Classroom Materials/Extra Practice

CD 3
Tracks 15–20

Workbook
Unit 10

Interactive Practice
Unit 10

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Adjective clauses

Listening and Speaking
- Talk about the growth of the Internet
- Discuss the pros and cons of the Internet
- *Communication Skill:* Expressing Agreement and Disagreement
- Identify how technology affects our everyday lives

Reading
- Read an article about virtual driving
- *Reading Skill:* Identifying an Author's Purpose
- Identify events in the history of the Internet
- *Reading Skill:* Using a Timeline
- Learn about computer training

Writing
- Write an autobiographical essay about a challenge
- *Writing Tip:* Using concrete examples and sensory details

Life Skills
- Understand how to use an instruction manual

Preview
- Welcome students and have them look at page 185.
- Say: *In this unit, we'll talk about the growth of computers and about other forms of technology.*
- Ask the Preview question, offering prompts as needed to elicit answers. (For example: *Is it easier to stay in touch with your friends? Get directions to places you don't know?*)
- Say: *As we begin this unit, I'd like to know how many of you own computers.* Ask for a show of hands.
- *Optional:* Ask: *What do you use computers for?* Offer prompts to elicit discussion as needed. (For example: *Do you use them to buy things on the Internet? Write papers for class? Keep track of your finances? Chat with friends online?*)
- Say: *In this unit, you'll learn more about technology. You'll learn how to use an instruction manual. You'll also learn about virtual training, the positive and negative effects of the Internet, and ways that technology affects our daily lives.*

Unit Goals
- Ask students to read the Unit Goals.
- Explain unfamiliar vocabulary as needed. Example:
    instruction manual—a book that gives you directions for setting up or using electronic equipment
    virtual reality—an environment produced by a computer that looks and seems real to the person experiencing it
- Tell students to circle the goal that is the most important to them.
- Take a poll by reading the goals aloud, with students raising their hands for the goal they checked.
- Record on the board the goal that the most students checked.
- Say: *As we complete this unit, we will look back at this page and reread the goals. We will check each goal as we complete it.*

Lesson 1 Talk about the growth of the Internet

Getting Started 10 minutes

- Say: *In this unit, we will be investigating several aspects of technology, including the pros and cons of the Internet. In this first lesson, we are going to listen and talk about the growth of the Internet.*
- Explain that while many people typically use the word *Internet*, others may say *online*, *the Web*, or just *the Net*.

1 BEFORE YOU LISTEN

A CLASS. Discuss. Do you use...

- Ask students to read the directions.
- Repeat the questions. Also ask: *Where do you use the Internet—at home, at work, at the library?*
- Encourage responses from all (or almost all) of the students. Ask students whether they enjoy using the Internet and feel comfortable with it.
- Summarize the general conclusions of the class. (For example: *Most of us use the Internet several times a week, although a few of you are using it every day and a few don't use it except in class.*)

B PAIRS. Discuss the meanings of...

- Ask students to read the directions.
- Say: *Before we listen to a lecture on the history of the Internet, I'd like you to talk with a partner about some of the words that will come up in the lecture.*
- Set up pairs. Say: *Work with someone sitting near you. Go through the list of words and share your definitions and ideas about the words.*
- Note that *store* is being used as a verb.
- Walk around; assist as needed with context, pronunciation, and sentence formation.
- Ask volunteers to give the part of speech of each word (for example, analyze *is a verb*, calculator *is a noun*).
- Ask volunteers to define and use the words in appropriate sentences. If a definition or sentence is not correct, model it correctly. Write a short definition of each word on the board or a flipchart. Continue until all students understand all the words. Allow time for students to write some or all of the new words in their vocabulary logs.

Language Note

- Several words on the list can easily be changed to another part of speech [for example, *analyze* (v) to *analysis* (n) or *analyst* (n)]. Use this list of words to review the parts of speech.
- Explain the example of *analyze*. Then ask pairs (from the previous exercise) to see what other parts of speech they come up with for *calculator*, *network*, *psychologist*, *store*, and *vision*.
- Ask for volunteers to share their results and go through each example with the class.
- Explain that a good way to learn new words is to understand root words and their affixes (prefixes and suffixes, or a group of letters added to the beginning or end of a word to change its meaning, such as *un-* or *mis-*, or its part of speech, such as *-ness* or *-ly*).
- Refer students to a good learners' dictionary. Say: *Dictionaries contain a great deal of information about parts of speech, root words, prefixes, suffixes, and other basic elements of American English grammar.*

Presentation 15 minutes

2 LISTEN

A An instructor at a community...

- Ask students to read the directions.
- Ask students to take notes as they listen, following the model of the example notes.
- Play CD 3, Track 15. Walk around and monitor as students work to be sure they understand the task.

B PAIRS. Listen again and...

- Ask students to read the directions.
- Say: *Now please listen again and check your notes. Fill in any missing information and correct any errors in your notes.*
- Play Track 15 again.
- Set up pairs. Say: *Compare your notes with your partner's. Check to see whether you both included the same information in your notes.*
- Ask students whether, using their notes, they could do well on a test or quiz on the lecture.

Controlled Practice   15 minutes

3 PRACTICE

A Review your notes...

- Ask students to read the directions.
- Say: *Look over your notes one more time and use them to answer the questions.* Assure students that short answers are OK.
- Ask volunteers to read and answer the questions. Allow students to disagree and negotiate; intervene only if they don't arrive at the correct answers.

Answers: 1. engineer; 2. not much more than very powerful calculators; 3. experimental psychologist; 4. to collect and analyze data; 5. to work together; 6. they each had different strengths; 7. "thinking centers"

Communicative Practice   20 minutes

B PAIRS. Discuss. What surprised you...

- Keep the same partners.
- Rephrase and expand the question. Say: *Did anything surprise you about the lecture? If so, what? Did you find it interesting? Why or why not? What else would you like to learn about the history of the Internet?*
- Say: *Talk with your partner about some of these questions. Or, if you know more about the history of the Internet, share that information with your partner.*
- Allow pairs to talk as long as most of the class is engaged.

4 MAKE IT PERSONAL

GROUPS. Read these quotes...

- Ask students to read the directions and the quotes silently.
- Set up groups of three. Say: *Each of you reads one of the quotes and its discussion question, and leads the discussion about it. Make sure that each group member participates.*
- Walk around; assist as needed with vocabulary, content, context, and pronunciation.
- Ask a representative from each group to share an interesting point or idea they talked about in the group.

▮▮ MULTILEVEL INSTRUCTION for 4

Cross-ability Set up groups of three so that a confident and above-level student is in each group. This student should also be able help explain the meanings of the quotations.

Teaching Tip

Some students are more comfortable getting help with language and content from a fellow student, and others are more comfortable getting help from you (or finding out what they need later after class). Monitor students' preferences and try to honor them as often as you can.

Extra Practice

Interactive Practice

Getting Started 5 minutes

- Ask: *What are some electronic devices that have changed the way we work or spend our free time?* Elicit answers from students, offering prompts as needed. (*What electronic devices enable us to communicate with our friends when we're away from home?*)

Community Building

Have students walk around and ask each other which three electronic devices (for example, computer, cell phone, MP3 player, GPS) they use the most every day. Write the chart that follows on the board and have students copy it and use it to ask each other questions. Then tally the results and see which three devices are used the most. Ask students if the results surprised them, and if so, why.

Name	Electronic Device 1	Electronic Device 2	Electronic Device 3

Presentation 15 minutes

1 USING NEW ELECTRONIC DEVICES

PAIRS. Discuss. When you get...

- Have students read the instructions.
- Ask students to form pairs and discuss the questions. Walk around and listen to conversations, offering prompts as needed. (*Do you read the directions in the instruction manual, or do you follow the pictures and diagrams?*)
- In the full group, ask students to summarize their conversations.
- *Optional:* Take a survey of how students set up and learn to use electronic devices. On the board, list methods mentioned by students (*read the instructions, follow the pictures in the instruction manual, try to make it work myself, ask a friend to help me*). Ask students to raise their hands to indicate the method that they use the most. Then ask students to vote on whether it is easy or hard to set up and use an electronic device. Tally the results on the board.

Controlled Practice 40 minutes

Teaching Tip

For the following exercise, bring in an instruction manual that has a diagram. A manual for a kitchen appliance such as a food processor with different attachments would be fine. Show this to students to help them understand the note.

2 READ INSTRUCTIONS AND DIAGRAMS

Read the excerpt from...

- Say: *We're going to read directions from an instructional manual that explain how to set up and use electronic equipment.*
- Ask students to read the note on electronic devices. Ask if they have ever seen a diagram in an instruction manual and, if so, whether the illustration made it easier to understand the directions.
- Read the directions. Have students look at the title of the excerpt. Ask: *What do the instructions in this excerpt tell us how to do?* (program the TV remote control so that it operates a DVD player)
- Clarify as needed that *programming* means setting up something so that it does what you want it to do.
- Remind students to look at the diagram as they read the instructions.
- Have students read the excerpt. Clarify unfamiliar terms as needed. Examples:

  code—a set of numbers or letters that you use to access electronic equipment or services; *icon*—a symbol that denotes a function (such as an envelope icon to denote e-mail); *number pad*—a small keyboard with numbered buttons that you punch; *aim*—point at something.

- Ask a few questions to check comprehension:

  Which manufacturers make DVD players compatible with the remote control? (Sovy, Parasovic, Peer)

  How do you know if you have programmed the remote control correctly? (You point the remote control at the DVD player, press the SELECT button, and see it turn on.)

Teaching Tip

- If you have a remote control and electronic equipment in your classroom or can bring some in with you, illustrate some of the general steps in the instructions, such as pressing a button and waiting for it to flash. Then ask students to use the remote control to complete the functions that you name.

3 PRACTICE

Ⓐ **You need to understand...**

- Say: *Now we're going to look back at the instructions and guess the meaning of some words used.*
- Have students complete the exercise. Walk around and check their work.
- Call on students to give answers. As they do so, note the following:

  Question 3—Explain that you need to point the remote control at an electronic device in order to activate it. (Illustrate this by using a remote control to turn on something in your classroom, such as a TV or DVD player.)

  Question 4—Illustrate the concept of flashing by turning the light switch in your classroom on and off several times.

Teaching Tip

- To help students with a tactile learning style, bring in a few electronic devices and their instruction manuals (for example, a coffeemaker, battery-operated toy, CD player, DVD player, digital watch, alarm clock). Working in groups, students use the instruction manual to perform a function or set the controls (such as set the time on a watch or program a coffeemaker to brew coffee at a certain time). Then students show the other groups the function that they have performed and summarize the steps they took to do so.

Ⓑ **Read the sentences and number...**

- Ask students to read the directions. Emphasize that students should try to remember what they read and should **not** look back at the instructions.
- Have students complete the exercise.

Ⓒ **PAIRS. Check and compare your answers.**

- Say: *Now you're going to compare your answers to a partner's and see if you remembered the order of the directions correctly.*
- Ask students to form pairs and complete the exercise. Tell students to look at page 188 when they are finished comparing answers to see if they remembered the order correctly.
- *Optional:* Ask for a show of hands as to how many students were able to remember the steps in the correct order.
- Point out that students can often save time by referring to the diagram and the captions that go with it.

Expansion: Reading and Writing Practice for 3B and 3C

- Bring in instruction manuals for different electronic devices.
- Ask students to form groups of three. Have each group look at the instruction manual and write three to five questions about the directions or diagrams for another group to answer. (For example: *How do you set the alarm on the digital clock?*) Ask students to write answers to the questions on a separate sheet of paper.
- Have each group trade questions and instruction manuals with another group's. Have the group use the instruction manual to answer the questions.
- Have each group submit its answers to the group that wrote the questions. This group uses this answer sheet to correct its answers.
- *Optional:* Have each group repeat the exercise with a different group.

Progress Check

Can you . . . understand how to use an instruction manual?

- Say: *We have practiced understanding how to use an instruction manual. Can you do this? If so, check the box.*

Extra Practice

Interactive Practice   pages 118–119

Getting Started — 10 minutes
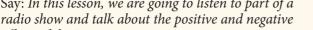
- Say: *In this lesson, we are going to listen to part of a radio show and talk about the positive and negative effects of the Internet.*
- Ask: *Before we go any further, what do you think are some of the positive and negative aspects of the Internet—the pros and cons?* Draw a T-chart on the board, write *Internet* above the chart and label the left half *Positive* and the right half *Negative*. Write all responses on the chart.
- Say: *We'll keep this list posted and look at it later on in this discussion.*

Teaching Tip

- Make sure to follow up on activities. Students closely monitor teacher behavior, and if they see that you don't follow up on activities, they may conclude that the activities or their own participation in class is not important. If this happens, students may lose their enthusiasm for participating in class.
- If you forget something (such as going back to an earlier discussion or referring to a posted list) or you run out of time, acknowledge it and say that, if possible, you will get to it during the next class.

1 BEFORE YOU LISTEN

CLASS. Discuss the questions.

- Ask students to read the directions and the questions.
- Rephrase and extend the questions and give students time to respond after each question. Say:

    Do you think the Internet helps people communicate? If so, in what ways?

    Do you think the Internet might be harmful to communication? If yes, why? If no, why not?

    Do you know anyone who you think spends too much time on the Internet? How do you know it is too much? That is, how much is too much?

    How much time does this person spend on the Internet? What negative effects do you see?

- Accept all responses and allow the discussion to continue as long as students are engaged. Write issues, questions, possible answers, and other student comments on the board so students can refer to them throughout the lesson.

Presentation — 15 minutes

2 LISTEN

A Listen to part of a radio...

- Ask students to read the directions.
- Ask students to take notes as they listen.
- Play CD 3, Track 16.
- Walk around the room as students listen to observe whether any students are having difficulty listening and taking notes at the same time.

B PAIRS. Listen again and compare...

- Ask students to read the directions.
- Say: *Now let's listen to the conversation again while you review and add to your notes.*
- Play Track 16 again.
- Set up pairs. Say: *Work with someone sitting near you. Compare your notes with your partner's notes. Do you agree with Dr. Knowles about which effects are positive and which ones are negative? Did you miss anything? Take a few minutes to check, and then we will talk about the pros and cons together.*
- Ask students to compare the notes they took from the lecture and the chart the class worked on earlier (in Getting Started). Say whatever is evident from comparing the two lists.

Controlled Practice — 15 minutes

C Write the answers to the questions.

- Ask students to read the directions.
- Ask students to write the answers to the questions; tell them that short answers are OK.
- Ask volunteers to read the questions and their answers. Allow students to disagree and negotiate; intervene only if they don't arrive at the correct answers.

Answers: 1. people who live in isolated areas and people with disabilities; 2. sharing scientific ideas; 3. more good; 4. when they use online communication to replace or avoid face-to-face interaction; 5. he or she won't develop the social skills needed to feel comfortable communicating in person; 6. physical contact (or interaction)

Lesson 3   Discuss the pros and cons of the Internet

Communication Skill: **Expressing Agreement and Disagreement**

- Direct students to the Communication Skill box.
- Ask a confident, above-level student to read the first paragraph.
- Ask other volunteers to read each category.
- Say: *In American culture people are supposed to express opinions and to agree or disagree with others' opinions, but they are expected to be able to do this politely and respectfully.*
- Say: *Choose a new expression from each of the four categories and write the category and the expression in your vocabulary logs. If you are familiar with all the expressions, write a sample sentence for one expression from each category.*

Communicative Practice   20 minutes

3   CONVERSATION

A GROUPS. Discuss the questions....

- Ask students to read the directions and questions.
- Set up groups.
- Say: *Take turns agreeing, disagreeing, or expressing no opinion about each question. Use the expressions in the box and explain. Make sure that everyone in the group talks. If you haven't formed an opinion about the pros and cons of the Internet, you can practice expressing no opinion.*
- Tell students to add at least two positive and two negative effects to the chart they worked on in Exercise 2A. Remind students that they can refer to the T-chart that the class worked on at the beginning of class.
- Tell groups that you will ask a representative from each group to share what the group added to the chart and why. Say: *Each group needs to choose someone to write down the pros and cons it added to the chart and another to report back to the whole class.*
- Walk around; assist as needed with content, context, vocabulary, pronunciation, and intonation.

Teaching Tip

It's important to help students focus on the "why" part of questions and answers. Students need to know that they are not only expected to have opinions but also to be able to support what they say with logic and information.

B GROUPS. Tell the class...

- Ask students to read the directions.
- Ask a representative from each group to tell what his or her group added to the chart. Remind students to explain, as best as they can, why the group added these positives and negatives.
- Ask the rest of the class to respond to each group's presentation using the expressions from the box.
- Refer to the T-chart from Getting Started. Ask students if they want to make changes to the chart. Make any changes the majority of the class agrees on. Keep the chart posted for the rest of the unit, if possible.

4   MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the directions and the questions.
- Keep the same groups.
- Walk around and listen. Do not intervene unless someone asks you a question.

Expansion: Speaking Practice for 4

- Set up pairs.
- Ask one person in the pair to role-play a concerned friend or family member and the other to role-play a person who is spending over twenty hours a week on the Internet. Have each student take a few minutes to write notes about his or her character and then work on the dialogue with his or her partner.
- Have pairs practice the role play.

Getting Started   10 minutes

- Say: *In this lesson, we are going to read about virtual training.*
- Review with students what they know about virtual training. Accept all responses and write them on the board to refer to later.
- Ask an above-level student to read the note.
- Say, for example: *This is a general definition of* virtual reality, *but it may not be specific enough for those of us who don't play computer games to understand. Let's talk about virtual reality and see if some people can explain VR and give examples.*

1   BEFORE YOU READ

CLASS. Are you familiar...

- Ask students to read the directions.
- Let students discuss the questions as long as they are engaged. Accept all comments.
- Prompt students who are knowledgeable about VR computer games to give examples of how the computer environment "seems real to the person who experiences it."
- Rephrase the final question. Say: *How do you think virtual reality might be used for training?*
- Accept all responses. Tell students that they will now listen to and read an article about using virtual reality for training.

Presentation   15 minutes

2   READ

🔘 **Listen to and read....**

- Ask students to read the directions.
- Say: *As you read the article, think about how virtual reality is being used to teach people to drive.*
- Point out that the words in boldface are in the glossary on page 245. Encourage students to read the entire article, before going to the glossary.
- Play CD 3, Track 17, as students listen and read.
- Refer back to the list of ideas about virtual reality from Getting Started. Ask students whether they now have a different concept of VR.

Answer: VR simulators are being used in driver's education programs in the U.S.

◼ **Expansion: Vocabulary Practice for 2**

- Divide the class into small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with the meanings they discussed.
- Assign one or two words to each group and give them 1 minute to write one (or two) sentence(s) with their assigned word(s).
- Ask groups to read their sentences to the class.
- After each group reads its sentence, ask if anyone has any questions about the word or phrase.

Teaching Tip

- Taking a break from your routine can give students more opportunities to bond with each other and give them more (and different) opportunities to use their English. Below are some suggestions for stimulating activities on topics that students have studied in Units 7–10.
- Go on a relevant field trip (for example, visit the local courthouse while reading the units on legal issues and citizenship; visit a recycling facility while studying the unit on the environment; learn about technology-related careers by setting up a tour of a local high-tech firm).
- Invite an information technology specialist to speak to the class about advances in computer technology, including how to perform special functions on your cell phone or laptop.
- Set up a social hour with another class so that students can practice expressing opinions, giving advice, and performing other language functions with different people.
- Watch a classic movie with appropriate language and a relevant theme (such as *The Long Walk Home* during African-American History Month). Provide a list of questions for students to answer as they watch. Have them list unfamiliar vocabulary as they watch. After the movie, lead a discussion in which you encourage students to express their opinions about the movie.

Controlled Practice 10 minutes

3 CHECK YOUR UNDERSTANDING

A Write the answers to the questions.

- Ask students to read the directions.
- Tell students to check back in the article if necessary to write the answers in their notebooks.
- Ask volunteers to read each question and its answer. Allow students to disagree about and negotiate answers; intervene only if they don't arrive at the correct answers. Encourage students to talk about the article as long as they are engaged.

Answers: 1. as a training tool for pilots; 2. VR programs used to train drivers, to give new drivers the practice they need in front of a computer rather than on a busy highway; 3. because they are very expensive to buy ($20,000); 4. in some cases, parents of teens who have died in car accidents; 5. Virtual Driver Interactive; a realistic simulation of driving that also scores the simulated driver's performance; 6. Chrysler Corporation

Reading Skill: **Identifying an Author's Purpose**

- Ask a confident, above-level student to read the text.
- Say: *Writers always have one or more purposes for writing. Understanding the writer's purpose may help you understand the text. So when you read something, try to figure out whether the author wants to inform, entertain, persuade, or do a combination of the three.*
- Say, for example: *In his novel,* A Christmas Carol, *the famous British author Charles Dickens was able to do all three at once. He informs the reader about difficult conditions in England; he entertains with his amusing or unusual characters—think about Scrooge and Tiny Tim—and he persuades by making his selfish character become generous and caring.*

Communicative Practice 25 minutes

B GROUPS. Discuss. What is...

- Ask students to read the directions.
- Set up groups. Say: *Talk with people sitting nearby. Talk about what you think the author's purpose was in writing the article. Try to back up what you say, but remember that an author can have more than one purpose for writing an article.*

Answer: to inform and persuade

4 WORD WORK

GROUPS. **Choose three words...**

- Have students stay in the same groups.
- Ask students to read the directions.
- Confirm that students understand that they should discuss first, and then write in their vocabulary logs.

5 MAKE IT PERSONAL

A GROUPS. **Discuss the questions.**

- Have students stay in the same groups.
- Ask students to read and think about the questions.
- Say: *Talk together about these three questions. There are no right or wrong answers, but it is important to support your opinions with facts and logic.*
- Walk around and listen; intervene only if someone asks you a question.

Expansion: Writing Practice for 5A

- Ask students to choose one of the questions and write a paragraph that expresses their opinions on the topic.
- Encourage students to have a clear topic sentence, to give specific examples, and to follow the rules for spelling, grammar, and punctuation.
- *Optional:* Collect the paragraphs. Read them and give one overall positive comment, one substantive comment on structure, one comment on usage, and one comment on mechanics.

B Look at the chart. Check...

- Ask students to read the directions.
- Say: *Think about people you know—your friends, co-workers, family—and yourself. What do you think about their driving?*
- Have students form pairs or small groups. Ask them to explain and discuss their responses.

Extra Practice

Interactive Practice   pages 122–123

Getting Started   5 minutes

- Say: *In the last lesson, we talked about virtual reality and ways in which it is used. What are some examples?* Elicit answers from students, offering prompts as needed. (For example: *Does anyone remember how the Chrysler Corporation used virtual reality to help new drivers?*)
- Say: *Today we're going to talk about using virtual reality to train people in the workplace. We'll also practice using a grammatical structure called an adjective clause.*

Presentation   10 minutes

Adjective Clauses

- Copy the grammar chart onto the board.
- Review the definition of an adjective: a word that describes a person, place, or thing.
- Say: *An adjective clause is a group of words that, together, distinguish one person or thing from another.*
- Ask students to read the Grammar Watch. Clarify that *modify* means to give information about something.
- Ask: *Which relative pronoun do you use for people?* (*who* or *that*) *Which one do you use for things?* (*that* or *which*)
- Point to the grammar chart and read the first example. Ask: *What is the adjective clause describing?* (a person) *Which person?* (the person who experiences it)
- Read the second example. Ask: *Does the adjective clause describe a person or a thing?* (a thing—the environment) *How is this environment different from other environments?* (It is produced by a computer.)
- Read the third example. Ask: *What noun does the adjective clause modify?* (*five missions*) *What relative pronoun introduces it?* (*which*) *What does the adjective clause tell us about the five missions?* (that they cover the three levels of learning permits)

Controlled Practice   35 minutes

1 **PRACTICE**

A **Look at the article...**

- Say: *Let's look at the article on page 192. Underline the adjective clauses and circle the relative pronouns.*
- Write the first sentence from the article on the board. Ask: *What is the adjective clause?* (*that is produced by a computer*) Underline this on the board. Ask: *What is the relative pronoun that introduces it?* (*that*) Circle this on the board.
- Have students complete the exercise. Walk around and check students' work, offering prompts as needed.
- Call on students to read sentences and say answers.

B **Complete the sentences...**

- Read the directions. To review, ask: *Which relative pronouns do you use to talk about a person?* (*that* or *who*) *Which pronouns do you use to talk about a thing?* (*that* or *which*)
- Read the example together. Ask: *Why are there two possible answers?* If necessary, remind students that *who* or *that* can be used to talk about people.
- Have students complete the exercise.
- Walk around and check students' work, offering prompts as needed.
- Call on students to read sentences and say answers.

2 PRACTICE

Ⓐ Complete the sentences...

- Read the directions and the example. Tell students to match the sentence endings on the right with the sentence beginnings on the left.
- Look at question 2. Ask: *Which noun does the adjective clause modify?* (*rail employees*)
- Ask: *Which relative pronouns can we use for persons?* (*who, that*)
- Ask: *Which clauses in the chart start with* who *or* that? (*b, c, d, e, g, h, i*).
- Ask: *Which of those answers make sense with question 2?* (*g*)
- Have students complete the exercise.
- Call on students to read sentences and say answers.

Ⓑ Combine the two sentences...

- Read the directions and do the first example.
- Have students complete the exercise.
- Call on students to read their sentences.

Answers: 2. A novice driver is a person who/that hasn't been driving for very long. 3. Driving simulators are virtual reality programs that/which are used by novice drivers to learn how to drive. 4. Virtual Driving Interactive (VDI) is a driving simulator that/which is being used in some communities. 5. VDI is a realistic simulation that/which takes about five and a half hours to complete.

Teaching Tip

Modify Exercise 2B so that it appeals to those with a kinesthetic learning style.

Step 1: Write each sentence on a large strip of paper; write relative pronouns (*that, which, who*) on individual index cards.

Step 2: Place students in small groups.

Step 3: Give each group the sentence strips, connector cards, and scissors.

Step 4: Say: *Combine the two sentences for each item. Cut off the words you don't need—like* he *or* she—*when you put sentences together and add the connector cards with relative pronouns.*

Step 5: Have groups complete the exercise and display their combined sentences.

Step 6: Encourage groups that finish early to try to form additional sentences.

Communicative Practice   10 minutes

Show what you know!

GROUPS. Suggest new fields...

- Read the directions and write the example on the board.
- Explain that *Why not* + base form of verb is used to make a suggestion.
- Elicit a few examples from the full group. (*Why not use haircut simulators that show stylists how a haircut would look?*)

▇ Expansion: Show What You Know!

- To help students formulate ideas, write three prompts on the board:

  Why not use _____ simulators that/which _____?

  Employees who _____ could use simulators that/which _____.

- Have students form groups of three.
- Tell groups to brainstorm as many examples as possible, noting them on a sheet of paper.
- Walk around and offer suggestions.
- Have one representative from each group present the sentences.
- Encourage students to react to the ideas with some of the Communication Skill vocabulary they learned on page 191. (*That's a really good idea. I see your point, but . . .*)

▇ Expansion: Show What You Know!

- Turn this activity into a class competition: The group with the most sentences gets a prize, or students can vote on the VR training idea they like the most (and the group with that idea wins).

Progress Check

Can you . . . discuss virtual training?

- Say: *We have practiced discussing virtual training. Can you do this? If so, check the box.*

Extra Practice

Interactive Practice   pages 124–125

Getting Started   10 minutes

- Say: *In this unit, we've been talking about several aspects of technology. Now we are going to work on identifying how technology affects our everyday lives. For example, we will spend some time talking about text messaging and e-mail.*
- Ask: *How many of you use e-mail on a regular basis? How many of you use text messaging regularly?*

Expansion: Vocabulary Practice

- Write *Identify how technology affects our everyday lives* on the board. Beneath this, write *effect* and *affect* on the board. Say: *The title of this lesson is* Identify how technology affects our everyday lives. *Does anyone know the difference between* affect *and* effect?
- Say: *Usually,* **affect** *is the verb and* **effect** *is the noun.*
- Give brief definitions: Affect *means to do something that produces a change in someone or something.* Effect *means the way in which an event, action, or person changes someone or something.*
- Give several examples for each word. Examples:

  Damp weather **affects** *my sinuses, but dry weather has no* **effect** *on them.*

  Do you think the downturn in the economy will **affect** *your ability to pay for a house? The economy will have an* **effect** *on many people's plans, and fewer people will buy houses next year.*
- Ask students to write two sentences for *affect* and two sentences for *effect*.
- Walk around and assist as necessary.
- Give students time to write the rules and their sample sentences in their vocabulary logs.

1   BEFORE YOU LISTEN

CLASS. Can you read...

- Ask students to read the directions.
- Ask a volunteer to read the message in the picture; assist if necessary.
- Ask for volunteers to write answers on the board or flipchart and explain these abbreviations to the class. Keep the abbreviations on view for the entire lesson.
- Say: *Now let's listen to a radio commentator talk about the language of text messaging.*

Presentation   15 minutes

2   LISTEN

A   A radio commentator...

- Ask students to read the directions.
- Ask students to fill in the missing blanks while they listen by using either the shorthand notes or the meaning of the shorthand.
- Play CD 3, Track 18.
- Walk around the room as students listen to observe whether any students are having difficulty.

Controlled Practice   15 minutes

B   PAIRS. Listen again and check...

- Ask students to read the directions.
- Say: *Now please listen again and check your notes.*
- Play Track 18 again.
- Set up pairs. Say: *Work with someone sitting near you. Compare your notes and adjust them if you need to.*
- Walk around and listen, but do not intervene unless someone asks you a question.
- When pairs are done, draw the chart in the text on the board. When pairs are finished working, ask volunteers to fill in the blanks. Make sure the answers are correct; ask students to correct any errors.

Communicative Practice   20 minutes

3 PRACTICE

A **PAIRS. Study your notes...**

- Tell students to stay in the same pairs.
- Ask pairs to read the directions, review their notes, and take turns quizzing each other.

B **GROUPS. Play this game...**

- Ask students to read the directions.
- Explain that playing games is one way to learn a language. Say: *There are many ways to learn more about a language. Playing games can be a useful change from typical reading, writing, and speaking activities.*
- Set up groups. Ask two pairs to form groups of four.
- Point out the example. Say: *Work with the members of your group to try to figure out what these shorthand text messaging phrases mean. It's OK if you can't figure out all the meanings. The main idea is for you to practice your conversation skills. Then we will see what each group has come up with.*
- Write the chart on the board. Ask a person from each group to write his or her group's answers/guesses on the chart. As a class, decide which answers are correct.

Teaching Tip

- Before (or after) students complete Exercises 3A and B, ask them to give their opinions about whether learning specialized language (such as text messaging abbreviations) helps them meet their language learning goals. Many classes will probably find the text messaging language activities engaging and useful. Others may be frustrated because they want to focus on acquiring more standard English language.
- Explain that students should focus first on mastering standard English but that computer technology has introduced many new terms into the language. Assure the class that many native speakers do not know the shorthand phrases of texting; they too, have trouble keeping up with the flood of new words, expressions, and abbreviations. Still, it's helpful to know something about the more commonly used terms.

Expansion: Vocabulary Practice for 3A and 3B

- Give students time to research idioms and idiomatic expressions online. If computers with Internet access are not available, bring in several ESL idioms texts and advanced learners' dictionaries.
- Let students work alone, in pairs, or in groups, and let them choose the idioms they want to copy into their vocabulary logs. Give them a minimum number of idioms to find (such as five).
- If students search for idioms on the Internet, have them type "online list of idioms" into the search box of a search engine.
- Walk around as students search for idioms; assist as needed with content, pronunciation, intonation, and usage.
- *Note:* Students may be interested in specific categories, such as workplace idioms. If so, help them to find what they need.

4 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Ask students to read the directions and the questions.
- Keep the same groups.
- Walk around; assist as needed with context, vocabulary (such as *emoticon*), and pronunciation.

Extra Practice

Interactive Practice

Getting Started
10 minutes

- Say: *We've just finished talking about some current applications of the Internet and related technologies. In this lesson, we are going read more about the history of the Internet.*

1 BEFORE YOU READ

CLASS. Discuss. What do you know...

- Ask students to read the directions.
- Extend the questions. Say: *Do any of you know about the history of the Internet—maybe by studying about it in a class or reading about it online?*
- Give a personal account to model responses. Say, for example: *I grew up when computers were just beginning to be used, but I was not particularly aware of the Internet until sometime in the 1980s. I didn't start using it until sometime in the mid-1990s, and I still don't know much about the history of it.*
- Remind students that they learned a little about the history of the Internet in Lesson 1. If you wish, have students look back at page 186 and talk about some of the main points from the lecture.
- Assure students that you don't necessarily expect them to know about the history of the Internet. Some students may know about its history, especially if they are computer buffs, work in the field of technology, or worked in science, engineering, or defense in their home countries. If you have such students, encourage them to become "teachers" to the rest of the class.
- Accept all responses and let the discussion continue as long as students are engaged.

Presentation
15 minutes

2 READ

💿 **Listen to and read...**

- Ask students to read the directions.
- Say: *As you read the web page, circle important dates and events.*

- Point out that the words and phrases in black boldface (*evolved, innovations, former, engineers, data, general public, research institutions, personal computers, commercial*) appear in the glossary on page 245. Encourage students to read the entire article first, before going to the glossary.
- Play CD 3, Track 19 as students listen and read along.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Teaching Tip

- Say: *When you use the Internet, it is important to verify information and find reliable sources.* Explain that "you can't believe everything you read." Also talk about the importance of **reading critically** (that is, thinking about what you read before automatically accepting that the information or ideas are valid).
- Tell students that one way to judge a text is to consider the source. For example, educational institutions and government agencies usually give reliable data.

Culture Connection

- Make sure students understand what plagiarism is. Say: *We're going to talk for a minute about plagiarism, what it is and why it is a problem. In this country, plagiarism means using someone else's words, ideas, or work and pretending they are your own. Sometimes students plagiarize without meaning to and get into trouble. Therefore, you must understand how to properly use and cite sources (give credit to other people's ideas). Teachers consider any material taken directly or directly paraphrased* (review *paraphrasing*, if necessary) *from the Internet or another source to be plagiarism. Plagiarism is considered a serious offense in American schools and colleges. In some universities, students are expelled for copying ideas and not citing the source.*

Controlled Practice   20 minutes

3   CHECK YOUR UNDERSTANDING

A Write the answers to the questions.

- Ask students to read the directions.
- Tell students to look back at the web page before doing the exercise.
- Ask volunteers to read their answers aloud.
- Encourage students to continue to talk about the article or questions as long as they are engaged.

Answers:
1. It was not invented; it evolved. 2. The U.S. was afraid that the U.S.S.R. had a dangerous advantage because it had produced the first artificial satellite. This fear led the U.S. to establish ARPA, an agency whose scientists and engineers shared ideas, data, and computer programs. 3. ARPA's goal was to regain a military advantage over the Soviet Union. 4. 1989; 5. more than 1 billion

Reading Skill: **Using a Timeline**

- Direct students to the Reading Skill box.
- Ask a confident, above-level student to read the text.
- Say: *Using a timeline—either reading one or constructing one yourself—is a good way to organize, retain, and review specific information. Separating information into specific time periods is an efficient way to think about events.*

B Use the information...

- Ask students to read the directions.
- Say: *You will probably need to reread or skim the web page to be able to fill in the rest of the timeline.*
- Walk around; assist as needed.

Expansion: Writing and Speaking Practice for 3B

- Have students make timelines of their own lives. Ask them to develop their own timelines based on education or work experiences or both (rather than strictly personal or family history). It's important to stress the past, present, and future aspect of a personal timeline so that learners can focus at least as much on their short- and long-term goals as they do on other elements. Students can construct pared-down timelines following the model and use them to present a 2- or 3-minute talk in front of the whole class.
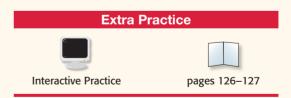
4   WORD WORK

GROUPS. Choose three words...

- Have students stay in the same groups.
- Ask them to read the directions.
- Confirm that students understand that they should discuss first, and then write in their vocabulary logs.
- Walk around; intervene only if you hear a question that students can't answer.

Communicative Practice   15 minutes

Show what you know!

GROUPS. Look at your timelines...

- Ask students to read the directions.
- Rephrase and expand the directions. Say: *The idea here is to use the timeline as your notes about the evolution of the Internet.*
- Keep the same groups. Say: *Work with the group you are in now. Take turns explaining the history of the Internet. For example, starting on the left side of the timeline, one member of your group describes what happened in the 1950s, then someone else describes what happened in the 1960s, and so on until you've gotten to the present time.* Confirm that students understand the process.
- Walk around; listen but do not intervene unless someone asks you a question.

Extra Practice
Interactive Practice   pages 126–127

Getting Started
10 minutes

- Say: *In this lesson, we are going to listen to and read a dialogue about basic computer training.*

1 **BEFORE YOU READ**

CLASS. Discuss. Do you know how...

- Ask students to read the directions.
- If most or all of your students know how to use a computer, rephrase and extend the question. Say, for example: *I know that many of you use computers frequently and most of you use computers at least occasionally. What can you do on the computer and what would you still like to learn more about?*
- Rephrase and extend the second question. Say: *Where and how did you learn to use computers? What more would you like to learn about computers and the Internet?*
- Accept all responses and allow the discussion to continue as long as students are engaged.

Presentation
15 minutes

2 **READ**

Listen to and read...

- Ask students to read the directions.
- Say: *While you listen and read, focus on what the woman in the dialogue is learning about in her computer training.*
- Point out that the words and phrases in boldface (*switch, spreadsheet, calculations*) are in the glossary on page 245. Encourage students to read the entire dialogue first, before going to the glossary.
- Play CD 3, Track 20, as students listen and read along.
- After students listen and read, ask if they have any other questions about the content, vocabulary, or pronunciation; answer questions.

Expansion: Vocabulary Practice for 2

- Set up small groups.
- Ask students to make a list of the boldfaced words in the reading and to discuss the meaning of each. Encourage students to guess the meaning if they are not sure.
- Tell students to look for the words in the glossary and to compare the definitions there with the meanings they discussed.
- Pass out learners' dictionaries to each group. Give each group two or three (different) computer- or training-related words or phrases on index cards (for example, *HTML, HTTP, USB drive [flash drive], Intranet, cookie, maximize and minimize [referring to Microsoft Windows programs], WYSIWYG, firewall, function key*). Adapt the new list of words to students' interests. For example, if students are interested in learning more about computers for word processing, choose additional vocabulary related to that topic. Or, if students seem more interested in the Internet, use additional vocabulary related to that subject.
- Alternatively, you could use the words in the vocabulary box in Exercise 4B on page 201 as the additional vocabulary words, so that students would be able to discuss these words when they do the exercise.
- Give groups several minutes to look up the new words, acronyms, and phrases and to talk about how the words are related to computers and computer training. Ask groups to write computer-related sentences with their new words or phrases.
- Walk around; assist as necessary to provide context and advice on writing appropriate sentences.
- Ask a representative of each group to write each group's sentences on the board. Ask another member of each group to read the group's sentences.
- Ask if anyone has any questions.
- Give students time to write the new vocabulary and sentences in their vocabulary logs.

MULTILEVEL INSTRUCTION for Expansion

Cross-ability Set up groups so that there is a student who has strong vocabulary and grammar knowledge and dictionary and computer skills in each group. This student will be able to help less proficient students complete the dictionary and sentence-writing tasks.

Controlled Practice 20 minutes

3 CHECK YOUR UNDERSTANDING

A Read the dialogue...

- Ask students to read the directions and skim the topics.
- Say: *Reread the dialogue and look for what the woman is learning.*
- Ask volunteers to provide the answers.

B Mark the statements...

- Ask students to read the directions and the statements.
- Say: *Reread the dialogue. Decide whether the statements are true or false.*
- Have students read and complete the exercise.
- Walk around; assist as needed.
- Ask volunteers to provide the answers.

4 WORD WORK

A GROUPS. Choose three words...

- Ask students to read the directions.
- Set up groups of three or four.
- Confirm that students understand that they discuss first, and then write in vocabulary logs.
- Say: *Remember when you write in your vocabulary logs, you can always write more than three words or phrases. You can also use the vocabulary log for words you read or hear outside of class.*

B CLASS. Discuss. What does each...

- Ask students to read the directions and the words in the vocabulary box.
- Ask for volunteers to explain or give examples of the words.
- *Note:* If you used this set of words in the Vocabulary Expansion for Exercise 2, students should already know what the words mean. In this case, ask them to share any further questions about these or other computer-related vocabulary.

Communicative Practice 15 minutes

5 MAKE IT PERSONAL

GROUPS. Discuss the questions.

- Keep the same groups as in Exercise 4A.
- Ask students to read the directions and the questions.
- Ask groups to share with the whole class any community resources that offer computer training courses. Have them write the resources on the board.
- Walk around; assist as needed.
- *Note:* Before the discussion, identify local free and low-cost computer training opportunities. Bring in contact information and flyers (if available). Add the contact information to the list groups are writing on the board.

Teaching Tip

- It's important to regularly ask for students' input on the class and its activities. This helps you plan effective lessons, it allows adult students to have a voice in their own education, and it gives them practice in speaking or writing about their personal goals, ideas, and opinions.
- Write on the board: *Was this unit on technology useful for my personal goals for learning English? Why or why not? To what extent?*

  extremely useful
  somewhat useful
  not useful

- Say: *I am asking this question because I want to make sure that the class focuses on what you need and want to learn, so I need you to express your opinions to me. Thanks.*
- Alternatively, pass out copies of this question and have students write their answers. In this case, tell students they may put their names on the form or not, as they choose.

Getting Started   5 minutes

- Say: *We have been talking about technology and the growth of the Internet. We have practiced vocabulary and grammatical structures to discuss virtual training. Today we are going to apply all of this knowledge as we write an autobiographical essay about a challenge that we faced.*
- Write the terms *biography* and *autobiography* on the board.
- Say: *A biography is a story that someone writes about someone else. An autobiography is a story that someone writes about his or her own life.*
- Ask: *What types of people write autobiographies? Why do you think that people write them?*

Presentation   5 minutes

Teaching Tip

For the exercise that follows, direct students to an Internet blog, preferably an autobiographical one. Ask: *Why do you think that this person wrote the blog?*

1   BEFORE YOU WRITE

A You are going to write...

- Have an above-level student read the FYI note aloud.
- Say: *One way to write and publish a story about yourself online is to have a blog.* Review what a blog is.
- Remind students that a blog is a personal website that many people use to write about their lives or recount a personal experience.
- Have students look back at Todd Skinner's blog on page 172. Ask: *What did Todd write about?*
- Direct students' attention to the Writing Tip and read it aloud.
- Explain that a *concrete detail* is something that is described in such a realistic way that you can easily imagine it.
- Emphasize that when students write, they will want to use concrete examples and sensory details to help readers visualize their story.

