

2



ENGINEERING

NOTE-TAKING: using visual elements

LISTENING: understanding cause and effect

VOCABULARY: word families: nouns and verbs

GRAMMAR: *there's* and *it's*

PRONUNCIATION: schwa /ə/ in unstressed syllables

SPEAKING: asking for and giving examples

GLOBAL SKILLS

CRITICAL THINKING: evaluating cause-and-effect statements

COMMUNICATION: communicating through digital media

Unit Question

How can we build better homes?

A Discuss these questions with your classmates.

1. Look at the photo. What is unusual about this building? Would you like to live in a home like this? Why or why not?
2. What modern technology do homes have now? What other kinds of technology would be useful in a home?
3. What problems are caused when people build new homes?



2.01

B Listen to *The Q Classroom* online. Then check (✓) which category each person gives their main ideas about.

	The Environment	Technology
Sophy		
Yuna		
Felix		
Marcus		

iQ Online

Unit 2 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.

Listening

NOTE-TAKING SKILL USING VISUAL ELEMENTS

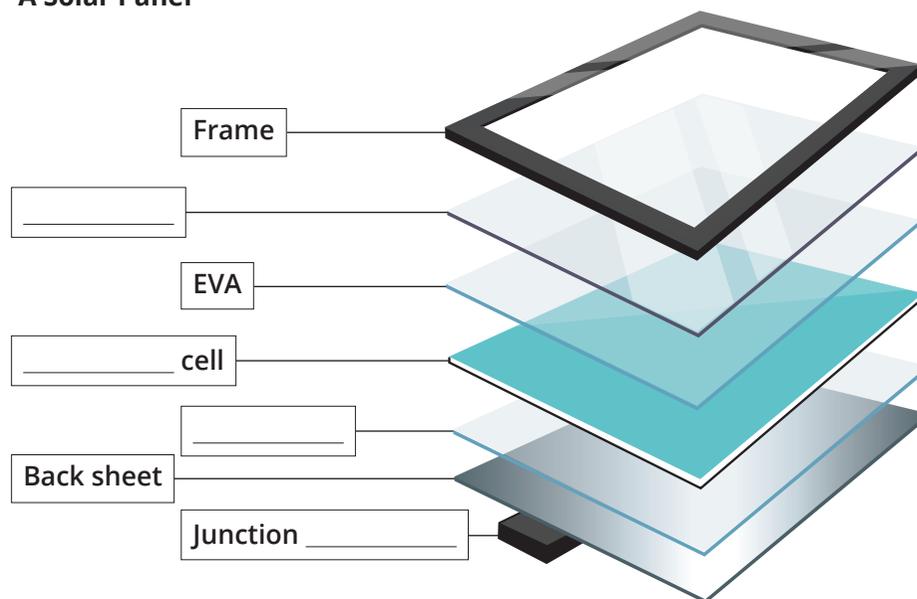
Instructors often use visual elements in their classes. They sometimes refer to pictures in a textbook or show photographs and charts on a screen. They also draw simple pictures and diagrams on the board. To use a visual element in your notes, you can ...

- first copy the picture or diagram into your notes.
- then label the picture and write notes around it.

You don't need to be a great artist to use pictures in your notes. Even a rough drawing will help you remember information.

A IDENTIFY Look at the picture of a solar panel used in a science class and read the instructor's explanation. Then finish labeling the student's diagram and write notes.

A Solar Panel



A solar panel has six parts, but there are seven items in the diagram. That's because one part is used twice. First, we have the frame. It's made of metal and holds everything together, like a picture frame. Next, is a layer of glass. It protects the panel from weather, like rain. The solar panel has two EVA layers, and between them is the solar cell. It's like a sandwich – an EVA layer, the solar cell, and another EVA layer. The EVA layers protect the solar cell and keep out moisture – small drops of water – and dirt. The solar cell does all the work. It changes sunlight into electricity. Next, is the back sheet. It helps hold things together and protect them, like the piece of cardboard in the back of a picture frame. Finally, we have the junction box. This is where the cables connect the panel to the rest of the system.



