

Background Note

UNIT OPENER pages 120–121

The photo shows a woman in a textile storage area. Research tells us that creative people make decisions differently than people who are not as creatively inclined. MRI tests demonstrate that creative brains (such as those belonging to artists) are more adept at thinking about the distant future. This ability is key to making decisions that result in delayed gratification and, some would argue, are better in the long run.

Expansion Activity 1

UNIT QUESTION page 121

1. Read the Unit Question aloud: *How do we make decisions?* Draw special attention to question 2. Ask students *What kinds of big decisions have you made in your life? Did you get advice from anyone? Who helped you to make the decision?*
2. Ask students *Who do we go to when we need help to make a big decision?* As a class, brainstorm a short list of four or five people, for instance, parents, teachers, salespeople, friends, researchers. Write each person from the list on a separate piece of paper. Also, write the word *other* on a piece of paper. Hang the paper in different corners or places around the classroom.
3. Tell students to think of a big decision they have made and who helped them. Instruct them to stand up and move to the appropriate paper. Monitor the groups and encourage students to move to another paper if any groups are significantly bigger or smaller than the others. (However, some disparity is fine; the groups don't need to be of equal size.)
4. Give students time to talk about the decision and how the person helped them to make it.
5. Come together as a class and ask for volunteers to share a story for each paper.

Background Note

LISTENING 1 page 123

Being a social media influencer has actually become a job for some people. In recent years, companies have spent billions of dollars on social media marketing, much of it going to promote their products through popular social media personalities. However, companies need to be careful that the influencers they choose to do business with are a good match for their companies, and the influencers need to make sure their online presence isn't compromised by blatant product placement.

Multilevel Option 1

LISTENING 1: Marketing Strategy

A. VOCABULARY page 123

1. Direct students to read each sentence and write the vocabulary word next to the correct definition. Remind them to look for context clues.
2. Have partners compare answers. Elicit the answers from volunteers. Say each word and have students repeat it.

MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences to help them understand the words. For example: *The survey had a lot of questions. According to my mother, I don't eat enough.*

Assign one word to each higher-level student and ask him or her to write a sentence with it. Have the higher-level students put their sentences on the board. Correct the sentences with the whole class, focusing on the use of the vocabulary words rather than grammatical issues.

Background Note

LISTENING 2 page 129

Humans are social beings, so we are susceptible to being influenced by others. Research shows that being with people who share our opinions actually makes us more extreme in our views. In addition, from the moment we are born, we learn what is "right" by observing those around us. Therefore, it's not surprising when we are affected by a crowd's behavior.

Expansion Activity 2

WORK WITH THE VIDEO page 133

1. After students have completed the activities on page 133, tell them they are going to make a decision using decision theory.
2. Find a menu (ideally but not necessarily in English) from a restaurant or find one online before class. Alternatively, you can create your own menu. The menu should have several options for starters, main courses, sides, desserts, and drinks. Project it or make copies for the students.
3. Model the theory using a think-aloud process. Tell students that you are going to go to this restaurant for dinner. Say, for example, *I need to make a decision about what I will order. Decision theory tells me to make the big decision first. My big decision is that I want to eat something healthy for my main course.* Write "eat something healthy" on the board. Say *What are three healthy options for a main course on this menu?* Write three healthy options from the choice of main courses on the board. Then go on to explain out loud and write your smaller decisions on

the board, such as your choice of side dish, starter, dessert, or drink from the menu.

4. Brainstorm possible big decisions students might make about dinner, such as eat something delicious; eat a healthy dinner but a special dessert; eat something big to fill up; spend as little money as possible; eat something environmentally sustainable; etc.
5. Give students time to make their own big decisions. Have them make a note of their big decision. Then encourage them to write down their smaller decisions.
6. Once students have made their dinner decisions, put them into pairs and tell them to explain their thought process to their partner.

Vocabulary Skill Note

PERCENTAGES AND FRACTIONS page 134

1. Direct students to read the information about percentages and fractions.
2. Check comprehension: *What fraction is twenty-five percent? What percentage is one-third?*

Skill Note

In everyday conversation, we usually use fractions when discussing physical things: *She drank half the coffee; A quarter of the students are from Korea.* It's more common to use percentages when talking about prices and numbers: *The shoes are 25% off; He got 90% of the answers correct.* Percentages are also used when more precise numbers are needed: *Twenty-three percent of the population vs. Around a quarter of the population.*

Grammar Note

CONJUNCTIONS AND AND BUT page 136

1. Read the information about using *and* and *but*. Draw students' attention to the punctuation, pointing out that the comma usually translates to a pause in speaking.
2. Check comprehension. Write a sentence with two possible endings on the board: *She cheated on her test—she got caught/she failed it anyway.*
3. Ask students to connect the second part to the first using *and* or *but*.

Skill Note

But and *and* are coordinating conjunctions which combine two independent clauses. A comma should be used before the conjunction. The complete set of coordinating conjunctions is *for, and, nor, but, or, yet, so* (FANBOYS), but at this level, students will probably only use *and, but, or, and so*.

Multilevel Option 2

B. COMPOSE page 137

1. Have partners read their sentences together.
2. Ask volunteers to write sentences on the board. Correct them together, focusing on the use of *and* and *but*.

MULTILEVEL OPTION

Group lower-level students and assist this group. Elicit sentence completions orally before students write. If higher-level students finish early, tell them to go back and write a new ending for the sentences using the other conjunction.

Pronunciation Note

LINKING CONSONANTS TO VOWELS page 137

1. Read the information about linking. Play the audio and have students repeat the phrases.
2. If students are having trouble linking the words, try writing them on the board with the consonant attached to the second word, like this: *qui zanswers, fal sinformation.*
3. Have them repeat the phrases again.

Skill Note

Linking is an important part of producing fluid, natural-sounding English. Point out to students that although they will still be understood, if they do not use linking, their English will sound less fluent.

Multilevel Option 3

A. GATHER IDEAS page 140

1. Elicit a few examples of *yes/no* and multiple choice questions. Then ask students to write five questions for their survey.
2. Explain that the purpose of asking a partner the questions at this point is to test the questions to see if there are any problems.
3. Write the following questions on the board to help students evaluate their surveys. *Does your partner understand your questions? Does he/she think your answer choices make sense? Are all of your questions different (i.e., not asking for the same information with different words)?*

MULTILEVEL OPTION

Allow lower-level students to refer to the phrases on p. 138 when they present their survey results. After they present, have higher-level students share their opinions or analysis of what the results show.

Expansion Activity 3

PREPARE AND SPEAK

C. SPEAK page 140

1. Direct students to look at the Self-Assessment checklist. Briefly review the phrases for sourcing information from p. 138 and the information about linking consonants to vowels on p. 137.
2. Group students and give each group member a copy of the Unit Assignment Rubric at the end of this chapter. Have each student evaluate one other member of the group.

- Alternatively, have the class listen as each student presents results and use the rubric to score each student's presentation.

21ST CENTURY SKILLS EXPANSION

Referring correctly to sources is a very important academic skill that is required for research papers and oral reports. However, students will also make use of this skill in future professional settings. When trying to be persuasive or show a solid foundation for one's thoughts, demonstrating background knowledge by sourcing information can make the difference between a weak and a strong argument.

Unit Assignment Rubrics

Unit 6 Marketing

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Survey classmates about how they make decisions.*

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

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

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

0 points = Presentation element was not successful.

Report on a Class Survey	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) when presenting survey results and was easy to understand (spoke clearly and at a good speed).				
Student used <i>and</i> and <i>but</i> correctly.				
Student used vocabulary from the unit.				
Student used phrases to source information.				
Student correctly linked consonants to vowels.				

Total points: _____

Comments: