

CONNECTED LIVES

ACADEMIC TRACK

Communications/Sociology

ACADEMIC SKILLS

READING	Taking notes (Part 1)
WRITING	Writing a concluding sentence
GRAMMAR	Using the present perfect tense
CRITICAL THINKING	Making inferences

UNIT OVERVIEW

The theme of this unit is online communication. It gives examples of ways that people have used the Internet to collaborate with other people around the world.

- **READING 1:** This reading describes two collaborative projects that use crowdsourcing to recruit volunteers to help with work on archaeological sites.
- **VIDEO:** The video shows how Albert Lin's project uses citizen scientists to help search for Genghis Khan's tomb.
- **READING 2:** This reading describes the process that two men started to connect an island in Fiji that needed funds with a larger Internet community of volunteers.

Students draw on what they've read and watched to write a paragraph about a crowdsourcing website. The unit prepares them by introducing vocabulary to talk about online communication, taking notes, and using the present perfect tense. They also learn how to write a concluding sentence. Lastly, students brainstorm to help them plan their paragraphs, and then revise and edit their drafts.



THINK AND DISCUSS (page 41)

The questions help prepare students for the subject matter covered in the unit—online communication. The scene depicts people playing in an online gaming festival in Germany.

- Have students study the picture, title, and captions.
- Discuss the photo as a class. What do students think the unit is about? Provide your own overview.
- Discuss the two questions as a class. For question **1**, create a word web on the board that lists different activities students do online. For question **2**, create a chart that lists ways that our lives have been improved by online communication, and ways they have not.

Ask students if they think online communication has resulted in an overall improvement in our lives.

ANSWER KEY

THINK AND DISCUSS

Answers will vary. Possible answers:

1. email; use social media; research travel destinations; shop; do homework
2. **Yes:** We can communicate with people around the world; we can work any time, any place; we can search quickly for information. **No:** There is less face-to-face communication; people don't "unplug" (have time off from electronics); people rely on the Internet for information instead of thinking for themselves.



EXPLORE THE THEME (pages 42–43)

The opening spread features information about the world's top 10 websites. Draw students' attention to the footnoted terms.

- Allow students time to study the spread and answer the questions in part **A** individually.
- Have students discuss their answers in pairs.
- Discuss answers as a class. For question **1**, ask why they think search engines might be more popular. For question **2**, write a list of websites on the board.
- Have students answer the question in part **B**. Remind students to use the correct forms of the words.
- Elicit example sentences from students for each of the blue words. Elicit other words related to the Internet, and write these on the board.

ANSWER KEY

EXPLORE THE THEME

- A** 1. Google, YouTube, Facebook; Google, a search engine, is the most popular.
2. Answers will vary. Possible answers: Google, Facebook; other popular websites: Snapchat, Instagram, BuzzFeed, Weibo
- B** search; launch; log in

Reading 1



PREPARING TO READ (page 44)

A Building Vocabulary

Students find the seven blue words in the passage and use contextual clues to guess the meanings of the words.

- Allow time for students to complete the exercise individually.
- Check answers as a class. Ask which words students already knew. Which ones are new to them? Ask whether students know other forms of the vocabulary words. Note that many of the vocabulary words on this list have noun forms that end in –tion: *participation, investigation, collaboration, and contribution*.
- Elicit example sentences for each vocabulary item. Ask: Is it important to be an active *participant* in English class? Why or why not? What are some *features* of this textbook? Do you like collaborating with others on projects? Why or why not?

See Vocabulary Extension 3A on page 205 of the Student Book for additional practice with Word Partners: adjective + contribution.

B Using Vocabulary

Students should practice using the new vocabulary items while answering the three questions.

- Have students discuss their answers in pairs.
- Compare answers as a class. Elicit example answers from students. For question 1, ask students what they need to do if they forget their *log in* information. For question 2, ask if the Internet has *contributed* to their language learning. If so, how?

C Brainstorming

Students create a list of reasons why people use the Internet. Encourage students to use the vocabulary words from exercise A, if possible. Ideas can be brief.

- Have students work in pairs to create a list.
- Discuss the question as a class. On the board, write a list of ideas. Ask students which ideas they think are the most important.

D Predicting

Students look at the title and subheads, and then read the first paragraph of the reading passage. They should decide which answer best describes what the paragraph is about.

- Allow time for students to skim the reading and answer the question. You may want to give a time limit of 1 to 2 minutes.
- Have students check answers in pairs.
- Have students compare their answers with those of other students in the class. Ask them how they arrived at their answers. Revisit this question after the reading.

ANSWER KEY

PREPARING TO READ

- A**
1. participant (Note: A *participant* is a person. The action is *participation*.)
 2. investigate
 3. Accurate (Note: A synonym for *accurate* is *precise*.)
 4. collaborate
 5. contribution
 6. potential
 7. feature

B Answers will vary. Possible answers:

1. I log in to social media sites at least once a day. My favorite sites are Facebook and Instagram.
2. Social media helps connect people all over the world. During disasters, social media provides access to relevant and timely information. For example, weather agencies used Twitter to post frequent updates on the path of Hurricane Irma as it approached Florida. After the storm, Florida residents used Facebook and Twitter to reassure family and friends that they were safe.

C Answers will vary. Possible answers: to do group projects for school; to start or join an online petition; to raise money for a project (crowdfunding)

D b (Explanation: Option a is untrue because not everyone involved is an archaeologist. Option c is too specific to be the main idea.)

1.05 Have students read the passage individually, or play the audio and have students read along.

OVERVIEW OF THE READING

The reading passage describes two crowdsourcing projects, both related to archaeology. Lin's project focuses on finding the tomb of Genghis Khan. Parcak hopes to find and preserve archaeological sites in Peru, protecting them from looting and illegal construction.

Online search terms: Genghis Khan; Albert Lin; Sarah Parcak; GlobalXplorer



UNDERSTANDING THE READING (page 47)

A Understanding the Main Idea

Students choose the correct statement to explain crowdsourcing. Elicit the meaning of *enabling* (making something possible).

- Have students complete the activity individually.
- Check answer as a class. Ask students how *crowdsourcing* might have received this name. (What is a crowd? What is a source?)

B Identifying Details

Students test their understanding of the details in the passage by completing a chart.

- Allow students time to complete the chart individually.
- Have them form pairs and compare their answers.
- Check answers as a class. Ask where they found the information to arrive at their answers. Elicit that an *unmarked grave* means we don't know where it was. A *tile* is usually a small square used in construction. Ask students why they think these areas of land are called *tiles*.

C Critical Thinking: Making Inferences

The *Critical Thinking* box describes the importance of making guesses when reading. Elicit the meaning of "read between the lines" by drawing three lines on the board. Scribble on the top and bottom line and point to the middle line. Explain that there aren't any words here, but there is space for a reader to think about the meaning of the passage. Have a student read the text in the box aloud. You may want to discuss the first example as a class.

- Have students answer the questions individually.
- Have students check answers in pairs.
- Discuss the answers as a class. Ask students how they arrived at their answers.

D Critical Thinking: Reflecting

Have students think about what they have read and discuss their personal opinions. Remind them to justify their opinions.

- Have students discuss their answers in pairs.
- Discuss answers as a class. Take a vote to see who would like to join each project. If students wouldn't like to join either project, have them explain their reasons.

Ideas for... EXPANSION

Ask students to imagine that they have been asked by Lin or Parcak to create a webpage about one of the two projects to attract more volunteers. Have them work in groups of three or four. What information would they put on the page? What images would they use? Have them sketch the webpage and show the class. Then have them search online for the webpages about each project. Are they similar to or different from their ideas? Why do they think this is?

ANSWER KEY

UNDERSTANDING THE READING

A b

B 1. Mongolia (See Paragraphs B and C.)

2. Genghis Khan (See Paragraphs B.)

3. unusual (See Paragraph D.)

4. Peru (See Paragraph F.)

5. looters (See Paragraph F.)

6. illegal construction (See Paragraph F.)

C 1. b; 2. b; 3. a

D Answers will vary. Possible answers: I'd prefer to join Lin's project because I'm fascinated by Genghis Khan. OR I'd prefer to join Parcak's project because I would like to help protect these important sites from looters.



DEVELOPING READING SKILLS (page 48)

Reading Skill: Taking Notes (Part 1)

The *Reading Skill* box explains two benefits of taking notes: understanding and organizing the information. Have volunteers read the text in the box and the examples aloud. Ask students which of the types of graphic organizers they like best. Are there any that they haven't tried yet?

A Understanding a Process

Have students read the paragraph about Parcak's project and underline the steps in the process. Encourage students to number each step. You may want to offer one example to start.

- Allow time for students to complete the task individually.
- Have students check answers in pairs.

B Taking Notes

Students complete the flow chart using the information in exercise A. Elicit the meaning of a flow chart. (It shows how one thing leads to another in a process.)

- Have students complete the flow chart individually.
- Have students check their answers in pairs.
- Check answers as a class. Ask students whether they find it easier to read the information in a flow chart than in paragraph form.

Ideas for... EXPANSION

Have students think about a process that they know well, such as making an omelet or changing a tire. Have them work in pairs to create a flow chart with at least six steps. Tell them not to give the flow chart a title. Then have the other students read the flow charts and guess what process is being described. Afterward, ask whether students think that writing the flow chart helped them speak about the process clearly.

ANSWER KEY

DEVELOPING READING SKILLS

A Participants first watch online videos that teach them how to identify certain features on satellite images.

Then they study and flag satellite images on their own.

Once enough volunteers say that they see the same thing, ...

... Parcak and her team will check for themselves ...

... before passing the information along to archaeologists on the ground.

The "players" receive a score based on how accurate they are.

- B**
1. online videos
 2. flag
 3. see the same thing
 4. check
 5. archaeologists
 6. accurate

Video



VIEWING: CITIZEN SCIENTISTS

(pages 49-50)

Overview of the Video

The video shows how Albert Lin's project uses citizen scientists from around the world to search for Genghis Khan's tomb. Although the citizen scientists did not find his tomb, the video shows one ancient tomb found through their crowdsourcing.

Online search terms: Albert Lin Mongolia; Genghis Khan tomb; Mongolia; Burkhan Khaldun

BEFORE VIEWING

A Brainstorming

Have students look at the picture and read the caption. What adjectives would they use to describe Mongolia? Then ask them what they know about Genghis Khan. What would they like to learn about him?

- Have students discuss possible reasons in pairs.
- Discuss answers with the class. Write ideas on the board, and revisit this question after watching the video to see if students' predictions were correct.

B Learning about the Topic

The paragraph prepares students for the video by giving them background information about Genghis Khan. Have students read the paragraph and answer the questions.

- Have students complete the task individually.
- Have students check answers in pairs.
- Check answers as a class. If a map of the area that the Mongol Empire covered is available, show it to the class.

C Vocabulary in Context

This exercise introduces students to some of the key words used in the video. Encourage students to try to infer the meanings from the context. Remind students to use the correct word form for each word.

- Have students complete the task individually.
- Check answers as a class. Elicit example sentences for each word. Ask: Why might someone *tag* an animal in the wild? Do you think English phrases are difficult to *figure out*? Why or why not? How long will you wait for something to *upload* before you get annoyed?

ANSWER KEY

BEFORE VIEWING

- A** Answers will vary. Possible answers: because they want to help solve the mystery and be part of history; because Genghis Khan was a powerful leader
- B** Answers will vary. Possible answers:
1. because he launched violent military campaigns against his enemies
 2. a. He devised a system of laws and regulations.
b. He allowed freedom of religion.
- C**
1. tag
 2. figure out
 3. upload

WHILE VIEWING

A ▶ Understanding the Main Idea

Have students read the items silently before you play the video. Then have the students watch the video and choose the best title from the list of options. Have them complete the task while the video is playing.

- Have students form pairs and compare answers.
- Check answers as a class.

B ▶ Understanding Details

Have students fill in any answers that they recall from the first viewing before playing the video a second time. Elicit the meanings of *traces*, *satellites*, and *check it out*.

- Have students complete the task while the video is playing.
- Have students form pairs and compare answers.
- Check answers as a class. Ask if there are any other words that they need to have explained, and elicit definitions from volunteers.

ANSWER KEY

WHILE VIEWING

- A** a (Note: This option provides the most complete answer.)
- B** Answers will vary. Possible answers:
1. straight lines
 2. It's too old.
 3. Because if citizen scientists can find this tomb, they can probably find other tombs, too.

AFTER VIEWING

A Reacting to the Video

Students should use the information they learned from the video and Reading 1 to discuss the question.

- Have students discuss their answers in pairs.
- Discuss as a class. Have students share the questions they would ask Lin. Write these on the board.

B Critical Thinking: Analyzing

Students read a quote from Reading 1 and connect this to the information in the video.

- Allow students time to answer the question individually.
- Have students discuss their answers in pairs.
- Discuss as a class. Ask students whether they think *they* would be good citizen scientists? Why or why not?

ANSWER KEY

AFTER VIEWING

- A** Answers will vary. Possible answers: Why do you want to find the tomb? What were some challenges you faced in Mongolia? What do Mongolians think about this project? What would you say to Genghis Khan if you could meet him?
- B** Answers will vary. Possible answer: I think Lin means that computers can't make inferences or notice when things don't look natural, as people can. In the video, he says that straight lines usually indicate that something is man-made, and he mentions that many citizen scientists tagged an unusual rectangle shape on the satellite map.

Ideas for... EXPANSION

Have students do more research on Genghis Khan. First, have them make a KWL chart. This chart has three columns: what I know, what I want to know, and what I learned. Have them fill out the first two columns in pairs. Then they should research Genghis Khan and fill in the third column. Have them discuss with their partner what they learned, and then compare their chart with a chart created by another pair of students. Ask volunteers to share what information they found most interesting.

Reading 2



PREPARING TO READ (page 51)

A Building Vocabulary

In this exercise, students read the definitions of the eight vocabulary words from the reading passage. Then they choose the correct word for each sentence.

- Have students complete the exercise individually.
- Check answers as a class. Elicit example sentences for each vocabulary item. Ask: What kind of *advertisements* do you think are the most effective? What are some *tools* you use for learning English? Do you feel as if you belong to a *global* community? Why or why not?

See *Vocabulary Extension 3B* on page 205 of the *Student Book* for additional practice with *Word Link*: -al.

B Using Vocabulary

Students should use the new vocabulary items while discussing the two questions.

- Have students work in pairs to answer the questions.
- Discuss answers as a class. Elicit example answers from students. Ask students to give examples of *virtual* communication pros and cons in their own life. Ask students to describe the *remote* place they mentioned.

C Predicting

Remind students to skim the first paragraph and to look at the title and subheads when predicting what an article is about.

- Allow time for students to skim the reading and look at the title and subheads. Set a time limit of 1 to 2 minutes.
- Have students discuss their answers in pairs.
- Discuss as a class. Have students read the subheads aloud to see whether that can help them with their predictions. Revisit this question after completing the reading.

ANSWER KEY

PREPARING TO READ

A 1. advertise

2. environmentally

3. tool

4. virtual

5. voting

6. remote

7. global

8. tribe

B Answers will vary. Possible answers:

1. The most remote place I have been to is a small fishing village in Iceland. I liked it a lot. The scenery was breathtaking!

2. When I socialize with friends, I generally prefer face-to-face communication.

Virtual communication

Advantages: You can communicate with people from all around the world; you can complete other tasks (e.g., read and reply to emails) while chatting with someone online; you can save online conversations and keep a record of them, in case you wish to read them again later on.


Disadvantages: You can't see people's faces online or hear their tone of voice, so it's easy to misunderstand other people's remarks; if you multitask while chatting with someone online, you can't give them your full attention; the person on the other end of the chat may not be who they say they are (safety concerns).

Face-to-face communication

Advantages: It's more direct and quicker; you can read other people's body language when you talk to them and avoid misunderstandings; it encourages deeper, more meaningful relationships.

Disadvantages: Shy people find this kind of communication difficult and may be afraid to speak up; you don't have as much time to consider your reply; most people don't record face-to-face conversations with friends, so it can be easy to forget what was said.

C Answers will vary. Possible answer: I think the passage is titled "Internet Island" because the idea for Tribewanted.com came from social networking websites. Also, Tui Mali advertised his island online, and the people who worked with the local tribe members were brought together through the Internet.

 1.06 Have students read the passage individually, or play the audio and have students read along.

OVERVIEW OF THE READING

The reading passage tells the story of Tribewanted.com. Using social media, the founders, Keene and James, began their first project—on a small island in Fiji—by gathering a group of people who wanted to help develop sustainable projects together with the local community. Keene and James have gone on to found other tribes in Papua New Guinea, Bali, Italy, and more.

Online search terms: Tribewanted; Ben Keene; Vorovoro



UNDERSTANDING THE READING (page 54)

A Understanding Main Ideas

Students read the passage and then choose three of the five sentences provided to complete a summary of the passage. Elicit the meaning of *sharing music* (uploading and downloading music files online) and *newcomers* (people who have arrived somewhere for the first time). Ask students whether their predictions about the passage were accurate.

- Allow time for students to complete the task individually.
- Check answers as a class. Ask students how they arrived at their answers.

B Identifying Details

Students read the statements and complete the sentences with information from the reading. Point out that the information does not appear in the same order as it does in the reading passage.

- Allow time for students to complete the task individually.
- Have students check answers in pairs.
- Check answers as a class.

C Sequencing

Students complete the timeline with the information from exercise B. Elicit that the box on the far left (with “5”) happened first. The box on the far right happened most recently. You may also want to explain that it doesn’t matter that the boxes are above or below the line; this is just a way to fit more information in a smaller space.

- Allow students time to complete the timeline individually.
- Have students check answers in pairs.
- Check answers with the class.

D Critical Thinking: Making Inferences

Students discuss the questions, based on the material in the reading passage and their own ideas.

- Have students discuss the questions in pairs.
- Discuss as a class. Ask whether any students want to join Tribewanted. Ask whether anyone has had an experience of meeting people who live a very traditional lifestyle.

ANSWER KEY

UNDERSTANDING THE READING

A a, b, e

- B**
1. Vorovoro (See paragraph C.)
 2. 2006 (See paragraph E.)
 3. \$53,000 (See paragraph D.)
 4. Tribewanted.com (See paragraph C.)
 5. email (See paragraph A.)
 6. Bali (See paragraph H.)
 7. local (See paragraph F.)

C From left to right: 5, 4, 1, 3, 2, 7, 6

D Answers will vary. Possible answers:

1. I think the people who join Tribewanted are adventurous and like to travel. They want to help protect the environment and make a positive contribution to other people’s lives. They are likely to be more interested in work that they enjoy doing and find fulfilling, and are less motivated by money. They also probably like being around a diverse group of people.
2. I think Tui Mali and his tribe members have become more aware of different cultures and feel more connected with the rest of the world now. Although their island has become more modern, they probably still maintain some important aspects of their traditional culture. (See paragraphs F and G.)

Ideas for... EXPANSION

There are many crowdsourcing ideas. Have students search for Zooniverse (<https://www.zooniverse.org>) for crowdsourcing projects, or for Tribewanted to view their recent projects. Have them choose one project that they would like to join and research it. Have them create a chart that shows the pros and cons of the project. Then have them work in groups of three or four to explain the project they selected and try to convince the other members of their group to join them. Have the group vote on the project they most want to join.

OVERVIEW

In this section, students prepare to write a paragraph about crowdsourcing. The lesson starts by teaching students how to use the present perfect tense. Students then learn how to write a concluding sentence. In the *Writing Task*, students apply these lessons by brainstorming, planning, and writing about the project. As added support, they will encounter two drafts of sample paragraphs and revising strategies that the author used. Students will use a checklist to revise their own paragraphs. Editing practice helps students correct common mistakes with the present perfect tense. After this, students write the final drafts of their paragraphs.



EXPLORING WRITTEN ENGLISH (pages 55–57)

A Noticing

This exercise is to be done before going over the information in the *Language for Writing* box. If students feel this exercise is confusing, reassure them that they will learn more about it later.

- Have students complete the task individually.
- Have students check their answers in pairs.
- Check answers as a class.

Language for Writing: Using the Present Perfect Tense

The *Language for Writing* box describes how to form the present perfect tense. To begin, give some contrasting examples of sentences using the present perfect tense and the simple past tense. For example: *I have written many e-mails in my life. I have written three e-mails since lunchtime. I wrote three e-mails yesterday.* Have students read the text in the *Language for Writing* box aloud. Elicit reasons for using the present perfect tense (the action began in the past and continues in the present) and signal words, such as *since* and *recently*, which can help students recognize and use the present perfect tense.

B Language for Writing

Students practice forming the present perfect tense by completing the sentences.

- Allow students time to complete the activity individually.
- Have them check answers in pairs.
- Check answers as a class. Ask which verbs are irregular.

C Language for Writing

Students create their own sentences using the present perfect tense to discuss how they use the Internet and how it has affected their lives. Before beginning the exercise, remind students that they should look up past participles to make sure they have the correct form of the verb.

- Allow students time to complete the task individually.
- Read sentences in groups of three or four. Have the group check the grammar and then choose the three sentences to write on the board.
- Compare and correct the sentences on the board as a class.

Ideas for... EXPANSION

Have each student write four sentences, three true and one false, about themselves. Each sentence should demonstrate the present perfect tense. Encourage each student to use information that others might not know. Have students work in groups of three or four and read their sentences aloud. The other members of the group should try to guess which sentence is false.

See Grammar Summary on page 221 of the Student Book for additional practice with using the present perfect tense.

ANSWER KEY

EXPLORING WRITTEN ENGLISH

A b

LANGUAGE FOR WRITING

- B** 1. has made (Note: The proper noun *Facebook* is a singular entity, so we use *has* instead of *have*.)
2. have changed
3. have met
4. have contributed
5. has formed
6. has expanded
- C** Answers will vary. Possible answers:
1. I have kept in touch with old classmates through Facebook.
2. I have booked hotels and flights using travel websites.
3. My teacher has shown us interesting articles online that are related to the topics in our textbook.

Writing Skill: Writing a Concluding Sentence

The *Writing Skill box* describes the importance of writing a good concluding sentence. It discusses the three common types of conclusions: to make a prediction, give an opinion, or restate the main idea. Elicit that a concluding sentence should be interesting, but it should not include any new or surprising information. Have students read the *Writing Skill box* aloud. Ask students which of these types of concluding sentences they usually use.

D Writing Skill

Students find the concluding statements in the reading passages and identify the types of concluding statements.

- Allow students time to complete the task individually.
- Have students check answers in pairs
- Check answers as a class. Ask students to note where these are in the passages.

E Writing Skill

Students write a concluding sentence for each paragraph.

- Have students complete the task individually.
- Have students form pairs and compare their answers.
- Discuss answers as a class. Write examples on the board and compare them.

ANSWER KEY

WRITING SKILL

D 1. R (See page 49.)

2. P (See page 53, Paragraph A.)

3. O (See page 53, Paragraph B.)

E Answers will vary. Possible answers:

1. More face-to-face contact with your loved ones will make you feel happier.
2. In summary, reading the news online has many advantages over getting the news from other sources.

- Have students share their ideas in pairs and offer feedback to each other.

B Planning

Students follow steps 1 to 3 to complete their outlines. Have a student read the steps aloud. Remind students that complete sentences are not necessary for the purpose, how it works, and what it has accomplished. It is more important to focus on organizing their information.

- Allow time for students to complete their outlines individually. Provide assistance as needed.

C First Draft

Have students write first drafts of their paragraphs based on their outlines.

- Allow time for students to complete the task individually. Provide assistance as needed. Refrain from error correction at this point.

ANSWER KEY

WRITING TASK

A Answers will vary. Possible answers: Tribewanted: founders = Ben Keene and Mark James; 2006—project started; learned about a project to help develop an island in Fiji; environmentally friendly volunteers; very successful

B Answers will vary. Possible answers:

Topic Sentence: Members of Tribewanted.com have collaborated to create virtual and real-life communities all over the world.

Purpose: to get members to meet and work together to help a community in need

How it works: People sign up online; members go to the island and work with the local people.

What it has accomplished so far: planted crops; set up environmentally friendly power sources on the island; expanded to other locations

Concluding Sentence: The website has successfully brought together people from very different cultures to form a real-world tribe.



WRITING TASK (page 58)

A Taking Notes

Remind students that brainstorming is an important step for gathering ideas before writing. Read the text in the *Goal box* aloud so students will be familiar with the writing task before brainstorming.

- Allow time for students to look online and take notes individually. Provide assistance as needed.

REVISING PRACTICE (page 59)

The *Revising Practice* box contains an exercise that demonstrates several ways students can improve their first drafts.

- Allow time for students to analyze the two drafts and complete the exercise.
- Check answers as a class. Ask students to identify each change and explain how it makes the revised draft stronger.

D Revised Draft

Students should apply the revision techniques used in the *Revising Practice* box to their own drafts, where applicable.

- Explain to students that they will be using the questions as a guide for checking and improving their drafts.
- As a class, go over the questions carefully to make sure students understand them.
- Allow students time to revise their paragraphs.

EDITING PRACTICE (page 60)

The *Editing Practice* box trains students to spot and correct common errors related to the present perfect tense. As a class, go over the information in the box carefully.

- Allow students time to complete the exercise individually.
- Check answers in pairs.
- Check answers as a class by asking students to read their corrected sentences aloud and explain the errors.

Ideas for... EXPANSION

Editing codes are helpful devices to use when commenting on students' work. Using these codes helps students correct their own work. Make a list of the codes you use on the board. Write sentences with one error each, and elicit the error. (Examples: She have three sisters [SV]. or The techer is funny [SP].) Have students copy the codes in their notebooks. They can refer to them when you return their work to them. Some example codes: SP (spelling), T (tense), WW (wrong word), ^ (missing word), WF (word form), SV (subject-verb agreement), WO (word order)

ANSWER KEY

REVISING PRACTICE

b, a, d, c

EDITING PRACTICE

1. The Internet has been in existence for several decades now, but we are still discovering creative ways to use it.
2. Now that it's so easy to share videos, millions of people have posted videos online.
3. Even though I have seen that video a few times, I still find it very funny.
4. Social networks like Facebook and Twitter have changed the way we get our news.
5. The Internet has allowed people to share information and collaborate on projects.
6. Sarah Parcak has spent the last several years using satellite images to identify important archaeological sites.
7. Participants in the Galaxy Zoo project have helped scientists discover new types of galaxies (star systems) in our universe.

E Final Draft

Have students apply the skills taught in *Editing Practice* to their own revised drafts and check for any other errors.

- Allow time for students to work individually on editing their drafts.
- Walk around and monitor students as they work. Provide assistance as needed.
- Collect their work once they have completed it.
- For the next class, show anonymous examples of good paragraphs and common errors.



UNIT REVIEW

Students can work in groups on this recap of the unit. For question **1**, encourage students to use the target words when appropriate. For questions **2** and **3**, encourage them to check the relevant pages of the unit for answers.

- Allow students time to answer the three questions in groups.
- As a class, have students share their answers to question **1**. Have them vote on the project they would most like to join.