2.02

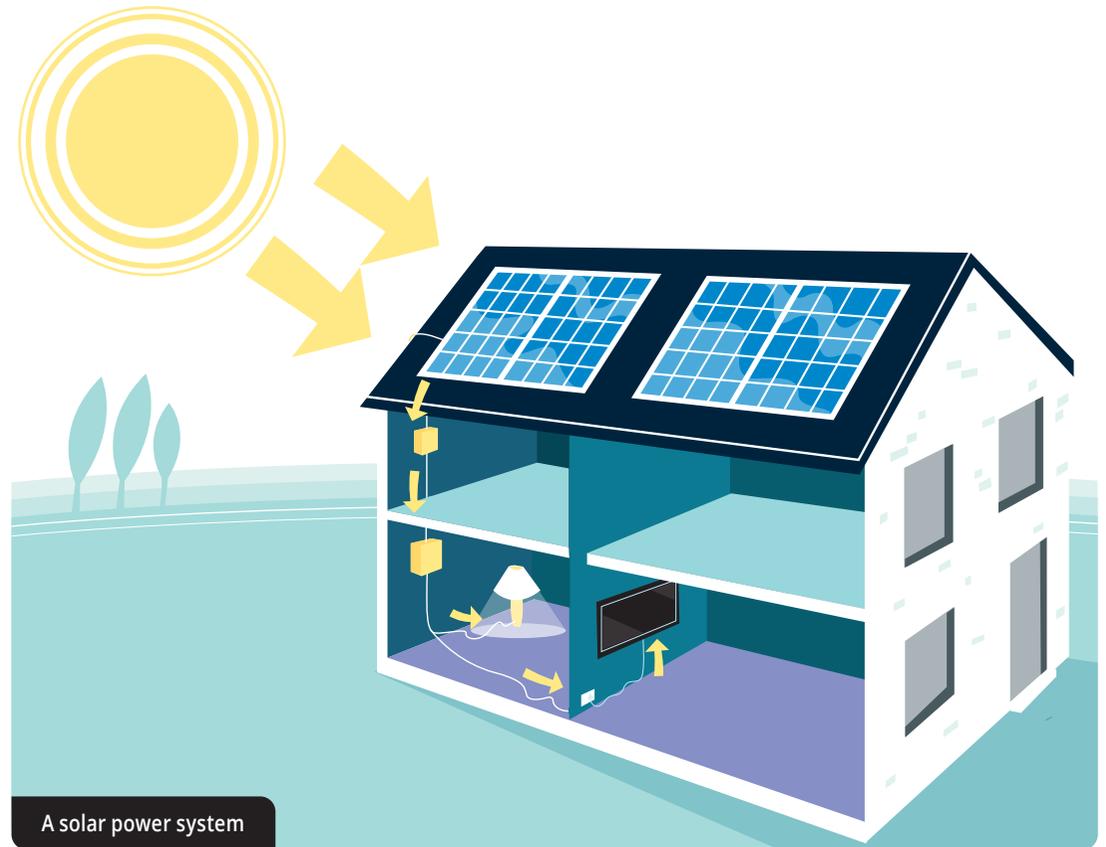
B APPLY Look at the picture of a solar power system. Make a rough drawing of it. Then listen as an instructor describes the parts of the system and add notes to your drawing.

iQ Online

Unit 2 Listening

Note-taking Skill Video

Note-taking Skill



LISTENING 1

Sustainable Homes

OBJECTIVE →

You are going to listen to two parts of a podcast about sustainable homes. A building designer talks about sustainable homes in the present and future. Use the listening to gather information and ideas for your Unit Assignment.



PREVIEW THE LISTENING

A VOCABULARY Here are some words from Listening 1. Read the definitions. Then complete each sentence with the correct word.

cooling (*n.*) the process of supplying cool air to a room or building

efficient (*adj.*) **OPAL** able to work well without wasting energy

heating (*n.*) **OPAL** the process of supplying heat to a room or building

material (*n.*) **OPAL** a substance that can be used for making or doing something

power (*v.*) **OPAL** to supply energy to something so that it can work

recycle (*v.*) **OPAL** to put a used object through a process so that it can be used again

save (*v.*) **OPAL** to make or keep something safe from loss

sustainable (*adj.*) **OPAL** involving the use of natural products and energy in a way that does not harm the environment

1. Solar panels need about four hours of sunlight a day to _____ a house.
2. The builder suggested metal for the roof, but I think we should use a different _____.
3. We need to _____ energy, so please turn off the lights when you're done.
4. The company only spends money on _____ during the summer months when it's extremely hot.
5. Our electric bill is high because our appliances aren't very _____.
6. Our water supply is _____, so we're never without water.
7. The _____ in this room is provided by a stove that uses wood, so it isn't expensive to keep it warm.
8. I hope you're going to _____ that plastic bottle and not throw it away.

iQ Online

Unit 2 Vocabulary
Practice 1
Pronunciation 1

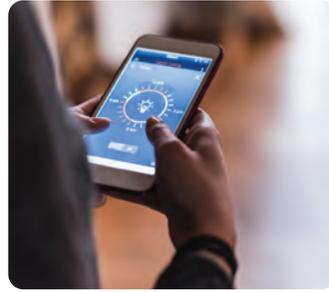
B PREVIEW You are going to listen to a podcast about sustainable housing. Work with a partner. Look at the photos. Think of one way in which each of these things could help save energy or money in a new home.



Solar power



Natural light and shade



A phone app



A wind turbine

WORK WITH THE LISTENING

GLOSSARY

appliance (*n.*)
a piece of equipment for a particular purpose in a house

development (*n.*)
a piece of land on which houses, stores, factories, etc. have been built

eco-friendly (*adj.*)
not harmful to the environment

impact (*n.*)
an effect

increasingly (*adv.*)
more and more



2.03



2.03



2.04



2.04

A INVESTIGATE Look at the photos again. Make rough drawings of the things in the photos for your notes. Make notes about the drawings – for example, size or materials. Leave room on the page to add more information.

B LISTEN AND TAKE NOTES Listen to Part 1 of a podcast and add notes to your solar panel and natural light and shade drawings.

C IDENTIFY Listen to Part 1 again. Then match the items to the benefits.

- | | |
|----------------------------------|----------------------------|
| 1. Cut down on heating costs ___ | a. natural light and shade |
| 2. Can be energy-efficient ___ | b. washing machines |
| 3. Eco-friendly materials ___ | c. paint |
| | d. solar power |
| | e. refrigerators |

D LISTEN AND TAKE NOTES Listen to Part 2 of the podcast and add notes to your phone app and wind turbine drawings.

E EXPLAIN Listen to Part 2 again. Answer the questions and then compare with a partner.

1. What are some ways builders are making housing developments sustainable in Türkiye?

2. What new way does Masal Kaya give for heating a room?

3. How can phones be used to save energy?

4. How does Masal Kaya think wind turbines might be used in the future?

iQ Online

Unit 2 Listening
Listening
Comprehension



SAY WHAT YOU THINK

F DISCUSS Discuss these questions in a small group or with your partner.

- Does your home or the home of anyone you know use any of the things mentioned in the listening? Explain.
- Do you think the following could happen in the future? Why or why not?
 - Every home has a wind turbine in the yard to power the house.
 - Body heat powers homes.
 - Phone apps adjust lights based on our habits.

LISTENING SKILL UNDERSTANDING CAUSE AND EFFECT

A **cause** is the action that makes something happen. An **effect** is what happens as a result. In a sentence, the cause can come before the effect or after it.

Connecting words like *so* and *because* show a cause or an effect. Listen for them carefully. *So* shows an effect. *Because* shows a cause.

There isn't much space inside tiny homes, so they are more energy efficient than larger homes.

cause

effect

Sustainable homes are getting more affordable because they are popular.

effect

cause



A IDENTIFY Read and listen to these statements about sustainable homes. Circle the cause in each statement. Underline the effect.

- Sustainable homes are good for the environment because they reduce energy use.
- People use solar panels on roofs, so their electric bills decrease.
- Wind turbines are popular because energy from the wind is free.
- They kept the trees on the land, so the home could be in the shade.
- They bought an app for their phone, so now they can turn the lights off from anywhere.
- The solar power system wasn't working because there was no sun for a week.



B ANALYZE Listen to the speaker talk about earthships, a type of sustainable home. Then match each cause with the correct effect.

Cause

- ___ Earthships use solar and wind power.
- ___ Earthships get water from rain and snow.
- ___ Michael E. Reynolds started the Earthship Academy.

Effect

- Earthships heat and cool themselves naturally.
- People can learn to build earthships.
- Earthships don't need to connect to a city's water system.

iQ Online

Unit 2 Listening
Listening Skill Video
Listening Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Evaluating cause-and-effect statements

A cause-and-effect statement makes a connection between two ideas. It says that one thing **caused** the other, which is the **effect**, or result. It is important to think critically about a statement like this. Ask, "Is it true, or valid?" A valid cause-and-effect statement is based on facts or something that is true.

Here is an example of a valid cause-and-effect statement.

Using traditional paints is harmful to the environment because the paints contain dangerous materials.

The statement is supported by the fact that scientists have proven that paints contain dangerous materials that harm the environment. The cause is the dangerous materials in paint, and the effect is that they harm the environment.

Here is a clearly false cause-and-effect statement.

I got sick when I painted my house, so that brand of paint isn't safe for anyone to use.

There is not a connection between the paint getting one person sick and that it isn't safe for anyone to use. There is also no proof the paint made the person sick. The person could have gotten sick for other reasons. There is no valid evidence to support this cause-and-effect statement.

GLOBAL SKILLS

CRITICAL THINKING

Distinguishing between fact and opinion can also help you determine if a statement is valid. When evaluating statements, look for words that signal opinions, like *I (don't) think / believe / feel* and *in my opinion*. Some phrases that signal facts are *research / a report shows* and *according to ...*.

C ANALYZE Read these statements and decide if they show valid cause-and-effect relationships. Mark each one as *V* (valid) or *N* (not valid). Then write a sentence to explain your answer. Discuss your answers as a class.

- The town has a problem with trash because people do not recycle.
 V – This is probably valid because not recycling means more trash.
- Our solar power system broke, so I don't believe solar energy is a good way for anyone to power their house.

- There are going to be more sustainable homes in our area because a report showed the town is building a sustainable development with 100 homes next year.

- Wind turbines don't work in our area because I don't believe it's windy enough all year.

- The price of solar panels and other sustainable materials is decreasing rapidly, so sustainable housing is becoming more affordable.

Off-grid Living

OBJECTIVE →

You are going to listen to a conversation between two people, Luis and Macy. Luis is thinking about living off-grid. Use the listening to gather information and ideas for your Unit Assignment.



PREVIEW THE LISTENING

ACADEMIC LANGUAGE

The word *public* is common in academic speaking and writing. It is often used with names for buildings, like *public library* and *public schools*. It's also commonly used with words associated with services, like *public utilities* and *public transportation*.

OPAL

Oxford Phrasal Academic Lexicon

- A VOCABULARY** Here are some words and phrases from Listening 2. Read the definitions and sentences. Then choose which answer best matches the meaning of the original sentence.

alone (*adj.*) **OPAL** without any other person

extreme (*adj.*) **OPAL** the greatest or strongest possible

hire (*v.*) **OPAL** to give someone a job

lifestyle (*n.*) **OPAL** the way that you live

public (*adj.*) **OPAL** connected with the government and not with private companies

seriously (*adv.*) **OPAL** in a serious way

service (*n.*) **OPAL** a system or organization that provides something necessary or useful in daily life

source (*n.*) **OPAL** a place or thing where something comes from or where something is obtained

- Layla has a busy lifestyle.
 - Layla is always busy at work and at home.
 - Layla is busy at work, but not at home.
- Their main source of water comes from the city.
 - They give water to the city.
 - They get water from the city.
- The housing development wants to hire people to take care of the roads.
 - The development is going to give people jobs.
 - The development is making people leave their jobs.

4. Hassan enjoys living alone.
 - a. Hassan likes living by himself.
 - b. Hassan likes living with other people.
5. They have a cleaning service to clean their home.
 - a. They clean their own home.
 - b. Someone cleans their home for them.
6. The winters are extreme in northern Canada.
 - a. The weather is bad in the winter.
 - b. The weather is mild in the winter.
7. Victor takes his job as a city planner seriously.
 - a. Victor treats his job as if it is important.
 - b. Victor doesn't think his job is very important.
8. The city has several public libraries.
 - a. A company owns several libraries in the city.
 - b. The city government owns several libraries in the city.

iQ Online

Unit 2 Vocabulary
Practice 2
Pronunciation 2

B PREVIEW Look at the photos of homes. How are they different? Discuss what a person's lifestyle might be like in each home.

A



B



C



WORK WITH THE LISTENING

GLOSSARY

system (*adv.*)
a group of things or parts that work together

utilities (*n.*)
a service provided for the public, for example, electricity, water, or gas supply

well (*n.*)
a deep hole in the ground from which water is taken



2.07

A LISTEN AND TAKE NOTES Listen to Part 1 of a conversation. Take notes about what off-grid living is and what materials are needed. You can make a drawing to help you.

Off-grid living is...	Materials needed...



2.07

B APPLY Listen to Part 1 of the conversation again. Check (✓) *Macy* or *Luis*.

	Macy	Luis
1. is considering moving		
2. isn't sure what off-grid living means		
3. thinks off-grid living is expensive		
4. might hire people for help		



C LISTEN AND TAKE NOTES Listen to Part 2 of the conversation. Take notes about the benefits Luis mentions and Macy's concerns.

Benefits	Macy's concerns

GLOBAL SKILLS

COMMUNICATION

It's important to be willing to change your mind after listening to others. Learning more information about something can often lead to a different opinion. Try to listen to others with an open mind.



D CLASSIFY Listen to Part 2 again. Circle *T* (true) or *F* (false). Then correct the false statements.

- T / F** Luis and Carla plan to live off-grid for a short amount of time.

- T / F** Luis and Carla plan to grow their food so they can have a healthier lifestyle.

- T / F** Luis thinks he might ride his bike instead of having a car.

- T / F** Luis and Carla aren't going to have Internet or phone access if they live off-grid.

- T / F** At the end of the conversation, Macy is excited about Luis's idea and considers living off-grid, too.

E IDENTIFY Luis shows Macy a photo of an off-grid home he likes. Look back at the photos in Preview the Listening, Activity B. Which photo do you think it is? Why? Discuss with a partner.

F EXPLAIN Make a list of the pros and cons of living off-grid with a partner. Include ideas from the conversation and your own ideas. Then explain your ideas to another pair.



SAY WHAT YOU THINK

G DISCUSS Discuss these questions in a small group or with your partner.

- What are some advantages and disadvantages of off-grid living? Give reasons for your opinions.
- Would you want to live off-grid? Why or why not?

VIDEO

Homes on Wheels

VIDEO GLOSSARY

mobile (*adj.*)

able to move or be moved easily

massive (*adj.*)

very big

inspiration (*n.*)

a feeling, person, or thing that makes you want to do something or gives you new and exciting ideas

basic (*adj.*)

of the simplest kind or level

A PREVIEW Why do you think someone might want to live in a small home on wheels?



Resources

Unit 2

Unit Video



Unit 2

B IDENTIFY Watch the unit video. Why are Bee and Theo at the Tiny House Festival? Choose the correct answer.

- to buy a home
- to get ideas for their own home
- to learn how to build a home



Unit 2

C IDENTIFY Watch the video again. Complete the sentences with the pairs of words from the box.

big / small (2x) big / comfortable different / same special / unusual

- The festival is _____, but the homes are _____.
- The homes are the _____ in that they can visit _____ places.
- They show a house that has a / an _____ bedroom with a / an _____ bed.
- The home has a / an _____ look outside, and a really _____ look inside.
- There's a / an _____ window and a / an _____ wood stove in the tiny home.



SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a small group or with your partner.

- Would you like to live in a tiny home on wheels? Why or why not?
- Why might tiny homes on wheels be more popular in the future?

VOCABULARY SKILL WORD FAMILIES: NOUNS AND VERBS

Some words can be used as a **noun** or a **verb**. To know if a word is a noun or a verb, you have to look at the words around it.

- ☐ Solar **power** can cut down on heating and cooling costs. (noun)
- ☐ Wind turbines can **power** a house. (verb)

A word is probably a noun if it comes after ...

- an article (*a, an, or the*).
- an adjective.
- a number.
- the words *this, that, these, or those*.

A word may be a verb if it comes after ...

- a pronoun such as *it* or *they*.
- an adverb such as *sometimes* or *never*.
- a helping verb such as *do, does, can, will, or should*.

A CATEGORIZE Look at the bold word in each sentence. Write *N* (noun) or *V* (verb).

1. a. Y We can **paint** our tiny home and change the color whenever we want.
b. ___ This **paint** is eco-friendly, so I feel really good about using it on our walls.
2. a. ___ We should **light** our home with solar power to save on electric bills.
b. ___ Do you really need three **lights** on in your bedroom?
3. a. ___ We can hear the **water** in the river from our house.
b. ___ They **water** their garden when it hasn't rained for several days.
4. a. ___ Internet **service** gets more affordable every year.
b. ___ There's only one Internet company that **services** our area.

B APPLY Complete each sentence with the correct word from the box. Then write *N* (noun) or *V* (verb).

frame (2x) hire (2x) ~~light~~ power

1. They should light the front of the house, so visitors don't fall in the dark. Y
2. Joshua is a new _____, but it feels like he's worked at the company for a long time. _____
3. Did you _____ that picture or put it in an album? _____
4. The electric company plans to _____ ten new employees this year. _____
5. The _____ went out last night, so I couldn't use my computer. _____
6. That _____ holds the entire solar panel together and protects it. _____

iQ Online

Unit 2 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

Speaking

OBJECTIVE →

At the end of this unit, you are going to work with a small group to design a sustainable home. You are going to create an outline for your sustainable home and present your outline to another group. As you speak, you will need to give examples when you describe the home to group members.

GRAMMAR *THERE'S AND IT'S*

There's (*There is*) is used when something is being mentioned for the first time.

[**There's** a new trend in building. It takes advantage of light and shade.

[**There's** an app that does that now. I think everyone should have it.

The pronoun *it* in **it's** (*it is*) refers to something we already know.

[An off-grid house sounds cool, but **it's** not for me!

[I'm going to tell you about a unique type of sustainable home. **It's** called an earthship.

TIP FOR SUCCESS

There's and *it's* are used for singular nouns. With plural nouns, use *there are* and *they're* (*they are*).



iQ Online

Unit 2 Grammar
Grammar Video
Grammar 1
Grammar 2

A **APPLY** Complete the paragraph with *there's* and *it's*.

There are many ways to make a home accessible—or easy to use—for people with disabilities. For example, when I bought my home, I couldn't even get to the front door with my wheelchair because of the steps. Now ¹**there's** a ramp to make it easy to get in and out of the house. ²_____ long and goes from the driveway to the front door. ³_____ easy to use with or without help. Inside my home, the counters and cabinets are low. But there are no cabinets under the sink—just empty space. ⁴_____ empty, so I have room to use the sink. Technology has also helped my home life. For example, ⁵_____ an app that turns the lights on and off. ⁶_____ a lot easier than trying to get my wheelchair close to a lamp. ⁷_____ a similar app to control the heating and cooling in my home. The best new feature is the stair lift. ⁸_____ useful when I want to go upstairs.

B **COMPOSE** Work with a partner. Imagine that you are in a futuristic home. Describe what you see, using *there's* and *it's*. Take turns.

A: There's a robot in the corner. I think it's for cleaning the house.

B: There's a wind turbine outside. It's spinning in the wind.

PRONUNCIATION SCHWA /ə/ IN UNSTRESSED SYLLABLES

The **schwa** sound is the most common vowel sound in English. It is the same sound speakers make when they pause and say *Uh*. It is a very relaxed sound. Unstressed syllables often use the schwa. In dictionaries, the pronunciation of the schwa is usually shown with the symbol /ə/.

The word *banana* is a good example of the schwa. The first and last syllables have the schwa. Note that the stressed syllable /næ/ is longer than the other syllables.

/bə 'næ nə/

The underlined syllables in these words also use the schwa. These are all unstressed syllables. Remember that any vowel can have the schwa sound.

 [so-lar e-ner-gy sus-tain-a-ble ma-ter-i-al ser-i-ous

2.09 The schwa is common in unstressed syllables, but it is sometimes used in stressed syllables.

[tur-bine learn-ing



2.10

A APPLY Listen and write the words. There is one unstressed syllable with the schwa sound in each word. Circle the syllable that contains the schwa sound.

1. continue _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



2.10

B IDENTIFY Listen again. Then practice with a partner. Take turns saying the words.



2.11

C EVALUATE Listen to these pairs of words. Which word has the schwa sound in the underlined syllable? Circle your answers.

1. tradition traffic
2. mention element
3. answer another
4. program protection

D APPLY Work with a partner. Underline all the syllables with the schwa sound. Then take turns reading the sentences.

1. That festival features many unusual homes.
2. Their apartment building has a modern heating and cooling system.
3. We need to find another answer to the problem.
4. There's a new program to protect the city's water.

iQ Online

Unit 2 Speaking

Pronunciation Practice



SPEAKING SKILL ASKING FOR AND GIVING EXAMPLES

When you don't understand something a speaker says, ask for an **example**.

When you explain something, give examples to help the listener understand your ideas.

Asking for an example:

- Can you give me an example?
- Do you have any examples?

Giving an example:

- For example, ...
- For instance, ...
- Here's an example.



2.12

A ANALYZE Listen to the excerpts from the listenings in this unit. How do the speakers introduce or ask for examples? Write the phrases they use.

1. _____
2. _____
3. _____
4. _____

B PRACTICE Work with a partner. Choose one of the topics below. Tell your partner about the topic. Take turns asking for and giving examples.

- the best technology to use in a home
- the best way to power a home
- what kind of house you'd like to have in the future

iQ Online

Unit 2 Speaking
Speaking Skill Video
Speaking Skill

Unit Assignment

Q Present a building design

OBJECTIVE →

You are going to present a design for a sustainable home. Work in a group to plan your home and present your design to another group. You can use the unit activities and iQ Online to prepare and plan the Unit Assignment.

CONSIDER THE IDEAS

A SYNTHESIZE Think about the Unit Question “How can we build better homes?” Organize the ideas you learned from the listenings and video activities. Use the questions below to guide you.

- What effects do homes have on the environment? How could they be more sustainable?
- What technology can we use to make homes better?
- What features of a home can you think of that make life easier? How can we make homes accessible for more people?

B DISCUSS Look at the photos. Then discuss the questions in a group.

1. Do you think the homes and technology shown are possible in the future? Explain.
2. Which homes or features are good for the environment? Why?
3. Which home or feature would you like to have the most? Why?





iQ Online

Unit 2 Global Skills Communication

GLOBAL SKILLS COMMUNICATION

Communicating through digital media

Digital media – such as videos, animations, and infographics – make information interesting and easy to remember. Learning to use digital media is therefore a very useful academic and professional skill. Architects, for example, use a variety of media to present their ideas.

Thanks to digital tools, people can create more and more different kinds of media without expert design or IT skills. It's therefore important to understand how to use digital media effectively and what to consider when deciding which kinds of media to use. Find out more about this in iQ Online.

C SPEAKING MODEL Find a model for this Unit Assignment in iQ Online.

PREPARE AND SPEAK

A GATHER IDEAS Work with a small group. You are going to design a sustainable home. Complete the steps.

1. Choose a location for the sustainable home. Will it be in the country or a city?
2. Think of ways your home could be sustainable. Think about: use of nature, materials, water source(s), and power source(s).
3. Think of technology that could be in your home. Think of ideas that we have today and new ideas. Consider ways of making your home accessible for different people.
4. Think of different media you could use to enhance your presentation, like video, graphics (charts or graphs), and images (pictures or diagrams).

B ORGANIZE IDEAS Create an outline for your presentation using the information from Activity A. Note in your outline where you might use visual elements and other types of media to help show what your house is like inside and outside.

SPEAKING TASK →

Resources

Unit 2

Peer Review Worksheet

C SPEAK Present your sustainable home to another group. Use Activity B as a guide. Consider the points below.

1. Use your outline and visual elements from Activity B to help you.
2. Make sure that each person in the group takes part in the presentation.
3. Practice your presentation.

CHECK AND REFLECT

A CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My group and class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used <i>there's</i> and <i>it's</i> .	<input type="checkbox"/>	<input type="checkbox"/>
I asked for and gave examples.	<input type="checkbox"/>	<input type="checkbox"/>
I used the schwa /ə/ in unstressed syllables.	<input type="checkbox"/>	<input type="checkbox"/>

B REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question—How can we build better homes? Is your answer different now than when you started this unit? If yes, how is it different? Why?
3. How can using different media help you present your ideas?

iQ Online

Unit 2 Quiz

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

NOTE-TAKING

I can use visual elements. (p. 22)

LISTENING

I can understand cause and effect. (p. 26)

VOCABULARY

I can use noun and verb word families. (p. 32)

GRAMMAR

I can use *there's* and *it's*. (p. 33)

PRONUNCIATION

I can use the schwa /ə/ in unstressed syllables. (p. 34)

SPEAKING

I can ask for and give examples. (p. 35)

GLOBAL SKILLS

Critical Thinking: I can evaluate cause-and-effect statements. (p. 27)

Communication: I can use digital media to communicate information. (p. 37)

OBJECTIVE →

I can gather information and ideas to participate in a group presentation about a home of the future.