Language Note

- Explain that concrete examples and sensory details help readers to imagine a scene. Read the following sentences aloud:

  My grandmother's kitchen was tiny but inviting: There were bright white countertops, yellow flowered wallpaper, and a tiny linoleum table with two padded yellow chairs. Afternoon talk shows played from a portable television balanced on top of the refrigerator. The smell of garlic and tomatoes hung in the air. Whenever I entered the room, I felt calm.

- Ask: *What details do you remember about the passage that I just read? What can the reader see, hear, touch, and smell?*

Controlled Practice   10 minutes

B Begin thinking about your...

- Ask students to read the directions.
- Have students complete the exercise.

C Freewrite about your topic...

- Ask students to read the directions. Tell them to write down everything they can about their topic.

D Read the writing model on page 211....

- Have students read the autobiographical essay on page 211, and clarify unfamiliar vocabulary.
- Ask students what the author's essay is about.

Answer: Alexandra's essay is about her life story—how she came to the U.S., found work, learned English, and became successful.

2   ANALYZE THE WRITING MODEL

PAIRS. Discuss the questions.

- Say: *Now, read the essay a second time. Then discuss your answers to the questions.*
- Elicit answers and write them on the board.

Answers: 1. Since she didn't know enough English to communicate well, she couldn't find a well-paying job.

2. She worked as a babysitter and studied English.

3. Her English teacher encouraged her to work on her English all the time. She got a job at a nonprofit organization. Her English improved and she was promoted.

Communicative Practice   40 minutes

3   THINK ON PAPER

A Before Alexandra wrote...

- Read the first sentence of the directions for the problem/solution chart. Have a volunteer read the text in the chart.
- Say: *What is an* outcome? (a result or consequence)
- Read the rest of the directions, and ask students to complete the exercise.
- Elicit answers to the questions. (Possible answers: Both the essay and the chart present the author's problem, solutions, and outcomes. However, the problem/solution chart summarizes these points; the essay adds details about the author's personal life and jobs and about her teacher's methods.)

B Look at the notes you made...

- Have students read the directions.
- Tell students to make problem/solution charts. Monitor students' work, helping as needed. (For example: *Is that a solution or an outcome?*)

4   WRITE

Use your problem/solution chart...

- Read the directions, emphasizing that students should include concrete examples and sensory details to help readers visualize their life story.
- Have students write the first draft of an autobiographical essay.
- Say: *When you finish writing, you're going to read your autobiographical essay and revise it. What does* revise *mean?* (change your work—add, delete, or rewrite details)

5   CHECK YOUR WRITING

A STEP 1. Revise your work.

- Read the directions. Say: *Read over your autobiographical essay a first time and answer the questions in Step 1; if any answers are* no, *revise your work.*

- *Optional:* Have students form pairs, exchange papers, and give each other feedback. Tell them to note whether the essay described a personal challenge, used concrete examples and sensory details to help readers picture the story, and was structured in a logical way that readers could follow.

B STEP 2. Edit and proofread.

- Say: *Read over your essay a second time and edit and proofread your work.* Read the directions and direct students to check their essays for grammar, spelling, punctuation, and typos.
- As students edit and proofread, walk around and check their work, answering questions as needed.
- *Optional:* Have student complete a "clean" second draft of their essay at home, incorporating revisions and corrections from the revision and editing steps.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page Txv to evaluate vocabulary, grammar, mechanics and how well students complete the task. You may want to review the completed rubric with students.

▬ MULTILEVEL INSTRUCTION for 5A and 5B

Pre-level Have students complete a checklist with the revising and editing criteria from Exercises 5A and 5B, checking off a box for each question and making any changes.

Above-level Have students who finish writing and self-editing read and edit a peer's essay using the criteria in Exercises 5A and 5B. Then have them discuss the essay with the writer.

Extra Practice

Interactive Practice

page 128

1 REVIEW

For your grammar review, go...

- Say: *Today we're going to review the skills that we have practiced in this unit and apply them to a problem. What are some of the skills we have practiced?* Elicit answers, noting them on the board. (For example: understand how to use an instruction manual, discuss the positive and negative effects of the Internet, discuss virtual training, identify how technology affects our daily lives)
- Have students complete the grammar review exercise on page 231.

2 ACT IT OUT

PAIRS. You are debating...

- Say: *Earlier in this unit, we explored the birth of the Internet. Today we'll debate the pros and cons of the Internet in our daily lives.*
- Ask students to read the directions. Set up pairs.
- Clarify that *take a stand against* means to argue against something.
- Say: *Student A will argue in favor of the Internet, explaining how the Internet has improved our lives at home and at work and citing information about the history of the Internet, such as what it was originally created to do.*
- Say: *Student B will argue against the Internet, explaining how the Internet has negatively affected our lives at home and at work and using the example of texting to support his or her arguments.*
- Ask students if they remember ways to express agreement and disagreement. Write the following functions on the board and elicit ways to state them: *Giving your opinion; Expressing no opinion; Agreeing; Disagreeing.*
- As needed, refer students to the Communication Skill box on page 191, which presents ways to politely express agreement and disagreement. Give students a few minutes to review the box.
- Have students complete the exercise.
- Have volunteers share their opinions with the class.

3 READ AND REACT

STEP 1. Read about Edwin.

- Say: *Now we're going to apply our knowledge from this unit to a problem involving a character, Edwin. Let's read about Edwin.*
- Have students read the story.
- Clarify unfamiliar vocabulary as needed. (Examples: *a step up*—a promotion or move to a higher level; *figure out*—understand)

STEP 2. GROUPS. What is Edwin's problem?

- Ask students to form small groups.
- Say: *In your group, you will discuss what Edwin's problem is and what he can do about it.*
- Ask each group to make notes on a sheet of paper. Tell them that they will write a brief description of Edwin's problem and a list of solutions.
- Elicit language to use for making suggestions. (*First, he should. . . . He could also try to . . .*)
- Have students discuss the questions.
- Have a representative from each group present the group's ideas.

Possible answers: *Problem:* Edwin needs to improve his technical skills. *Solution:* He can ask someone in IT for help or ask his boss to let him take a training course.

4 CONNECT

Turn to page 221 for your Goal-Setting Activity. See page Txii for general notes about teaching Goal-Setting activities.

Progress Check

Which goals can you check off? Go back to page 185.

Ask students to turn to page 185 and check off any goals they have reached. Call on them to say which goals they will practice outside of class.

CD-ROM Practice

Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM.