

## Background Note

### UNIT OPENER pages 68–69

The photo is an overhead view of preteen friends playing games, eating snacks, and using their smart phones at a table. Research shows that this age group (preteens and young teenagers) have unprecedented access to smart phones, and nearly half of American teenagers say they are on their smart phones almost constantly.

## Expansion Activity 1

### UNIT QUESTION page 69

1. Introduce the Unit Question: *How does technology affect our relationships?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. *Why do people use technology? How do you communicate with people on your smartphone? Do you prefer to connect with people face-to-face or online?*
2. Tell students: *Let's start our discussion by thinking about how technology affects our relationships.*
3. Put students into groups of three or four and give each group a piece of paper. Tell the students to fold the paper in half. On one side, they should write some positive impacts technology can have on relationships, for instance *I can use Skype to chat with my family when I'm far away.* On the other side, they should write some negative impacts technology can have on relationships, such as *When my friends are on their phones at lunchtime, we don't talk much.*
4. Call on volunteers from each group to share their lists with the class.

### NOTE-TAKING SKILL page 70

#### B. APPLY

1. Prepare a list of symbols, numbers, and abbreviations, including the examples in the Skill Box and Activity A.
2. Put students into pairs. Give each pair a white board (these can be made with page protectors and cardstock if whiteboards are not available in your teaching context), a white board marker, and a white board eraser or paper towel. Alternatively, divide the class into larger groups and give each group a space at the whiteboard.
3. Tell students that you are going to call out a word or phrase and they should work with their partner (or group) to write the corresponding symbol, number, or abbreviation. They are going to compete with the other pairs (or groups) to be the fastest to correctly write it accurately.
4. Call out a word, for instance, *about*. Give a point to the first pair who correctly writes the abbreviation, *re*, and holds up the whiteboard to show. Write the word and the corresponding symbol, number, or abbreviation on the board so that any students who didn't get the correct answer can see and hear it again.

## Background Note

### LISTENING 1 page 71

The impact of social media on relationships is a hotly-contested topic. Studies have linked increased connections with others with longer lifespans and increased satisfaction. As well, developing online friendships is more convenient than cultivating face-to-face relationships. However, there are many reported downsides associated with social media-based relationships. In addition to those discussed in the listening, psychologists worry that substituting online relationships for real connections isn't good for peoples' mental health.

## Multilevel Option 1

### LISTENING 1: Online Friendships

#### A. VOCABULARY page 71

1. Go over the directions.
2. Have students work with a partner to fill in the blanks with the word that best fits.
3. Go over the answers with the class. As you go over the answers, pronounce each underlined word and have students repeat it.

#### MULTILEVEL OPTION

Group lower-level students together and provide additional examples to help with understanding where appropriate. Have higher-level students work in pairs to use their dictionaries to provide alternate sentences for the missing words or phrases. Then have students write and read aloud the sentences on the board. Review the sentences as a class, focusing on meaning over grammar or spelling.

## Background Note

### LISTENING 2 page 76

Although many people benefit from using AI, such as GPSs and Personal Assistants, they are not without controversy. Primarily, people are concerned about protecting their privacy because there have been reports of AI devices recording people's conversations in their homes.

## Multilevel Option 2

### LISTENING 2: Who are you talking to?

#### A. VOCABULARY pages 76–77

1. Go over the directions.
2. Have students work with a partner to circle the answer that best matches the meaning of the underlined word.
3. Go over the answers with the class.

### MULTILEVEL OPTION

Put lower-level students in pairs or groups to identify the clues in the sentences that help them guess at the meaning. Allow them to check a dictionary. Have higher-level students provide additional sentences for each new word.

## Expansion Activity 3

### WORK WITH THE VIDEO pages 79–80

1. After students have completed the activities on pages 79–80, tell the class that they are going to compare how life is now with how it was in 1927.
2. Model the activity. Draw a T-chart on the board and write *1927* above the first column and *Now* above the second column. Elicit some of the contrasts from the video, such as *In the past, the men sang in the evening, but now they might watch TV. Or In the past, people made gifts, but now we might buy them online.*
3. Divide the class into groups of three or four. Give each group a piece of paper. Tell them to fold the paper in half. On one side, they should write *1927* and on the other they should write *Now*.
4. Give them time to work together to list some differences between 1927 and now. They can note things they learned from the video or use their own ideas. For each contrast or difference on their list, ask them to discuss and note what was better in 1927 than now, and what is better now than in 1927.
5. Call on volunteers to share some contrasts from their list that were not explicitly mentioned in the video. Come to a class consensus about whether things were generally better in 1927 or things are better nowadays.

## Vocabulary Skill Note

### USING THE DICTIONARY page 81

1. Direct students to read the information silently.
2. Check comprehension: *What can you do if you don't know how to spell a word? What are some letters that can make the /k/ sound? How can a computer help you?*

### Skill Note

Point out that a dictionary is a useful tool but that students' brains are the most important tool. If they can guess at meaning, or simply ignore the word they don't understand if it's not important to the overall meaning, they can save time and avoid having to use the dictionary. In Activity A, students have to use their spelling knowledge to use the dictionary. Point out that even if their spelling isn't perfect, if it's close enough, students can often find the word and the correct spelling, especially if they use an online resource with a spellchecker. Some online dictionaries have a "Did you mean ...?" option list.

## Grammar Note

### COMPARATIVES page 82

1. Read the information about comparatives.
2. Check comprehension by asking questions: *How many things do comparatives compare? What word do we usually use after comparatives?* (You may want to draw students' attention to the fact that the word *than* is not always stated in comparative statements e.g., *Jon will get the message more quickly if you send it to his phone.*) *What do you do to one-syllable adjectives to make a comparative? What do you do to two-syllable adjectives to make a comparative? What do you do to three-syllable adjectives to make a comparative?*

### Skill Note

Two-syllable words are the most difficult for students because the rule is not always consistent. Point out that two-syllable words ending in *-y* usually use *-ier*, whereas some other two-syllable words are more likely to take *more ... than*. Suggest students keep notes about two-syllable words and the forms they take in a vocabulary notebook.

## Multilevel Option 3

### A. APPLY page 83

1. Read the instructions out loud. Have students follow in their textbooks.
2. Tell students to complete the sentences with the appropriate form of the comparative.
3. Go over the answers with the class.

### MULTILEVEL OPTION

Encourage lower-level students to look at the Grammar Box on page 82 as necessary, and check their spelling in a dictionary. Have higher-level students write new sentences using the opposite meanings of the adjectives. For instance, instead of *more lonely* or *lonelier*, they should write a new sentence with *less lonely*.

## Pronunciation Note

### LINKING BETWEEN CONSONANT SOUNDS page 84

1. Read the information about links between consonant sounds.
2. Play the audio. Play the audio again, and have students repeat.
3. Check comprehension. Ask: *How do you link words when one ends in a consonant sound and the next one begins with the same sound?*

### Skill Note

Students are often hesitant to use linking or reduction because they are afraid to make a mistake. Explain that linking will make them sound more like a native speaker, and it will help them understand other speakers better.

## Speaking Skill Note

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### ASKING FOR AND GIVING

#### CLARIFICATION page 85

1. Direct students to read the information about asking for and giving clarification.
2. Check comprehension: *When do you ask for clarification? What are ways you can ask for clarification? What are some phrases you use to give clarification?*

#### Skill Note

Asking for clarification is a very important skill for language learners. Sometimes students are hesitant to ask for clarification; remind them that it will help them understand more, and show the other person that they are listening and want to respond and understand. Encourage students to ask you and their classmates for clarification when needed.

## Expansion Activity 4

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### PREPARE AND SPEAK

#### C. SPEAK page 88

1. Go over the directions.
2. Have students review the Self-Assessment checklist on page 88 to notice what they should include in their panel discussion.
3. Have students give a two- to three-minute panel discussion to the class. Encourage students to ask questions about their classmates' panel discussions.
4. Use the Unit Assignment Rubric at the end of this chapter to score each discussion.
5. Alternatively, if your class is large, seat students in small groups to give their presentations. Assign a timekeeper. Give listeners a copy of the Unit Assignment Rubric to complete.

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

Students need to know how to interact effectively with others in educational and professional settings. One way to do this is to know when it is appropriate to listen and when to speak. In Activity C, students have to take turns listening and speaking. Remind students that it is just as important to listen to others and respect their point of view as it is to give their own opinions.

# Unit Assignment Rubrics

## Unit 4 Technology

### Unit Assignment Rubric

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

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

**Unit Assignment:** *Develop an educational board game that can help people in real life.*

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

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

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

**0 points** = Game introduction element was not successful.

Develop and Explain a New Game	20 points	15 points	10 points	0 points
Student spoke easily (without long pauses or reading) and was easy to understand (spoke clearly and at a good speed).				
Student used imperative verbs correctly.				
Student correctly used vocabulary words from the unit.				
Student gave clear instructions about a new game.				
Student correctly used syllable stress in words.				

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

Comments: