

SECOND  
EDITION

2

**Q:Skills for Success**  
SPECIAL EDITION  
**READING AND WRITING**

Teacher's Handbook

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# On a journey to think critically

Colin S. Ward

Q Second Edition Co-Author, Reading and Writing Level 3

CRITICAL THINKING

As teachers, it's not always easy to embrace uncertainty. There is comfort in knowing exactly what a lesson will cover, what questions are going to be asked, and how students are supposed to respond.

However, a paradigm shift often occurs when teachers push students toward thinking critically. By its very nature, critical thinking brings teachers and students to a much more ambiguous place. There is no single correct answer - but many. Teachers are asked to adopt a “pedagogy of questions” instead of a “pedagogy of answers.”<sup>1</sup> They might not have all the answers, and answers might themselves be in the form of questions.

In addition to embracing ambiguity, teachers must grapple with what “critical thinking” actually *is*, for there are countless definitions in the literature.<sup>2</sup> Is it making decisions independently? Developing criteria for analyzing one's own thinking? Evaluating different perspectives, forming opinions, and taking action? Making inferences? Challenging assumptions? Withholding judgment?



In fact, critical thinking has become an umbrella term encompassing *all* of these skills. In looking at the literature, it also becomes clear that critical thinking is not a one-off task, but a journey, where students must discover and evaluate what they believe, why they believe it, and how new evidence challenges or supports what they believe. It is a journey, but one that requires several stops along the way. Part of our role as educators is to scaffold this journey of inquiry for our students.



Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

## References and Further Reading

<sup>1</sup>Freire, P. (1970). *Pedagogy of the Oppressed*. New York: The Seabury Press.

<sup>2</sup>Long, C.J. (2009). Teaching critical thinking in Asian EFL contexts: theoretic and practical applications. *Proceedings of the 8<sup>th</sup> Conference of Pan-Pacific Associate of Applied Linguistics*.

### 1 Foster a welcoming environment for critical thinking

Students are exposed to other students' responses to the theme of a unit in the Q Online Classroom. Using this feature at the beginning of a unit will set up an environment that encourages multiple viewpoints in the classroom and pushes students to start their journey to think critically. To scaffold and welcome more discussion, teachers may consider using a pyramid structure. First, students brainstorm an initial response in writing. Second, they discuss their answer with a partner. Finally, they share their ideas in a small group or as a class.

### 2 Make teaching of critical thinking explicit

Learners are provided with Critical Thinking tips in each unit that help them understand what critical thinking means, why it is a valuable tool in academic settings, and how it applies directly to the activities they do in Q. Key terminology is highlighted to help students recognize specific critical thinking strategies. Teachers may choose to point out the tip and offer other situations where one might use the critical thinking skill in real life.

#### Critical Thinking Tip

Activity B asks you to **rank** things in order of importance. **Ranking** involves making judgments based on your own values and experiences. It is an important critical thinking skill.

### 3 Push students to reevaluate their thinking

The critical thinking journey begins with an Essential Question that is woven throughout each unit. New in Q Second Edition, students reevaluate the Essential Question again after the final speaking or writing assignment.

This allows them to reflect on the entire journey, including what they have discovered for themselves from the assignment. Instructors can use the iQ Online Discussion Board to encourage students to share their reflections with their classmates and comment on each other's posts. They may also decide to use this feature when students are revising their assignment to scaffold greater reflection in the final draft.



**D. REFLECT** Go to the Online Discussion Board to discuss these questions.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How are children and adults different? Is your answer different now than when you started the unit? If yes, how is it different?



# Using Q video in the classroom

Alison Rice

Q Second Edition Series Consultant, Video

VIDEO IN THE CLASSROOM

The video clips featured in *Q: Skills for Success* Second Edition are all authentic examples of the English language in use. In fact, they were created for native English speakers. In other words, the language in the videos includes idioms and expressions that are common in everyday conversation, such as see “eye to eye”, or “get the ball rolling”.

When you present an authentic video clip in your classroom, your students can:

- See and hear multiple speakers.
- Gain context and support for comprehension.
- Observe body language and gestures.
- Develop a variety of listening skills.
- Learn about other cultures.
- Have fun.

Of course, video use in class is very different from watching TV at home. It's important for your students to understand that you'll expect them to be actively involved and thinking, even when the lights are out!



## Q TIPS Video tips for Q Second Edition

### 1 Be prepared

Before you present a video clip to your class, watch it multiple times yourself and think of types of activities that students can do before, during, and after watching the video. Note how the content of the video fits into what you've taught recently. Will students be able to answer yes/no or wh- questions that refer to the content? Even better, will they be able to come up with their own questions about what they see? Are there grammatical structures in the video clip that you'd like students to repeat? Are there idioms or two-word verbs that you'd like to point out?

Here's a test to know whether the excerpt will be easy for your students to understand. Play the clip with the sound off the first time you view it. Ask yourself questions such as the following: *Who are the speakers? Where are they? What is their relationship? What are they probably talking about? Are they happy or angry? Are there any clues about the kind of work that they do?*

Most of the information we gain from a video clip is visual. If you can figure out who the people in the video are, what they are doing, and where they are without sound, your students will be able to as well.

## 2 Don't dive right in

Spend some time (5–10 minutes) preparing students to watch the video. Pre-viewing activities introduce students to the content or mood of the clip, activating the background knowledge they already have on the topic featured in the video. Students should also be introduced to the key vocabulary of the video. Here are some pre-viewing activities that will take very little time and work for you to prepare:

- **Discuss the title** Write the title of the video clip on the board and ask students to make predictions about the content of the video.
- **What do you want to know about?** Give students a short introduction to the segment they will see. Have students work with a partner to write a question they would like answered in the video. After students watch the video, check to see whose questions were answered.

## 3 Plan for repeated viewing

Expect to show a video clip at least three times during one class period. Use these three techniques often:

- **Silent Viewing** Write *Who, What, Where, When,* and perhaps, *How* and *Why* on the board. Play some, or all, of the video without the sound. Then point to each question word and see what students can tell you about what they've seen.
- **Stop and Start** After students have seen the video once without the sound, start the clip from the beginning again. Pause the video every ten seconds or so (or after a complete conversational interchange). Ask a *yes/no* question about the content. Have students repeat a comment, word, or statement that they heard on the segment. Give students time to ask or write a question. Use this time to find out what students understand and where they need help.
- **Sound Only** This technique turns the video into a listening track. Cover the screen and then play the video. Ask students to guess what is happening as they listen.

## 4 Don't try to do too much

Do you want students to focus on the vocabulary and idioms they will hear? Are you most interested in the content of an interview or discussion? Do you want them to concentrate on pronunciation and stress or listening skills? Or, do you want to use the clip as a jumping off point for students to create their own discussion questions and develop spoken fluency? Choose one major goal and then look for creative ways to integrate your goal into the post-viewing work.

## 5 Wrap up each video presentation with post-viewing work

Here are some post-viewing activities that you can use with your students to encourage speaking, writing, and critical-thinking:

- **What happened?** Ask students to retell what they have just seen.
- **What do you think?** Have students state their opinions. Put them into pairs or small groups. Ask them to discuss what they saw and state if they agree or disagree with the points of view shown in the video.
- **Role-play a scene** Put students into pairs or small groups. Have them recreate a scene from the video clip. Students can act out the scene without any written prompts, or you can ask them to work together to write an original dialogue for their scene before they act it out.

# To go online or not to go online

**Chantal Hemmi**

Q Second Edition Series Consultant, Online Integration

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? 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 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?

This links 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.

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.

Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

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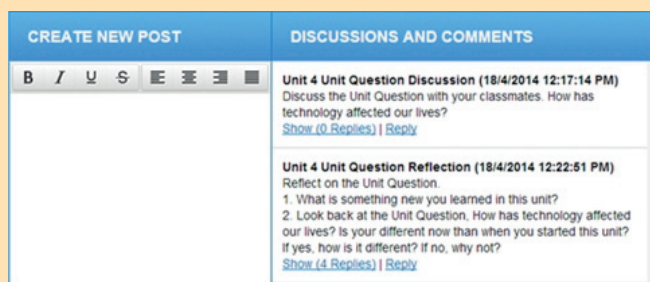
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### 1 Always think what your end product is going to be at the end of a unit

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 Go online for the video viewing

What can your students gain from watching a video online? Watching a video may be a good way of expanding the students' knowledge of the topic and vocabulary. If your students go online individually, they can watch the video at their own pace. If you prefer to have the class watch it together, you could play the video on a big screen. The online exercises help students understand the grammar and study skills in context with words that are related to the topic of the unit.

### 5 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.





# Measuring progress in academic ESL classes

Lawrence J. Zwier

Q Second Edition Series Consultant, Assessment

Language teachers often discuss the difficulty of measuring how well their students are doing. A typical comment goes something like, “When you’re testing in a history class (or biology, or law, etc.) it’s easy. They either remember the material or they don’t.” This oversimplifies the situation in “content classes,” where analysis might be just as highly valued as memory, but the frustrated ESL/EFL teacher has a point. Teaching in a language class does not aim to convey a body of knowledge but to develop skills – and skill development is notoriously hard to assess. It’s even harder when the skills are meant for use outside the language classroom, but the only venue in which you can measure *is* the language classroom.

However, all is not lost. There are many good, solid principles to apply in measuring how your students are doing. What’s more, they don’t require the assistance of test-construction experts or the statistical skills of a psychometrician. The average ESL/EFL teacher can do the measurement and interpret the results in ways that will have immediate benefits for their students.

The idea that measurement benefits students can get lost in discussions of measuring progress. So often, we think of measurement as serving the educational institution (which needs to promote people, issue grades, and so on) or the teacher (who needs to know how well a certain objective is being met). But it’s an established principle of memory science that frequent measurement or testing is one of the best aids in learning.

Researchers at Kent State University tested the recall of several pairs of English-Lithuanian word pairs – that is, they studied how well subjects remembered not just the Lithuanian or English words but also the pairing of those words across languages. The main variable was how often a given subject was tested on the associations of the pairs. The researchers found a clear correlation between the number of “retrievals” – the number of times a participant was required to recall the pairs on tests – and the long-term memory of the pairs.



Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

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West Virginia Department of Education, “*Examples of Formative Assessment.*” Accessed 31 October 2014, at <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>.

### 1 Use both the pdf and doc testing files

You can download tests via iQ Online, and each one appears in two file formats – pdf and doc. The files in pdf are suitable for the first time you test a given unit, at a point where your students are unlikely to have set free on the Internet any information about the tests. However, in the large university where I teach, I prefer to use the doc files of the tests. I can customize these, changing things up for the sake of measurement security *and* for the sake of emphasizing particular things that happened in our class.

### 2 Use many iterations of the unit question

Q Second Edition returns to the unit's Essential Question several times throughout the unit. The idea is that the thinking of the students, as they work with material in the unit, will evolve and mature, so that the answer they give at one point in the unit may not be the same as the answer they'd give at another point. Or, if it remains the same, it will be better grounded at the end of a unit because of all the thought that has gone into it.



As you measure students' progress, use this reiterative questioning. See how the student's thoughts have evolved or strengthened – and communicate with the student about what you see, asking them to reflect as well on the development of their ideas.

### 3 Mix discrete-point and open-ended assessments

Frequent measurement requires a heavy reliance on discrete-point items. However, you probably have the time to make at least a few measurement items more open-ended. This can take the form of answers in two or three sentences, discussions that the students then report on, or any number of other formats. Many critical thinking tasks in Q offer the opportunity for such output. Either use one of these formats for measurement or make up your own.



# Using communicative grammar activities successfully in the language classroom

Nancy Schoenfeld

Q Second Edition Series Consultant, Communicative grammar

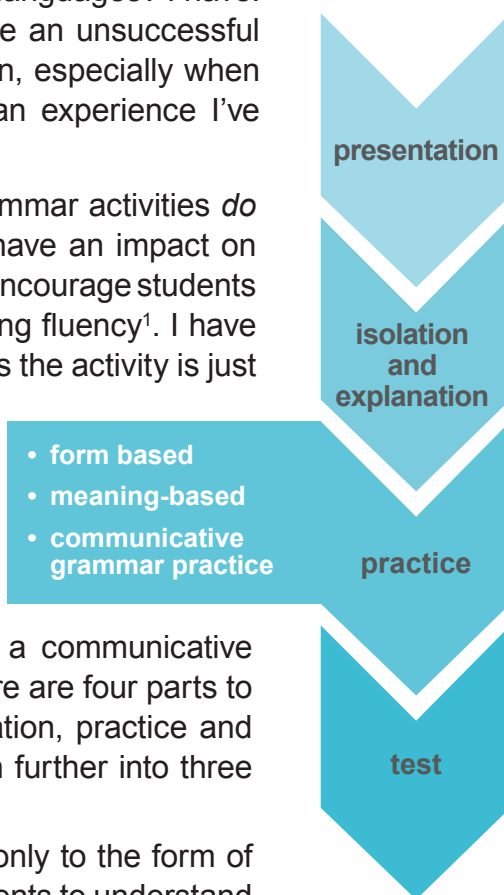
Have you ever tried to use a communicative grammar activity in class only to have it flop? Have you ever stood helplessly by as students look blankly at each other and then commence to talk with one another in their native languages? I have. It is an unpleasant feeling to watch your students have an 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<sup>1</sup>. I have also discovered that *how* the language teacher executes the activity is just as important as the activity itself.

## 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<sup>2</sup>.

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.



Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

## References and Further Reading

<sup>1</sup>Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.

<sup>2</sup>Ur, P. (1988). *Grammar practice activities*. Cambridge: Cambridge University Press.

# Q TIPS

## Communicative grammar tips for Q Second 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 Second 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.





### 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 Second Edition incorporates both the Oxford 3000™ and the Academic Word List – 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 AWL word, suggest a less formal word that the author might have used. What did the AWL word add?
- Which everyday words are used here? What do they add?

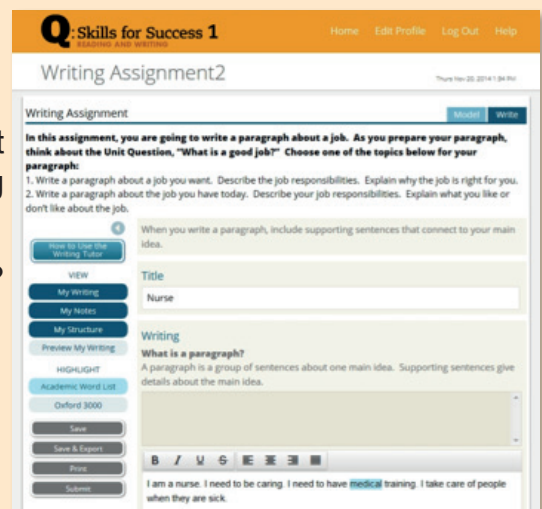
### 3 Use the vocabulary from the reading

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 use the Writing Tutor to quickly highlight Academic Word List 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 games on iQ Online make for a good revision tool. The time limit challenges students, providing an incentive for them to repeat the activity.

# Why take notes?

Margaret Brooks

Q Second Edition Co-Author, Listening and Speaking Level 2

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.

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 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.<sup>1</sup>

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.

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.

Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

## References and Further Reading

<sup>1</sup>Rost, Michael. *Research in Second Language Processes and Development* in Eli Hinkel (Ed). *Handbook of Research on Second Language Learning and Teaching*, Part IV. , Chapter 35: L2 Listening, Routledge, Nov. 11, 2005.

Martin, Katherine I and Nick Ellis. *The Roles of Phonological Short-term Memory and Working Memory in L2 Grammar and Vocabulary Learning* in *Studies in Second Language Acquisition*, Vol. 34, Issue 03, September 2012, Cambridge University Press, 2012.

### 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 and animals 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**

④ **A. LISTEN AND TAKE NOTES** Listen to an excerpt from Gary’s talk. He is talking about his life as a city trader. As you listen, take notes in the T-chart on the advantages and disadvantages he mentions.

**Tip for Success**  
Using a T-chart is a simple way to separate information when you take notes.

Life as a city trader	
Advantages	Disadvantages
very well paid	

### 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.





# The many challenges of academic writing

Dr. Ann Snow

Q Second Edition Series Consultant, Writing

WRITING

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<sup>1</sup>. 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?

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<sup>2</sup>. These kinds of academic writing tasks require students to become familiar with a variety of text types and genres, one of my course goals.

Read the full article at [www.oupeltglobalblog.com/tag/q-skills-for-success](http://www.oupeltglobalblog.com/tag/q-skills-for-success)

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<sup>1</sup>Weigle, S. C. (2014). *Considerations for teaching second language writing*. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 222-237). Boston, MA: National Geographic Learning Heinle Cengage.

<sup>2</sup>Ferris, D. (2009). *Teaching college writing to diverse student populations*. Ann Arbor, MI: University of Michigan Press.

### 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

Phrases that introduce your opinions (*I believe that, I think that*) can make your opinions sound more polite.

## Using Discussion Boards for Language Learning

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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 which 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.

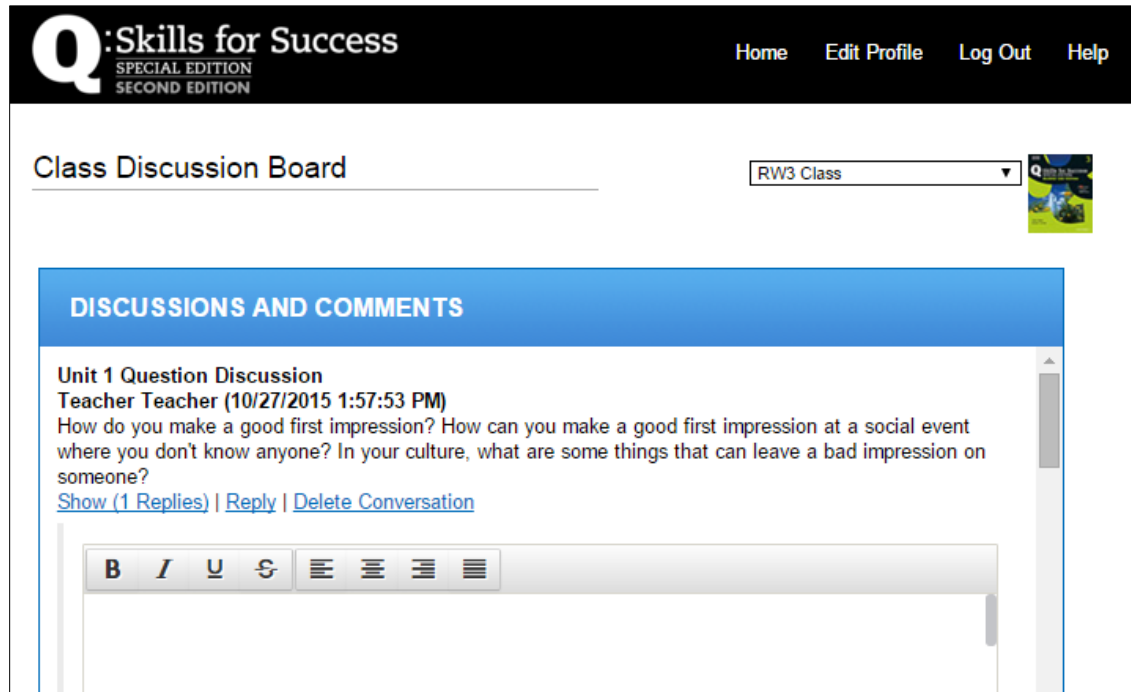


Fig. 1 Q: *Skills for Success* Second Edition, iQ Online Class Discussion Board

## 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).



The screenshot shows a web interface for 'Q: Skills for Success 3', Special Edition, Reading and Writing. The top navigation bar includes 'Home', 'Edit Profile', 'Log Out', and 'Help'. Below this, there are navigation links for 'Practice: Unit 1 Practice', 'Unit Question Discussion: How do you make...', 'Previous', and 'Next'. The main content area is titled 'Unit Question: How do you make a good first impression?' and features a photograph of four men in a meeting. To the right of the photo are two numbered discussion questions: '1. How can you make a good first impression at a social event where you don't know anyone?' and '2. In your culture, what are some things that can leave a bad impression on someone?'. A link below the questions reads 'Go to the Discussion Board to discuss these questions.'

Fig. 2 Examples of discussion questions from *Q: Skills for Success* Second 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 which 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 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 which 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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**Discussion Board Teacher’s Pack**

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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. 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, the specifics of its navigation as well as deciding on an implementation strategy. These teaching notes discuss all three items.

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

**Implementing the Discussion Board****Discussion Board Content**

The Discussion Board contains two threads per unit that can be accessed from the corresponding activities in iQ Online. These threads are the Unit Question Discussion and the Unit Question Reflection. 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. The Unit Question Reflection is provided at the end of the unit in order to reflect upon what the student has learned. In addition, the teacher may create new threads either by using the supplemental questions provided, the Challenge Questions, or any other question he or she deems appropriate.

**Teaching Strategies**

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

In addition, it may be more suitable in Level 2 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, “Example Discussion Board Post.” In the example, the student wrote about his grandfather’s positive attitude. A follow-up assignment in which students read and respond to a classmate can be structured as follows.

*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:

Jonathan, I would like to know more about your grandfather and his guitar lessons. He is 78 years old and learned how to play the guitar. I think that it is difficult for an older person to learn something new. My grandfather can’t do something like that because he has pain in his hands.

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

### **Classroom Instruction**

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

### 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 Unit Question Reflection.
4. *Optional:* At the end of each unit, the teacher can assign one or both of the Challenge Questions. Follow the same process as for Unit Question Discussion and Unit Question Reflection assignments. See 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.
2. Click on the Discussion Board icon.
3. Select the appropriate class.

**OR**

Enter Activities and select the appropriate Unit in the navigation pane. Access the Discussion Board from the link included in the Unit Question Discussion activity or the Unit Question Reflection activity.

**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. Click on Create New Thread.

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

**Deleting a Post**

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

1. 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 click on Delete Reply.
2. If you want to delete an entire Discussion, click on Delete Conversation.

**Suggestions for Using the Discussion Board Assignments**

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



**Rubric: Response to Discussion Board Prompt**

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

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

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

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

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

**0** = Not successful.

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

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

Comments:

**Rubric: Response to Classmate’s Post**

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

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

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

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

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

**0** = Not successful.

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

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

Comments:

**Challenge Questions**

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

**Unit 1: Marketing**

**Unit Question:** *Why does something become popular?*

1. In this unit, you read about “social proof,” and how the behavior of others can influence our decisions to do something or to buy something. Currently, smart phones are very popular around the world. Which type or types of social proof have influenced you or someone you know to purchase a particular smart phone brand or type?
2. Select a product, and describe how you can create “buzz” about this product. What are some unusual or creative ways to make the product popular?

**Unit 2: Psychology**

**Unit Question:** *How do colors affect the way we feel?*

1. The basic color of Apple’s iPhone was black. Later, the company added phones in white, gold, silver colors. Why do you think Apple chose those colors? What does Apple want its customers to feel?
2. Companies often create new names for the colors of their products. These names can be unusual or creative. For example, a blue car color can be “night sky blue”, or a white shirt color can be “snowy day.” Why do companies choose these new color names? How does this help them sell their products?

**Unit 3: Social Psychology**

**Unit Question:** *What does it mean to be polite?*

1. In this unit, you learned about culture and politeness. How do you show politeness with someone who is younger or older than you? What are some differences?
2. Around the world, cultural differences in the way people show politeness can cause problems. Do you think that there should be a set of “international good manners” that everyone uses? Why or why not?

**Unit 4: Sociology**

**Unit Question:** *What makes a competition unfair?*

1. What are some other areas of life, besides sports and school, where can we see competition? For example, how do people compete at work? Or how do children compete within their families? Write about one example and explain whether someone in that situation has an unfair advantage.
2. In the second reading, you learned about how technology can give unfair advantages in sports. How can technology create an unfair advantage for someone at work or at school? Explain.

**Unit 5: Business**

**Unit Question:** *What makes a family business successful?*

1. Some family businesses are over 100 years old. Why do you think these companies are successful? What do these businesses do that other family businesses do not do?
2. In a successful family business, what kind of skills should each family member have? Should everybody have a college degree, or work experience? How important are each family member’s skills?

**Unit 6: Information Technology****Unit Question:** *Do you prefer to get help from a person or a machine?*

1. What is one process or job that a machine will probably never do, even if technology improves? Give an example and explain why you think that this will not be possible.
2. Some machines do not do a job on their own, but we use these machines to help us do something. For example, self check-in kiosks at the airport and self check-out lines at the grocery store are now common in many places. Are some machines easier to use for younger people than for older people? Are some machines easier to use for older people than for younger people? Explain.

**Unit 7: Environmental Studies****Unit Question:** *Is it better to save what you have or buy new things?*

1. One way for us to become less of a “throwaway society” is to recycle old and used items and make a new product. Another way to use old possessions is to give them a new purpose. For example, a plastic bottle can become a vase for flowers. Choose an item that we usually throw away and describe a new purpose for it.
2. Instead of throwing old and used items away, what else can we do with these items, besides recycling or creating a new purpose for them? For example, what can we do with old clothes, shoes, books, and other possessions?

**Unit 8: Public Health****Unit Question:** *How can we prevent diseases?*

1. Every year, we hear about new illnesses that can spread quickly from person to person, and even around the world. What do you do when you hear about a new illness? How do you stay healthy?
2. In the unit, you learned about the Hajj in Saudi Arabia. Can you think of other mass gatherings that present serious health risks can increase the spread of dangerous diseases? Should the organizers of these gatherings require people to prove that they are healthy?

**Unit Specific Notes****Unit 1: Marketing****Challenge Questions 1 and 2**

1. *In this unit, you read about “social proof,” and how the behavior of others can influence our decisions to do something or to buy something. Currently, smart phones are very popular around the world. Which type or types of social proof have influenced you or someone you know to purchase a particular smart phone brand or type?*
2. *Select a product, and describe how you can create “buzz” about this product. What are some unusual or creative ways to make the product popular?*

Review with students the meaning of “social proof” and ensure that students understand the word “buzz” in the advertising context.

**Unit 2: Psychology****Challenge Question 2**

2. *Companies often create new names for the colors of their products. These names can be unusual or creative. For example, a blue car color can be “night sky blue”, or a white shirt color can be “snowy day.” Why do companies choose these new color names? How does this help them sell their products?*

You may need to provide additional examples of unusual color names beyond “night sky blue” and “snowy day.”

**Unit 4: Sociology****Challenge Questions 1 and 2**

1. *What are some other areas of life, besides sports and school, where can we see competition? For example, how do people compete at work? Or how do children compete within their families? Write about one example and explain whether someone in that situation has an unfair advantage.*
2. *In the second reading, you learned about how technology can give unfair advantages in sports. How can technology create an unfair advantage for someone at work or at school? Explain.*

Before assigning these questions, you should have students brainstorm on some ideas together. You may want to provide your own examples, if needed.

**Unit 5: Business****Challenge Question 1**

1. *Some family businesses are over 100 years old. Why do you think these companies are successful? What do these businesses do that other family businesses do not do?*

Students will probably need a few examples, in addition to the ones given in the readings. You can point out, for instance, that Ford Motor Company and Walmart are family-run businesses. You can also provide examples of small family-owned restaurants, stores, and other businesses in your local area.

**Unit 8: Public Health****Challenge Question 1**

1. *Every year, we hear about new illnesses that can spread quickly from person to person, and even around the world. What do you do when you hear about a new illness? How do you stay healthy?*

Elicit from students examples of major illnesses that are contagious. Examples may include Tuberculosis, AIDS, H1N1 (Swine Flu), MERS (Middle Eastern Respiratory Syndrome), SARS (Avian Flu), or Ebola.

**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. Select your level.
3. Click on the Discussion Board icon.

**OR**

Enter Activities and select the appropriate Unit in the navigation pane. Access the Discussion Board from the link included in the Unit Question Discussion activity or the Unit Question Reflection.

**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. Click on Reply.
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. Click on Post.

**Creating a New Discussion Topic**

1. Click on Create 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. Click on Post.

**Warning:** You cannot delete your writing after you click Post. 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: Psychology****Unit Question Discussion:** What are the benefits of positive thinking?

1. Describe someone you know who has a positive way of thinking. What does this person do that makes him/her a positive person?
2. How is positive thinking good for that person?

**My grandfather has a positive way of thinking. He does not worry and always smiles. He is 78 years old, but he likes to learn new things. Last year, he learned how to play the guitar. He has many friends, and he likes to visit them. Every week, he has lunch with several neighbors, and every year, he travels to California to visit his best friend. He likes to tell stories about the good things in his life. He does not talk about his time in the war, but he talks about how he met his best friend there. I believe that positive thinking has helped my grandfather in many ways. I think he does not get sick because he has a positive way of thinking. I also think that he has many friends of different ages because he is a positive person. I want to be like my grandfather when I get older.**

1. Has the writer answered all the questions? Underline the part that you think answers the first question, and double-underline the part that answers the second question.
2. Look at the first and last sentence of the post.
  - a. What is the purpose of the first sentence? What does it tell you?
  - b. What is the purpose of the last sentence? What does it tell you?
3. The writer gives examples in his/her response to the two questions.
  - a. Find the examples for the first question, and number them.
  - b. Find the examples for the second question and number them.
4. Overall, has the writer answered the questions completely and clearly?
  - a. If yes, explain.
  - b. If no, what can the writer improve?



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

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

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

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

**0** = The Discussion Board writing element was not successful.

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

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

**Follow-up:**

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

1. Describe someone you know who has a negative way of thinking. What does this person do that makes him/her a negative person?
2. How is negative thinking bad for that person?

# Expansion Activities

## UNIT 1

### EXPANSION ACTIVITY 1

► *Reading and Writing 2, page 2*

#### EXPANSION ACTIVITY: Unit Question

1. Introduce the Unit Question: *Why does something become popular?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example, ask: *What was the most popular TV show last year? What's the most popular TV show right now? Why do you think it is popular?*
2. Label two pieces of poster paper *The TV show is good; People like what their friends like* and place them in corners of the room.
3. Ask students to read and consider the Unit Question for a moment. Say: *Let's think about this in terms of TV shows.* Have students stand in the corner next to the poster that best represents their answer to the question.
4. Direct the two groups to talk amongst themselves about the reasons for their answer. Tell them to choose a secretary to record the answers on the poster paper.
5. Call on volunteers from each group to share their opinions with the class.
6. Leave the posters up for students to refer back to at the end of the unit.

### EXPANSION ACTIVITY 2

► *Reading and Writing 2, iQ Online Resource*

#### EXPANSION ACTIVITY: Predicting Trends

##### Preview the Unit

1. Have students brainstorm ideas about trends in the future. Ask: *What are the new ideas and technology that you think will become big trends? What will the fashion trends be next year?*

2. Have students work in groups to make predictions about trends in the future. Have them pick one or two trends to discuss. They should talk about why the trend will become popular and how it will spread in popularity.
3. Have one student from each group share their ideas and predictions.

### EXPANSION ACTIVITY 3

► *Reading and Writing 2, page 13*

#### Critical Thinking Tip

##### D

1. Have a student read the tip aloud. Add: *After you put the sentences in order, you will have a guide for finding information in the reading. You will be able to think about the order of the ideas and locate the information if you need to.*
2. Ask: *In what other types of reading is ordering important? For example, if you read a story, why is ordering helpful? Do writers always tell stories in order? Do you use ordering in science or history reading?*

#### Critical Q: Expansion Activity

##### Ordering

1. Refer students to the Critical Thinking Tip on page 14. Read it aloud. Say: *Ordering or sequencing the information can help you better understand the reading. In Reading 2, if we study the order of events in one of the experiments, we can better understand the results.*
2. Write on the board: 1. *The first hotel room sign said \_\_\_\_.* 2. *The hotel changed the sign \_\_\_\_.* / 3. *Finally, they changed the sign \_\_\_\_.* Say: *Go back to the reading and make notes on the steps. Give students five minutes to work individually.*
3. Have volunteers come to the board and write down the order of the events. Discuss their answers and offer suggestions.
4. Ask: *Is it easier to follow the experiment now that you see the order more clearly?*

## EXPANSION ACTIVITY 4

▶ *Reading and Writing 2, page 14*

### Q WRITE WHAT YOU THINK

#### A

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 about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.

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

Critical thinking skills are important for academic success as well as for future professional success. In the workplace, employers are looking for employees who can use skills such as reasoning and creative thinking to solve problems in new and unfamiliar situations. These skills will help students learn to think deeply about questions and problems they are confronted with, and to make intelligent judgments and decisions.

## UNIT 2

### EXPANSION ACTIVITY 1

▶ *Reading and Writing 2, page 24*

#### EXPANSION ACTIVITY: Unit Question

1. Introduce the Unit Question: *How do colors affect the way we feel?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example, ask: *What are the colors in this classroom? Do the colors affect you? How? Would you like to change the colors? What colors would you prefer? Why?*

2. Read the Unit Question aloud. Point out that answers to the question can fall into categories such as happy, sad, and so on. Give students a minute to silently consider their answers to the question.
3. Elicit from students four different adjectives that describe feelings. Write each one at the top of a column on a sheet of poster paper. Elicit suggestions for colors to go under each adjective and make notes under the correct adjective. A color can go under more than one column. Post the lists to refer back to later in the unit.

## EXPANSION ACTIVITY 2

▶ *Reading and Writing 2, page 24*

#### A

1. Read the first two questions. Call on a few students to give their answers and then have a student ask you the questions. Model answering the questions.
2. Put students in pairs or small groups to discuss the first two questions.
3. Call on volunteers to share their ideas with the class. Ask additional questions: *What is your least favorite color? Why don't you like the color? How do you feel when you wear certain colors?*
4. Focus students' attention on the photo. Have a volunteer describe the photo to the class. Read the question aloud. Have volunteers give their answers.

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

Creativity is valued both in academic and professional environments. It has been identified by the American Management Association as one of the top attributes for success in the 21st century. This unit provides an opportunity for students to be creative as they prepare for the Unit Assignment of writing a color proposal for a business. Explain to students that with certain assignments, both at work and at school, it is important to be creative and to think freely. For students who are creative, this unit will give them a chance to use their talents.

## EXPANSION ACTIVITY 3

► *Reading and Writing 2, iQ Online Resource*  
*Preview the Unit*

### A

1. Read the directions. Give students time to read the captions. For 3, explain: “*Matching*” means that two colors go well together. When we choose a shirt or blouse, we want it to match our pants.
2. Have students look at the questions. Give them two minutes to write down their own answers.
3. Go over the answers orally, asking several students to give their answers for 3 and 4.

### EXPANSION ACTIVITY: What’s Your Color?

1. Have students work in pairs to interview each other about their favorite colors. Write on the board: *If you only wore one color, what color would it be? Why would you choose that color?* Tell students to ask each other questions about his/her favorite colors. Explain that they will report to the class about their partner, using the profiles in Activity A as a model.
2. Give students five minutes to interview each other. Encourage them to take notes.
3. Ask for volunteers to tell about their partner’s favorite color.
4. As an alternative, have students write a few sentences about their partner on an index card. Tell them not to include the person’s name. Collect the cards, and then randomly hand them out. Have students move around the classroom asking questions until they find the match for the card.

## EXPANSION ACTIVITY 4

► *Reading and Writing 2, page 32*

### Critical Thinking Tip

1. Have a student read the tip aloud. Explain: *By practicing this skill, you can learn new ways to use context to understand new words.*
2. Ask: *In what other classes can you use this skill? Why is it an important skill?*

## Critical Q: Expansion Activity

### Analysis: Getting Meaning from Context

To help students read more fluently and get meaning from context, have them follow these steps for reading the article:

1. Have students read the article without stopping, underlining words, or using a dictionary. As soon as they are finished, have them close their books.
2. Have students tell you what the article was about and what they remember from it. Point out how much they can understand from an initial reading.
3. Have students reread the article and underline words that they don’t understand.
4. Elicit and write on the board their underlined words. Ask: *Which three words do you think might be the most important to understand?* Point out that words that are used more than once in an article may be more important. Circle the three words students select.
5. For each word, guide students to look at the context and try to get the meaning. Remember, not every word will have useful context clues. Finally, have students look up the words in a dictionary.

## UNIT 3

### EXPANSION ACTIVITY 1

► *Reading and Writing 2, page 46*

### EXPANSION ACTIVITY: Unit Question

1. Introduce the Unit Question: *What does it mean to be polite?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example, ask: *What are some examples of polite behavior? Do you know someone who is very polite? What does the person do to be polite?*
2. To help students formulate answers, write on the board: *Being polite means \_\_\_\_ing.../Being polite means not \_\_\_\_ing...*
3. Put students in small groups and give each group a piece of poster paper and a marker.

4. Give students a minute to silently consider their answers to the Unit Question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage them to help one another.
5. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer to later in the unit.

## EXPANSION ACTIVITY 2

### ► Reading and Writing 2, page 46

#### A

1. Read the first two questions. Call on a few students to give their answers.
2. Put students in pairs or small groups to discuss the first two questions.
3. Call on volunteers to share their ideas with the class. Ask additional questions: *What would be the polite thing to do? How did this person teach you politeness? Was it by example, or was it by telling you what to do?*
4. Focus students' attention on the photo. Have a volunteer describe the photo to the class. Read the questions aloud and have students answer them. Ask: *Do you think that a person should always help someone else before helping himself? Why or why not? Do young people usually show this kind of politeness?*

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

Communication skills are highly valued in the workplace and are key skills for the 21st century. Eighty percent of business executives said that communication skills are important in measuring an employee's performance. Knowing how to be polite is an important component of good communication. In addition, understanding cultural differences in manners and etiquette is especially valuable in today's global economy. In this unit, students will explore the question of what it means to be polite.

## EXPANSION ACTIVITY 3

### ► Reading and Writing 2, iQ Online Resource

## EXPANSION ACTIVITY: Skits

### Preview the Unit

1. Have students work in small groups to make up short skits. The skit should first show the impolite way to do something and then the polite way to do something.
2. Explain the task to the students. Have them choose one of these topics to act out: table manners; giving or receiving a gift; meeting a friend's parents; asking personal questions.
3. Give students about ten minutes to prepare their skits. Circulate and help students as needed.
4. Have groups perform their skits for the class.

## EXPANSION ACTIVITY 4

### ► Reading and Writing 2, page 52

### Critical Thinking Tip

1. Have a student read the tip aloud. Explain: *When we discuss a reading and share ideas, we increase our understanding of the material. If you discuss what you read and explain the ideas in your own words, you will have better comprehension and will remember the ideas better.*
2. Ask: *Do you have discussion groups or study groups in other classes? How do these groups help you understand the material better? Why do you think you understand something better if you explain it in your own words?*

## Critical Q: Expansion Activity

### Discussing Ideas

1. To benefit from a discussion group, a student needs to participate. Many students are hesitant to offer their ideas. Explain: *Speaking in a discussion group can be difficult at first, but with practice you will feel more comfortable.*
2. Say: *Here are some expressions to encourage everyone in your group to contribute. Write on the board: What's your opinion about...? What ideas can you add about this question? Could you share your answer with us? Can you tell us more about...?*
3. Say: *Sometimes it is hard to politely interrupt a discussion to add your ideas or ask a question. Here are some expressions. Write on the board: May I add something? I'd like to share my answers. I'm not sure I understand you. Can you explain...?*
4. Encourage students to use these expressions as they discuss the questions in the *Write What You Think* activity.

## EXPANSION ACTIVITY 5

► *Reading and Writing 2, page 61*

### B

1. Read the directions. Give students time to do the activity without consulting their dictionaries.
2. Go over the answers with the class.

### EXPANSION ACTIVITY: Word Building

1. Choose five to ten additional words with prefixes to teach your students. Select words that have a stem that will be familiar to students. Choose words appropriate to the level of your students. Here is a list of possible words: *improper, impatient, incomplete, inconsiderate, inconvenient, incorrect, insensitive, unsure, unsafe, untrue, unimportant, unhealthy, unaware, uncertain, unhappy.*
2. Write the words on the board and elicit the meanings from students. Then have students check a dictionary for the definition.
3. Have each student choose three words to include in sentences.
4. Ask volunteers to share their sentences.

## UNIT 4

### EXPANSION ACTIVITY 1

► *Reading and Writing 2, page 68*

### EXPANSION ACTIVITY: Unit Question

1. Introduce the Unit Question: *What makes a competition unfair?* Say: *Let's start off our discussion by listing things that can make a competition unfair.*
2. Seat students in small groups and direct them to pass around a paper as quickly as they can, with each group member adding one item to the list. Tell them they have two minutes to make the lists and that they should write as many words as possible.
3. Call time and ask a reporter from each group to read the list aloud.
4. Use items from the list as a springboard for discussion. For example, say: *Let's talk about the age of a player. Can you give me an example of when age can make a competition unfair?*
5. Make a master list of the items from the lists. Post the list to refer back to later in the unit.

### EXPANSION ACTIVITY 2

► *Reading and Writing 2, page 76*

## READING 2: The Technology Advantage

### A

### VOCABULARY

1. Ask a student to read the directions.
2. Give students time to do the activity. Remind students not to use their dictionaries during the activity.
3. Go over the answers with the class.

### EXPANSION ACTIVITY: Vocabulary Notebooks

1. Have students start (or add to) a vocabulary notebook. Explain: *A vocabulary notebook will help you remember and use new words. You need to use a new word many times before you can remember it.*
2. Draw a table on the board with these headings at the top of columns: *Word and part of speech; Definition; Example sentence; Other word forms.* Have volunteers come to the board to fill in information for one of the vocabulary words.

3. Give students time to write in a vocabulary notebook. They can finish adding new words at home.
4. From time to time, check their notebooks to follow their progress.

### EXPANSION ACTIVITY 3

#### ► Reading and Writing 2, page 82

#### A

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

### 21<sup>ST</sup> 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, you will help students become independent learners.

### EXPANSION ACTIVITY 4

#### ► Reading and Writing 2, page 85

#### Critical Thinking Tip

1. Have a student read the tip.
2. Say: *Using a graphic organizer is a good way to organize your notes. When you complete the graphic organizer, you can show your comprehension of the important points in the reading. You can also use it later to review what you learned.*
3. Say: *Graphic organizers can be useful in many classes. What classes do you think you can use graphic organizers for?*

### Critical Q: Expansion Activity

#### Evaluate with a Graphic Organizer

1. Have students reread the Critical Thinking Tip on page 85 and look at the graphic organizer in Activity B. Say: *Using a graphic organizer is a good way to evaluate whether writing is well organized and whether it has enough support.*
2. Have students make a similar graphic organizer on a piece of paper. Have them fill in the graphic organizer with information from their partner's writing.
3. Ask: *Can you see if your partner's writing needs more support? How can your partner improve the paragraph?*
4. Have students discuss their writing in pairs. You may want them to compare the graphic organizer from page 85 with the one that their partner completed.

## UNIT 5

### EXPANSION ACTIVITY 1

#### ► Reading and Writing 2, page 90

#### EXPANSION ACTIVITY: Unit Question

1. Put students in small groups and give each group a piece of poster paper and a marker.
2. Read the Unit Question aloud: *What makes a family business successful?* Give students a minute to silently consider their answers to the Unit Question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.
3. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer back to later in the unit.

## EXPANSION ACTIVITY 2

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▶ *Reading and Writing 2, iQ Online Resource*  
*Preview the Unit*

### A

1. Read the directions. Say: *These quotations are famous sayings. A proverb is a well-known saying that gives advice or a general truth about life. What does “anonymous” mean?*
2. Give students a few minutes to write down their answers.
3. Go over the answers orally. Discuss the meaning of each quotation as a class. Ask students whether they agree or disagree with the proverbs and why.

### EXPANSION ACTIVITY: Local Businesses

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1. To encourage students to relate the Unit Assignment to their own lives, have them list family businesses that they know in the area. On a large piece of poster board, make four columns labeled: *business name and product/ small/medium/large*.
2. Encourage students to give you the names of family businesses in your area. Write the name and the product and mark the size of the business. If students can't remember the exact name of the business, you can write a description (for example, *Indian restaurant on Prospect Street*).
3. After students have thought of as many businesses as they can, explain that during each class they can add to the list. Say: *This week, notice family businesses in your area and bring the information to class*.
4. As students progress through the unit, refer back to the chart. Students can use the information to give examples and expand their understanding of the wide variety of family businesses.

## EXPANSION ACTIVITY 3

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▶ *Reading and Writing 2, page 92*

### EXPANSION ACTIVITY: Expand Vocabulary

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### A

1. Explain: *When you learn a new word, notice the context it is in. You might see that some words are frequently found together. This group of words is called a collocation. Add information about collocations to your vocabulary notebook to help you remember words and expand your vocabulary.*
2. Ask questions about each word in the vocabulary activity and write notes on the board. For example, ask: 1. *When else do we show courage?* (in sports, in difficult situations) 2. *What else can you design?* (a magazine, a garden, a company brand, a store) 3. *What other kinds of things can a person be an expert on?* (medicine, computers, business) 4. *Where else do we see unity?* (in a sports team, in a country, in a club) 5. *What other things can expand?* (a road, a room, an idea, a paragraph, vocabulary) 6. *What are some examples of personal strengths?* (positive attitude, courage, being responsible) 7. *What's the difference between a corporation and a business?* (A corporation is a legal arrangement. A corporation is owned by a large group of people. A business is privately owned by any number of people.) 8. *What else do you sometimes manage?* (money, time, employees)
3. Give students time to make notes in their notebooks about words and collocations.

## EXPANSION ACTIVITY 4

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▶ *Reading and Writing 2, page 102*

### WRITE WHAT YOU THINK

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#### Critical Thinking Tip

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1. Have a student read the tip aloud. Explain: *We often have to synthesize information and make our own conclusions about it.*
2. Ask: *In your everyday life, when do you have to synthesize information, combining ideas from several sources and drawing a conclusion? For example, when you need to decide which cell phone to buy, you may want to synthesize information from different product reviews and draw a conclusion on which one to buy. Can you think of another example?*



## Critical Q: Expansion Activity

### Synthesizing

To help students analyze information from the two readings, have them follow these steps for completing Activity B, question 2.

1. Read question 2. Say: *When we synthesize information, we often need to organize it first. For this question, we need to compare three things. What are they?* (They are the Poland family's business practices, Bancroft family's business practices, and the Zamil business practices.)
2. Say: *Let's make a graphic organizer to analyze this information. What kind of organizer would be useful? A Venn diagram with two circles? An outline? A chart?*
3. On the board, show how a chart would work well for analyzing the information. Make a chart with three columns labeled: *Poland family was successful because/Bancroft family was not successful because/Zamil family was successful because.*
4. Give students about five minutes to work in pairs to fill in the charts with information from the readings and the unit video.
5. Elicit their ideas and write them on the board.
6. Analyze the information in the chart on the board, drawing connections between what one family did and what the other family didn't do. Have the students synthesize the information from the readings, the unit video, and the chart, and then give them time to write their own answers to the question.

## UNIT 6

### EXPANSION ACTIVITY 1

► *Reading and Writing 2, page 112*

#### EXPANSION ACTIVITY: Unit Question

1. Read the Unit Question aloud. *Do you prefer to get help from a person or a machine?* Give students a minute to silently consider their answers to the Unit Question. Say: *Let's consider help from a person first. What are the advantages of being helped by a person? What are the disadvantages?*
2. Write *person* and *machine* at the top of two sheets of poster paper, with subcategories *advantages* and *disadvantages*.
3. Elicit student answers and write them in the correct categories. Post the lists to refer back to later in the unit.

### EXPANSION ACTIVITY 2

► *Reading and Writing 2, page 121*

## READING 2: I Hate Machines!

### A

#### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

#### EXPANSION ACTIVITY: Using New Words

1. Explain: *When we use new vocabulary, we remember and understand it much better. For this activity, you will work in small groups. Your assignment is to use eight of the ten vocabulary words in a paragraph. The paragraph can describe any situation, true or imaginary.*
2. Divide the class into groups. Give students five to ten minutes to write a creative paragraph.
3. Have groups read their stories. Then have students vote for the best story.

### EXPANSION ACTIVITY 3

► *Reading and Writing 2, page 129*

### B

1. Read the directions. Explain that "ATM" stands for "automated teller machine." Give students time to do the activity.
2. To check their answers, have students read the steps in the correct order.

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

Oral and written communication skills are important for both consumers and employees in the 21st century. As consumers and as users of technology, we often need to be able to explain the difficulties or problems in a process. To do this, we need to think critically to analyze the process and break it down into steps. These writing skills are highly valued in the workplace. In Reading 1, the restaurant manager must explain a new process to the employees. In Reading 2, the writer struggles with getting services and with following directions given by a machine.

## EXPANSION ACTIVITY 4

► *Reading and Writing 2, iQ Online Resource*  
Unit Assignment

### Critical Thinking Tip

1. Have a student read the tip aloud. Explain: *In Activity A, you listed different ideas to write about. The assignment is to describe a process. When you write your paragraph, you will have to clearly identify the steps or parts of the process.*
2. Ask: *In your everyday life, when do you have to describe steps in a process or explain how something works? In other classes, when do you have to explain a process?*

### Critical Q: Expansion Activity

#### Identify Steps

To help students, make sure that the steps that they have identified are clear.

1. Say: *When you try to explain a process to another person, you can see if the steps are clear or not. Before you write your paragraph, explain the process to a partner.*
2. Model this by having a student explain his or her process to you. Ask questions to clarify the explanation.
3. Write on the board: *I'm not sure I understand this step. What is a \_\_\_? Why do you have to do that?* Encourage students to use these questions as they work with a partner.
4. Give students about ten minutes to work with a partner. Have students take turns explaining their processes.
5. Have students work individually to add more information or ideas to their process notes.

## UNIT 7

### EXPANSION ACTIVITY 1

► *Reading and Writing 2, page 134*

#### EXPANSION ACTIVITY: Unit Question

1. Introduce the Unit Question: *Is it better to save what you have or buy new things?* Give students a minute to silently consider their answers to the question. Say: *First, let's think about saving what you have. What are the advantages of keeping what you already have? What are the disadvantages?*

2. Write *saving what you have* and *buying new things* at the top of two sheets of poster paper, with subcategories *advantages* and *disadvantages*.
3. Elicit student answers and write them in the correct categories. Post the lists to refer back to later in the unit.

## EXPANSION ACTIVITY 2

► *Reading and Writing 2, page 143*

### READING 2: In Praise of the Throwaway Society

#### A

#### VOCABULARY

1. Ask a student to read the directions. Then have volunteers read the sentences aloud. Remind students not to use their dictionaries during the activity.
2. Give students time to complete the activity.
3. Go over the answers with the class.

#### EXPANSION ACTIVITY: Vocabulary Story

1. Explain: *When we use new vocabulary, we remember and understand it much better. For this activity, you will work in small groups. Your assignment is to use eight of the ten vocabulary words in a paragraph. The paragraph can describe any situation, true or imaginary. If you wish, you can also have students use vocabulary from Reading 1 on page 136.*
2. Divide the class into groups. Give students ten minutes to write a creative paragraph.
3. Have groups read their stories. Then have students vote for the best story.

## EXPANSION ACTIVITY 3

► *Reading and Writing 2, page 148*

### Q WRITE WHAT YOU THINK

#### Critical Thinking Tip

1. Read the tip aloud.
2. Say: *When you devise something new, you need to be creative. People have devised many interesting ways to use things from the trash.*

## Critical Q: Expansion Activity

### Devise Something New

In this activity, students can explore the different ways that inventors have created new inventions out of reused items, found items, and trash.

1. Begin a discussion about making inventions from reused items. Ask: *Have you ever seen an invention made from the old parts of something else what was it? What was it made out of?*
2. For this activity, students can choose to either (1) think of an original invention made from reused items or trash, or (2) research inventions made from reused items or trash.
3. For students who choose to think of an original invention, have them draw an illustration and include a list of what trash they would use. They should be prepared to present their idea to the class.
4. For students who choose to research inventions, have them go online. They can do an Internet search using the term “inventions from reused objects.” Have them look at several sites. They should take notes about what the invention was, what it looked like, and what trash and recycled materials were in it. They should be prepared to describe what they found to the class.
5. Give volunteers time to describe their ideas and findings to the class.

## EXPANSION ACTIVITY 4

▶ Reading and Writing 2, page 148

### Q WRITE WHAT YOU THINK

#### B

1. Tell the students that they should think about Reading 1 and Reading 2 as they answer the questions in B. Students will choose one of the questions and write 5–8 sentences in response.
2. Have each student work with a partner who has chosen the same question. Give students about eight minutes to discuss their ideas.
3. Give students about eight minutes to write their answers. Encourage students to write freely without worrying about grammar. For question 2, tell students they may include a drawing if they would like.
4. Have volunteers share their ideas with the class.

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

With the many environmental issues facing consumers and businesses in the 21st century, it is important to develop students' ability to think creatively and work cooperatively to solve problems. A person who is aware of the consequences on the environment will be motivated to look for new solutions. In a business environment, employees often work collaboratively in order to come up with creative and innovation solutions to problems. A creative person will see a problem as an opportunity or a challenge.

## UNIT 8

### EXPANSION ACTIVITY 1

▶ Reading and Writing 2, page 156

#### EXPANSION ACTIVITY: Unit Question

1. Put students in small groups and give each group a piece of poster paper and a marker.
2. Read the Unit Question aloud: *How can we prevent diseases?* Give students a minute to silently consider their answers to the Unit Question. Tell students to pass the paper and the marker around the group. Direct each group member to write a different answer to the question. Encourage students to help one another.
3. Ask each group to choose a reporter to read the answers to the class. Point out similarities and differences among the answers. If answers from different groups are similar, make a group list that incorporates all of the answers. Post the list to refer back to later in the unit.

## EXPANSION ACTIVITY 2

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▶ Reading and Writing 2, page 163

### WRITE WHAT YOU THINK

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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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
3. Give students about ten minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.
4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
6. Call on volunteers to share their ideas with the class.

### EXPANSION ACTIVITY: Explore Online

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1. Have students use the Internet to find websites with medical information. Explain: *For this task you will use the Internet to look at two or three health websites. You will decide which one is the easiest to use.*
2. Write these questions on the board for students to answer during their search: *What are the addresses of the websites you found? Which one do you think is better/best? Why do you think this is a good website? What features does it have? What makes it different from other sites?*
3. Students can do an Internet search for *medical information* or *health information*. They should explore at least two websites before they decide which one they like the best. This activity can be assigned as homework.
4. Have students report their findings and share their information.

## EXPANSION ACTIVITY 3

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▶ Reading and Writing 2, page 165

### READING 2: Watching over the Health of Millions

A

### VOCABULARY

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1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

### EXPANSION ACTIVITY: Expand Vocabulary

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1. Have students use their dictionaries to find additional meanings for the following words: *risk, track, quarantine*. Explain: *Some words use the same forms for both nouns and verbs, so you may need to look at the context closely to determine a word's part of speech.* Have students look up each of these words and write down the definitions for the verb meaning and the noun meaning. Then students write an example sentence for each.
2. Give students about ten minutes to look up the words and complete the task.
3. Call on volunteers to read their words and sentences. Ask: *Did the words have more meanings as nouns or as verbs? Which word had the most meanings?*

## EXPANSION ACTIVITY 4

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▶ Reading and Writing 2, pages 169–170

### WRITE WHAT YOU THINK

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A

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 about ten minutes to discuss the questions.
4. Ask a few students to share their answers with the class.

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

In the 21st century, collaboration and creativity are vital in our ever-changing global economy. This reading provides an example of how professionals from various backgrounds can lend their expertise to solving problems in global health. Public health experts must collaborate with medical experts, community organizations, social service agencies, schools, and governments. In this reading, Saudi health experts worked with the World Health Organization to stop the spread of disease by using new technology. In students' academic careers, they will often need to collaborate with other students to do projects or conduct research. Thinking creatively will often lead to new ways of thinking about problems and solutions. In the workplace, collaboration is extremely important and is an integral part of most jobs. Creative thinkers can see new approaches to questions and issues in the workplace.

## EXPANSION ACTIVITY 5

 *Reading and Writing 2, page 170*  
**WRITE WHAT YOU THINK**

### Critical Thinking Tip

1. Have a student read the tip aloud.
2. Explain: *When we read information about a health problem, we need to think about how to prevent it. We may make recommendations to friends or family members.*

## Critical Q: Expansion Activity

### Provide Recommendations

1. Have students expand their thinking about health and consider other types of concerns. For example, students may want to focus attention on weight loss, fitness training, keeping a positive attitude, dealing with stress, living with a disability, or getting enough sleep. Write some of these topics on the board.
2. Explain: *In this activity, you are going to make recommendations related to one of these topics. What recommendations could you give a friend, for example, who wants to lose weight? Elicit some suggestions from students.*
3. Explain: *Helpful recommendations are specific, easy to understand, positive, and possible to do (realistic).* Write the terms on the board so students can keep them in mind as they do the task.
4. Have students look at the recommendations in Reading 1, in paragraph 9 on page 160. They can use this as a model.
5. Have students work individually or with a partner to write five to ten recommendations related to a health issue of their choice. Give students ten minutes to write their recommendations.
6. Have students share their recommendations.

## EXPANSION ACTIVITY 6

 *Reading and Writing 2, page 176*

### A

1. Read the directions. Give students time to complete the activity individually.
2. Call on volunteers to read their sentences.

### Expansion Activity: Word Order

1. Have students analyze the word order in each of the sentences in Activity A.
2. Explain: *In each sentence, label the verb with v, the auxiliary verb with aux, the adverb with adv, and the object with o.* Then give students a few minutes to label the sentences.
3. Go over the answers orally. For each sentence, remind students that the adverb comes after the verb, after the auxiliary, or after the object.

# Multilevel Options

## UNIT 1

### MULTILEVEL OPTION 1

► *Reading and Writing 2, page 4*

#### READING 1: Unusual Ideas to Make a Buzz

A

#### VOCABULARY

1. Read the directions.
2. Read each vocabulary word and have the class repeat it after you.
3. Give students time to complete the activity.
4. Go over the answers orally, asking 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. *I sometimes **contribute** money to a community group. I use the phone to stay **connected** to my family. Marcus **expresses** himself through poetry. The news about the accident **spread** quickly.*

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

### MULTILEVEL OPTION 2

► *Reading and Writing 2, page 7*

#### Q WRITE WHAT YOU THINK

1. Ask students to read the questions and reflect on their answers.
2. Model how you would like students to work in groups. Ask three students to form a group with you at the front of the class. Write on the board: *leader, note-taker, timekeeper, reporter*. Explain each job and assign jobs to the volunteers. You can be the note-taker. With this group, discuss the first question for a few minutes and write brief notes on the board. Then have the reporter summarize the answers.
3. 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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
4. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.
5. Call on each group's reporter to share ideas with the class.
6. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
7. Call on volunteers to share their ideas with the class.

#### MULTILEVEL OPTION

Work together with lower-level students to write an answer to question 2. Elicit ideas from students and write each one in note form on the board. Then ask several students to orally give an answer to the question. Have students write their own answers individually. Circulate and help them as needed.

Have higher-level students answer both of the questions. Remind them to give specific examples in their answers. When students have finished, ask for volunteers from both groups to share their answers.

## MULTILEVEL OPTION 3

► *Reading and Writing 2, iQ Online Resource*  
Unit Assignment

### Write

#### C

1. Go over the directions with the class. You may want to have students write on every other line (or use double spacing on a computer) so that it is easier to make corrections and revisions. Students can write during class or at home.
2. Have students read their writing aloud in small groups. Encourage students to ask questions about each other's writing.
3. Give students time to make any improvements on their writing.

#### MULTILEVEL OPTION

Group lower-level students together so that you can assist them as they write. While they are working on the topic sentence, circulate and help them as needed. Check each student's topic sentence. Then assist students as needed while they write their paragraphs.

Have higher-level students write two paragraphs about two different trends. When students have finished, ask for volunteers from both groups to share their writing.

## UNIT 2

### MULTILEVEL OPTION 1

► *Reading and Writing 2, page 26*

## READING 1: How Colors Make Us Think and Feel

#### A

### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.
3. Have students identify each vocabulary word as a noun, verb, or adjective.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *When I lived in Japan, I learned about Japanese culture. Coffee affects me; when I drink it, I can't sleep at night. When you read for details, you look for specific information. When I read a good book, I am unaware of the time.*

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

## MULTILEVEL OPTION 2

► *Reading and Writing 2, page 31*  
**Q** WRITE WHAT YOU THINK

1. Ask students to read the questions and reflect on their answers.
2. If you think it would be helpful for your students, model how you would like them to work in groups. Ask three students to form a group with you at the front of the class. Write on the board: *leader, note-taker, timekeeper, reporter*. Explain each job and assign jobs to the volunteers. You can be the note-taker. With this group, discuss the first question for four minutes and write brief notes on the board. Then have the reporter summarize the answers.
3. 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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
4. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.
5. Call on each group's reporter to share ideas with the class.
6. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
7. Call on volunteers to share ideas with the class.

### MULTILEVEL OPTION

For step 5, work together with lower-level students to answer question 2. As you discuss different colors used for special occasions, write notes on the board. Then have the group form sentences for the answer.

For higher-level students, have students write individual answers. Then have them compare and discuss their answers. Encourage them to expand and improve their answers, rewriting them before handing them in.

## MULTILEVEL OPTION 3

► *Reading and Writing 2, page 35*

### B

1. Remind students that the main idea of a reading is the writer's comment on the topic.
2. Ask students to read and complete the activity individually.
3. Go over the answer with the class.

### MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Discuss each choice and talk about why it is or is not the main idea.

For higher-level students, have them close their books and work in pairs to write their own sentences stating the main idea. Have several students write their sentences on the board and discuss their answers as a class. Then they can check their answers by looking at the activity in the book.

## UNIT 3

### MULTILEVEL OPTION 1

► *Reading and Writing 2, page 48*

## READING 1: Being Polite from Culture to Culture

### A

### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *I feel **awkward** when I am with people I don't know. My grandfather made sure that we used good table **manners**. The police officer noticed the man's strange **behavior** in the bank. I hope I **make a good impression** when I have a job interview.*

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

## MULTILEVEL OPTION 2

► *Reading and Writing 2, page 57*

### B

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

### MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Discuss each choice and talk about whether it's true or false.

For higher-level students, have them do the activity without looking back at the reading. Have them correct the false statements to make them true. When they have finished, have students compare them and then check them against the reading.

## UNIT 4

### MULTILEVEL OPTION 1

► *Reading and Writing 2, page 70*

## READING 1: Money and Sports

### A

### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.



### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *Sunny weather has a positive **effect** on my emotions. My interests **include** foreign books and baking. The student **limit** in this class is 25. My brother thinks that money is the **solution** to his problems.*

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

### MULTILEVEL OPTION 2

► *Reading and Writing 2, page 75*  
**Q** **WRITE WHAT YOU THINK**

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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
3. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.
4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
6. Call on volunteers to share answers with the class.

### MULTILEVEL OPTION

Work together with lower-level students to answer the questions. Elicit ideas from students and write them on the board. Then have students decide which ideas to include in each of the two answers. Circle these ideas. With help from the students, write out the answers on the board and have students copy them.

Have higher-level students work in pairs to answer both questions. Remind them to give specific examples in their answers. When students have finished, ask for volunteers from both groups to share their answers. After that, students can expand and improve their answers, revising them before handing them in.

### MULTILEVEL OPTION 3

► *Reading and Writing 2, page 80*

### C

1. Ask students to complete the activity individually.
2. Have volunteers come to the board and write their answers.

### MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Give them a few minutes to reread the article. Have students help you compose a sentence that states the main idea.

For higher-level students, have them work individually to write main idea sentences. Then have them work in groups and read their sentences aloud. Encourage them to help each other improve and refine their sentences. Have a volunteer write a sentence on the board.

### MULTILEVEL OPTION 4

► *Reading and Writing 2, page 83*

### B

1. Read the directions. Give students time to do the activity.
2. Go over the answers with the class.

### MULTILEVEL OPTION

Group lower-level students together and assist them with the task. Help them locate the correct information in a dictionary.

For higher-level students, have them look up the following words in a dictionary and write down the definition, as well as what part of speech and how many other meanings of the word there are. Instruct students to look up the underlined words in these sentences: *The official approved the application. Hard work is the key to his success. The prostheses gave him extra power. He won many aces.*

## UNIT 5

### MULTILEVEL OPTION 1

▶ *Reading and Writing 2, page 92*

## READING 1: A Successful Family Business

A

### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *I like to **design** my own clothing. The business is going to **expand** and move to a bigger building. In my family, my father **manages** the finances and the checkbook. My mother's **strength** is her ability to organize large family dinners.*

Have higher-level students complete the activity individually and then compare answers with a partner. Have pairs write an additional example 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 expression rather than on other grammatical issues.

### MULTILEVEL OPTION 2

▶ *Reading and Writing 2, page 97*

## Q WRITE WHAT YOU THINK

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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
3. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.

4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
6. Call on volunteers to share ideas with the class.

#### MULTILEVEL OPTION

For step 5 of *Write What You Think*, work together with lower-level students to write answers to question 2. You may wish to start by having students think of personal qualities that are valued at work, such as being good with numbers and finance, being well-organized, having good writing skills, having strong speaking skills, and being good at solving problems. Write ideas on the board, and then have students say what individual strengths they have. Ask: *How does this strength help you when you work with a group?* After discussing qualities, have students write sentences individually.

For higher-level students, have students write individual answers. Then have students compare and discuss their answers in two groups: one for question 1 and one for question 2. Encourage them to expand and improve their answers, rewriting them before handing them in.

### MULTILEVEL OPTION 3

▶ *Reading and Writing 2, pages 101–102*

C

1. Read the directions. Say: *Look back at the reading for your answers. Be sure your answers come from the reading, not from your own ideas.*
2. Give students two minutes to complete the activity.
3. Have volunteers draw their pie charts on the board. Discuss the answers.

#### MULTILEVEL OPTION

Group lower-level students together and assist them with the activity. Assist them in finding the information in the reading to complete the paragraph and pie charts. Help them work as a group to write their answers for number 2.

For higher-level students, have them work in pairs to complete the activities. Have several students write their answers for number 2 on the board and discuss their answers as a class.

## UNIT 6

### MULTILEVEL OPTION 1

▶ *Reading and Writing 2, page 114*

#### READING 1: Memo to Restaurant Servers

A

#### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. *One benefit of walking is that it helps me relax. I have a new car, so my car repair bills have decreased.*

Have higher-level students complete the activity individually and then compare answers with a partner. Have pairs write an additional example 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 expression rather than on other grammatical issues.

### MULTILEVEL OPTION 2

▶ *Reading and Writing 2, page 119*

#### Q WRITE WHAT YOU THINK

1. Ask students to read the questions and reflect on their answers.
2. Seat students in small groups and assign roles: a group leader, a note-taker, a timekeeper, and a reporter.
3. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.

4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
6. Call on volunteers to share their answers with the class.

#### MULTILEVEL OPTION

After students have selected a question, have them get into one of three groups according to the question they have chosen to answer. Then, within each group, pair higher-level students with lower-level ones. Have the pairs write answers to the question. Encourage students to help each other. Each student should write out an answer.

Then have students compare and discuss their answers in their groups.

### MULTILEVEL OPTION 3

▶ *Reading and Writing 2, page 129*

C

1. Read the directions and give students time to write the paragraph.
2. Have several students read their paragraphs. Remind students to use time order words and that there is more than one way to describe the process.

#### MULTILEVEL OPTION

Group lower-level students together and work with them to write the paragraph. You may wish to have students dictate it to you as you write on the board. Discuss any changes that need to be made. Then have students copy the paragraph from the board.

Have higher-level students complete the assignment individually. Then have students work in small groups or pairs to write another paragraph describing how to do something. When they are finished, ask for volunteers to read their descriptions.

## UNIT 7

### MULTILEVEL OPTION 1

▶ *Reading and Writing 2, page 136*

#### READING 1: Think Before You Toss

A

### VOCABULARY

1. Ask a student to read the directions. Then give students time to do the activity. Remind them not to use their dictionaries during the activity.
2. Go over the answers with the class.

#### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words.

Have higher-level students complete the activity individually and then compare answers with a partner. Have pairs write an additional example 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 expression rather than on other grammatical issues.

### MULTILEVEL OPTION 2

▶ *Reading and Writing 2, page 141*

#### Q WRITE WHAT YOU THINK

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 timekeeper to watch the clock, and a reporter to share the group's ideas with the class.
3. Give students about five minutes to discuss the questions. Stop the conversations earlier if students are finishing sooner. Allow them an extra minute or two if necessary.
4. Call on each group's reporter to share ideas with the class.
5. Have each student choose one of the questions and write 5–8 sentences in response. This can be done in class or assigned as homework.
6. Call on volunteers to share their ideas with the class.

#### MULTILEVEL OPTION

After students have selected a question, have them get into one of three groups according to the question they have chosen to answer. Then, within each group, pair higher-level students with lower-level ones. Have pairs write answers to the question. Encourage students to help each other. Each student should write out an answer. Then have students compare and discuss their answers in their groups.

## UNIT 8

### MULTILEVEL OPTION 1

▶ *Reading and Writing 2, page 164*

B

1. Read the directions and the two questions. Explain that these types of questions are similar to ones they may have on a test in a science class.
2. Give students five minutes to write their answers. Remind them to use complete sentences.
3. Go over the answers orally.

#### MULTILEVEL OPTION

Group lower-level students together and work with them to do the activity. Start by having a volunteer read the paragraph aloud. Explain that to answer the questions, they have to think about what they already learned about the seasonal flu. For question 1, have them discuss sample answers. For question 2, see what students might already know about how the avian flu has spread in the past. Then give students time to write their answers individually.

For higher-level students, have students discuss sample answers in small groups. Then have students write their answers individually.

### MULTILEVEL OPTION 2

▶ *Reading and Writing 2, page 169*

D

1. Read the directions. Explain that a flowchart is very helpful when you need to understand a sequence of events.
2. Give students ten minutes to complete the sentences.
3. Go over the answers with the class.

### MULTILEVEL OPTION

Group lower-level students together and assist them with the activity. Have them find and underline the information that they need to complete the flowchart. Help them work as a group to fill in the chart.

For higher-level students, have them work individually to complete the activity. Challenge them to try to fill in the chart without looking at the reading. Then have them compare their answers in a group. Finally, have them check their answers against the reading.

## MULTILEVEL OPTION 3

### ► *Reading and Writing 2, iQ Online Resource* *Unit Assignment*

#### **Plan**

#### **B**

1. Read the directions and the questions aloud. Remind students to think of the purpose of a FAQ page about an illness: to answer the most typical questions that a person might have about the illness.
2. Give students ten minutes to answer the questions. You may want to assign this as homework.
3. Have students share answers and ideas with a partner. You may pair students who have the same topics.

### MULTILEVEL OPTION

Put lower-level students in groups of three or four and assist them with the task. Have each group choose a different topic. Each group will write a FAQ page. Select a few higher-level students to work with the groups. Have the students share information and ideas to answer the questions.

Have the rest of the higher-level students work individually to plan their FAQ pages. If possible, have them research the topics online to find additional information.

# Background Notes

## UNIT 1

### ▶ *Reading and Writing 2, pages 2–3*

#### Unit Opener Background Note

The photo on page 2 shows an indoor ski center at the Mall of the Emirates in Dubai. In the foreground, a few people are snowboarding. On the left, there is a ski lift taking people to the top of the hill. On the right and in the middle-ground, people are standing, preparing to ski or snowboard, and going down the slope. At the top of the page there is a vintage pair of shoes that are popular today. At the top of page 3 there are symbols for different kinds of applications, or apps. They could be used for social networking sites or on smart phones. At the bottom of the page there is a young man listening to something with headphones.

### ▶ *Reading and Writing 2, pages 5–6*

#### Reading 1 Background Note

The term “buzz” is often used in marketing to refer to the interaction of consumers and product users that increases or enhances the company’s marketing message. It used to refer more to word-of-mouth consumer sharing, but these days social media is the dominant communication channel and marketing messages that go viral can reach millions in a matter of mere days.

Some of the most common tactics used to create buzz include asking bloggers to review products, creating controversy related to an industry, asking the public to choose a name or vote on something that they connect with personally or building excitement and suspense around the launch of an event or a release date.

Studies have shown a positive correlation between buzz volume and product sales or company revenue, making it an important component of any marketing message.

### ▶ *Reading and Writing 2, page 9*

#### Reading 2 Background Note

Psychologists have been studying the phenomenon of social proof since at least 1935. They have found that people tend to imitate the behavior of a group when they are unsure of how to behave. This happens regardless of whether the group’s actions are the correct ones in the situation.

## UNIT 2

### ▶ *Reading and Writing 2, pages 24–25*

#### Unit Opener Background Note

The photo shows colorful houses in Ilulissat in northern Greenland. There are dark rocks and white snow and ice around the houses.

### ▶ *Reading and Writing 2, page 26*

#### Reading 1 Background Note

Although there are many theories and ideas about how colors affect us, the scientific research to support them is scarce. Because it is hard to measure emotions, researching the effect of colors on health and feelings is problematic. Studies in color psychology have shown that results are also determined by culture, and people from different cultures will attribute different meanings to the same color.

### ▶ *Reading and Writing 2, page 33*

#### Reading 2 Background Note

Colors are a very important aspect of a company brand. Businesses spend a great deal of time and money to develop a distinct brand. Branding includes colors, the company name, the text style of the name, a logo design, and sometimes a motto.

## UNIT 3

### ▶ *Reading and Writing 2, pages 46–47*

#### Unit Opener Background Note

The photo shows a young man on a train offering his seat to an older man who appears to be blind. The young man is looking at the older man and gesturing toward a seat, which is next to the doors of the train. The older man is wearing dark glasses and is using a white cane. The young man appears to be a student. He is wearing nice pants, a long-sleeved shirt, a vest, and a tie. To the left of the empty seat, a man in a business suit is smiling at the other two.

► **Reading and Writing 2, page 48**

**Reading 1 Background Note**

The book mentioned in this reading, *Kiss, Bow, or Shake Hands: The Bestselling Guide to Doing Business in More Than 60 Countries* (1994 edition) by Terri Morrison, Wayne A. Conaway, and George A. Borden, is a popular guide to different cultures and customs. It is used by business people, governments, business schools, and travelers. Its popularity reflects the interest in and necessity for intercultural understanding in today's global economy.

► **Reading and Writing 2, page 54**

**Reading 2 Background Note**

There is a wealth of information for travelers online, including a wide variety of websites dedicated to providing travel information and tips. Most of these websites have online discussion groups where users can post questions. Questions are then answered by other users. Some popular travel websites are Trip Advisor, Travelzine, Lonely Planet, Fodor's, Rough Guides, and Let's Go.

## UNIT 4

► **Reading and Writing 2, pages 68–69**

**Unit Opener Background Note**

The photo shows the first few minutes of a triathlon in Stockholm, Sweden. The water is very cold. The swimmers must swim 1.5 km. Then they ride a bicycle for 40 km, and finally run 10 km to the finish line.

► **Reading and Writing 2, page 70**

**Reading 1 Background Note**

The importance of money in sports can be easily seen in online news stories and news reports on TV. Professional athletes are paid very high salaries, and there is usually commentary about performance versus salary. Here are some interesting salary figures for professional sports in the United States. The median salary in 2015 for baseball players on the New York Yankees team was \$5,000,000, while it was \$4,050,000 for the San Diego Padres. The median salary in 2015 for the San Francisco 49ers football players was \$681,527, while it was \$671,065 for the St. Louis Rams.

► **Reading and Writing 2, page 76**

**Reading 2 Background Note**

The unfair advantage an athlete or team may gain from the use of technology is referred to these days as “technology doping.” Since most sports require some sort of equipment, and better, safer equipment can be considered a good thing for a sport, what actually constitutes technology doping is quite often a judgment call. Currently, the decision to allow or ban a new technology and to set standardized materials and dimensions falls to each sport's own governing body. This will definitely be a topic to monitor in the years to come.

## UNIT 5

► **Reading and Writing 2, pages 90–91**

**Unit Opener Background Note**

The large photo on page 90 shows a father and his son standing at the entrance of their boat-building business. At the top of the page is a tool there is a wrench. At the top of page 91 is a sign advertising a café run by a family. At the bottom of the page there is a calculator with a long receipt.

► **Reading and Writing 2, page 92**

**Reading 1 Background Note**

Small businesses can be a great way for families to work toward financial success. In fact, some of the world's largest corporations began as small family businesses. Some examples are the Korean information technology company Samsung Electronics, the French fashion and cosmetics company Dior, and the Indian energy company Reliance Industries.

► **Reading and Writing 2, page 98**

**Reading 2 Background Note**

*The Wall Street Journal* is a daily newspaper that has been published since 1889. It was founded by Charles Dow, Edward Jones, and Charles Bergstresser. It was owned by the Bancroft family for over a century. It features news about the United States and international finance and business. It has the largest circulation of any newspaper in the U.S. It is named after Wall Street in New York City, which is the heart of the city's financial district. Its main competitor is the London-based *Financial Times*.

## UNIT 6

### ▶ *Reading and Writing 2, pages 112–113*

#### Unit Opener Background Note

The large photo on page 112 shows two young travelers checking themselves in for their flight at an airport in Berlin. At the top of page 113, a woman is using an ATM to get cash. At the bottom of the page, someone is using his smart phone to scan a code. People do this to get more information about a product.

### ▶ *Reading and Writing 2, page 114*

#### Reading 1 Background Note

Touch screens, such as the ones mentioned in the reading, have revolutionized the self-service industry. As touch screens have improved over the last few years, their use has become more and more commonplace. Touch screens are used on computers, laptops, smartphones, video games, and places for public information such as museum displays and interactive subway maps.

### ▶ *Reading and Writing 2, page 121*

#### Reading 2 Background Note

A blog is a website that is maintained by an individual or a small group of people. People use blogs to post comments about news, hobbies, travel, and their observations about life. Some bloggers use their sites as a type of online diary. Bloggers can post text, photos, and videos. Blogs first became popular in the 90s. No one knows exactly how many blogs there are, but some sources say that there are now about 250 million blogs on the Internet.

## UNIT 7

### ▶ *Reading and Writing 2, pages 134–135*

#### Unit Opener Background Note

The photo shows the window of a lighting fixture store. The store is advertising a sale. The owner of the store hopes to attract a lot of customers with this sale.

### ▶ *Reading and Writing 2, page 136*

#### Reading 1 Background Note

In the 1920s and 1930s, great advances were being made in manufacturing, leading to more and more mass production of items. With mass production, items were cheaper to produce and were less expensive for the consumer. Manufacturers began to see that if an item became obsolete or stopped working in a short period of time, the consumer would have to buy another item to replace it. If their products were replaced often, manufacturers would sell more. Nowadays, new advances in technology mean that computers, cell phones, and software become outdated quickly, leading consumers to buy new products.

### ▶ *Reading and Writing 2, page 143*

#### Reading 2 Background Note

Because many blogs are written in an informal style, they may appear to be easy to read. However, writers often use idiomatic expressions, slang, and references to popular culture that are hard for English language learners to understand. Use caution when referring students to blogs. Preview the content and vocabulary carefully first. Reading 2 very closely reflects the original blog posting, with a few adjustments to the language and some glosses added.

## UNIT 8

### ▶ *Reading and Writing 2, pages 156–157*

#### Unit Opener Background Note

The large photo on page 156 shows three scientists in protective clothing looking through microscopes. Surrounding them are glass containers of colorful liquids. Against the wall there is a chalkboard with mathematical formulas and diagrams written on it. At the top of the page there is some medical equipment. There is a stethoscope that doctors use to listen to people's hearts, and a sphygmomanometer used to check blood pressure. On page 157 there is a map showing how international air travel can spread disease quickly. At the bottom of the page there is a variety of fresh fruits and vegetables.



► *Reading and Writing 2, page 158*

**Reading 1 Background Note**

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The Internet is now a popular source for information about medical conditions and health problems. People find it easy to search for and find information on the Web. Many websites have FAQs (pronounced like *fax*) pages similar to this one. Other websites have information divided into categories such as topic overview, causes, symptoms, treatment, exams and tests, prevention, medications, and so on.

► *Reading and Writing 2, page 165*

**Reading 2 Background Note**

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The Hajj is the fifth pillar of Islam, and as such it attracts a tremendous number of pilgrims from around the world every year. The Saudi government goes to great lengths to plan for the safety and comfort of the two million pilgrims who come for Hajj annually. In addition to the Ministry of Health that supervises health screenings and takes care of ill pilgrims, there are other government agencies that handle transportation (including a dedicated airport terminal and a fleet of 15,000 buses), housing (air conditioned tents that fill the entire Mina Valley), and security to handle personal safety and guide lost pilgrims.

# Skill Notes

## UNIT 1

### READING SKILL NOTE

► *Reading and Writing 2, page 8*

#### Reading Skill: Identifying the main idea of a paragraph

1. Give students a minute to read the information. Then have a volunteer read the information aloud.
2. Check comprehension by asking questions: *What is a paragraph? In Reading 1, is “advertising” a topic or a main idea? Where do you usually find the main idea of a paragraph?*

#### Skill Note

Identifying the main idea of a paragraph is a fundamental skill that students will practice and refine throughout the book. Identifying the main idea is the first step toward understanding the important details and main points of a reading, as well as gaining new insights about a topic. By having students identify the main idea of each paragraph as they read, they can monitor their comprehension.

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 14*

#### Vocabulary Skill: Word families

1. Give students a minute to read the box. Then have a volunteer read the text aloud. Explain: *A word root is the part of the word that carries the main meaning. For example, the root of “discussion” is “discuss.”*
2. Check comprehension by asking questions: *Why is it important to know what part of speech a word is? Can you always tell if a word is a noun or verb by the spelling?*

#### Skill Note

For students, nouns and verbs are easier to learn than adverbs and adjectives. However, nouns with irregular plural forms or verbs with irregular past forms are more challenging to identify. As you work with word families, give students clues that will help them identify what part of speech they are. For example, when you introduce a countable noun, use *a/an (influence)*. When you introduce a verb, use *to (make)*. These clues will help students notice context.

### WRITING SKILL NOTE

► *Reading and Writing 2, page 16*

#### Writing Skill: Writing a descriptive paragraph

1. Give students a minute to read the information. Then have a volunteer read the information aloud.
2. Check comprehension: *Why do we write descriptive paragraphs? What are the elements needed in a descriptive paragraph? How do we help the reader understand the topic?*

#### Skill Note

As students are beginning to develop their writing skills, it is easier for them to write simple, descriptive sentences with a topic and controlling idea. Putting the topic sentence first is also the easiest placement for most students. Make sure that students always include the topic and controlling idea, and stress the importance of clarity. As students grow stronger in their writing, they can experiment with putting the topic sentence later in the paragraph.

### GRAMMAR NOTE

► *Reading and Writing 2, page 20*

#### Grammar: Present continuous

1. Give students a minute to read the information. Have volunteers read the information aloud.
2. Check comprehension: *What do we use for activities in progress? How do we form the present continuous?*

### Skill Note

Explain to students that some verbs are commonly used in the simple present to express states and conditions: *have, know, understand, like, love, see, taste, hear, smell, own*. These verbs do not express action; they are not used in the present continuous.

## UNIT 2

### READING SKILL NOTE

► *Reading and Writing 2, page 32*

#### Reading Skill: Getting meaning from context

1. Give students a minute to read the information.
2. Check comprehension by asking questions: *What is context? Can context give you the exact meaning of a word? Why should you use context to try to understand the meaning of unfamiliar words instead of using a dictionary? How can using context improve your reading?*

### Skill Note

Getting meaning from context is a strategy that students should learn to use when they encounter an unfamiliar word. However, the context does not always provide a usable clue. Sometimes, there is no clue at all, and students may need to do what fluent readers do: ignore the word and keep on reading. For students, the most helpful clues are those that are found in the same sentence. They can be synonyms, restatements, examples, or explanations.

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 37*

#### Vocabulary Skill: Suffixes

1. Give students time to silently read the vocabulary information. Then have volunteers read the text aloud. Explain: *Learning common suffixes is a good way to increase your vocabulary. It can also help you guess the meaning of a word in a sentence.*
2. Check comprehension by asking questions: *What are the suffixes in this box? Is a suffix always at the end of a word? What happens to a word when you add a suffix?*

### Skill Note

Suffixes that change a word's part of speech are challenging for students because there are many different suffixes used in English. For example, the suffixes *-al, -ful, -y, -less, -ward, and -ern* can all be used to make adjectives. Which suffix should be used is not always predictable, making it confusing for students. It's best to focus on the most commonly used suffixes and to help students become aware of different word parts.

### WRITING SKILL NOTE

► *Reading and Writing 2, page 39*

#### Writing Skill: Brainstorming

1. Give students time to read the information. Then have a volunteer read the text aloud.
2. Check comprehension: *How would you use listing? What goes in the center circle of an idea map? When can we use freewriting?*

### Skill Note

Brainstorming through freewriting is a very useful way to generate ideas about a topic. It's helpful to focus on a specific question or topic during freewriting. For some students, freewriting may be more difficult to do than speaking. Encourage students to just focus on ideas and not to worry about spelling or grammar. Some students may want to use their native language for certain terms or expressions. Later they can consult a dictionary.

### GRAMMAR NOTE

► *Reading and Writing 2, page 42*

#### Grammar: Future with *will*

1. Have volunteers read the information. You can ask higher-level students to give additional example sentences.
2. Check comprehension by asking questions: *What form of verb follows will to make a promise? What is the contraction for will?*

### Skill Note

Point out that we use *will* to talk about future plans, to make predictions, to make promises, and to make offers or volunteer to do something (e.g., *We need a catcher for next week's game. I'll get Jason to come.*). In some cases, we can replace *will* with *[be] going to* for specific plans in the near future (e.g., *I will have dinner with Carmen or I am going to have dinner with Carmen.*).

## UNIT 3

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 60*

#### Vocabulary Skill: Prefixes

1. Give students time to read the information. Then have volunteers read the text aloud. Explain:  
*Learning common prefixes is a good way to increase your vocabulary. It can also help you guess the meaning of a word in a sentence.*
2. Check comprehension by asking questions: *What are the three prefixes here? When do you use the prefix im-?*

### Skill Note

Prefixes can help students expand their vocabulary, but they can also be confusing and unpredictable. For example, *mis-*, *dis-*, and *un-* are all negative, but they have slightly different meanings and are not interchangeable (*misunderstand*, *dislike*, *unable*). The prefixes taught here (*in-*, *im-*, *un-*) all carry the meaning “not.”

### WRITING SKILL NOTE

► *Reading and Writing 2, page 62*

#### Writing Skill: Supporting your main idea with examples

1. Give students time to silently read the information. Then have a volunteer read the example aloud.
2. Check comprehension: *Why do we use examples when we write? What are two ways to introduce an example?*

### Skill Note

Supporting an idea with examples is a very common paragraph technique. It is useful in many types of writing, from history to science. Examples should be clearly linked to the main idea of the paragraph, and examples should be adequately explained. *For example* and *for instance* are the most commonly used expressions for introducing examples in academic writing.

### GRAMMAR NOTE

► *Reading and Writing 2, page 65*

#### Grammar: Subject-verb agreement

1. Have volunteers read the information.
2. Check comprehension: *Is the subject always before the verb? Does a plural noun always end with -s? What is the plural form of woman?*

### Skill Note

*There is/are* sentences are tricky for learners because the subject comes after the verb. When editing their writing, students need to check such sentences carefully by first identifying the subject. With *there is/are*, the verb agrees with the subject that is the closest. *There is a bank and two stores. There are two stores and a bank.*

## UNIT 4

### READING SKILL NOTE

► *Reading and Writing 2, page 75*

#### Reading Skill: Taking notes

1. Ask a student to read the information aloud.
2. Check comprehension by asking questions: *Where can you write your notes? What are some things to note while you read? Why is it a good idea to take notes?*
3. Ask students about their own experience with taking notes. Ask questions such as: *In what classes do you need to take notes? Do you usually write in your book or in a notebook? Some people are very good at taking notes. Are any of you good at taking notes? What tips can you give your classmates?*

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### Skill Note

Note-taking is a valuable skill for any student who reads in order to learn new material. It is a way to monitor comprehension and review important points after reading. Note-taking can also give students a quick visual outline of the important points. The difficulty for many students is knowing *what* to take notes on. For this reason, direct instruction and practice in note-taking is helpful.

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## VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 82*

### Vocabulary Skill: Using the dictionary

1. Give students time to read the information. Then have a volunteer read the text aloud.
2. Ask: *Which nouns are used with “financial” in the example sentences? (difficulties, aid) Have you heard these expressions before? Example sentences in dictionaries will show the most common word combinations.*
3. Ask students what additional information they find the most useful. Students will most likely have different opinions.

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### Skill Note

Although most students know the basics of using a dictionary, it is a worthwhile use of class time to model and practice dictionary skills. For example, in addition to knowing the abbreviations and using the notes in a definition, students can gain a deeper understanding of a word by reading the example sentences. They also should be reminded to look at the context in which a word is used in order to choose the correct definition.

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## WRITING SKILL NOTE

► *Reading and Writing 2, page 84*

### Writing Skill: Writing an opinion paragraph

1. Have volunteers read the information and examples aloud.
2. Check comprehension: *How do you support your opinion when you write? Why do you think it's a good idea to restate your opinion at the end of your paragraph?*

---

### Skill Note

Writing an opinion paragraph is a common assignment in an academic setting. However, how a student goes about presenting and supporting an opinion may differ from culture to culture. In North America and in the Western world, students are expected to present their opinions very directly and offer strong support. In other cultures, writers may approach the task differently, starting with an exploration of several different opinions before presenting their own. It is important for writers to understand what their audience expects, as this will affect how their opinion paragraph should be organized.

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## GRAMMAR NOTE

► *Reading and Writing 2, page 87*

### Grammar: Modals

1. Have a volunteer read the information.
2. Check comprehension: *Which modal is more common: should or ought to? Which modal do we use for strong statements?*

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### Skill Note

Modals are helping verbs that are used with verbs to change the meaning of the principal verb. Unlike regular verbs, modals are not conjugated. Also, they are followed by another verb without “to.” Students often have trouble with modals since modals may overlap in meaning and have subtle differences. In addition, the same modal may have more than one meaning. For example, “must” can be used to express an obligation or a conclusion. Making a strong opinion statement with “must” is more common in writing than in conversation. “Ought to” is not as common in academic writing.

## UNIT 5

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 103*

#### **Vocabulary Skill: Using the dictionary**

1. Give students time to read the information. Then have volunteers read the text aloud. Explain: *There is a lot of useful information in the dictionary. When you look up a word, pay attention to the grammatical information as well as the definitions.*
2. Check comprehension by asking questions: *What do C and U stand for? What kinds of irregular forms are in the dictionary?*

#### **Skill Note**

Dictionary skills are important to teach so that students become familiar with the wealth of information available. Learner's dictionaries usually have a guide to abbreviations on the inside of the front or back cover. Usually the front of the dictionary has a guide to the various types of grammatical information, with clear examples. The appendices often have lists of irregular verbs, prefixes and suffixes, punctuation, maps, pronunciation keys, and so on.

## UNIT 6

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 126*

#### **Vocabulary Skill: Using the dictionary**

1. Have a volunteer read the first paragraph. Then give students time to read the definitions. Explain: *When you look up a word, think about the context it is in. Think about the part of speech. This will help you choose the correct definition.*
2. Check comprehension by asking questions: *When are two definitions listed under the same word? When are two definitions put under different listings?*

#### **Skill Note**

It's important to help students understand that there are many kinds of dictionaries. A learner's dictionary is best suited to students and will provide helpful sample sentences. An electronic dictionary may provide just the definitions and pronunciation. Take time in the classroom to compare the information given in several different types of dictionaries.

### WRITING SKILL NOTE

► *Reading and Writing 2, page 128*

#### **Writing Skill: Describing a process**

1. Have volunteers read sections of the information.
2. Check comprehension: *Why do we use time order words? When do you need a comma after a time order word?*

#### **Skill Note**

Transitional words such as the time order words mentioned here are an important part of describing a process. They show the reader the sequence of events and they help to provide coherence and connection between sentences and paragraphs. Watch, however, that students do not overuse these words and expressions. Too many time order words, used too often, can make the writing seem mechanical.

### GRAMMAR NOTE

► *Reading and Writing 2, page 131*

#### **Grammar: Infinitives of purpose**

1. Have volunteers read the information.
2. Check comprehension: *What is an infinitive? Is every infinitive an infinitive of purpose? How can you check to see if it is an infinitive of purpose?*
3. Write on the board: *Push the button to \_\_\_\_\_. She called me to \_\_\_\_\_.* Encourage students to use their imagination to make up sentences with these phrases. Have them share their sentences with the class.

### Skill Note

Infinitives of purpose are very commonly used in textbook direction lines. Here are a few that you can point out to your students that are in the Unit Assignment section in the iQ Online Resources: *Use the chart to brainstorm ideas for a topic. Then make a list of time order words you can use to connect the steps of your process. Then use your notes from Activity B to write your paragraph.* As you go through activities, point out infinitives of purpose to your students.

## UNIT 7

### VOCABULARY SKILL NOTE

► *Reading and Writing 2, page 148*

#### Vocabulary Skill: Phrasal verbs

1. Have volunteers read the information and examples.
2. Check comprehension by asking questions: *What is a phrasal verb? What is a separable phrasal verb?*
3. Ask volunteers to make up new sentences with the phrasal verbs. For sentences with separable phrasal verbs, have students give the sentences both ways.

### Skill Note

A phrasal verb is usually a one-syllable verb followed by a particle. A particle looks like a preposition. When prepositions are used independently of verbs, they have clear and predictable meanings. But when these words follow certain verbs, they are called particles because they combine with the verb to make a phrasal verb with a unique meaning. For example, in the phrasal verb “pick up,” “up” does not carry the usual meaning of the preposition.

## WRITING SKILL NOTE

► *Reading and Writing 2, page 150*

#### Writing Skill: Using sentence variety

1. Call on volunteers to read sections of the information.
2. Check comprehension: *Why is sentence variety important? Do you use long sentences in your writing? How often do you use questions and imperatives? Do you think that sentence variety will help your score on an essay test? Why?*

### Skill Note

Sentence variety is an important concept to introduce and reinforce. Students are capable of using long and short sentences, questions, and imperatives. They should check every piece of writing for sentence variety during the editing process. In academic writing courses and in standardized tests with writing sections, sentence variety is a component of most grading rubrics.

## UNIT 8

### READING SKILL NOTE

► *Reading and Writing 2, page 163*

#### Reading Skill: Synthesizing information

1. Have volunteers read the information aloud. Go over the diagram orally. Explain: *When we use this book, we usually synthesize information from Reading 1 and Reading 2. Synthesis questions require you to think deeply. They are common in essay test questions.*
2. Check comprehension by asking questions: *What kinds of information can you synthesize? Why is it good to use information from various sources when you do research?*

## Skill Note

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Synthesizing information is considered to be a high-level critical thinking skill. In this text, students continually have to synthesize information as they analyze and discuss the readings. Discussion questions are designed to push students to think more deeply and make connections between what they know and what they are learning. In academic courses, many assignments and test questions require students to synthesize information. In the classroom, encourage students to use what they already know when they answer questions. Ask them what else they have learned about the topic and where they learned the information.

## VOCABULARY SKILL NOTE

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► *Reading and Writing 2, page 170*

### Vocabulary Skill: Collocations

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1. Have a volunteer read the information aloud.
2. Check comprehension by asking questions: *What is a collocation? Why do you think it is helpful to learn these collocations?*

### Skill Note

---

There are many different types of collocations. Phrases such as the ones presented in the student book are very common. (Note that a verb + a preposition combination does not always result in a phrasal verb. With phrasal verbs, the addition of a particle changes the meaning of the verb, e.g., *drop* vs. *drop by*. With these verb phrases, the meaning of the verb doesn't change with the addition of a preposition.) A collocation can also be two words that are often used together, such as *severe cold* or *symptoms include*. Idioms are considered collocations. Two examples are *go with the flow* and *twist someone's arm*. Since collocations are hard to predict and often don't follow a pattern, they are challenging for language learners. Tell students that any time they learn a new word they should pay attention to the words surrounding it.

## WRITING SKILL NOTE

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► *Reading and Writing 2, page 172*

### Writing Skill: Writing an explanatory paragraph

---

1. Have volunteers read sections of the information aloud.
2. Check comprehension. Ask: *Why do we use explanatory paragraphs? In what types of readings would you find an explanatory paragraph?*

### Skill Note

---

While the skill presentation gives several guidelines for writing an explanatory paragraph, the activities that follow will likely result in students writing paragraphs that simply explain the term and give examples. Encourage students to consider writing about how a term is different from similar terms or writing about what the term or concept is not. For example, in Activity C 5, students could compare vaccination with another type of protection against disease (e.g., mosquito repellent). They could make a Venn diagram and list everything they know about the two methods. Then they could use some of the information in their explanatory paragraph in Activity E.

## GRAMMAR NOTE

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► *Reading and Writing 2, page 175*

### Grammar: Adverbs of manner and degree

---

1. Have volunteers read the information.
2. Check comprehension: *What is an adverb of manner? What is an adverb of degree? Do they always come after verbs?*

### Skill Note

---

Most adverbs of manner end in *-ly*; the most common exceptions are *fast*, *slow*, and *hard*. Students often make mistakes by placing the adverb between the verb and the object (*You play well soccer* should be *You play soccer well*).



# Unit Assignment Rubrics

## Unit 1 Marketing

### *Unit Assignment Rubric*

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

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

**Unit Assignment:** *Write a paragraph describing a current trend and why it is popular.*

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

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

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

0 points = Writing was not successful.

Write a Descriptive Paragraph	20 points	15 points	10 points	0 points
The topic sentence has a clear topic and controlling idea.				
There is a clear description of the trend and why it is popular.				
The first line of the paragraph is indented.				
Each sentence has correct capitalization and punctuation.				
Words are correctly spelled.				

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

Comments:

## Unit 2 Psychology

### Unit Assignment Rubric

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

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

**Unit Assignment:** *Create a business and write a proposal explaining the colors you will use and why.*

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

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

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

0 points = Writing was not successful.

Write a Proposal for a Business	20 points	15 points	10 points	0 points
The description of the business is easy to understand.				
There is a clear explanation of the business colors and why they were chosen.				
Each sentence has correct capitalization and punctuation.				
Words are correctly spelled.				
The future with <i>will</i> is used correctly.				

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

Comments:

# Unit 3 Social Psychology

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write a paragraph in response to a question on an online discussion board about politeness.*

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

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

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

0 points = Writing was not successful.

Write a Paragraph with Supporting Examples	20 points	15 points	10 points	0 points
There is a clear topic sentence that answers the question about politeness.				
There are at least two examples to support the main idea.				
Each sentence has correct capitalization and punctuation.				
Words are correctly spelled.				
Each sentence has subject-verb agreement.				

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

**Comments:**

# Unit 4 Sociology

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write an opinion paragraph about what makes a competition unfair.*

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

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

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

0 points = Writing was not successful.

Write an Opinion Paragraph	20 points	15 points	10 points	0 points
The topic sentence clearly states the opinion about what makes a competition unfair.				
There are at least two reasons to support the opinion.				
There is a strong concluding sentence.				
Modals are used correctly.				
Each sentence has subject-verb agreement.				

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

Comments:

# Unit 5 Business

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write a plan for a new family business.*

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

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

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

0 points = Writing was not successful.

Write a Plan for a Family Business	20 points	15 points	10 points	0 points
There is a clear explanation of the family business and why it will be successful.				
Transition words are used to unify the plan and help the ideas flow smoothly.				
Each sentence has correct capitalization and punctuation.				
Words are correctly spelled.				
Comparative and superlative adjectives are formed correctly.				

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

**Comments:**

# Unit 6 Information Technology

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write a paragraph describing a process performed by either a person or a machine.*

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

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

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

0 points = Writing was not successful.

Write a Paragraph Describing a Process	20 points	15 points	10 points	0 points
The topic sentence introduces the topic.				
The steps are clear and easy to understand.				
Time order words and connectors are used correctly.				
The paragraph has correct format and sentences have correct capitalization and punctuation.				
Infinitives of purpose are used correctly.				

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

**Comments:**

# Unit 7 Environmental Studies

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write a paragraph that states and supports your opinion.*

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

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

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

0 points = Writing was not successful.

Write an Opinion Paragraph	20 points	15 points	10 points	0 points
The paragraph answers the question and clearly states the writer's opinion.				
There are at least two reasons given to support the opinion.				
There is sentence variety.				
Sentences have subject-verb agreement.				
Phrasal verbs are used correctly.				

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

Comments:

# Unit 8 Public Health

## Unit Assignment Rubric

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

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

**Unit Assignment:** *Write an FAQ page about an illness that includes a definition of your topic.*

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

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

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

0 points = Writing was not successful.

Create an FAQ Page	20 points	15 points	10 points	0 points
The defining paragraph is clear and easy to understand.				
Each response directly answers the question.				
Each sentence has correct capitalization and punctuation.				
Sentences have subject-verb agreement.				
The writer correctly used at least one adverb of manner and one adverb of degree.				

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

Comments:



**The Q Classroom**

Activity A, p. 2

1. Answers will vary.
2. Answers will vary. Possible answer:  
These people are an indoor ski area.  
Year-round snow on their ski slopes  
makes these parks popular.

Activity B, p. 3

1. Answers will vary. Possible answers:  
Yes, I think that is true. / No, I do not  
think that is true.
2. Answers will vary. Possible answer:  
Some things become popular  
because they are new and different.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

Answers will vary. Possible answers:

Ad on TV:

Advantages: Advertisers can  
target their ads to people who  
watch certain types of shows. Use  
video.

Disadvantages: Many people are  
watching TV shows over the  
Internet. People mute the TV when  
ads come on.

Word of mouth:

Advantages: People  
listen to their friends. People are  
likely to buy products that others  
are talking about.

Disadvantages: Advertisers cannot  
control this. Advertisers can't be  
sure the talk is positive.

Magazine ads:

Advantages: can use colorful photos.  
Can use celebrities.

Disadvantages: People might not  
read it. Many people are not reading  
magazines anymore.

Activity B, iQ Online Resource

Answers will vary.

**READING 1**

**PREVIEW THE READING**

Activity A, p. 4

1. find out
2. trend
3. spread
4. contribute
5. connect
6. express
7. clear

Activity C, p. 5

Answers may vary.

The article will talk about unusual  
things that advertisers do to  
promote products.

Activity D, p. 5

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 6

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

Activity C, p. 6

- a. 4 This created buzz because people like to participate and express their own opinions.
- b. 3 Some other companies choose to do something surprising so that people will remember their product and spread their idea.
- c. 1 Every year companies spend millions of dollars on advertising to create buzz about their products—in other words, to get people talking about them.
- d. 6 There are many ways that advertisers hope to make their

products popular: doing something surprising or exciting, asking customers to get involved, or connecting the product with something that people see regularly.

- e. 2 This is part of a new trend in advertising in which companies pay for unusual events, hoping that customers will talk more about their products.
- f. 3 People were surprised to see a blender cut a smartphone into small pieces. Everyone talked about the videos and wanted to find out more about the blenders.

Activity D, p. 7

1. Buzz means “people talk a lot about something because it is popular.”
2. 39 kilometers
3. more than 1,300 kilometers per hour
4. smartphones, rakes, sports equipment
5. They connected Kit Kat bars with coffee.
6. Sales improved by more than 50 percent.
7. Because more people will buy products that people are talking about.

Activity E, p. 7

1. Felix Baumgartner performed a stunt while wearing a space suit with Red Bull’s name on it.
2. Tom Dickson made videos showing blenders mixing up unusual things.
3. Doritos asked their customers to make their own TV ads.
4. they drink coffee often, and the ads connected Kit Kats with coffee.

### WRITE WHAT YOU THINK

Activity A, B, pp. 7–8

1. Answers will vary. Possible answer: I think Kit Kat had the most successful advertising method. They improved sales by more than 50 percent because they used ads that connected Kit Kat bars with coffee.
2. Answers will vary.

### READING SKILL

Activity A, p. 8

1. Experts often influence our actions and purchases. For example, a doctor on a TV health show may recommend a medication. Because the doctor is an expert in healthcare, we expect her to be very knowledgeable about what medicines are best. We are more likely to follow her advice.
2. Other consumers also influence our purchases. When a consumer uses a product, we listen to his or her opinion. On the Internet, consumers can write their opinions about products. For example, on some travel websites, people write reviews of hotels and restaurants. Online bookstores share reviews from ordinary people. These websites are very popular because they show that people are interested in consumers’ opinions.

Activity B, pp. 8–9

1. c  
Key sentence: *One idea that can contribute to popularity is to do something very unusual.*
2. a  
Key sentence: *Some other companies choose to do something surprising so that*

*people will remember their product and spread their idea.*

3. c

Key Sentence: *This created buzz because people like to participate and express their own opinions.*

4. b

Key Sentence: *Another way to make a product popular is to connect it in people's minds with something that they see often.*

## **READING 2**

### **PREVIEW THE READING**

Activity A, pp. 9–10

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

Activity C, p. 10

- People make their shopping choices because of what other people buy.

Activity D, p. 10

Answers will vary. Possible answer:  
I bought a pair of expensive sneakers because all my friends had the same pair. I liked the way the sneakers looked, but they were expensive. I wish I had saved my money instead.

### **WORK WITH THE READING**

Activity B, p. 12

1. a
2. b

Activity C, pp. 12–13

1. Social proof is how other people's actions influence us.
2. They want to influence us to buy their products.

3. because experts are knowledgeable

4. People are interested in consumers' opinions.

5. a friend's recommendations

Activity D, p. 13

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

Activity E, p. 13

1. influence
2. behavior
3. Experts
4. consumers
5. friends
6. recommendations
7. advertising

Activity F, p. 13

- 1
- 3
- 4
- 6

### **WRITE WHAT YOU THINK**

Activity A, p. 14

Answers will vary.

Activity B, p. 14

Answers will vary.

### **VOCABULARY SKILL**

Activity A, p. 14

Nouns: choice, connection, contribution, discussion, enjoyment, gift, information, thought

Verbs: choose, connect, contribute, discuss, enjoy, give, inform, think

Activity B, p. 15

1. V
2. N
3. V
4. N

5. N
6. V
7. N
8. V
9. V
10. N

Activity C, p. 15

1. studies
2. reviews
3. influence
4. comments
5. researches
6. study
7. comments
8. influence

**WRITING SKILL**

Activity A, p. 17

- TS Psychologists say that “social proof” influences us.
- SS One example of this is a sidewalk experiment.
- SS When a group of four people looked up at the sky on a busy sidewalk, 80 percent of the passersby looked up at the sky.
- CS A group of people influences the behavior of others.

Activity B, p. 17

1. b
2. c
3. a

Activity C, p. 17

Topic sentence: *Friends influence us the most—more than experts, crowds, or other consumers.*

Activity D, p. 17–18

1. b topic: the most popular clothing  
controlling idea: is not always popular the next year

2. c topic: classroom computers  
controlling idea: are very helpful for students
3. a topic: many older adults  
controlling idea: need a lesson on how to use a smartphone
4. a topic: many new trends  
controlling idea: are actually old trends

Activity E, p. 18

1. b
2. b

Activity F, p. 18

Answers will vary. Possible answer:

I have good reasons for not buying the latest fashions.

Activity G, p. 19

Answers will vary.

Activity H, p. 19

Answers will vary.

**GRAMMAR**

Activity A, p. 21

1. Nowadays more and more companies are making advertisements that involve their customers. These companies are using many creative ways to help products become more popular. Researchers believe social proof is the idea behind this trend. This is because when we are not sure what to do, we look at what others are doing. More and more people are using smartphones and social media to share news about their purchases with their friends.

2. a
3. c

Activity B, pp. 21–22

1. are using
2. are following

3. are copying
4. are buying
5. are complaining
6. is spreading
7. is improving
8. are losing
9. is, trying
10. are being

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

**The Q Classroom**

Activity A, p. 24

Answers will vary. Possible answers:

1. I like blue because it is easy to look at. It's a calm color. It's easy to match blue with other colors.
2. Yellow walls will probably make me feel warm and happy. It's a cheerful color.
3. The colors make the town appear bright and friendly.

Activity B, p. 24

1. The students mention bright colors, burgundy, dark blue, gold, white, and pink
2. Answers will vary.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

Answers will vary. Possible answers:

1. Valeria wears blue because it makes her feel like she is in a dream. Tom likes red because it is a warm, bright color. Stephin wears brown because all browns go together. Also, brown doesn't show stains and it matches his hair and eyes. Elizabeth wears green because it makes her think of nature.
2. Blue makes me feel cold. It reminds me of water.
3. I like to wear blue because there are many different kinds of blue. It is easy to match. It makes me feel relaxed.
4. I don't like to wear orange. It is too bright. It doesn't look good with my skin and hair.

**READING 1**

**PREVIEW THE READING**

Activity A, pp. 26–27

- a. represent
- b. affect
- c. emotions
- d. culture
- e. universal
- f. unaware
- g. psychology
- h. specific

Activity C, p. 27

1. There are five sections. The painting is related to the section called *Cultural meaning*.
2. Cultural meaning
3. Orange and red are warm colors. Blue and green are cool colors.
4. Answers will vary.

Activity D, p. 27

Answers will vary. Possible answer:

The color red makes me feel happy. Red is a warm color and makes me feel safe. When I think of the color red, I am reminded of leaves in the fall.

**WORK WITH THE READING**

Activity B, p. 30

1. T
2. F Colors can have several meanings.
3. T
4. T
5. F Research studies about color psychology show that color affects our actions or emotions.

Activity C, p. 30

Blue: air, water, peace, calmness, sadness, decreased pain

Green: life, nature, calmness, sadness, money, loss of respect

Red: anger, warmth, comfort, danger

Yellow: warmth, comfort, anger, royalty

White: goodness, death

Activity D, pp. 30–31

Answers will vary. Possible answers include:

1. In the United States, white means goodness.
2. In Ancient Egypt, people used colors to heal sicknesses.
3. In Japan, white can mean death.
4. In the United States, green makes people think of money.
5. In China, green can represent a loss of respect.
6. In Asia, yellow is the color of royalty.
7. In Europe, purple is the color of royalty for kings and queens.

Activity E, p. 31

Answers will vary. Possible answers include:

1. Although we may be unaware of it, colors can affect us and have different meanings.
2. Certain colors, such as those found in nature, can have the same meaning around the world.
3. Humans used color to treat illnesses.
4. The meaning of a color might vary in different cultures.
5. Colors can affect our emotions, thoughts, and actions.

### **WRITE WHAT YOU THINK**

Activity A, B, p. 31

Answers will vary. Possible answers:

1. I think that the color black influenced the referees. Black can mean death, something bad, or something negative. I don't think the referees knew the colors were influencing them. A team that is wearing black uniforms may look like a group of robbers or criminals.

Sometimes the referees must make a very quick decision, and the color influenced them.

2. My bedroom walls are white, so my walls look clean and my bedroom looks large. I like white because I can decorate my walls with posters of any color. I can use any color for my bed. Someday I would like to change the color to yellow. Yellow is a warm and cheerful color.

### **READING SKILL**

Activity A, p. 32

The following should be circled:

1. warmth, comfort, anger
2. decrease pain
3. wedding dress
4. kings and queens
5. study, emotions
6. made, decisions, teams, uniforms

Activity B, p. 32

Answers will vary. Sample answers:

1. something that you feel; an emotion
2. to make better; to cure
3. a woman who is getting married at a wedding
4. a king or queen; a prince or princess
5. the study of emotions
6. people whose job it is to make sure players follow the rules of a sport

### **READING 2**

#### **PREVIEW THE READING**

Activity A, p. 33

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

- 7. b
- 8. a

Activity C, p. 33

McDonalds, IBM, Microsoft, Dell, Apple, BP, UPS

Activity D, p. 34

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 35

- 2

Activity C, p. 35

Name of company	Company colors	Feelings that colors give
McDonald's	red and yellow	bright, cheerful
IBM, Microsoft, Dell	blue	dependable, peaceful, powerful
Apple	variety of colors	fun
BP	green and yellow	nature, sun, flowers, energy, bright, cheerful, environmentally friendly
UPS	brown	safe, reliable, boring, dependable

Activity D, p. 35

Answers will vary. Sample answers include:

1. McDonald's uses red and yellow because they are bright and cheerful colors.
2. The UPS color is brown. It represents safe and reliable service.
3. Computer companies use blue to show that they are dependable and powerful.
4. BP's green and yellow represent the environment and are bright and cheerful.

Activity E, pp. 35–36

1. cheerful
2. reliable
3. positive

4. products
5. respond

**WRITE WHAT YOU THINK**

Activity A, p. 36

Answers will vary. Example answers:

McDonald's: red, yellow

McDonald's colors make me think of them as a fun company. Their colors are bright and remind me of childhood.

UPS: Brown

I think of brown as a serious color. It is also the color of cardboard boxes.

BP: Green and yellow

The colors green and yellow make me think BP is a more environmentally friendly company.

Activity B, p. 36

Answers will vary. Possible answers:

1. McDonald's uses red and yellow, which are bright and cheerful colors. They use red and yellow on all of their cups and packages and in their advertising. When I drive, I can recognize a McDonald's restaurant from the colors. UPS uses brown. Brown is not a lively color. It makes me think the company is slow. many computer companies use blue. I think blue is a very serious color. It makes me feel confident in the companies.
2. I would use green and blue for the shelves to create a relaxing environment for the children. The tables and reading area will be red and yellow so that they look inviting and children will want to sit and read at them. The walls would be



white so that the room is not too distracting.

**VOCABULARY SKILL**

Activity A, p. 37

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

Activity B, p. 38

1. addition
2. emotional
3. natural
4. peace
5. person

Activity C, p. 41

1. nature
2. peaceful
3. person
4. emotional
5. additional

**WRITING SKILL**

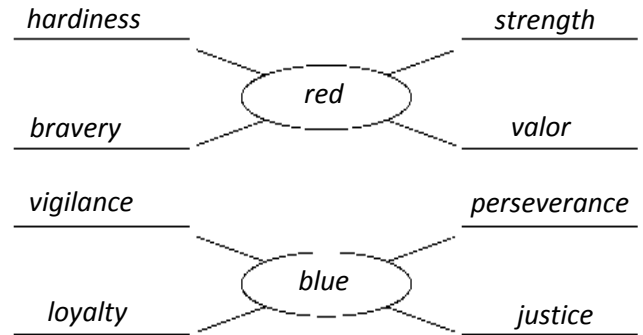
Activity A, p. 39

Answers will vary.

Activity B, p. 40

Answers will vary. Sample answer:

*Topic:* Think of a national flag. What are the main colors in the flag? What does each color represent?



Activity C, p. 40

Companies and colors, Internet companies—Google uses lots of different colors, they are bright, happy colors—eBay also uses many different bright colors. Are they the same colors? ~~My brother bought a bicycle on eBay. He rides it to work.~~ Stores—Macy’s department store uses red. I like the color red. It’s a strong, exciting color. Macy’s uses a red star in its advertisements. I always think of the red star and Macy’s. ~~Sometimes I shop at Macy’s.~~ The red star is a good symbol. It’s easy to remember and recognize.

Activity D, p. 41

Underline: Stores—Macy’s department store uses red. I like the color red. It’s a strong, exciting color. Macy’s uses a red star in its advertisements. I always think of the red star and Macy’s. The red star is a good symbol. It’s easy to remember and recognize.

Activity E, p. 41

Answers will vary.

Activity F, p. 41  
Answers will vary.

**GRAMMAR**

Activity A, p. 43

1. will be
2. will encourage
3. will use
4. will, go
5. will, be
6. will love
7. will enjoy
8. will bring
9. will, use
10. will have
11. will offer

Activity B, p. 43

	<b>Example</b>	<b>Reason</b>
<b>1. simple present</b>	introduce	It happens every year.
<b>2. simple past</b>	announced	It happened last week.
<b>3. future with will</b>	will be	Next year is the future.

Activity C, p. 44

Answers will vary. Sample answers:

1. My city will have more people living in it in 50 years.
2. The busses in my town will move faster.
3. Stores will be larger and have more items to choose from.
4. There will be more pollution and fewer trees in my town.
5. I will be older.
6. I will have children and grandchildren.
7. I will be retired.

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary

Activity C, iQ Online Resource

Answers will vary.

**The Q Classroom**

Activity A, p. 46

Answers will vary. Possible answers:

1. I invited several friends to come for dinner. I spent hours making a delicious meal. Only one friend came. The other friends never called to tell me they couldn't come. I didn't invite them for dinner again.
2. The young man is assisting a blind man on a subway. He is being very polite and helping the man find a seat.

Activity B, p. 46

1. Saying "thank you," "please," and "excuse me." Don't interrupt people. Don't ask personal questions. Smile. Eat slowly. Don't be messy.
2. Answers will vary.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary. Possible answers:

Polite	Rude
saying "please" and "thank you"; opening the door for another person; offering your seat to someone on a bus; listening when someone is speaking to you; using polite language for requests (Could you, would you mind, etc.)	talking loudly in public; answering your cell phone in a restaurant; not returning someone's call; chewing with your mouth open; staring at someone; asking a person's age or weight

**READING 1**

**PREVIEW THE READING**

Activity A, pp. 48–49

- a. respect
- b. behavior

- c. awkward
- d. make a good impression
- e. firmly
- f. manners
- g. appropriately
- h. gesture

Activity C, p. 49

The photos and captions suggest that this article will be about manners such as shaking hands, using eye contact, and giving gifts in different cultures.

Activity D, p. 49

Answers will vary.

**WORK WITH THE READING**

Activity B, pp. 50–51

1. F Polite behavior is often different in different countries.
2. T
3. F Personal space is different in different cultures.
4. F Each country has a different definition of being on time.
5. T
6. F It's useful to learn about cultural differences.

Activity C, p. 51

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

Activity D, p. 52

Paragraph Number	Country or Region	Topic
2	United States, the Middle East	greetings
4	North America, the Middle East, Latin America	personal space
5	United States, China	gift-giving
6	Germany, Argentina	time

7 | Vietnam, United States | gestures

Activity E, p. 52

Answers will vary. Possible answers:

1. Examples differ from culture to culture. In the United States, it is polite to shake hands firmly and to open a gift when it is given to you.
2. In the United States, people shake hands firmly and for a short period of time. In the Middle East, people shake hands gently and for a longer time.
3. In North America the comfortable distance is at arm's length. Where I live we stand closer together.
4. In Germany, you should arrive at 12:00. Where I live it is more polite to arrive a bit later.
5. It shows that you care about the other person's culture and want to make that person feel comfortable.

### WRITE WHAT YOU THINK

Activity A, B, pp. 57-58

Answers will vary. Possible answers:

1. In North America, when people are speaking they stand about an arm's length apart. People stand closer together in some places, such as some countries in Latin American and the Middle East.
2. I think body language is different in different cultures because some cultures are more formal than others. For example, in cultures where respect is very important, it's not always polite to greet someone with a kiss on the cheek.

### READING SKILL

Activity A, p. 53

Main Idea: There are cultural differences in the way people use personal space.

Detail: In North America people usually stand about an arm's length apart during a conversation.

Detail: in some countries in the Middle East and Latin America, people stand closer.

Activity B, p. 53

1. Around the world cultures have different ideas about giving gifts.
2. There are two supporting details: In the United States, if people give you a gift, you should open it while they are with you. . . . In China, you should open a gift after the person is gone.

Activity C, p. 54

1. Another cultural difference is time.
2. Two examples: In Germany, it is important to arrive on time. In Argentina, polite dinner guests usually come 30 to 60 minutes after the time of the invitation.

### READING 2

#### PREVIEW THE READING

Activity A, pp. 54-55

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

Activity C, p. 55

- giving/receiving gifts
- table manners
- formality

Activity D, p. 55

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 57

1. F Mansoor Al Ganem is worried about correct business etiquette.
2. T
3. F Many Americans are informal at home.
4. T
5. F Carlos thinks business customs are different in Egypt and in the U.S.

Activity C, p. 58

1. a. later  
b. right away
2. a. travel, food, books, sports, family  
b. age, salary, religion, politics
3. a. remove your shoes  
b. don't remove your shoes
4. a. discuss business  
b. have informal conversation before a meeting
5. a. are acceptable  
b. are unacceptable

Activity D, pp. 58–59

1. manners
2. informal
3. kitchen
4. polite
5. hosts
6. shoes
7. left
8. conversation
9. relationships
10. interrupt

Activity E, p. 59

Answers will vary. Sample answers:

1. Good table manners in the United States include keeping elbows off the table; chewing with your mouth closed; complimenting the food
2. It is important to make your guests feel comfortable, but it is also important for visitors to learn about your culture.

**WRITE WHAT YOU THINK**

Activity A, p. 59

Answers will vary. Sample answers:

1. So that he/she is not rude or does not upset his/her host. To show that he/she is interested in and knowledgeable about other cultures.
2. This is good advice unless your hosts do not have good manners.

Activity B, p. 59

Answers will vary. Sample answers:

1. I think that people are less polite today. This is because they are not taught how to be polite from a young age. People are less formal now.
2. People learn to be polite. This is one reason why there are different customs around the world.

**VOCABULARY SKILL**

Activity A, p. 60

- in-*: inappropriate, inexpensive, informal  
*im-*: imperfect, impolite, impossible  
*un-*: unclear, uncomfortable, uncommon, undependable, untraditional, unusual

Activity B, p. 61

1. dependable
2. unclear
3. unusual OR uncommon
4. impossible
5. comfortable
6. inexpensive
7. impolite OR inappropriate
8. traditional OR formal
9. uncomfortable
10. inappropriate OR impolite

**WRITING SKILL**

Activity A, p. 62

Circled: there are several appropriate gifts to bring to a host

Underlined: flowers, Food, a small gift for the home

Activity B, pp. 62–63

1. in North America, people stand an arm's length apart. In some countries in the Middle East and Latin America, people stand closer.
2. in some Middle Eastern countries, people hold the other person's hand gently for a longer time.
3. it is polite to be half an hour to an hour late in Argentina.
4. in the United States, it is polite for hosts to open a gift in front of the gift giver.
5. it is impolite to interrupt a meeting in the United States, but it is common for others to come in the room in Egypt.

Activity C, p. 63

Answers will vary. Sample answer:

Main idea: Many people are impolite when using their cell phones.

Supporting idea: People speak loudly in public places.

Supporting idea: People use their phones at dinner.

Supporting idea: People interrupt conversations to answer their cell phones.

Activity D, p. 63

Answers will vary. Sample answer: Many people do not have good cell phone manners, and they are impolite when they use their cell phones. For example, some people speak loudly on the phone in public places such as the movie theater, or

on the bus. When eating dinner with friends or family, impolite people may have their cell phones out and play games or read text messages rather than focus on the dinner conversation. Other impolite people interrupt conversations to answer their cell phones. Instead, they should allow their calls to go to voicemail, and answer them later. This way they can focus on the conversation. If cell phone users were more thoughtful of others, they might be more polite.

Activity E., p. 64

Answers will vary.

Activity F., p. 64

Answers will vary.

**GRAMMAR**

Activity A, p. 65

1. Circled: brother  
Underlined: lives
2. Circled: a man  
Underlined: is
3. Circled: The police  
Underlined: are
4. Circled: people  
Underlined: use
5. Circled: This book  
Underlined: gives

Activity B, p. 66

In my opinion, the most annoying habit is talking on cell phones.

People is talking talk on their cell phones all the time. My brother always interrupt interrupts our conversations and answer answers his phone. People like my brother doesn't don't care about

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manners. People talk on cell phones in restaurants and in doctors' offices. There is are times when cell phones are very annoying. Cell phones ring and interrupts interrupt our thoughts. People need to show more respect for others. There is are appropriate and inappropriate places to use cell phones.

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

Activity C, iQ Online Resource

Answers will vary.

**The Q Classroom**

Activity A, p. 68

1. Answers will vary. Possible answers:  
I like to play tennis and soccer. I like to watch basketball.
2. They are competing in a swimming competition. They are racing.

Activity B, p. 68

Answers will vary. Possible answers include:

1. Yes, I think the home team has an advantage because they have more support from the people watching the sport. Also, they may be more familiar with the field or stadium and the climate.
2. Some cyclists cheated in the Tour de France because they used illegal drugs.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

**READING 1**

Activity A, p. 70

- a. compete
- b. include
- c. championship
- d. effect
- e. advantage
- f. limit
- g. solution
- h. financial

Activity C, p. 71

Answers will vary. Possible answers include:

Teams: Real Madrid, Manchester United, Barcelona

People: Cristiano Ronaldo, Roman Abramovich

The teams and the people are all involved with sports, and they all have lots of money.

Activity D, p. 71

Answers will vary. Possible answer:

Wealthy teams are usually better than poorer teams because they can afford better equipment. Wealthier teams may also be able to afford better players because they can offer more competitive salaries. Poorer teams cannot always afford the best players or equipment, so they may not be as good. Wealthy teams are better teams because they can afford to be.

**WORK WITH THE READING**

Activity B, p. 73

1. T
2. T
3. F The wealthiest teams sell their tickets at high prices.
4. T
5. F There are no easy solutions to the problem of wealthy teams having an unfair advantage.

Activity C, p. 73

1. Real Madrid
2. He earned \$21.9 million per year at the time the article was written. He must make more with Real Madrid since he left Manchester to go to Real Madrid.
3. They support the team financially.
4. Rich teams could support poor teams or there could be a limit on how much players can be paid.
5. They get corporate sponsors, they sell tickets at high prices, they get money from TV stations to broadcast their games.
6. The team was bought by a billionaire who invested a lot of money in the team.

Activity D, p. 74

1. five, two
2. Arsenal



3. value
4. Real Madrid
5. eighth

Activity E, p. 74

Answers will vary. Possible answers include:

1. Solution: Rich teams give to poor teams. Advantages: Poor teams have more money to use for better players. Disadvantages: Teams are not financially motivated to do well.
2. Solution: Limit how much a player can be paid. Advantages: Poorer teams can afford to pay better players. Disadvantages: Players are not financially motivated to do well.
3. Solutions will vary.

### **WRITE WHAT YOU THINK**

Activity A, B, p. 75

Answers will vary. Possible answers include:

1. American football, baseball, and many other sports have wealthy and poor teams. They have many of the same problems.
2. I think their salaries are fair because they have very short careers as athletes, and they are likely to have serious injuries that may affect the rest of their lives.

### **READING SKILL**

Activity A, p. 75

Answers will vary.

### **READING 2**

#### **PREVIEW THE READING**

Activity A, pp. 76–77

1. ban
2. energy
3. artificial
4. reason
5. performance
6. equipment

7. invent
8. technology

Activity C, p. 77

The Technology Advantage: Better Equipment, Better Performance

Activity D, p. 77

Answers will vary. Possible answers: Running sneakers are always improving so that runners can run longer distances, faster. Skis might be changing so that skiers can ski faster. Tennis racquets are lighter than they used to be.

### **WORK WITH THE READING**

Activity B, p. 80

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

Activity C, p. 80

1. They believe that technology makes sports unfair because some people can afford the new technology while others cannot.
2. Swimmers could swim faster.
3. Swimmers began breaking many records.
4. FINA banned the swimsuits.
5. Fewer records were broken.
6. artificial legs, contact lenses, special shoes

Activity D, p. 81

1. F The graph shows the fastest times for women swimmers between 1998 and 2011.
2. F The slowest time was 1998, and the fastest was 2009.
3. F The fastest time increased by less than a second in 2009.
4. T

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5. F Times decreased by almost 1 second between 1998 and 2011.

Activity E, p. 81

Answers will vary.

1. They can swim faster. They can break records. They float better.
2. Opinions will vary.

**WRITE WHAT YOU THINK**

Activity A, p. 81

Answers will vary. Possible answers include:

1. I enjoy skateboarding. New wheels have made the sport safer and allow skateboarders to maneuver better. People are doing many more tricks than in the past, so I don't think it is safer than in the past. Also, I think it is more difficult than in the past because of the complexity of the tricks.
2. I think athletes today have more history to draw from. They know what works and what doesn't. Also, they have computer simulations to help them learn.

Activity B, p. 81

Answers will vary.

1. I think the Olympic Games are not completely fair because some countries cannot afford to train their athletes as well as other countries. Also, sometimes athletes compete for countries that they are not even from because they were not able to get on their country's team.
2. Lots of training and advice from coaches can improve an athlete's performance. I think a family's support can make the biggest difference.

**VOCABULARY SKILL**

Activity A, pp. 82–83

1. against, with, for, in
2. a. against, with b. for c. with d. in
3. "They had to compete against several larger companies to get the contract."
4. Answers will vary.

Activity B, p. 83

1. noun, adjective
2. adjective
3. noun, verb, adjective
4. abilities

**WRITING SKILL**

Activity A, pp. 84–85

1. "In my opinion, sports organizations ought to have rules against contact lenses in competitions." *In my opinion* signals the opinion.
2. In the first few sentences
3. Contact lenses give some players an unfair advantage; Contact lenses are too expensive for many golfers.
4. *For this reason* and *is another reason*
5. The concluding sentence restates the topic.

Activity B, p. 85

Opinion: Sports organizations ought to have rules against contact lenses in competitions.

Reason: They can give athletes an unfair advantage.

Supporting Details: Eyesight is extremely important. Super-vision allows them to play better than others.

Reason: High-tech contact lenses are very expensive.

Supporting Details: Players who cannot afford these contact lenses are at a disadvantage.

Activity C, p. 86

Answers will vary.

Activity D, p. 87

Answers will vary.

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Activity E, p. 87  
Answers will vary.

**GRAMMAR**

Activity A, p. 88  
*Ought to* is used in the topic sentence. *Must* is used in the concluding sentence.

Activity B, p. 88  
Answers will vary.

1. should not, they should learn to play together more than compete against others
2. should not, their performance will be artificially superior to others
3. should, salaries are currently out of control and unfair to teams that cannot afford the more expensive athletes
4. ought to, they will need more than their athletic skills later in life

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource  
Answers will vary.

Activity B, iQ Online Resource  
Answers will vary.

Activity C, iQ Online Resource  
Answers will vary.

**The Q Classroom**

Activity A, p. 90

1. Answers will vary. Possible answer: My neighbor owns a family business. It's a dry cleaners. I think it's successful because it is usually busy. I don't know if it makes a lot of money, though.
2. Answers will vary. Possible answer: This is probably a father and son who work together in a family business. For a boat shop to be successful, it probably needs to be near a river, a lake, or the ocean.

Activity B, p. 91

1. Sophy's uncle's business is successful because it's the only place in the area where you can get Persian food.
2. Answers will vary.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

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

Activity B, iQ Online Resource

Answers will vary. Possible answers:

1. When I was young, my grandparents lived with us for many years. It was nice to always have them at home.
2. My friend's father works very hard and travels a lot. I think it is difficult for my friend because he wants his father to be home more often.

**READING 1**

**PREVIEW THE READING**

Activity A, pp. 92–93

1. courage
2. design

3. expert
4. unity
5. expand
6. strength
7. corporation
8. manage

Activity C, p. 93

Answers will vary.

Activity D, p. 93

Answers will vary. Possible answer:

I wouldn't like to work in a family business. My sister and I don't always agree. I think we would fight too much. In order for a family business to succeed, family members have to be able to work together without getting frustrated.

**READING SKILL**

Activity B, p. 93

Answers will vary. Possible answer:

Abdullah Al Hamad Al Zamil started a business. His sons were part of the business. They were modest and worked hard. The family business is now a huge corporation. While it's hard for a family business to be strong for many years, the Zamil family business is successful.

Activity C, p. 94

1. Reading 2
2. Reading 1
3. Reading 2
4. Reading 1 and Reading 2
5. Reading 2

**WORK WITH THE READING**

Activity B, p. 95

1. b
2. a
3. c

Activity C, p. 96

1. 3
2. 5

3. 4
4. 1
5. 2

Activity D, p. 96

1. trading
2. food
3. textiles
4. expand
5. successful
6. invented
7. design
8. honest
9. risks
10. corporation

Activity E, pp. 96–97

1. He was 19.
2. Their success is thanks to strong family relationships, a feeling of unity, and sharp business sense.
3. He taught them to be modest, honest, hardworking, and respectful, and to take risks from time to time.
4. They wanted to expand their business.
5. No. They are separated to keep the company strong.

Activity F, p. 97

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

**WRITE WHAT YOU THINK**

Activity A, B, p. 97

1. Answers will vary. Possible answer: Family unity, sharp business sense, hard work, expertise in new

technologies, and keeping owners and managers separate helps the Zamil family have a successful business.

2. Answers will vary. Possible answer: When I work with a group of people, I am a good listener. I like talking with people, and I am curious about what they think. I help each person participate. I'm also a good writer, so I often take notes for the group.

**READING 2**

**PREVIEW THE READING**

Activity A, pp. 98–99

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

Activity C, p. 99

Paragraph 4

Activity D, p. 99

Answers will vary. Possible answers:

A family business might not be successful because it isn't carefully planned. It might be poorly managed. Family members might not have clear responsibilities.

**WORK WITH THE READING**

Activity B, p. 101

1. F Seventy percent of family businesses fail, and the owners cannot pass down the businesses to their sons and daughters.
2. T
3. T

4. F Love is not enough to run a family business.
5. F The family let people outside of the family manage the newspaper.

Activity C, pp. 101–102

1. 85; 30; 20

2. First pie chart:

15%: Businesses that are not family-owned

85%: Family-owned businesses

Second pie chart:

70%: Family-owned businesses that fail within 20 years

30%: Family-owned businesses that will last more than 20 years

Activity D, p. 102

Answers may vary. Possible answers include:

Family members do not have clear responsibilities

Families are not realistic about the dreams and goals of the younger generations.

### WRITE WHAT YOU THINK

Activity A, p. 102

1. Answers will vary. Possible answer: Advantages: Everyone has a stake in the businesses success. You can trust your family. Disadvantages: It can lead to some disagreements in the family. Some family members may take advantage of the situation.
2. Answers will vary. Possible answer: Small businesses can't afford rent. There aren't enough customers, and the businesses don't make enough money.

Activity B, p. 102

1. Answers will vary. Possible answer: Unity and respect for each other's strengths are the keys to making a family business successful.
2. Answers will vary.

### VOCABULARY SKILL

Activity A, p. 103

1. advice, darkness, furniture, happiness, information, luggage, news, police, traffic
2. a. analyses; b. cacti/cactuses; c. children; d. lives
3. a. broke down; b. burst into; c. shone at

### WRITING SKILL

Activity A, p. 105

1. Many workers today have different options about how and where they work.
2. There are four supporting sentences. Thanks to technology, some people can live far away from their offices and work from home. Computers and the Internet make it possible for individuals to telecommute—that is, to use the telephone and technology to get their work done without being in the office. In addition, since most computers now have microphones and video cameras, it is easy to have a meeting even when people are far away from each other. Now if someone gets a new job, they may not have to move to a new city.
3. Yes, all of the sentences are about the same idea.

Activity B, p. 105

1. People from the same family are sometimes quite different. Perhaps the father is usually quiet, while the mother is likely to be noisy. Brothers and sisters can also have very different personalities. ~~Two brothers might both be very funny.~~ There can

also be large differences in appearance. Some family members may be tall, while others are short. ~~Perhaps they have similar hair or faces.~~ As you can see, family members may not be very similar at all.

2. There are many keys to running a successful business. First, it is important to be sure that your business is in the right location. You want enough people to come and shop there. Many businesses fail in their first few years because they are in a poor location. A good advertising plan can also be helpful. Besides that, you must be sure that the prices are not too high or too low. ~~If you lose money, you can borrow from a bank. My uncle did that during the first two years of his business.~~ If you do everything right, your business can be a big success.

Activity C, p. 106

1. First
2. Next / In addition
3. For instance
4. In addition / Next
5. Obviously
6. Finally

Activity D, p. 106

1. The writer is going to start a new horseback riding school.
2. There are four transition phrases: *also; in addition; for example; finally*
3. Yes. All of the ideas help support the main idea.
4. Answers will vary.

Activity E, p. 107

Answers will vary.

Activity F, p. 107

Answers will vary.

### GRAMMAR

Activity A, p. 109

1. simpler
2. safer
3. clearer
4. prettier
5. bigger
6. more realistic

Activity B, p. 109

Adjective	Comparative	Superlative
healthy	healthier	the healthiest
exciting	more exciting	the most exciting
close	closer	the closest
easy	easier	the easiest
good	better	the best
calm	calmer	the calmest
busy	busier	the busiest
low	lower	the lowest

Activity C, p. 110

1. more successful
2. more responsible
3. more intelligent
4. friendlier
- faster
- more realistic

Activity D, p. 110

Answers will vary. Possible answers include:

1. Basketball is the most interesting sport to watch.
2. Pho is the most delicious food in the world.
3. Spring is the most beautiful season in the year.
4. Soccer is the most difficult sport to play.
5. Petra is the most famous place in my country.
6. Microsoft is the most successful company in the world.

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

Activity C, iQ Online Resource

Answers will vary.



**The Q Classroom**

Activity A, p. 112

Answers will vary. Possible answer:

1. You don't have to wait for a person to help you. It is often faster.
2. A person can deal with issues that were not programmed into a machine. People are more polite.
3. The photo shows the check-in area of an airport. These men are using a self-service check-in kiosk.

Activity B, p. 113

1. Felix doesn't like the automatic checkout at the supermarket. Yuna doesn't like automated messages on the telephone.
2. Marcus likes the automatic checkout at the market and the library and the credit card machine at the gas station.
3. Answers will vary.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

**READING 1**

**PREVIEW THE READING**

A, p. 114

1. benefit
2. automatically
3. error
4. decrease
5. blame
6. estimate
7. interact
8. stressed
9. provide
10. unique

Activity C, p. 115

Customers will pay their own bills using a credit card at a tablet.

Customers will enter their order at their table using a tablet.

Activity D, p. 115

Answers will vary. Possible answer:

Restaurants send text messages to let customers know their table is ready, so customers don't have to stay in the front of the restaurant. Servers use computers to send orders to the kitchen. This means the cooks don't have to try to read the servers' handwriting. Some restaurants let customers place orders using their smartphones. This makes it easier and faster to get your food.

**WORK WITH THE READING**

Activity B, p. 117

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

Activity C, pp. 117–118

1. May 3
2. June (next month)
3. photographs of the food
4. appetizers and drinks
5. higher
6. next Tuesday from 9:30–11:00 a.m.

Activity D, p. 118

Answers will vary. Possible answer:

1. servers will feel less stressed.
2. Because each server will have time to serve more customers,
3. Because customers are placing their own orders,
4. customers will order more food.
5. customers won't mind making their own orders.

Activity E, pp. 118–119

1. b
2. sections 1, 2, 4, and 5
3. c
4. b
5. Answers will vary. Possible answer:  
Section 4 “...these tablets will be so much fun that everyone will want to use them!”

**WRITE WHAT YOU THINK**

Activity A,B, p.119

Answers will vary. Possible answers:

1. Some customers will not want to use it. Some customers will make mistakes and not know how to correct them. Servers won't be able to make suggestions and give information.
2. I think that the servers will benefit more. They will be able to serve more people. Customers will not blame mistakes on them.
3. I would like to use this technology in a fast-food restaurant where it is easy to see and understand the food choices. It would be faster that standing in line. I would not like to use this technology in a nice restaurant, though. I usually have more questions to ask the server.

**READING SKILL**

Activity A, p. 120

c and d

Activity B, p. 120

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

**READING 2**

**PREVIEW THE READING**

Activity A, pp. 121–122

1. eventually
2. connection
3. access
4. assist
5. transfer
6. scan
7. frustrated
8. on hold
9. furious
10. install

Activity C, p. 122

Answers will vary. Possible answer:

The blog will probably be about why the person hates machines. It might be about the person's unpleasant experience with technology.

Activity D, p. 122

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 124

1. an automated voice recording and a self-service checkout
2. He had difficulty accessing a real person; an automated voice kept suggesting he go to the website, but he couldn't due to his inability to access the Web; when he did get access to a real person, she transferred him back to the automated system.
3. He felt frustrated because the machine didn't recognize that he had already scanned the item and put it in the bag. He was embarrassed because the machine seemed to be shouting at him and other people were looked at him as if he were an idiot.

- Answers will vary. Machines frustrate him. Machines aren't always easy to use. Machines often waste time.
- Answers will vary. to argue that people are more helpful than machines; to tell a humorous story about his experiences with machines
- Answers will vary.

Activity C, p. 124

- T
- F When he called the telephone company, he had to wait for a long while before he could talk with a real person.
- F It took the phone company two weeks to solve his problem.
- T
- T

Activity D, p. 125

- C
- P
- P
- C
- C

Activity E, p. 125

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

**WRITE WHAT YOU THINK**

Activity A, p. 125

Answers will vary. Possible answers:

- My computer often frustrates me. Sometimes it freezes while I'm doing something important, like writing a paper.
- If it is a simple task like checking out of a hotel, I like to use a self-service

machine. But if I'm checking out and I want to leave a complaint or a compliment, I prefer to talk with a person.

Activity B, p. 125

Answers will vary. Possible answers:

- One new type of self-service technology is the airport kiosk. One benefit of this technology is you don't have to wait in line to check in to a flight. Also, it's often quicker than a person. It only takes a few seconds to check in to a flight and get a boarding pass. But it can be inconvenient sometimes, too. The machines can be confusing to use, especially if the machine uses a language that you don't know. If you don't understand clearly, you might end up paying for an extra service that you don't want.
- My favorite type of self-service technology is the vending machine. When I am hungry and in a hurry, I can buy something to eat, usually without having to wait in line. All I have to do is insert money, type the letters and numbers that match up to which snack I want in the machine, and the machine will dispense it for me. Furthermore, because I can see all the snacks in the machine through a glass door, it is easy to decide what I want to eat.

**VOCABULARY SKILL**

Activity A, pp. 126–127

Answers will vary. Possible answers:

- Definition 1: the energy from the sun, a lamp, etc.  
Sentence: The light was too low for us to see.

Definition 2: something that produces light, for example an electric lamp

Sentence: Suddenly, all the lights came on.

Definition 3: having a lot of light

Sentence: In the summer it's still light at 9 o'clock.

Definition 4: pale in color

Sentence: She wore a light blue sweater.

2. row

Definition 1: to move a boat through water using long wooden poles with wide, flat ends.

Sentence: He rowed the boat slowly down the river.

Definition 2: a line of people or things

Sentence: The kids were standing in a row at the front of the classroom.

3. tip

Definition 1: the thin pointed end of something

Sentence: The tip of her finger was blue after she voted.

Definition 2: a piece of useful advice about something practical

Sentence: He had some useful tips about how to save money.

Definition 3: to give a waiter/waitress, taxi driver, etc. an extra amount of money to thank him/her for good service

Sentence: You should tip the waitress about 15% of the bill.

4. bank

Definition 1: an organization that keeps money safely for its customers

Sentence: Is there a bank near here where I can cash some traveler's checks?

Definition 2: a supply of things that you keep to use later

Sentence: The company has a data bank of customer names and phone numbers.

Definition 3: the ground along the side of a river or canal

Sentence: People were fishing along the banks of the river.

Activity B, p. 127

Answers will vary depending on the dictionary.

**WRITING SKILL**

Activity A, p. 128

Digital dining is an easy way to order food.

**First**, view the menu on your tabletop monitor. **Then** insert your credit card. **Next**, use the touch screen to enter your order.

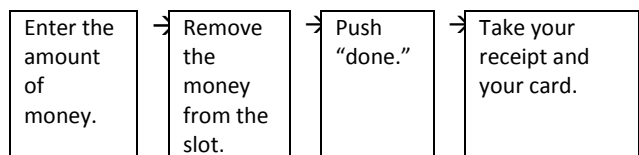
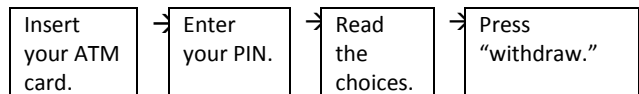
**When** you're ready, push the button to send your order. **While** you wait for your food, you can take photos and send them to your friends. **Finally**, use the monitor to pay your bill with a credit card.

Activity B, p. 129

The order of the steps can vary. Sample answer:

Process: How to use an ATM

Start



Finish

Activity C, p. 129

To use an ATM, first insert your ATM card. Next, enter your PIN and read the choices. Look for the option “withdraw.” Then enter the amount of money you want, remove the money from the slot and press “done.” Remember to take your receipt and your card from the machine before you leave.

Activity D, p. 130

Answers will vary.

Activity E, p. 130

Answers will vary

Activity F, p. 130

Answers will vary.

Activity G, p. 130

Answers will vary.

### **GRAMMAR**

Activity A, p. 132

Creating your own online blog is a good way to connect with people who share your interests. I started a blog last year **to share** my experience as a first-year university student in Jeddah. It was very easy to do, and it allowed me to practice my writing skills and be in touch with other students.

Here’s how you do it. First, go online **to find** free blog websites. There are many available, but you should look for one that is easy to use. Start by looking at some sample blogs **to get** ideas for your own blog. Then get started! The site will tell you what to do for each step of the set-up process. After you have set up your blog, you can write your first post.

Use photos **to add** visual interest to your page. Having a blog is a fun experience because you get comments from people who read it. It’s also a great way to practice your writing skills and to think creatively.

Activity B, p. 132

Answers will vary. Possible answers:

1. I use the internet to find information, to read the news, and to stay in touch with my friends.
2. I use a GPS to find new places in the city. I use it because it’s easier to use than maps.
3. They use these systems to save money and to make their businesses more efficient.

### **UNIT ASSIGNMENT**

#### **PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

Activity C, iQ Online Resource

Answers will vary.

**The Q Classroom**

Activity A, p. 134

Answers will vary. Possible answers:

1. Shoes, jewelry, bicycles, small appliances, refrigerators, dishwashers, etc.
2. The oldest piece of clothing that I still wear is a jacket that I got about 12 year ago. I still wear it because I like the colors and it is warm.
3. Yes, I buy things when they go on sale. / No, I do not buy things when they go on sale.

Activity B, p. 134

Answers will vary. Possible answers:

1. They don't work as well as the newer versions.
2. When people buy new things, stores make more money and are able to hire more people. I agree with Yuna that buying new things is good for the economy.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

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

Activity B, iQ Online Resource

Answers will vary.

**READING 1**

**PREVIEW THE READING**

Activity A, pp. 136–137

1. consequences
2. possession
3. habit
4. consumer

5. persuade

6. feature

7. attitude

8. factor

9. disposable

Activity C, p. 137

It's a society that throws away a lot.

Activity D, p. 137

Answers will vary.

**WORK WITH THE READING**

Activity B, pp. 139–140

1. The grandfather believes that nothing is built to last anymore.
2. because people throw out more than ever before
3. It means that we do not fix things; we throw them away.
4. paper towels, paper plates, plastic cups, cameras, razors for shaving
5. They are convenient and save time.
6. Companies like disposable products because people throw them away and buy more.
7. We throw away our old things and create a lot of garbage.
8. The author thinks that people should repair their possessions instead of throwing them away. She also thinks people should stop spending so much.

Activity C, p. 140

1. toasters; TVs
2. modern manufacturing and technology
3. because they contain many tiny and complicated parts
4. they are old; they are broken; they are disposable; they are cheaper to replace
5. because they want the newest versions

6. a. the amount of trash in the United States per person more than doubled; b. 70 percent of waste is trash and 30 percent is recycled ; C, percentage of household trash recycled in the United Kingdom

Activity D, p. 140

How did we become a throwaway society? What’s wrong with that? Do we really need the latest clothing styles when our closets are full of clothes? The author knows the answer to each question, but she asks the question to make the reader think.

Activity E, p. 141

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

**WRITE WHAT YOU THINK**

Activity A, B, p. 141

Answers will vary. Possible answers:

1. I have recently thrown away a coffee machine. I broke the glass coffee pot, but the machine still worked. I went to the store to buy a replacement coffee pot. The replacement cost \$15.00, but I could buy a new coffee maker for only \$25.00. So I bought a new one.
2. I have a bicycle that I don’t use anymore. It’s about ten years old. I could donate it to a group that fixes bikes and then gives the bikes to children.
3. Yes. I recycle paper, cardboard, and newspapers. I would like to recycle plastic containers, but my city

doesn’t have a good system for recycling plastic.

**READING SKILL**

Activity A, p. 142

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

Activity B, pp. 142–143

Answers will vary. Possible answers:

1. Fact: Colors can affect how people feel.  
Opinion: I think pink is a beautiful color.
2. Fact: Cell phones are more popular than they were 15 years ago.  
Opinion: Writing a text message is better than a voicemail message.
3. Fact: Recycling plastic, paper, and glass is common in most places.  
Opinion: In my opinion, it takes too much time and money to recycle plastic, paper, and glass.
4. Fact: You can pay with your credit card when you shop online.  
Opinion: I don’t think that you save money when you shop online.

**READING 2**

**PREVIEW THE READING**

Activity A, pp. 143–144

- a. budget
- b. exist
- c. fresh
- d. materialistic
- e. model
- f. patched
- g. sign
- h. significant

- i. term
- j. actual

Activity C, p. 144

A throwaway society shows that people are doing well.

Activity D, p. 144

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 146

- 1. T
- 2. F
- 3. F
- 4. F
- 5. T
- 6. F
- 7. F

Activity C, pp. 146–147

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

Activity D, p. 147

- 1. less, less
- 2. small, more, replace
- 3. more, lower/cheaper, afford/buy
- 4. better
- 5. benefit, reason

**WRITE WHAT YOU THINK**

Activity A, p. 148

Answers will vary. Possible answers:

- 1. I think it is better to save and wear old clothing. If you buy new clothes every year, it will cost a lot of money.
- 2. I agree with most of his points. Because people are wealthier, they can just replace items. I agree that most things have more features than before. He does give reasons to

support his opinions. However, he doesn't talk about the result of throwing things away: too much trash. Also, he doesn't talk about the need to recycle things. People now are used to throwing out everything; people are not used to getting things repaired. He has not discussed the facts that do not support his opinion.

Activity B, p. 148

Answers will vary. Possible answers:

- 1. An advantage of buying new is that a new item will have more features. For example, it may be quieter or more energy-efficient. The disadvantage is that when we throw away appliances and electronic equipment, we add to the problem of trash.
- 2. I often throw away plastic containers and plastic bags. To change my habit, I need to have a convenient place to put my things. I can use the small plastic containers to store food in or to hold small things. When I go shopping, I can reuse the bags.

**VOCABULARY SKILL**

Activity A, p. 149

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

Activity B, p. 149

- 1. We picked the children up from school.
- 2. Please throw your trash away.
- 3. Put your hat on.



4. I'm going to throw my old watch out and buy a new one.
5. I walk a lot, so I wear my shoes out quickly.

**WRITING SKILL**

Activity A, p. 150

1. Short Sentences: I love buying shoes. It's a nice way to spend the afternoon. Don't fix them. Buy a new pair. It's fun!
2. Long Sentences: I usually fix the things I have, but I always buy new shoes. I already have lots of shoes in different styles and colors, but I always find a new pair that I want to buy. Sometimes after class, I meet my friend Sue. We have coffee, and then we go shopping for shoes at the new shopping center downtown.
3. Questions: Do you prefer to fix what you have or buy new things? Are your shoes old and worn out?
4. Imperatives: Don't fix them. Buy a new pair.

Activity B, p. 151

1. I try to recycle things, but other people in my family usually just throw things away.
2. It was raining all day, so my clothes got wet.
3. I wasn't wearing a raincoat, so I might catch a cold.
4. Ibraheem likes to buy new clothes, and his brother likes to buy new clothes, too.
5. I wish vacation were longer, but school starts on Monday.

Activity C, p. 151

Answers will vary. Possible answer:

Earlier this year, some students noticed that recycling was difficult at our school.

There were no containers to collect recycled paper, so people just threw paper away. Also, many students drink bottled water, and they throw bottles in the trash without thinking. Student organizers made posters about recycling, and they put containers for recycling paper in every classroom and office. In one month, there was a significant increase in recycled paper and bottles. The organizers are very happy with the results. They hope people's habits and attitudes continue to change.

Activity D, p. 152

Answers will vary

Activity E, p. 152

Answers will vary.

Activity F, p. 152

Answers will vary.

**GRAMMAR**

Activity A, p. 153

1. single action
2. series of actions
3. repeated action
4. repeated action
5. single action
6. series of actions

Activity B, p. 154

1. interrupted action
2. duration
3. interrupted action
4. duration

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

Activity C, iQ Online Resource

Answers will vary.

**The Q Classroom**

Activity A, p. 156

Answers will vary. Possible answers:

1. The last time I was sick was in February. I had a very bad cold and a fever. I caught the cold from my cousin.
2. I am careful to eat well and get enough sleep. I also take vitamins.
3. The people are scientists. They are trying to find a cure for a disease.

Activity B, p. 157

1. Answers about how often students do these things will vary.
  - a. eat right
  - b. exercise
  - c. wash hands
  - d. wear a mask when sick
  - e. get vaccinations
  - f. stay home
2. Answers will vary.

**PREVIEW THE UNIT**

Activity A, iQ Online Resource

1. influenza (flu)
2. tuberculosis (TB)
3. skin cancer
4. malaria
5. diabetes
6. asthma

Activity B, iQ Online Resource

1. skin cancer
2. malaria
3. tuberculosis (TB)
4. asthma
5. diabetes
6. influenza (flu)

Activity C, iQ Online Resource

Answers will vary.

**READING 1**

**PREVIEW THE READING**

Activity A, pp. 158–159

- a. related to
- b. symptom
- c. virus
- d. cover
- e. infect
- f. severe
- g. extremely
- h. develop
- i. approximately
- j. epidemic

Activity C, p. 159

Answers will vary.

Activity D, p. 159

Answers will vary. Possible answers:

1. The last time I had the flu, I had a fever, a headache, and a bad cough.
2. I was sick for almost two weeks, and I had to stay home from work.
3. drinking hot tea and eating soup, using a humidifier

**WORK WITH THE READING**

Activity B, p. 161

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

Activity C, p. 161

The flu: lasts about two weeks; more severe; high fever; body aches; can develop into a serious illness

A cold: lasts about seven days; milder symptoms; slight fever; runny, stuffy nose

Both: symptoms include coughing; respiratory illnesses; viruses; spread from person to person

Activity D, p. 162

1. 5–20 percent
2. They may not be able to fight the virus and may become very sick.
3. 3 to 6 hours
4. 250,000–500,000
5. 70–90 percent
6. Wash your hands often; cover your nose and mouth when you cough or sneeze; avoid touching your eyes, nose, or mouth; avoid sick people; get the flu vaccine.

Activity E, p. 162

Answers will vary. Possible answers:

1. Where can I get vaccinated?
2. Your doctor or pharmacist may be able to give you the flu vaccine.

### **WRITE WHAT YOU THINK**

Activity A, B, p. 163

Answers will vary. Possible answers:

1. If I feel like I am going to get a cold or the flu, I take extra vitamin C. I also drink herbal tea if I feel like I am getting a cold. I make sure that I get enough sleep too.
2. I would say 4 on a scale of 1 to 10. I worry a little about getting sick because I don't want to miss work and school.
3. I would like to learn more about diabetes. There are several people in my family with diabetes. I want to know how to avoid getting it.

### **READING SKILL**

Activity A, p. 164

Answers will vary. Possible answers:

1. Answers will vary.
2. a. main idea; b. synthesis; c. detail
3. a. It spreads when someone with the virus coughs or sneezes and

someone else comes into contact with the germs from the cough or sneeze.

b. Yes, I will change some of my habits. I will be more careful about washing my hands and covering my mouth when I cough or sneeze.

c. Approximately three to five million people have a severe case of the flu each year.

Activity B, pp. 164–165

Answers will vary. Possible answers:

1. Yes, because humans do not have immunity and there may be no vaccine. There is a higher risk of death.
2. It could spread when someone is near or touches a sick animal. This could happen to someone who lives or works on a farm. It spreads quickly from person to person through sneezing and coughing, like other types of flu.

### **READING 2**

#### **PREVIEW THE READING**

Activity A, pp. 165–166

1. vaccination
2. mass
3. quarantine
4. risk
5. track
6. cooperation
7. decades
8. outbreak
9. strategy
10. take steps

Activity C, p. 166

Share knowledge, use technology, wash their hands, cooperate with others

Activity D, p. 166

Answers will vary.

**WORK WITH THE READING**

Activity B, p. 168

1. Diseases spread rapidly in large crowds.
2. Some mass gatherings are the Hajj, the World Cup, and the Olympic Games.
3. The Hajj is the largest mass gathering in the world.
4. All pilgrims receive health screenings.
5. It is important to quarantine people who are infected so that disease doesn't spread.
6. They use technology to track the outbreak of diseases.

Activity C, pp. 168–169

1. F Mass gatherings can present health problems because they increase the spread of diseases.
2. F The Saudi Arabian Ministry of Health has many years of experience managing the Hajj.
3. T
4. F The pilgrims are from all over the world.
5. T
6. F In 2009, there was an outbreak of the H1N1 flu.
7. F New technology is very helpful in tracking and reporting the outbreak of diseases.
8. T

Activity D, p. 169

1. rapidly
2. uncontrollably
3. sharing
4. health
5. screening

6. clinic
7. risk
8. technology
9. Organization
10. field

Activity E, p. 169

c and d

**WRITE WHAT YOU THINK**

Activity A, pp. 169–170

Answers will vary. Possible answers:

1. It doesn't surprise me. People make plans for a big event or travel, and can't change their plans if they're sick. I think it should be permitted because some things are very important.
2. Doctors can ask hotels to provide information about diseases so guests will know if they need to contact a doctor.

Activity C, p. 170

Answers will vary. Possible answers:

1. I think that a big problem will be that people might become very worried, and they might panic. People will run to the stores and buy all of the medicine. They will crowd into clinics and hospitals, even if they are not sick. Doctors may also become sick, and there will not be enough doctors to help everyone.
2. There are many things that a school can do to prevent sickness. Students who seem sick should go to the nurse's office. Teachers need to teach their students good habits like washing their hands.

**VOCABULARY SKILL**

Activity A, p. 171

1. in common
2. comment on
3. participate in
4. increase in
5. contribute to
6. in response to
7. succeed in
8. in favor of

Activity B, p. 171

Sentences will vary. Possible answers:

1. My friend and I have many interests in common.
2. Would you please comment on this article?
3. Eating candy can contribute to tooth decay.
4. There is an increase in fog during the fall.
5. I am not in favor of the proposed law.
6. I would like to participate in your class.
7. I succeeded in finishing the book in two days.
8. I got a letter in response to my complaint.

### **WRITING SKILL**

Activity A., pp. 172–173

1. A pandemic is an epidemic that has spread to several countries or continents.
2. epidemic
3. 2003, SARS virus; avian flu; 2009, a new flu virus from Mexico
4. a plague
5. Both paragraphs give general definitions of the terms. The paragraph on page 172 contains more statistical information than paragraph 1 in Reading 1.

Activity B, p. 173

Answers will vary. Possible answers:

1. A common cold is a respiratory illness that is caused by a virus.
2. An epidemic is when many people in a place get a disease at the same time.
3. Asthma is a condition that causes difficulty in breathing.
4. A vaccination is an injection that protects people from getting a disease.

Activity C, pp. 173–174

1. A common cold; which is
2. a common cold; severe
3. an epidemic; an epidemic
4. Asthma; which is; asthma
5. vaccination; vaccinations

Activity D, p. 174

Answers will vary.

Activity E, p. 174

Answers will vary.

Activity F, p. 174–175

Answers will vary.

Activity G, p. 175

Answers will vary.

### **GRAMMAR**

Activity A, p. 176

commonly; efficiently; frequently;  
immediately; precisely; rapidly; seriously;  
successfully

1. rapidly
2. successfully
3. efficiently
4. precisely
5. frequently
6. seriously
7. immediately
8. commonly

Activity B, p. 176

Answers will vary. Possible answers:

1. I think psychology is really interesting.
2. In my opinion this book is extremely long.
3. I can play basketball fairly well.
4. For me math is extremely difficult.
5. I have had an extremely busy day today.

**UNIT ASSIGNMENT**

**PLAN AND WRITE**

Activity A, iQ Online Resource

Answers will vary.

Activity B, iQ Online Resource

Answers will vary.

Activity C, iQ Online Resource

Answers will vary.