



WELCOME TO **Q:Skills for Success**

Q: Skills for Success is a six-level series with two strands, *Reading and Writing* and *Listening and Speaking*.

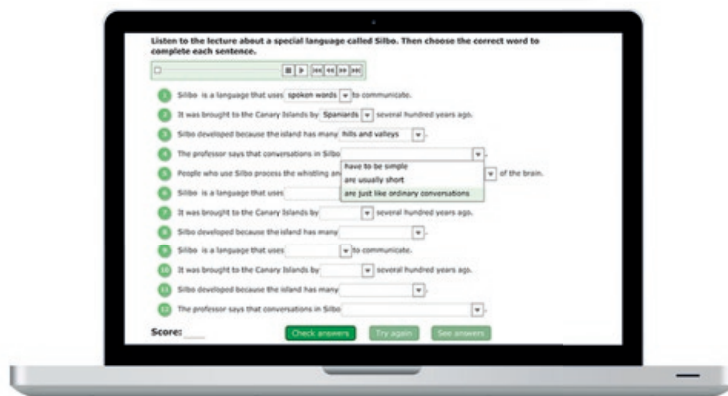
READING AND WRITING



LISTENING AND SPEAKING



WITH Q ONLINE PRACTICE



STUDENT AND TEACHER INFORMED

Q: Skills for Success is the result of an extensive development process involving thousands of teachers and hundreds of students around the world. Their views and opinions helped shape the content of the series. Q is grounded in teaching theory as well as real-world classroom practice, making it the most learner-centered series available.

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Q connects critical thinking, language skills, and learning outcomes.

LANGUAGE SKILLS

Explicit skills instruction enables students to meet their academic and professional goals.

LEARNING OUTCOMES

Clearly identified learning outcomes focus students on the goal of their instruction.

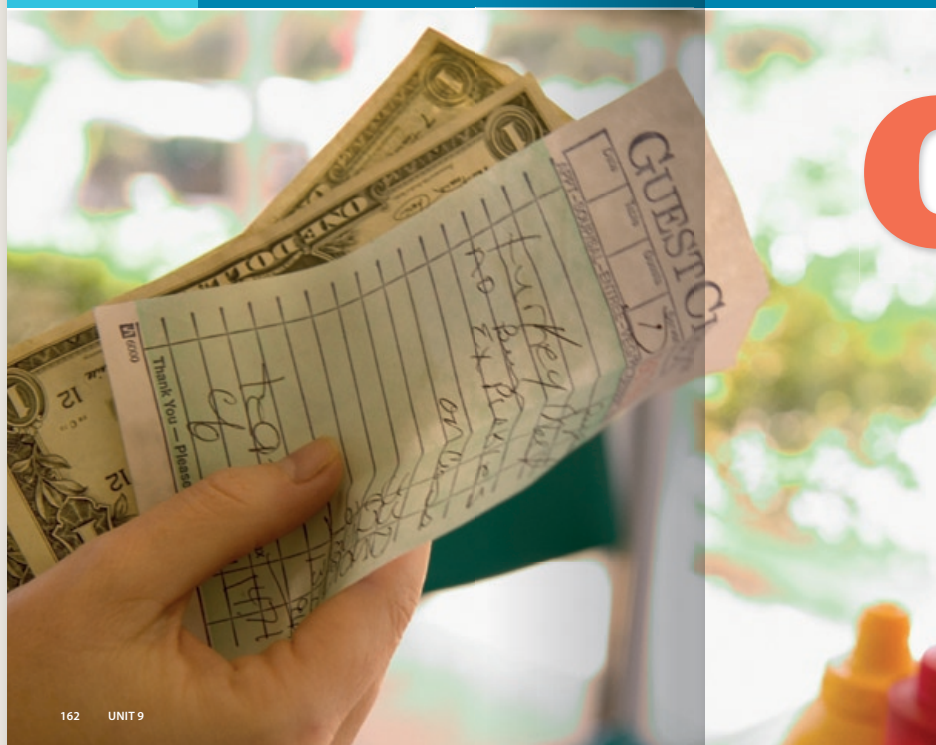
UNIT 9

Numbers

- READING ● making inferences
- VOCABULARY ● numbers and mathematical terms
- WRITING ● using numbers to support ideas
- GRAMMAR ● the present perfect

LEARNING OUTCOME

Describe your personal experience of learning math in a paragraph that includes numbers and facts.



162 UNIT 9

Q

Unit QUESTION

Does everyone need math?

PREVIEW THE UNIT

- A** Discuss these questions with your classmates.
Do you like or dislike doing math? Why?
Can you think of any jobs that don't use math?
Look at the photo. How is this person using math?
- B** Discuss the Unit Question above with your classmates.
- C** Listen to *The Q Classroom, Track 11* on CD 2, to hear other answers.

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CRITICAL THINKING

Thought-provoking unit questions engage students with the topic and provide a critical thinking framework for the unit.

“ Having the learning outcome is important because it gives students and teachers a clear idea of what the point of each task/activity in the unit is. *Lawrence Lawson, Palomar College, California* ”

LANGUAGE SKILLS

Two reading texts provide input on the unit question and give exposure to academic content.

Cultural Differences in Counting

- 1 How quickly can you count from one to ten? Do you use ten different words to do it? Can you do it in English, or do you have to use your first language? Do you count on your fingers? Many people **assume** that numbers and math are the same all over the world. But scientists have discovered that this is not true.
- 2 People in different parts of the world use different **methods** to count on their fingers. In the United States, people begin counting with their first, or index, finger, which they



extend or stick out. They then extend the rest of their fingers and finally the thumb to count to five. Then they repeat this with the other hand to get to ten. In some cultures, people begin with their fingers already extended. They count by folding the fingers inward. In China, people count by using a variety of finger positions. In this way, a Chinese person can easily count to ten on only one hand, while an American uses two hands to count to ten.

- 3 In addition to methods of finger counting, scientists have found that cultures and languages also differ when it comes to numbers. Some languages have only a few words for numbers, and others don't have any words for numbers. A group of scientists worked with aboriginal¹ children in Australia. The scientists studied people who have a very small vocabulary for numbers. Unlike many groups, these people don't have gestures or hand movements to **indicate** numbers. In most cultures, people count on fingers to indicate a number, but not in these aboriginal tribes².

CRITICAL THINKING

Students **discuss** their opinions of each reading text and **analyze** how it changes their perspective on the unit question.

Q[?] WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. What was the most surprising thing that you learned in this article?
2. The Pirahã tribe and the aboriginal people in Australia don't really seem to need numbers. What kinds of things do you use numbers for in your daily life? Can you imagine a day without numbers? Why or why not?

“ One of the best features is your focus on developing materials of a high “interest level.”

*Troy Hammond, Tokyo Gakugei University,
International Secondary School, Japan*

Explicit skills instruction prepares students for academic success.

LANGUAGE SKILLS

Explicit instruction and practice in reading, vocabulary, grammar and writing skills help students achieve language proficiency.

- ___ 4. In tests, aboriginal children had to match pictures with numbers.
- ___ 5. The scientists who went to Brazil were from the California Institute of Technology.
- ___ 6. The Pirahã tribe are aboriginal people in Australia.
- ___ 7. The Pirahã don't have words for precise numbers.
- ___ 8. The tribes in the study live in urban areas.
- ___ 9. The Pirahã have a word that can mean "one" or "two."
- ___ 10. The Pirahã need to use numbers in their everyday lives.

Q WHAT DO YOU THINK?

Discuss the questions in a group. Then choose one question and write five to eight sentences in response.

1. What was the most surprising thing that you learned in this article?
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Reading Skill Making inferences

When you make an **inference** about a text, you determine that something is true even though the writer does not tell you directly.

Suzy yawned as she tried to keep her eyes open.

You can **infer** that Suzy was tired, even though the writer didn't say, "Suzy was tired." You can infer this because usually when people yawn and can't keep their eyes open, they are tired. However, you can't infer that she stayed up all night. There are no clues in the text to suggest this, and there are many reasons she could be tired.

To make inferences, use clues from the text and your own knowledge and experience to figure out what the author is trying to tell you. Making inferences is a useful skill because it's a way to gain a deeper understanding of the text. It is sometimes called "reading between the lines."

LEARNING OUTCOMES

Practice activities allow students to **master the skills** before they are evaluated at the end of the unit.

WRITING

Writing Skill Using numbers to support ideas



When you write a paragraph, you can use facts to support your ideas. Using **numbers** and **facts** can make your ideas even stronger and more interesting. You can use sources such as books, magazines, and online articles to find numerical facts that support your ideas.

- [This year, the winter was much colder than usual. This winter's average temperature was **five degrees** below the usual average.
- [Many people support the president. Currently, **65 percent of the people** think he is doing a good job.
- [Investments in the stock market have increased. People invested **more than \$5 billion** last year.

A. Read the paragraph. Then answer the questions.

The population of the world is increasing at a dangerous rate. In 1810, the world's population was about one billion people. That figure doubled by 1930. The population reached three billion by 1965, four billion by 1975, and five billion by 1990. By the year 2000, the earth's population was more than six billion people. If the population continues to grow at this rate, the earth may run out of food and water for all of the people who live here.

1. What is the main idea of the paragraph?

2. What happened in 1930?

3. What kinds of numbers and facts does the writer use to support his ideas?

4. What numbers or information might be helpful to support the idea in the last sentence of the paragraph?

“ The tasks are simple, accessible, user-friendly, and very useful. ”
Jessica March, American University of Sharjah, U.A.E.

LEARNER CENTERED

Q Online Practice provides all new content for additional practice in an easy-to-use online workbook. Every student book includes a **Q Online Practice access code card**. Use the access code to register for your **Q Online Practice** account at www.Qonlinepractice.com.

Vocabulary Skill Using the dictionary



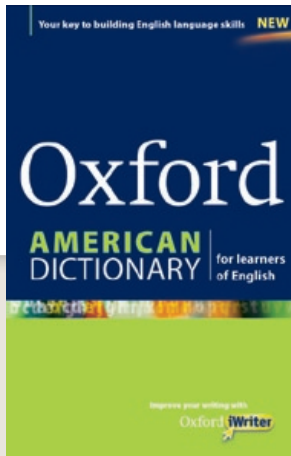
Words with more than one meaning

Many words have more than one meaning, or definition, even if they are spelled and pronounced the same way. Using a dictionary can help you identify the correct meaning of a new word. If a word has two definitions that are the same part of speech (*noun, verb, adjective, adverb*), they will appear under the same entry in the dictionary. If the two meanings are different parts of speech, they will appear under different entries in the dictionary.

light¹ /laɪt/ **noun** 1 [C, U] the energy from the sun, a lamp, etc. that allows you to see things: a beam/ray of light • the light of the sun • The light was too bad for us to read by. 2 [C] something that produces light, for example an electric lamp: Suddenly, all the lights came on/went out. • the lights of the city in the distance • a neon light • That car's lights aren't on. • Please switch the lights off before you leave.

light² /laɪt/ **adj.**
> **NOT DARK** 1 having a lot of light: In the summer it's still light at 9 o'clock. • a light room **ANT** dark
> **OF A COLOR** 2 pale in color: a light blue sweater **ANT** dark
> **NOT HEAVY** 3 not of great weight: Carry this bag – it's the lightest. • I've lost weight – I'm five pounds lighter than I used to be. • light clothes (= for summer) **ANT** heavy

All dictionary entries are taken from the *Oxford American Dictionary for learners of English*.



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LANGUAGE SKILLS

A **research-based vocabulary program** focuses students on the words they need to know academically and professionally, using skill strategies based on the same research as the Oxford dictionaries.

The **Oxford American Dictionary for learners of English** was developed with English learners in mind, and provides extra learning tools for pronunciation, verb types, basic grammar structures, and more.

The Oxford 3000™

The Oxford 3000 encompasses the **3000 most important words to learn in English**. It is based on a comprehensive analysis of the Oxford English Corpus, a two billion word collection of English text, and on extensive research with both language and pedagogical experts.

The Academic Word List **AWL**

The Academic Word List was created by Averil Coxhead and contains **570 words that are commonly used in academic English**, such as in textbooks or articles across a wide range of academic subject areas. These words are a great place to start if you are studying English for academic purposes.

Clear learning outcomes focus students on the goals of instruction.

LEARNING OUTCOMES

A culminating unit assignment evaluates the students' mastery of the learning outcome.

Unit Assignment Write a paragraph using numbers to support ideas

Q In this assignment you will write a paragraph about your personal experience of learning math and use numbers to support your ideas. As you prepare your paragraph, think about the Unit Question, "Does everyone need math?" and refer to the Self-Assessment checklist on page 182.

For alternative unit assignments, see the Q: *Skills for Success Teacher's Handbook*.

PLAN AND WRITE

A. BRAINSTORM Think about your experience learning math. Write your positive and negative experiences learning math in the T-chart below.

Positive experiences	Negative experiences

LEARNER CENTERED

Track Your Success allows students to **assess their own progress** and provides guidance on remediation.

Check (✓) the skills you learned. If you need more work on a skill, refer to the pages in parentheses.

- READING** ● I can make inferences. (p. 169)
- VOCABULARY** ● I can use numbers and mathematical terms. (p. 176)
- WRITING** ● I can use numbers to support ideas. (p. 178)
- GRAMMAR** ● I can use the present perfect. (p. 179)

- LEARNING OUTCOME** ● I can describe my personal experience of learning math in a paragraph that includes numbers and facts.

“ Students can check their learning . . . and they can focus on the essential points when they study. ”

Suh Yoomi, Seoul, South Korea

Q Online Practice

For the student

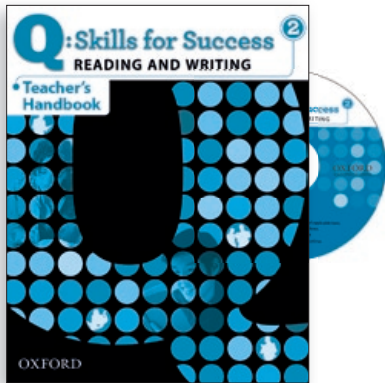
- **Easy-to-use:** a simple interface allows students to focus on enhancing their speaking and listening skills, not learning a new software program
- **Flexible:** for use anywhere there's an Internet connection
- **Access code card:** a *Q Online Practice* access code is included with this book—use the access code to register for *Q Online Practice* at www.Qonlinepractice.com

For the teacher

- **Simple yet powerful:** automatically grades student exercises and tracks progress
- **Straightforward:** online management system to review, print, or export the reports they need
- **Flexible:** for use in the classroom or easily assigned as homework
- **Access code card:** contact your sales rep for your *Q Online Practice* teacher's access code



Teacher Resources

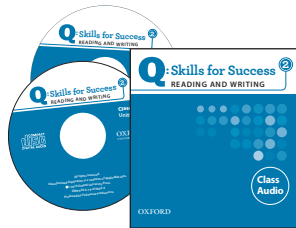


Q Teacher's Handbook gives strategic support through:

- specific teaching notes for each activity
- ideas for ensuring student participation
- multilevel strategies and expansion activities
- the answer key
- special sections on 21st Century Skills and critical thinking
- a **Testing Program CD-ROM** with a customizable test for each unit



For additional resources visit the *Q: Skills for Success* companion website at www.oup.com/elt/teacher/Qskillsforsuccess



Q Class Audio includes:

- listening texts
- pronunciation presentations and exercises
- *The Q Classroom*

“ It's an interesting, engaging series which provides plenty of materials that are easy to use in class, as well as instructionally promising. ”
Donald Weasenforth, Collin College, Texas

UNIT	READING	WRITING
<p>1 Trends</p> <p>Q Why does something become popular?</p> <p>READING 1: The Popularity of Social Networks An online article (Marketing)</p> <p>READING 2: A Song Becomes a Hit A Magazine Article (Music)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Make predictions before reading • Order ideas to recognize sequence 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a topic sentence to convey ideas clearly • Write a descriptive paragraph
<p>2 Color</p> <p>Q How do colors affect the way we feel?</p> <p>READING 1: How Colors Make Us Think and Feel A Textbook Article (Psychology)</p> <p>READING 2: The Importance of Color in Business A Magazine Article (Marketing)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Use context to understand unfamiliar words while reading • Complete a chart to organize information from reading 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Use freewriting to brainstorm ideas before writing • Write a business proposal
<p>3 Courtesy</p> <p>Q What does it mean to be polite?</p> <p>READING 1: Being Polite from Culture to Culture A Magazine Article (Interpersonal Communication)</p> <p>READING 2: Answers to All Your Travel Questions! An Online Discussion Group (Cultural Etiquette)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Identify supporting details to aid comprehension 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a paragraph with supporting ideas • Complete a cluster diagram before writing • Write a paragraph

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Distinguish word forms (nouns, verbs) to expand vocabulary 	<ul style="list-style-type: none"> • Simple present and present continuous 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply unit tips and Q online to be a strategic learner • Set and achieve goals • Support opinions with reasons • Complete a T-chart to categorize information 	<ul style="list-style-type: none"> • Write a paragraph describing a current trend and why it is popular.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Learn suffixes to expand vocabulary • Complete a chart to identify word forms 	<ul style="list-style-type: none"> • Conjunctions: <i>and, but, or, so</i> 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply unit tips and Q online to be a strategic learner • Set and achieve goals • Relate information from reading to self 	<ul style="list-style-type: none"> • Create a business and write a description explaining the colors you will use and why.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Learn prefixes to expand vocabulary • Complete a T-chart to categorize prefixes and suffixes 	<ul style="list-style-type: none"> • Subject-verb agreement 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply unit tips and Q online to be a strategic learner • Set and achieve goals • Support opinions with reasons or examples 	<ul style="list-style-type: none"> • Write a paragraph in response to a question on an online discussion forum about politeness.

UNIT	READING	WRITING
<p>4 Games</p> <p>Q ? What makes a competition unfair?</p> <p>READING 1: Money and Sports A Magazine Article (Sports)</p> <p>READING 2: The Fastest Man on No Legs A News Magazine Article (Ethics)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Read a chart to obtain information while reading • Take notes to retain information • Use a graphic organizer to categorize information from a reading 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Use a cluster diagram to brainstorm ideas before writing • Write an opinion paragraph with supporting details
<p>5 Family Ties</p> <p>Q ? What makes a family business successful?</p> <p>READING 1: Family Unity Builds Success A Magazine Article (Business)</p> <p>READING 2: The Challenge of Running a Family Business A Textbook Article (Business)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Skim a text quickly to get the general idea • Use a chart to compare information across readings 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a personal letter using a standard format
<p>6 Self-Reliance</p> <p>Q ? Do you prefer to get help from a person or a machine?</p> <p>READING 1: Memo to Restaurant Servers A Business Memo (Technology)</p> <p>READING 2: I Hate Machines! An Excerpt From a Blog (Opinion)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Identify the author's purpose for writing a text 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a paragraph describing a process • Use time order words: <i>first, next, then, later, after that, finally</i>—to make steps in a process clear
<p>7 Buy or Reuse</p> <p>Q ? Is it better to save what you have or buy new things?</p> <p>READING 1: Think Before You Toss A Magazine Article (Consumerism)</p> <p>READING 2: In Praise of the Throwaway Society A Blog (Opinion)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Distinguish between fact and opinion to read critically 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Vary sentence types to make writing more interesting • Write an answer to a test question

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Use the dictionary to learn more about words—pronunciation, parts of speech, and related forms 	<ul style="list-style-type: none"> • Modals: <i>should, should not, ought to</i> 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply <i>Tips for Success</i> to be a strategic learner • Set and achieve goals • Support opinions with reasons, examples, or supporting details 	<ul style="list-style-type: none"> • Express and support your opinion about what makes a competition unfair.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Use the dictionary to learn more about words—count/noncount nouns, irregular forms 	<ul style="list-style-type: none"> • Comparative and superlative adjectives 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply <i>Tips for Success</i> to be a strategic learner • Set and achieve goals • Support opinions with reasons and examples • Relate information from reading to self • Compare information using a chart 	<ul style="list-style-type: none"> • Write a personal letter describing a new family business.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Use the dictionary to distinguish words with multiple meanings 	<ul style="list-style-type: none"> • Infinitives of purpose • Time order words: <i>first, next, then, later, after that, finally</i> 	<ul style="list-style-type: none"> • Reflect on the unit question • Connect ideas across texts or readings • Apply <i>Tips for Success</i> to be a strategic learner • Set and achieve goals • Support opinions with reasons and examples • Complete a chart to identify steps in a process 	<ul style="list-style-type: none"> • Describe the steps of a process performed by either a person or a machine.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Recognize the features of phrasal verbs in order to use them correctly 	<ul style="list-style-type: none"> • Future Time clauses 	<ul style="list-style-type: none"> • Discuss advantages and disadvantages • Relate information from reading to self 	<ul style="list-style-type: none"> • Respond to a test question by writing a paragraph that states and supports your opinion.

UNIT	READING	WRITING
<p>8 Stories</p> <p>Q What makes a good story?</p> <p>READING 1: Nasreddin Hodja and the Candle A Turkish Folktale (Literature)</p> <p>READING 2: Writing a Short Story A Textbook Excerpt (Writing)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Summarize text to check comprehension 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a narrative paragraph
<p>9 Numbers</p> <p>Q Does everyone need math?</p> <p>READING 1: Cultural Differences in Counting A Science Report (Mathematics)</p> <p>READING 2: Problems with Math A Personal Essay (Narrative)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Make inferences using clues from text and background knowledge in order to read critically 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a paragraph using numbers/ figures to support ideas
<p>10 Global Health</p> <p>Q How can we prevent diseases?</p> <p>READING 1: Flu FAQ (Frequently Asked Questions) An Online FAQ (Health)</p> <p>READING 2: More Than a Game A Magazine Article (Psychology)</p>	<ul style="list-style-type: none"> • Preview text using a variety of strategies • Read for main ideas • Read for details • Activate schema with photos/pictures • Use glosses and footnotes to aid comprehension • Read and recognize different text types • Synthesize information from multiple sources to deepen understanding while reading • Complete a Venn diagram to find similarities and differences in text 	<ul style="list-style-type: none"> • Write paragraphs of different genres • Plan before writing • Revise, edit, and rewrite • Give feedback to peers and self • Write a definition paragraph • Analyze the structure of definitions • Write an FAQ page

VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Recognize word connotations to aid reading comprehension and apply to writing 	<ul style="list-style-type: none"> • Simple past and past continuous 	<ul style="list-style-type: none"> • Support opinions with reasons • Relate information from reading to self 	<ul style="list-style-type: none"> • Write a short story that includes a main character, setting, conflict, and resolution.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Use numbers and mathematical terms for academic and everyday applications 	<ul style="list-style-type: none"> • Present perfect 	<ul style="list-style-type: none"> • Support opinions with reasons • Relate information from reading to self • Use a T-chart to organize information 	<ul style="list-style-type: none"> • Describe your personal experience of learning math in a paragraph that includes numbers and facts.
<ul style="list-style-type: none"> • Match definitions • Define new terms • Understand meaning from context • Learn verb + preposition collocations to expand vocabulary 	<ul style="list-style-type: none"> • Adverbs of manner and degree 	<ul style="list-style-type: none"> • Support opinions with reasons and examples • Relate information in reading to self • Complete a flow chart to display details 	<ul style="list-style-type: none"> • Create a FAQ (Frequently Asked Questions) page about an illness that includes a definition of your topic.