

Background Note

UNIT OPENER pages 178–179

The photo shows a man's hand below a mini-drone. Drones are a controversial technology, raising concerns about privacy and safety. Many people are pushing for increased regulation of drones so that they can't film or monitor people from public airspace.

Expansion Activity 1

UNIT QUESTION page 179

1. Introduce the Unit Question: *What are the consequences of progress?* Ask related information questions or questions about personal experiences to help students prepare for answering the more abstract Unit Question. For example: *What is an important invention that you use every day? How has it changed your life? Have you experienced any negative consequences of using this invention?*
2. Read the Unit Question aloud. Give students a minute to silently consider their answers to the question. Then brainstorm a short list of inventions that students use frequently, such as drones, personal assistants, GPS, social networking platforms, touch screens, etc.
3. Tell students to discuss the items on the list. Have them say whether they feel each item has benefited society overall or had negative consequences. Encourage them to share their reasons for their opinions.

Background Note

LISTENING 1 page 180

While people often think of automation as robots displacing factory workers, there are many cases of automation creeping into other jobs in ways that are not so obvious. Some examples include the adaptation of our education systems to utilize new technology, the increase of robots as "co-workers" in our workspaces, and an increased value placed on creative skills that robots struggle to replicate.

Multilevel Option 1

LISTENING 1: Automation and us

F. VOCABULARY pages 184–185

1. Direct students to read each sentence and try to guess what the word in bold means. Remind them to use context clues for help. Then have students write the word next to the correct definition.
2. Elicit the answers from volunteers. Discuss the context clues in the sentences.
3. Model the pronunciation of each word and have students repeat. Listen for correct syllable stress.

MULTILEVEL OPTION

Place students in mixed-ability pairs. The higher-level students can assist lower-level students in filling in the blanks and explain their understanding of the meaning of the words. Direct students to alternate reading the sentences aloud. Encourage them to help each other with pronunciation.

Background Note

LISTENING 2 page 188

While driverless cars may seem to be a bit like science fiction, the reality is that major automobile manufacturers, such as Tesla, Lexus, BMW, and Mercedes, are currently developing autonomous technology. Fully automated cars are in an advanced testing stage, but many newer car models already have the technological ability to parallel park without the driver.

Multilevel Option 2

LISTENING 2: Driverless Cars

E. VOCABULARY page 192

1. Write the vocabulary words on the board and model pronunciation. Ask: *What words do you already know? What do those words mean?* Provide definitions for any words that are new.
2. Put students in groups and have them complete the activity. Answer any questions about meaning and provide examples of the words in context.
3. Call on volunteers to read the sentences aloud.
4. If time allows, ask volunteers to create new sentences with the vocabulary.

MULTILEVEL OPTION

Pair lower-level students to write additional sentences with the vocabulary while higher-level students work individually. Have volunteers write their sentences on the board. Correct the sentences with the whole class, focusing on the use of the words rather than other grammatical issues.

Expansion Activity 2

WORK WITH THE VIDEO pages 194–195

1. After students have completed activities A–C on pages 194–195, tell them they are going to have a debate about the positive and negative consequences of driverless cars. Write on the board: *Driverless cars should replace manually operated cars by 2050.*
2. Give students several minutes to think of all the reasons why they agree and disagree with the statement. They can pull ideas from Listening 1 and 2 and the video, or use their own ideas.

3. Then put the students in two groups and assign a viewpoint, *agree* or *disagree*, that their group should defend. Give the groups time to prepare the points they will raise during the debate.
4. Seat the students in rows across from each other and have them debate their points for and against driverless cars replacing manually operated cars.
5. Alternatively, if your class is large, select two groups of students to debate and the others to observe and determine which side made a more convincing argument.

Vocabulary Skill Note

PREFIXES page 196

1. Ask: *Do you know what an idiom is? What idioms have you heard before?* List them on the board.
2. Present the information on idioms. Ask students to read the examples.
3. Check comprehension: *What's an idiom? What does make a point of mean? How many idioms are there? How can you figure out the meaning of idioms?*

Skill Note

People often use idioms when speaking. Idioms are difficult for language learners because their meanings are not literal. Therefore, students need to be exposed to idioms so that they can understand a speaker when idioms are used in conversation.

Multilevel Option 3

B. COMPOSE page 196

1. Direct students to complete the activity. Circulate around the room and provide support as needed.
2. When the students have finished writing, ask them to read their sentences to a partner.
3. Choose a few volunteers to write sentences on the board. Elicit corrections as needed.
4. Then have students practice saying the sentences.

MULTILEVEL OPTION

Have lower-level students work in pairs to write the sentences with idioms.

Expansion Activity 3

B. COMPOSE page 196

1. Put students into pairs or small groups and give them a sentence that contains an idiom. Make sure to choose idioms that students will be able to visualize. You may want to choose idioms from this unit or others, such as *a big fish in a small pond*, *a shot in the dark*, *a fly on the wall*, etc.

2. Ask the pairs/groups to read their sentence and try to determine what the idiom means. Provide assistance as necessary.
3. Then have students draw a picture that represents the idiom and write a new sentence below the picture, using the idiom.
4. Ask groups to present their pictures and teach their idioms to the rest of the class.

Grammar Note

REAL CONDITIONALS page 197

1. Present the information on real conditionals. Elicit and answer questions from students as they arise.
2. Check comprehension by asking questions: *What is a real conditional? What types of clauses are a part of a real conditional construction? What kinds of ideas are expressed by the real conditional?*

Skill Note

Conditional sentences express the dependence of one set of circumstances on another. When an *if* clause occurs first, the word *then* may be used before the main clause. For example, *If Brazil's team wins tonight, then they will be in first place.* Note that *then* cannot be used in this way if the conditional clause begins with *when*. Also, the use of the modals *should*, *may*, and *might* in a main clause makes the future outcome less certain than when *will* or *going to* are used. For example, *If we arrive early, we'll find a good parking spot vs. If we arrive early, we may find a good parking spot.*

Expansion Activity 4

C. DISCUSS page 200

1. Place students into groups and have them share their answers for Activity B Extend. Remind students to add to each other's comments using the language they've just learned.
2. Circulate around the room to ensure that students are adding on to others' comments.

21ST CENTURY SKILLS EXPANSION

Collaboration, and not competition, is what produces cohesion in the workplace and classroom. When you work every day with the same people, everyone has to get along most of the time. Therefore, anything people can do to encourage and sustain collaboration goes a long way toward creating positive workplace energy. The following skill, adding to another speaker's comments, is one way to practice collaboration.

Unit Assignment Rubrics

Unit 8 Engineering

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Share opinions about the consequences of progress.*

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

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

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

0 points = Discussion element was not successful.

Share Opinions About Progress	20 points	15 points	10 points	0 points
Student clearly explained the consequences of elderly people using technology designed to improve their lives.				
Student used real conditional sentences correctly.				
Student used vocabulary from the unit.				
Student added to another speaker's comments.				
Student used thought groups while speaking.				

Total points: _____

Comments: