

## Background Note

### UNIT OPENER pages 54–55

The photo on page 54 shows a woman in China carrying her young child in a wicker basket on her back. The child is playing with a mobile phone. The woman is walking along a stone walkway.

## Expansion Activity 1

### UNIT QUESTION page 55

1. Introduce the Unit Question: *How has technology affected our lives? Say: Let's consider the positive and negative effects of technology on our lives. What are some advantages of technology? What are some disadvantages? Give students a moment to think about their answers.*
2. Write *Advantages* and *Disadvantages* at the top of two sheets of poster paper.
3. Elicit students' ideas and write them in the correct categories. Post the lists to refer to later in the unit.

## Background Note

### READING 1 page 57

Driverless cars have been a fantasy since the 1939 World's Fair, where the first plan for autonomous vehicles was unveiled. Within the past 30 years, research and technology have begun to catch up to engineers' vision. Today, several companies are working on manufacturing and testing fully driverless cars, including Toyota, Audi, Volvo, Tesla, and, most notably, Google. All driverless cars use a combination of cameras, sensors, and radar to help maneuver the car through traffic, on city streets, and along highways and country roads. Fully driverless cars are still in a "testing" phase despite predictions that they would be permanently on the road by 2018. The ridesharing company Uber has tested its own fully driverless cars with customers, but after a serious crash, the company decided to put drivers back in the car in case of an emergency. Tesla Motors has invested millions of dollars into its fully self-driving technology, but continues to experience setbacks due to multiple crashes while testing the technology. In the meantime, most manufacturers are offering driverless cars that still require a human driver inside to take control when the technology malfunctions.

## MULTILEVEL OPTION 1

### READING 1: CARS THAT THINK

#### B. VOCABULARY page 58

1. Direct students to read the vocabulary words in the box. Answer questions about meaning or provide examples of the words in context. Then ask students to complete the sentences with the words from the box.

2. Put students in pairs to compare answers. Elicit the answers from volunteers. Have students repeat the vocabulary words. Highlight the syllable in each word that receives primary stress.
3. Ask questions to help students connect with the vocabulary: *What **benefits** do you get from studying English? His job at the car dealership involves analyzing sales **data**. When you were young, did your parents put **limitations** on your phone use?*

### MULTILEVEL OPTION

Group lower-level students and assist them with the task. Provide alternate example sentences or questions to help them understand the words: *In dry places, there is a **limitation** on how much water you can use during summer. Nour always **obeys** his father's wishes. The teacher **responds** to students' questions.*

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 word. Have volunteers write one of their sentences on the board. Correct the sentences with the whole class, focusing on the use of the word rather than other grammatical issues.

## MULTILEVEL OPTION 2

### WRITE WHAT YOU THINK page 62

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 five minutes to discuss the questions. Call time if conversations are winding down. 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 five to eight sentences in response.
6. Call on volunteers to share their responses with the class.

### MULTILEVEL OPTION

Seat students in mixed-ability groups so that lower-level students can benefit from listening to higher-level students.

Allow lower-level students to write three sentences in response to the question they choose.

Ask higher-level students to respond to more than one question.

## Background Note

### READING 2 page 64

Although students have long been using personal computers to do research, write papers, and find supplemental educational resources, tablets are quickly becoming a popular alternative in primary and secondary schools across the world, notably in countries like Saudi Arabia, the United Arab Emirates, Canada, the United Kingdom, and the United States. Many schools now provide their students with “free” tablets in the classroom; others rent tablets to students to keep for an academic year. The devices let students learn interactively during class time. Students can also use their tablets to communicate with their teachers directly. In addition, tablets allow teachers to monitor their students’ progress easily.

## EXPANSION ACTIVITY 2

### WORK WITH THE VIDEO page 69

1. Play the video again. Ask students to pay attention to information about algorithms used in car technology. Tell them to take notes on what they hear.
3. Have students compare notes. Then elicit their answers. Students should note that algorithms help cars from skidding by controlling braking and accelerating. Ask students what other functions algorithms might control in driverless cars.
4. Put students in pairs. Ask them to brainstorm ways algorithms might be used in driverless cars. Answers might include (1) for braking and accelerating, (2) for changing lanes, (3) for parking, (4) for entering highways, (5) for avoiding other cars, and (6) for avoiding pedestrians on crosswalks.
5. Elicit answers from the class. Have a class discussion about how reliable they think algorithms are for the functions they listed. For example, would they trust an algorithm to make decisions about changing lanes? Would they trust an algorithm to make decisions about avoiding pedestrians on the street? Why or why not?

## VOCABULARY SKILL NOTE

### SYNONYMS page 70

1. Have students read the information about synonyms.
2. Check comprehension by asking questions: *What is a synonym? Why should you learn synonyms? What do you have to be careful of when choosing synonyms?*

### Skill Note

Many words that have similar meanings are not used in exactly the same contexts because they may differ in degree, in level of formality, in positive/negative connotation, or in how general or specific they are.

A learners’ thesaurus (such as the *Oxford Learner’s Thesaurus*) can be useful for high-level students and for the teacher in helping to distinguish or explain the differences among similar words.

## EXPANSION ACTIVITY 3

### A. WRITING MODEL page 72

1. Direct students to read the summary of Reading 1 and complete the activity individually.
2. Have students compare their answers with a partner.
3. Call on volunteers to share their ideas with the class.

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

In writing a summary, a person must identify the most important ideas in a piece of information and then present these ideas in a clear, concise form. This skill is invaluable for people in many different roles outside of the classroom: employees who need to give a debrief of events at a meeting, supervisors who need to report on the latest sales event, and community members who need to synthesize news information in order to make informed voting choices. After you have gone through the introduction to summarizing, discuss with students the various ways that they will make use of this skill in their lives.

## GRAMMAR NOTE

### PARALLEL STRUCTURE page 75

1. Read the information about parallel structure and go over the example sentences.
2. Check comprehension by writing unfinished sentences on the board: *I like to talk on my cell phone, play games on my computer, and \_\_\_\_\_.* *He didn’t have a TV or \_\_\_\_\_.* Elicit a variety of parallel completions for each sentence.

### Skill Note

Parallel structure often falls apart in students’ writing when they try to connect longer or more complicated clauses and phrases (e.g., *He liked to talk on the phone, play computer games, and played soccer.*). Watch for these errors and copy them on the board to practice error correction with the class.

# Unit Assignment Rubrics

## Unit 3 Information Technology

### Unit Assignment Rubric

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

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

Unit Assignment: *Write a summary and a personal response paragraph.*

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

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

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

0 points = Paragraph element was not successful.

Write a Summary and a Personal Response Paragraph	20 points	15 points	10 points	0 points
The student used correct punctuation and spelling.				
The paragraphs include vocabulary from the unit and a variety of synonyms.				
The summary includes the main ideas of the reading.				
The student clearly expressed an opinion in the response paragraph and provided reasons and examples to support it.				
Parallel structures are used correctly.				

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

Comments: