible answers: Yes, there's a park near my house, and a free art museum in town.

Activity B, p. 66

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

Activity C, p. 66

Answers will vary. Possible answers:

1. I prefer watching TV because it's more fun. I like watching comedy shows and reality TV shows.
2. Going for walks helps you get outside. You can get some exercise and enjoy clean air and nature.
3. I like the idea of going on a picnic. That can be fun. Also going to the theater. I have tried both of these things.

WRITE WHAT YOU THINK

Activities A, B, p. 66

Answers will vary. Possible answers:

1. go to the park, watch TV
2. play sports or games
3. go to the park, go for a walk

WRITING SKILL

Activity A, p. 67

Students should circle: Jim Maddox, Mary Weston, Wednesday, December, Davidson Library, Jim, Mary, Jim, Mary (full names are counted as one noun).

Activity B, p. 67

1. William
2. Smith
3. Subaru
4. Friday
5. Hard Rock Café
6. November
7. Paris
8. Ms. Andrews
9. Mount Everest

GRAMMAR

Activity A, p. 69

1. Sarah and Jill ← they
2. Matt ← He
3. Mika ← she; books ← them
4. ball ← it
5. Hiro and Khalid ← They
6. Mary ← her; Emma and Tom ← they

Activity B, p. 69

1. He
2. She
3. it
4. him
5. They
6. us

The Q Classroom

Activity A, p. 73

Answers will vary.

Activity B, p. 73

1. Yuna likes the train station because she thinks it is beautiful. Marcus likes the school gym because it is big and you can do whatever you want inside. Felix likes the college library because it is a good place to study. Sophy's favorite building is her house because she feels comfortable there.
2. Answers will vary.

READING 1

PREVIEW THE READING

Activity A, p. 74

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

Activity B, p. 75

Answers will vary. Possible answers:

1. I like to spend time in my bedroom or in the living room.
2. I like to share videos that I find online.
3. I don't really like modern buildings. I prefer more traditional buildings.
4. From my living room window, I can see the street and the cars that go by.
5. The most comfortable piece of furniture in my home is the big chair in the living room.

Activity C, p. 75

1. cool, modern, like a small city
2. The email is to Toshi from his friend, Sam.
3. There are six paragraphs.
4. The email is mostly about Sam's dorm at MIT.

Activity D, p. 75

Answers will vary. Sample answers:

1. In my bedroom there is a bed, a dresser, a table, and a chair.
2. Yes, there is a view from my window. I can see trees and the park across the street.
3. My favorite thing is my computer because I use it to watch movies and video chat with my friends.

WORK WITH THE READING

Activity B, p. 77

1. a
2. b
3. a

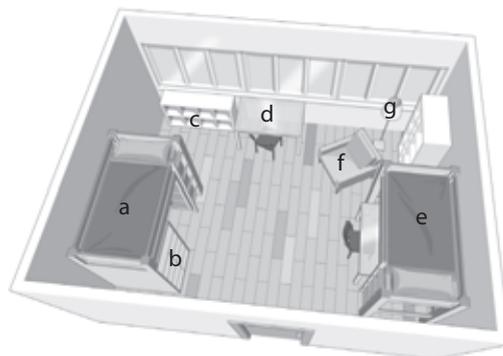
Activity C, p. 77

1. all over the world
2. hard
3. large
4. windows
5. the Charles River
6. chair
7. watch TV
8. walks to class

Activity D, p. 78

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

Activity E, p. 78



WRITE WHAT YOU THINK

Activities A, B, p. 79

Answers will vary. Possible answers:

1. I like my bedroom because of the color on the walls. It is comfortable because my bed is very soft.
2. It isn't common for students in my country to live in dormitories. I think that lots of students live together in one place. But where I live, students prefer to stay at home.

READING 2

PREVIEW THE READING

Activity A, pp. 79–80

1. own
2. space
3. bright
4. collect
5. electricity
6. design
7. contest
8. environment

Activity B, p. 80

Answers will vary. Possible answer: The solar panels on the roof are unusual. Also, inside the house, there are a lot of windows, so the room gets a lot of light.

Activity C, p. 80

Answers will vary.

WORK WITH THE READING

Activity B, p. 82

4 to describe a green, energy saving house

Activity C, p. 82

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

CRITICAL THINKING STRATEGY

Activity D, pp. 82–83

- idea
- house
- energy
- sun
- design
- people
- house
- roof

Activity E, p. 83

Answers will vary. Possible answers:

- The sun keeps the house warm.
- People in the house grow their own food.
- The students were in a contest.
- Now students live there.
- The students share ideas about saving energy.

Activity F, p. 83

- Design
size: 93 square meters
people: four
rooms: kitchen, dining area, living room, two bedrooms
- Energy
materials: came from nearby
roof: collected energy
use of sun: helped power the house
- Other
plants: included vegetable garden
contest: with other universities
current location: on the college campus

Activity G, p. 84

- Possible answer: The students wanted to save energy by moving materials only a short distance. That way it didn't require a lot of fuel.
- Possible answer: Energy from the sun gave power to the house, so the people didn't need to pay for electricity.
- Possible answer: Growing your own food is a very green activity.
- Answers will vary.
- Answers will vary.

WORK WITH THE VIDEO

Activity A, p. 84

Answers will vary. Possible answers: the Taj Mahal, the Burj Khalifa, the Empire State Building

Activity B, p. 84

- d
- e
- a
- c
- b

Activity C, p. 84

Answers will vary. Possible answers: People like to see the old and the new together in the city.

WRITE WHAT YOU THINK

Activity A, p. 85

Answers will vary. Possible answers:

- I like buildings that are modern with lots of glass and wood. I don't think old buildings are interesting.

- I want to help the Earth. I think that it is more important to save energy.
- I like the Empire State Building in New York. It is tall. You can go to the top and look at the view.

BUILDING VOCABULARY

Activity A, p. 85

Answers may vary. Possible answers:

Living room	Bedroom	Kitchen
armchair	armchair	blender
bookshelf	bed	coffeemaker
coffee table	bookshelf	dishwasher
fan	desk	fan
lamp	dresser	microwave
mirror	fan	oven
rug	lamp	refrigerator
sofa	mirror	stove
table	rug	table
		toaster

Activity B, p. 85

Answers will vary.

Activity C, p. 85

Answers will vary.

GRAMMAR

Activity A, pp. 86–87

- The lamp is on the desk.
- There are posters on the wall.
- There is a bookshelf under the bed.
- There is a chair in front of the desk.
- There is an armchair in front of the window.
- There are photos on the bookshelf.

Activity B, p. 87

I live in a very small apartment. It's crowded, but it's comfortable. My desk is ~~beside~~ under my bed. ~~In~~ On my desk, I have my computer and my notebooks. To the left ~~of~~ my desk, there is a small bookshelf. I have many books ~~at~~ in my bookshelf. There is an armchair ~~over~~ next to / beside my desk. I like my room, but next year I want more space for my clothes. I need a big closet.

Activity C, p. 87

Answers will vary. Possible answers:

- The teacher's desk is next to the door.
- The door is to the right of the bookshelf.
- The board is at the front of the room.
- The light is next to the door.
- The trash can is under the board.
- The windows are beside my desk.
- The computer is on my desk.
- My desk is in front of the teacher's desk.

WRITING SKILL

Activity A, p. 89

- eat
- describe
- design
- like
- smells
- is
- does
- shares

9. collects
10. have

Activity B, p. 89

1. P like
2. P provide
3. P enjoy
4. S likes
5. S has
6. P are
7. S designs builds
8. S shares
9. P play
10. S doesn't like

Activity C, p. 90

1. He doesn't enjoy the view.
2. The men aren't in the dining room.
3. The apartment isn't very comfortable.
4. The bathroom doesn't have a bathtub in it.
5. His friends don't play games in the basement.
6. I don't like to walk outside.

Activity D, p. 90

Answers will vary. Possible answers:

1. The people next door are very noisy.
2. My mother and father enjoy reading.
3. The bedroom and the reading area have a view of the garden.
4. Toshi likes animals.
5. My brother has a nice apartment.

Activity E, pp. 90–91

Answers will vary. Possible answers:

1. Do you live in a small apartment? No, I live in a house with my family.
2. Are the walls in your bedroom bright? Yes. They're bright yellow.
3. Does your family play games together? Yes, we like to play cards.
4. Do you collect posters? No, I collect stamps.
5. Do your friends spend lots of time reading? Yes, they read a lot.
6. Is your dorm room pretty comfortable? Yes, I like to relax there.

The Q Classroom

Activity A, p. 95

- sleep four hours every night
- drink a lot of coffee every day
- eat cookies and cake every day
- work all the time
- drink many sodas every day

Activity B, p. 95

1. Sophy says that a doctor or a friend can help a person change an unhealthy habit. Marcus says you can make a plan and write it down. Felix says you should keep trying.
2. Answers will vary. Possible answers: set goals, keep a diary

READING 1

PREVIEW THE READING

Activity A, p. 96

1. become
2. goal
3. give up
4. expert
5. plan
6. pay attention
7. behavior
8. Maybe

Activity B, p. 97

1. unhealthy habits
2. six

Activity C, p. 97

Answers will vary. Possible answers:

1. I don't get enough sleep.
2. I am tired all the time and cannot focus.
3. It is hard to find enough time to sleep.

WORK WITH THE READING

Activity B, p. 99

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

Activity C, p. 99

1. F Paragraph 1 Everyone has a few unhealthy habits.
2. T Paragraph 1
3. F Paragraph 2 Some habits can take a year to change. / Some habits can take 20 to 70 days to change.
4. F Paragraph 3 The second stage of change is thinking about your unhealthy habit.
5. T Paragraph 3
6. F Paragraph 4 Most people aren't patient about changing a habit.

Activity D, p. 100

1. ignoring
2. going back to old habits
3. thinking
4. deciding
5. making new habits
6. acting

READING SKILL

Activity A, p. 101

Students should draw arrows from each pronoun to its reference.

1. My son's behavior ← It
2. the problem ← it
3. habit ← it
4. Running and bicycling ← They
5. Mauro ← He video games ← them
6. Mina's ← Her

Activity B, p. 101

People usually want to change their bad habits quickly and easily. Remember, habits take a long time to make, so they take a long time to change. Most people aren't patient. In addition, they don't want to be uncomfortable.

WRITE WHAT YOU THINK

Activities A, B, p. 101

Answers will vary. Possible answers:

1. I want to change my habit of drinking too much coffee. I usually drink five cups a day. I feel like I have to drink coffee to stay awake. Sometimes I get a stomach ache.
2. If I don't drink coffee, I sometimes get a headache.
3. I can't stop drinking coffee immediately. I need to drink less coffee each day. I need to change my habit gradually.

READING 2

PREVIEW THE READING

Activity A, p. 102

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

Activity B, p. 102

1. Dan
2. Dr. Lee
3. Susan

Activity C, p. 102

Answers will vary. Possible answers: exercise, eat less fat, go on a diet, see a doctor, stop eating junk food

WORK WITH THE READING

Activity B, p. 104

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

Activity C, p. 104

1. F Paragraph 1 Susan usually stays up until 3 a.m.
2. F Paragraph 2 Dr. Lee says Susan's goal should be to play video games for 1 hour a day.
3. T Paragraph 4
4. F Paragraph 5 After the show, most contestants do not continue to exercise for five to six hours a day.
5. T Paragraph 5
6. F Paragraph 5 Dr. Lee does not give Dan tips and suggestions for his own diet plan.

Activity D, pp. 104–105

Answers will vary. Possible answers:

1. Susan isn't tired at night because she loves playing video games.
2. Susan doesn't finish her schoolwork because she plays video games at night.
3. Yes, she does.
4. She should make a plan, and she should try a different activity.
5. He wants to lose 20 pounds.
6. Contestants gain weight after the TV show because they return to unhealthy habits.
7. Dr. Lee's reply to Susan was more helpful because Dr. Lee gave Susan tips and suggestions to change her habit.

WORK WITH THE VIDEO

Activity A, p. 105

Answers will vary.

Activity B, pp. 105–106

1. hormone
2. exercise
3. weekend
4. Experts
5. gain
6. healthy
7. drink
8. sugar

Activity C, p. 106

Answers will vary.

WRITE WHAT YOU THINK

Activity A, p. 106

Answers will vary.

Activity B, p. 106

1. Susan is at the thinking stage. Dan is at the thinking stage.
2. Answers will vary. Possible answers: I think it is harder to break the habit of eating too much. I think it will take four months to lose 20 pounds. I think it will take three weeks to break the video game habit.

BUILDING VOCABULARY

Activity A, p. 107

1. set a goal
2. reach my goal
3. lose weight
4. gain weight
5. break (the) habit
6. cut down on

Activity B, p. 107

Answers will vary. Possible answers:

1. I want to break my habit of staying up too late. I want to stop going to bed at 1:00 a.m.
2. This year, my goal is to improve my school grades.
3. I can set a goal to learn 20 new words a week.
4. I need to cut down on salt. I eat two packets of potato chips a day!

GRAMMAR

Activity A, p. 108

Many people are addicted to video games. How can you break this habit? First, you should make (A) a plan. Begin to make changes slowly. For example, if you usually play games five hours a day, you could play (S) four hours a day. Do this for the first week. The next week, you could play (S) three hours a day. Your goal should be (A) one hour a day of video games. Second, try a different activity. You could spend (S) time with friends instead of with video games. You could turn off (S) your computer at 9:00 and read a good book. You will want to play video games. But you need to break this habit. Good luck!

Activity B, p. 109

1. can't
2. can
3. can
4. can
5. can't

Activity C, p. 109

1. shouldn't
2. should
3. shouldn't
4. should
5. should
6. shouldn't

CRITICAL THINKING STRATEGY

Activity D, p. 109

How can you break this habit? First, you should make a plan. Begin to make changes slowly. For example, if you usually play games five hours a day, you could play four hours a day. Do this for the first week. The next week, you could play three hours a day. Your goal should be one hour a day of video games.

Activity E, p. 110

Answers will vary. Possible answers:

1. You could go to sleep at 1:30 for one week and then at 1:00 the next week. You could make the change slowly. You could do something relaxing before you go to sleep. Don't use your computer or cell phone for one hour before you sleep.
2. You could have a plan for how much money you spend each month on clothing. You can write your purchases in a notebook. You could not shop for clothes so often. You could make a list of what clothes you really need.

WRITING SKILL

Activity A, pp. 110–111

1. Dr. Wilson says I should eat more fresh fruit.
2. My cousin is addicted to video games.
3. On Monday, Sarah is going to give up smoking.
4. I am behind in my English class.
5. Richard set a goal to climb Mount Shasta in July.
6. The eating habits in the U.S. are very different from those in China.
7. Miss Garcia is an expert in Asian history.
8. The hospital is on the corner of Mission Street and State Avenue.

Activity B, p. 111

1. Could you please pay attention?
2. Mary's goal is to get more sleep each night.
3. I'm not worried because I know losing weight will take a long time.
4. Why are you so tired?
5. The boy's behavior shows that he has a lot of stress.
6. They're going to create a plan for healthier meals.
7. Are you addicted to your cell phone?
8. Smoking is a very hard habit to break.

Activity C, p. 111

1. My grandmother is 75 years old, and she **is** very healthy.
2. **She is** very careful about her diet.
3. She never **eat eats** too much food.
4. She ~~no gain~~ **doesn't gain** weight.
5. She and her friend ~~goes~~ **go** for a walk every morning.
6. Her daily habits ~~keeps~~ **keep** her healthy.

Activity D, p. 111

1. unhealthy
4. addicted
7. unfortunately
8. different
9. lose weight
10. headache
11. maybe
12. expert
13. quickly
14. attention

Activity E, p. 112

My older Sister ~~sister~~ **feels** a lot of stress about school. She ~~worry~~ **worries** about her classes. **She** thinks her grades are bad, but they **are** very good. **My** sister studies every ~~nite~~ **night** until midnight. I think she ~~shold~~ **should** relax for a while every day. Do you think I ~~shold~~ **should** tell her?

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

Activity F, p. 112

1. Capitalization, subject-verb agreement, and spelling are the most common errors for this student.
2. Punctuation is the least common error.
3. *night, should*

The Q Classroom

Activity A, p. 117

Answers will vary.

Activity B, p. 117

1. Yuna thinks living in a new country is easy if it is like your home country. Marcus says living in a new country is difficult if things are different from home.
2. Sophy says it can be difficult to live in a new place because it may make you uncomfortable.
3. Answers will vary.

READING 1

PREVIEW THE READING

Activity A, p. 118

- a. apartment
- b. crime
- c. crowded
- d. homesick
- e. polite
- f. resident
- g. in a hurry
- h. welcome

Activity B, p. 119

- She misses her home.
- People were not polite.
- She didn't feel safe.
- She didn't want to leave her apartment.

Activity C, p. 119

Answers will vary.

WORK WITH THE READING

Activity B, pp. 120–121

1. F Paragraph 2 She moved to Vancouver.
2. T Paragraph 2
3. F Paragraph 3 People walk very fast. Paragraph 5 Everyone was always in a hurry.
4. T Paragraph 4
5. F Paragraph 4 She didn't want to leave her apartment.
6. T Paragraph 5
7. T Paragraph 6
8. F Paragraph 7 Culture shock may last for a few weeks.

Activity C, p. 121

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

Activity D, p. 121

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

Activity E, p. 121

1. Canada was new, interesting, and fun. She enjoyed the public transportation.
2. Culture shock is like a sickness. People may feel sad and homesick.
3. You can learn about the new country, go out and have fun, and make new friends.

Activity F, p. 122

Answers will vary.

WRITE WHAT YOU THINK

Activities A, B, p. 122

Answers will vary.

READING SKILL

Activity A, p. 123

Student answers will vary. Students should be able to read more each time they reread the article.

Activity B, p. 123

1. b
2. c
3. d

READING 2

PREVIEW THE READING

VOCABULARY SKILL REVIEW

p. 124

Answers will vary. Possible answers: international travel, first impression, personal opinion

Activity A, p. 124

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

Activity B, p. 125

Answers will vary. Students may know some of the following facts about Berlin, Germany: It is Germany's largest city; it was divided into East and West Berlin after World War II; the Berlin Wall came down in 1989; Berlin is the capital city.

Activity C, p. 125

Answers will vary.

WORK WITH THE READING

Activity B, pp. 126–127

1. F Paragraph 2 Mei moved to Berlin two years ago.
2. T Paragraph 2
3. F Paragraph 2 Mei likes studying in Berlin now.
4. T Paragraph 3
5. F Paragraph 3 Tala liked the outdoor markets.
6. F Paragraph 3 Tala enjoyed ice skating in Berlin.
7. F Paragraph 4 Pedro enjoys biking in the city parks in Berlin.
8. T Paragraph 4

Activity C, p. 127

	First impression	Later impression
Mei	Students weren't friendly.	She likes studying in Berlin.
Tala	She didn't like the cold weather.	She enjoyed the outdoor markets.
Pedro	Berlin welcomes bicyclists.	He still feels the same.

1. Pedro had a very good first impression because he likes to ride bikes and Berlin is welcoming to bicyclists.

- Mei's impression of Berlin changed after she learned more German and made new friends. Tala's impression of Berlin changed after she went to the outdoor markets and saw that people enjoyed their time outside.

Activity D, p. 127

Answers will vary. Possible answers:

- In Berlin, they have outdoor markets in the winter. They also have ice skating in the city. There are red bike paths for bicyclists.
- She didn't speak German very well. Maybe it was hard for her to make friends.
- No, I do not like the cold. I want to be inside during the winter.
- There are many international students in my city. There are also beautiful parks.
- In my city, we don't have cold weather or ice skating. We don't have many bike paths.

CRITICAL THINKING STRATEGY

Activity E, p. 128

- F
- O
- F
- O
- F
- O

WORK WITH THE VIDEO

Activity A, p. 129

Answers will vary. Possible answers: Some people who travel from place to place are the Bedouin of the Arabian desert.

Activity B, p. 129

- F They are traveling from their winter home to their summer home.
- T
- F Tim's group travels slowly with the animals.
- T
- F They travel on the journey so the animals have grass to eat.

Activity C, p. 129

Answers will vary. Possible answers:

- My family once took a trip to Japan.
- Long trips are more exciting. You get to see more new places.
- Long journeys can be expensive. You might get homesick.

WRITE WHAT YOU THINK

Activity A, p. 130

Answers will vary. Possible answers:

Mei should join one of our international clubs at Balboa Park. It is a good way to meet people and practice language skills. Tala should see the farmers' market near our state park. It is warm here, and we have many tropical foods at the market. I can take Pedro to the park. I think he will like to ride on our bike trails.

Activity B, p. 130

Answers will vary.

Activity C, p. 130

Answers will vary. Possible answers:

- The student who is most like me is Pedro. He is very active and so am I.

- In my opinion, it can be easy to live in a different city if you try your best to learn your way around and adapt.

BUILDING VOCABULARY

Activity A, p. 131

	Noun	Verb	Adjective
1.	appearance	appear	X
2.	interest	interest	interesting; interested
3.	X	modernize	modern
4.	public	X	public
5.	pollution	pollute	polluted
6.	relaxation	relax	relaxing; relaxed
7.	safety	X	safe
8.	society	socialize	social

Activity B, p. 131

- relax, relaxing
- pollute, pollution
- safe, safety
- modernize
- social, socialize
- public, public

GRAMMAR

Activity A, p. 133

- was, wasn't
- was, wasn't
- was
- weren't
- were, were
- was
- wasn't

Activity B, p. 134

- is
- has
- are
- is
- has
- is
- moved
- was
- were
- answered
- walked
- were
- tried

Activity C, p. 134

Answers will vary. Possible answers:

- Was it hot yesterday? No, it was cold.
- Were people friendly? Yes, they were.
- Was the school building open last night? No, it was closed.
- Who was your teacher last year? My teacher was Ms. Scarr.

WRITING SKILL

Activity A, p. 135

- My family and I went to Boston four years ago.
- Boston is a very historic city.
- We visited many historic buildings in the downtown area.

4. My family and I went to the famous public gardens and walked around.
5. We saw Quincy Market and had lunch there.
6. We watched sailboats on the Charles River.

Activity B, p. 136

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

Activity C, p. 136

1. The city is very modern with some fantastic skyscrapers.
2. The pollution was not too bad during my visit last year.
3. My friends and I enjoyed going to the farmers' market.
4. After lunch, we went to the new art museum.

The Q Classroom

Activity A, p. 141

Answers will vary.

Activity B, p. 141

	How technology helps us
Sophy	communication: international calls
Yuna	health: X-rays
Marcus	travel: map apps
Felix	information: apps

2. Answers will vary.

READING 1

PREVIEW THE READING

Activity A, p. 142

- daily
- solution
- quickly
- introduce
- simple
- independent
- volunteer
- explain

Activity B, p. 143

b

Activity C, p. 143

Answers will vary. Possible answers:

- Technology can help students learn vocabulary.
- Technology can give doctors a lot of information about a patient.
- Technology can read a book out loud.

WORK WITH THE READING

Activity B, p. 145

- Cooking is a difficult daily activity.
- His solution was a new app.
- Wiberg met him in 2012.
- It's called *Be My Eyes*.
- Yes, it did.
- Wiberg introduced a new app in 2017.

Activity C, p. 145

- T Paragraph 1
- F Paragraph 2 Hans Jørgen Wiberg makes furniture.
- F Paragraph 4 Wiberg and Erfurt first introduced their app in 2015.
- T Paragraph 4
- F Paragraph 5 There are over 1.7 million volunteers.
- T Paragraph 5

CRITICAL THINKING STRATEGY

Activity D, p. 146

Answers will vary. Possible answers:

Paragraph 1: blind person—problems in daily life
 Paragraph 2: Hans Jørgen Wiberg—has low-vision, understood difficulties of blind people
 Paragraph 3: Wiberg's idea—design a cell phone app. Blind person calls sighted person.
 Paragraph 4: Wiberg and Erfurt introduced an app—*Be My Eyes* 2015
 Paragraph 5: app—very popular. Users all over the world.

Activity E, p. 146

Answer will vary. Possible answer:

A blind person has many problems in daily life. Hans Jørgen Wiberg has low vision. He understood the difficulties of blind people. Wiberg's idea was to design a cell phone app. With the app, the blind person calls a sighted volunteer. In 2015, Wiberg and Erfurt introduced an app. It's called *Be My Eyes*. The app is very popular. There are users all over the world.

WRITE WHAT YOU THINK

Activities A, p. 147

Answers will vary. Possible answers: getting dressed, getting news from the Internet, reading, going places outside, shopping, ordering in a restaurant

Activities B, C, p. 147

Answers will vary. Possible answers:

- The app could help someone who is getting dressed.
A volunteer can tell a blind person if the colors match.
- I would like to be a volunteer. It is interesting to help people in different countries. I can learn about blind people. It is an easy and quick way to volunteer.

READING 2

PREVIEW THE READING

Activity A, p. 148

- dream
- challenge
- career
- successful
- pass
- decide
- believe
- invention

VOCABULARY SKILL REVIEW

p. 148

belief

Activity B, p. 149

dream, exams, laboratory, professors, scientist

Activity C, p. 149

Answers will vary.

WORK WITH THE READING

Activity B, p. 150

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

Activity C, p. 151

- Saudi Arabia / high school
- 16
- English
- King's College
- the University of Cambridge
- inventor

Activity D, p. 151

- She believed she would get a better education in England.
- Her first challenge was to learn enough English to pass the university entrance exams.
- She studied and watched a lot of TV.

4. They invented low-cost lab tests.
5. Answers will vary. Possible answer: She worked hard to achieve her dream, and now her work helps others.

Activity E, p. 151

1. D
2. E
3. E
4. E
5. D

Activity F, p. 151

Answers will vary. Possible answer: The most important event was probably getting her PhD from Cambridge. Her most important decision was probably moving to London or starting Diagnostics for All.

WORK WITH THE VIDEO

Activity A, p. 152

Answers will vary. Possible answers: Without electricity, people cannot cook easily. Also, they do not have light at night. Children cannot study at night. People cannot do work at home.

Activity B, p. 152

1. electricity
2. kerosene
3. solar panel
4. difficult
5. customers
6. solution
7. light

Activity C, p. 152

Answers will vary. Possible answers:

1. Kerosene lamps are dangerous, and they do not give enough light.
2. I wouldn't have light or electricity to charge my phone or computer. I wouldn't be able to use my refrigerator. I may not have heat.
3. Answers will vary.

WRITE WHAT YOU THINK

p. 153

1. Be My Eyes helps blind people do daily tasks. With the app, they can ask a quick question. Sindi's invention helps people get health care. They can quickly get lab results.
2. My cell phone helps me communicate with people. I can send a text and quickly get an answer. I use it all day.
3. I think that the map app helps the most people. People can get directions to places. They can also see how long it will take to get there.

BUILDING VOCABULARY

Activity A, p. 154

1. c2
2. d3
3. b1
4. a1

Activity B, p. 154

1. 2, organization
2. 1, pass
3. 1, dream
4. 3, continue
5. 3, pass

6. 1, organization
7. 2, continue
8. 2, dream

GRAMMAR

Activity A, p. 156

1. didn't meet / did not meet
2. gave
3. told
4. came
5. won
6. didn't leave / did not leave
7. had
8. didn't speak / did not speak
9. sent
10. took

Activity B, p. 157

Answers will vary. Possible answers:

1. Where did you go yesterday? I went to school, and in the afternoon, I went to soccer practice.
2. Did you take a test last week? No, I didn't. / Yes, I did.
3. Who did you speak with last night? I spoke with my parents.
4. Did you have lunch at school yesterday? Yes, I did. / No, I didn't
5. Who did you send an email to yesterday? I sent an email to Paulo.
6. How did you get to school today? I got to school by bus.
7. How much money did you spend yesterday? I spent about ten dollars.
8. Who did you see last weekend? I saw my cousins.

Activity C, p. 157

1. I ~~have~~ **had** a very funny dream last night.
2. My father ~~graduate~~ **graduated** from a top university.
3. He ~~no spend~~ **didn't spend** very much money during his trip last month.
4. C
5. It ~~take~~ **took** a long time to get home last night.
6. C
7. She ~~no did do~~ **didn't do / did not do** her homework last night.
8. My friend ~~make~~ **made** a special cake for me last week.
9. C
10. I ~~am seeing~~ **saw** my friends in the park yesterday.

WRITING SKILL

Activity A, p. 158

1. S = brother and I (2) V = went (1)
2. S = Faris (1) V = made and got (2)
3. S = He (1) V = started (1)
4. S = He (1) V = worked and took (2)
5. S = he and his classmates (2) V = learned (1)
6. S = Faris (1) V = became (1)

Activity B, p. 159

1. SS
2. SS
3. CS Sindi wanted to study science, and she wanted to study in England.
4. SS While at the university, she studied hard and passed all of her courses.
5. CS In 2001, she received her degree from the University of Cambridge, and she started her career.

6. CS Her decision to go to England was important, and it gave her many opportunities.
7. CS Today she is a medical inventor, and she is a role model.

Activity C, p. 159

1. She studied at King's College, and she got her PhD at Cambridge.
2. Richard joined the organization in 2010, and he became a vice president in 2015.
3. Last year, I studied hard, and I became a top science student.
4. The brothers have a successful restaurant, and many family members work there.
5. I promised my family a delicious dinner, and they loved it.
6. The scholarship was a great opportunity, and I accepted it right away.
7. My uncle continued to study at night, and he received his diploma last year.

Activity D, p. 160

Answers will vary. Possible answers:

1. My brother gave me a new dictionary, and I use it every day.
2. My friend gave me a book, and I am excited to read it.
3. My parents met at a wedding, and then they got married!
4. I read about the weather, and I decided to buy a warmer coat.
5. I am a strong person, and I can run very fast.
6. I got a letter in the mail, and I was excited to see who it was from.

