UNIT 3 Information age

Inquiry question:

What are pros and cons of digital technology?

Inquiry theme:

To understand positive and negative sides of digital technology

In this unit you will ...

- ✓ listen about the historical facts of importance of mass media
- ✓ read about advanced technological apps
- ✓ discuss positive and negative sides of digital technology
- ✓ create your own group presentation

Academic skills:

- ✓ listening to understand emotions
- ✓ giving examples
- ✓ giving sources of information
- ✓ expressing opinions
- ✓ understanding quotes

Critical thinking:

- ✓ activating prior knowledge
- ✓ thinking about pros and cons

LESSON 1 Digital media

1a Work in pairs. Read and think. What does this phrase mean?

> Those who have information have the world.

1b Work in pairs. Read and check your answer.

> Those who have information have the world. For a long time, these words had the meaning: if you are informed, you can take active actions. One of the authors of the phrase is Francis Bacon, who said, "Knowledge is power". But these days, in the period of active development of information technologies, these words have a new meaning: we are not passive; we play an active role in the development of the new age. We can see the first steps of the new age in the development of information technologies in all parts of human life.

2a Work in pairs. Write down the new words. Listen and repeat.

battle, power, honest, economy

2b Work in pairs. Look at the pictures and think what the text will be about.

2c Work in pairs. Listen and answer the questions.

1) How did pigeons help the Rothschild brothers?
2) Why did many businessmen sell their papers after the Battle of Waterloo?
3) Who bought all the papers?
4) Do you think that the Rothschild brothers were honest people?

3a Work in pairs. Think and say what you know about digital media.

3b Listen and repeat the new words.

digital media, device, software, image, tablet, audio

4a Work in pairs. Read and check your ideas. Put the words to complete the sentences in the text.

> economy, digital, electronic, history, changes, smartphones, media, devices

The world we live in today is full of (1) … media things. Digital media has been used since the early 1950s. It is used on digital electronic (2) … . Examples of digital media are: software, digital images, digital video, video games, web pages and websites, digital audio, such as MP3 and (3) … books. With the Internet and personal computers, digital media has made big (4) … in publishing, journalism, people's lives, entertainment, economy and education. We sometimes do not know that digital media things are used in health system, (5) … and education.
Since the first digital computers and (6) … appeared, the digital media has been used by billions of people. Digital devices are successful because they are easy to use. A smartphone or tablet is used for hundreds of daily needs. Together with the World Wide Web and the Internet, digital (7) … has changed the 21st century to an information-based economy and has created new human (8) …, which is known as the Information Age.

4b Listen and check.

5 Work in groups of four. Say where and how you use the digital media.

LESSON 5 Is social media dangerous?

1 Work in pairs. Think if social media could be dangerous. Why?/Why not?

2a Work in pairs. Match the words and explanations.

1) click	a) to keep someone or something from dangerous things
2) protect	b) a small thing that you press to work on a computer
3) cyber-	c) to press a button
4) button	d) protection of someone or something
5) online	e) using computers, especially the Internet
6) security	f) the right or opportunity to use or look at something
7) access	g) bought, used, etc. using the Internet

2b Work in groups of 4. Answer the questions.

1) Is it easy to use electronic devices in mass media?
2) Is the Internet dangerous?
3) What dangerous things are there on the Internet?
4) How can we protect ourselves from dangers on the Internet?

2c Put the sentences in order. Read and check your ideas.

a) But they need to know about the dangers on the Internet and know how to protect themselves from different online dangers.
b) We live in the digital age when information is used by everybody.
c) First of all, children can be taken by bad people when they give personal information. One wrong click on a button could cause a big problem.
d) Even young children these days have access to the Internet with their smartphones and tablets.

3 Work in pairs. Read and complete the text.

4a Work in pairs. Read the tips and put them in order of importance.

Tips for children

1 Protect your personal information. Never share personal information such as address, phone number, name, personal email address, relatives' details, parents' work etc.
2 Never agree to meet online friends in the street or at home. Your online friends may not be who they really are. It is dangerous to meet online friends as they could be bad people.
3 Never click on a button if you do not know what it is or if you want to get dangerous information. Clicking on an app button could bring the dangerous viruses into your device. People could also gather your personal information. Never click on unknown emails, ads and e-newsletters.
4 Use good software. Make sure it will protect your device from viruses and dangerous programmes.
5 You should always go out of the Internet before you turn the computer off.

4b Work in groups of 4/6. Discuss and agree on the list from the most important to the least important.

The 6 Principles®
PQP Feedback

Directions

After each group presents their lesson, offer them PQP (Praise–Question–Polish) Feedback by answering these three questions:

- **Praise** – Make at least **one positive comment** about their microteaching.
- **Question** – Ask at least **one question** about their microteaching.
- **Polish** – Make at least **one suggestion** to help them improve their microteaching.

Praise	Question	Polish

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Teaching English Through English
Module 7
Extending Textbook Activities

Table of Contents

Module 7: Start Here

"The most dangerous phrase in the language is, 'We've always done it this way!'."
- Grace Murray Hopper

There are many good teaching materials published, but even good materials are not perfect for every teaching context. With the advance of technology, especially the Internet, rich instructional resources can also be found online. However, in order to meet the diverse needs of your teaching situations, it becomes necessary to adapt the teaching resources to deliver effective communicative instruction in English. In this module, you will have a chance to reflect on your teaching contexts and materials available to you. You will also explore ways to effectively adapt your teaching materials to foster a communicative classroom in English.

By the end of the module, you will be able to:

- analyze textbook lessons/activities and adapt content for appropriate and meaningful use to meet the learner needs and enhance classroom interactions
- use textbook, ancillary materials, and other relevant sources to develop an effective communicative lesson/activities appropriate for your learning environment

![George Mason University logo]

▶ 7.1. Watch

Explore ideas for increasing classroom interaction by watching three videos.

- **Video 1: Adapting Textbook Activities**

  - This video explains the reasons behind the necessity of adapting textbook activities. Also, it suggest ideas on how to adapt an activity using a textbook activity sample. Click here for the PDF of the script for Video 1.
  - Link to YouTube: https://youtu.be/NWBGSjnKdpA

- **Video 2: Tips for Adapting Teaching Materials**

  - This video suggest tips on how to adapt your teaching resources to promote communication in your English classroom. Click here for the PDF of the script for Video 2.
  - Link to YouTube: https://youtu.be/mai-Gor0wMM

Teaching English Through English
Module 7 Video 1 Script
Adapting Textbook Activities

Hello, English teachers! Are you ready to power up your English classroom? Here are some tips for you to consider when adapting textbook activities.

There are many good teaching materials that are published. But even good materials are not perfect for every situation. Even the best materials need some adjustments. Our students' learning contexts are diverse and dynamic, and we have the responsibility to respond to their learning needs.

Let's warm up our minds about adapting textbook activities. I have two questions for you. Number one, what does "adapting textbook activities" mean? And number two, why do you need to adapt textbook activities in your context? I will give you 15 seconds to write down your ideas. If you need more time, just pause the video. Ready? Go!

[clock for 15 seconds]

Welcome back! How did it go? Let me share my ideas with you. First, what does "adapting textbook activities" mean? It means modifying, adding or deleting, and reorganizing activities in a textbook.

Second, why do you need to adapt textbook activities in your context? Here are some reasons teachers around the world adapt their textbook materials: It's either

- lack of time,
- lack of necessary equipment,
- curriculum requirements and/or restrictions,
- cultural issues,
- student language levels,
- lack of variety of activity types,
- boring materials, and
- lack of clear goals.

What about you? Did you have similar ideas?

Remember, we want to create an interactive classroom environment! Our students need motivation, support, and integration of skills to develop as active and confident communicators. In order to meet these needs, how can we adapt an activity we find in our textbook that doesn't have these qualities? What do you think? What do you do when activities in your textbook are:

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- Not interactive enough?
- Too difficult?
- Too boring?
- Or not motivating for your students?

Let's think together a little deeper here about a sample activity I found in a textbook. Take a look!

Vocabulary: Chores and Activities

Directions: Find words or phrases that go with each verb.

breakfast	my homework	a vacation	hiking	a good time	a photo
shopping	a party	a lot of fun	a phone call	the dishes
a day off	swimming	the laundry	some photocopies	visit my grandparents

do   _____   _____   _____

go   _____   _____   _____

have   _____   _____   _____

make   _____   _____   _____

take   _____   _____   _____

First, is the activity interactive enough? Not really. It's just a fill in the blank exercise and does not require any interaction to complete. An advanced student might finish it in 2 minutes and a struggling student may just end up guessing or may not care about this exercise at all! As it is, it does not encourage communication and only enforces the knowledge of vocabulary. However, it does present relevant and useful vocabulary for our daily lives, so it definitely has good potential to be enhanced.

Next, is the text and content in the activity a bit difficult or not challenging enough? You will have to assess the difficulty, because you know your students' learner proficiency levels. However, providing some sample responses can scaffold their learning. You can also go over a few of these together as a whole class by asking your students, "Before you start, let's do a couple of these together. Which activity goes with the verb, *do*?"

Last, will this textbook activity motivate your students to engage in communication in English? The answer is no and that is where we step in! We can adapt this activity to be engaging and interactive by adding an interview in pairs. For example, after students initially complete the exercise, you can ask them to choose three activities that they actually did yesterday, do regularly and want to do. And with their partner, students can interview each other and even be ready with follow-up questions for extending authentic conversations. Let's take a look at some of the examples.

You can also ask follow-up questions about their activities. Here is a sample conversation you can use to practice.

Student A: What did you do yesterday?
Student B: I had a party.
Student A: Why did you have a party?
Student B: It was my birthday!

Student A: What do you regularly do every day?
Student B: I make breakfast every day.
Student A: What did you make today?
Student B: I made coffee and an egg sandwich for breakfast.

Student A: What do you want to do this weekend?
Student B: I want to go hiking.
Student A: Where will you go hiking?
Student B: I will go hiking at a park.

You might even want to turn this into a mingling activity! The possibilities to promote interactions are endless! Now, try this with one activity in your textbook and think about how to adapt or enhance it. Remember - if textbook activity is not interactive enough, provide a communicative activity. If the learners need more support because the text is difficult, offer an appropriate text or adapt the text for your learners' proficiency level. If the activity is boring and students need more motivation, adapt the activity to your students' interests. And if the activity is not integrating all four language skills, design a task that does.
Thanks for watching and learning. Now, let's go do it!

Hello, English Teachers! Are you ready to power up your English classroom? Here are some tips for you to consider when Adapting Teaching Materials.

Adapting textbooks is modifying, adding or deleting, reorganizing and extending the content and tasks from a textbook. We want our classes to be interactive and promote more communication in English. However, our textbook or other teaching resources may not lead to authentic communication in English. Not only that, our materials may not motivate our students to learn. How can we adapt our textbook materials to promote communication in English and get our students excited to learn?

There are three tips I want to suggest to you. Tip number one – Use a jigsaw activity to lighten the load and promote more communication. When you see long and difficult reading or listening passages in your teaching resource, you can adapt them into shorter, digestible chunks. For example, long reading or listening passages can be cut up or divided into parts that can each be distributed to small groups. It's like a jigsaw puzzle, and each group gets one piece of the puzzle. After each group learns the information in their short passage, they can exchange information from their part with other groups or the whole class. (Show an example) As you can see, jigsaw activities are a great way to lessen the load while promoting communication.

Tip number two – modify tasks based on learner preferences. For instance, visual learners can be encouraged to draw or use images such as storyboards or graphic organizers. For auditory learner preferences, students can be paired up and read a text together or to each other with their partners. For kinesthetic learners, they can perform role plays or mini dramas. In fact, integrating and using all of these strategies will support all learners, so when adapting textbooks, modify the tasks by adding visual, auditory and kinesthetic supports. As these examples show, adding pair work and small group work can be used to effectively adapt an activity based on learning preferences and create an interactive learning environment.

Last but not least, tip number three – adapt your teaching materials to be culturally appropriate or culturally relevant to your local context. Let's think! How often do you adapt your textbooks and materials because of cultural reasons? Almost always, frequently, sometimes, rarely, or never? There are times when teaching resources have to be adapted due to cultural reasons. Maybe your students don't have the background knowledge about a particular culture in a video clip. For example, different cultures see characteristics of animals differently. In U.S. culture, we think of foxes as sly, owls as wise, dogs as loyal, black cats as bad luck. What about in your culture? Is it the same or different? Or perhaps an article includes information that is not culturally suitable for learning within your context. Maybe it has a topic that is taboo. In such

cases, feel free to adapt the content to make sense for your culture while promoting understanding of other international cultures!

Remember that our students will use English in the future to communicate with people from different countries and cultures around the world. We should engage our English learners with cultural material from around the world as well as helping our students learn to express aspects of their culture in English.

A word of advice to you all is, don't ever feel pressured to teach everything that is in your textbook or teaching resource exactly the way they are presented! As long as we are meeting the learning objectives, feel free to explore the different options and methods of instruction available and adapt from the teaching resources to make your students' learning interesting, fun, and interactive!

Thanks for watching and learning. Now, let's go do it!

Adapted from:

https://americanenglish.state.gov/files/ae/resource_files/webinar_15.2_-_slides_for_ae.pdf

7.2. Read

Explore ideas for extending textbook activities with communicative activities by reading at least two articles.

- **Article 1:** Adapting Textbook Activities for Communicative Teaching and Cooperative Learning by Anson Yang and Chan-piu Cheung

  - This article shows small changes that can be made to adapt textbook activities in order to foster communicative language learning environment.
  - Source: Yang, A., & Cheung, Ch. (2003). Adapting textbook activities for communicative teaching and cooperative learning. *English Teaching Forum, 41*(3), 16-24. https://americanenglish.state.gov/files/ae/resource_files/03-41-3-d.pdf

- **Article 2:** Considerations for Adapting Materials to Meet Learner Needs

  - This article suggests learner considerations that should be made when adapting from textbook activities to meet the learners' various needs.
  - Source: U.S. Department of State, American English. (n.d.). *Considerations for adapting materials to meet learner needs.* https://americanenglish.state.gov/files/ae/resource_files/06_june_teachers_corner_adapting_materials_week_1_final.pdf

Anson Yang and Chan-piu Cheung

HONG KONG

Adapting Textbook Activities FOR Communicative Teaching AND Cooperative Learning

IN ENGLISH LANGUAGE TEACHING, COMMUNICATIVE LANGUAGE TEACHING (CLT) and cooperative learning (CL) share a common characteristic: in a meaningful task students are asked to exchange information among themselves in small groups and/or with the teacher. This kind of student collaboration has two benefits. First, the whole class actively participates in a task at the same time and students can then compare their findings when the task is over; and second, the meaningful task is rehearsed in class for later use in real communication outside the classroom. In some ELT settings, Hong Kong for example, many obstacles have deterred secondary school English teachers from using either CLT or CL in their classes. These include large class size, lack of training in communicative and cooperative techniques, and mistaking any group work for communicative teaching and cooperative learning. One obstacle that most schools cannot overcome is the extensive language syllabus prescribed by the textbook. Actually, each level of a textbook is often a set of texts, which may include an all-in-one

textbook, listening tapes, a grammar book, and a short story book. In theory, teachers have to follow the rationale and sequence of each chapter; but in reality, for a variety of reasons, teachers skip items in the textbooks.

If the syllabus is too long and detailed, students' abilities are low, or teachers have a heavy schedule of extracurricular activities, teachers may choose only the essential tasks, that is those that require little or no class preparation. When this happens, teachers have little flexibility to explore the use of communicative language teaching and cooperative learning in their classes. This article explains how textbooks can be adapted so that classes include more communicative and cooperative activities, especially for teachers who are hesitant to use CLT and CL because of textbook constraints. Using two microteaching classes taught in City University of Hong Kong as examples, this article demonstrates that even when teachers are required to have students complete tasks in the textbook, they can successfully apply the principles of CLT and CL.

Defining Communicative Language Teaching and Cooperative Learning

Communicative language teaching began in Britain in the 1960s, in part as a replacement for the earlier, highly-structured method of situational language teaching. In this early model, students were given a specific situation or a dilemma that they had to solve. The given situations, more often than not, were irrelevant to the needs of students. For example, teenage students role played as the manager and staff of a company that was having a financial crisis. Unfortunately, many language textbooks are still presenting this model of situational teaching. This is because textbooks are written for a large readership in different countries where English may be the first, second, or a foreign language. If a teacher uses such an activity without any adaptation, English students will be distanced from the situation because the task won't be meaningful to them. Communicative language teaching requires authentic communication, which includes a believable setting, a normal speed in speaking, a range of lexical items suitable for the students' ages, and an overall promotion of learning. Wilkins (1972) believes that people should learn a foreign language for performing different functions. Therefore, it is natural to introduce authentic learning material in class (Nunan 1991; Dubin 1995; Widdowson 1996).

Cooperative learning tasks go a further step by encouraging students to work together and by promoting an equal opportunity for every student to participate in the activity. Improving self-esteem, enjoyment of school, and interethnic relations are key in this approach (Johnson, Johnson and Holubec 1993; Slavin 1995). Cooperative learning also requires strategies for student collaboration and attention to how strictly the teacher should structure activities to help encourage effective cooperation (Sapon-Shevin and Schniedewind 1991). Indeed, many cooperative learning activities combine a group component with other components in which the teacher demonstrates and students work alone (Slavin 1995). In most cases, both CLT and CL require teachers to provide language support in terms of useful vocabulary and grammar so that students are able to succeed in the task (Richards 1995). Students will benefit more from CLT and CL if they understand that communicating and sharing with peers is a language learning strategy that they can apply outside a class setting (Oxford 1990).

The Hong Kong government acknowledges the importance of such concepts in a document stipulating that learners be provided with greater opportunities "for purposeful communication both inside and outside the classroom" (Curriculum Development Council 2002:5). According to the document, in the learning process, teachers should help learners to "learn how to learn" and "think and act independently" (Curriculum Development Council 2002:80). These notions apply not only to Hong Kong; they should be guidelines for teachers in ESL/EFL settings everywhere. To apply the guidelines, teachers should bear in mind the following rules of thumb when they prepare for a communicative or cooperative activity:

1. The activity must be purposeful and meaningful. Students should be given convincing reasons for doing the activity, and they should know what they will have achieved upon completion of the activity.

2. The activity must be authentic. The items taught in the activity must suit students'

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ages, habits, and environment. Students must be able to use the items for academic and non-academic purposes.

3. Teachers should feel free to adapt textbook activities.

4. Mechanical drills should not be the only activity in pair or group work.

5. A diversity of activities is needed.

The following sections on listening and grammar illustrate common mistakes made by teacher trainees who too rigidly adhered to the textbook's prescribed lessons and exercises without regard for the guidelines offered above for a successful communicative or cooperative activity. The sections also show how the trainees then modified or might modify their lessons to make them more authentically communicative and cooperative.

Microteaching 1: Listening

For a lesson on listening, English teacher trainees were taught to use pair and group work to maximize cooperative learning. In a microteaching class, a trainee followed a lesson in *Oxford Junior English 2A*, the most popular English textbook in Hong Kong for students aged 13 (Etherton, Kingston, McArthur and Leetch 1999). The objective of the lesson is for students to identify objects from a spoken description. The situation is that a woman's house was burgled and five pieces of jewelry were stolen. The police have retrieved some jewelry and want the woman to describe the stolen items. In the student book, 17 pieces of jewelry are shown. Students are to listen to the description recorded on the accompanying tape and then match the description with the pictures in the book (see appendix A).

In this microteaching class, the trainee clearly explained the classroom language and procedures in the lesson plan to her "students" (in reality, her classmates). She first introduced the vocabulary words: *gold, silver, bracelet, necklace, ring, earring, diamond, emerald,* and *ruby,* according to the guidelines in the teacher's book (appendix B). She then played the tape and had students identify the objects. After the listening task, she put students in groups and had them check their answers within the group. Then, still following the guidelines suggested in the teacher's book, the trainee asked each student to describe one

piece of jewelry shown in the book to the other members of the group. The trainee explained that she considered this series of activities meaningful and authentic because students had to talk to each other to find the answer. Actually, the task as presented in the microteaching class was neither meaningful nor authentic because rarely would a 13-year-old student need to describe lost jewelry. At best, the activity could only be a weak version of CLT (Holliday 1994). A small change was suggested by another trainee: students could pretend that they were shopping for jewelry with their mother in an English speaking country and they could translate for the mother, who speaks little English. This is still a weak version of CLT because if students have to pretend, authenticity is reduced, although it may still be somewhat meaningful.

It was suggested that cooperative elements be incorporated into this task, thereby changing the activity from situational language teaching to a game. Of course, teachers should introduce necessary vocabulary words before the cooperative activities, which include the "three-step interview" and "think-pair-write" processes described below (see Kagan 1992 and Jacobs, Lee and Ball 1997).

Before the three-step interview, each student is given three letters from a to q, each of which represents one of the 17 pieces of jewelry that should be described. Then students sit in groups of four and do the following three-step interview. In step one, each student in the group writes what she has just heard described item by item. In step two, each student writes what she wants to know more about from the description just heard. Then in step three, each student tries to find the answers within the group (think-pair-write). When all have finished, the teacher writes the numbers 1 to 5 on the board, representing the five pieces of stolen jewelry described by the woman on the tape. The teacher then plays the tape, and students who think they have the letter corresponding to that piece of jewelry will race to stick their letter under that number. The group with the most correct matches wins the game. The game changes the activity from a weak CLT version to a stronger one, plus the game is meaningful and authentic. The teacher only needs to prepare pieces of paper with the letters on them, and to write the numbers 1 to 5 on the board.

The insertion of cooperative elements in the group work also promotes equal learning opportunity and teamwork.

Microteaching 2: Grammar

In a micoteaching class for grammar, another teacher trainee delivered a lesson on the passive voice, also using *Oxford Junior English 2A*. (The grammar lesson is part of a chapter based on a reading about an elderly man who practices traditional Chinese fishing using cormorant birds.) She taught the grammar part (appendix C) by following the steps given in the teacher's book (appendix D). She first introduced the differences between active voice and passive voice, then she had the "students" (her classmates) do exercises A1 and A2 (appendix C) on identifying the subjects and the voice of the sentence. Next, she asked the students to complete the fill-in-the-blanks exercise in A3 (appendix C), which is based on the reading about traditional fishing. After the students had finished, she had them sit in groups of four and check their answers among themselves. The trainee said she considered this activity communicative because, in her words, "students had to help each other in a meaningful task, which is to check the correct answers."

Admittedly, teaching grammar to ESL/EFL students may sometimes involve mechanical drills, but even drills should require students to think. However, the exercise this trainee used required little effort on the students' part. In fact, exercise A3 is more like a vocabulary exercise than one for passive voice because the verbs have all been transformed into their participial forms. Students only need to understand the meaning of the verb and then read the noun immediately preceding each blank in order to decide whether *is* or *are* should be inserted before the participle verb in the blank.

A small change to the lesson plan can maximize cooperative learning in this lesson. Students could still be asked to complete exercises A1 and A2, but they should close their books for exercise A3. Then, instead of merely filling in the blanks, each student should use five of the ten verbs used in A3 to rewrite or summarize the story of the elderly fisherman, which they had read earlier, in passive voice. The teacher can then introduce the cooperative activities "round robin" and "numbered heads" described below.

After students have finished their individual summaries, they work in groups of four. Each student takes a turn reading her short piece to the other group members until everyone has read their complete summary out loud (round robin). Students then compare their versions and choose the best one. When the teacher calls a number, the student in each group with that number will deliver the best version chosen by the group (numbered heads). After all groups have presented, the teacher chooses the best summary. Students then complete the fill-in-the-blanks exercise of A3.

Such modification allows more communication among students and stresses autonomy and creativity, because students choose their own five verbs and decide what they should include in their summary. This modification also allows the teacher to check on how well the students understand passive voice, not only its written structure but also its pronunciation.

As a cooperative follow-up activity to further consolidate the understanding of passive voice, the teacher can prepare small blank cards for students. Students sit in groups of three, and each student receives eight cards. Student A in each group writes a subject on each card, student B writes a verb, and student C writes an object. Then they shuffle the 24 cards and place them on their desk facing down. Each student takes a turn turning over three cards. When the three cards consist of a subject, a verb, and an object, together the group members create a complete sentence in passive voice. If the three cards do not represent the three categories, they have to be turned face down again and three other cards are turned over. The game continues until the teacher signals the end, after which the teacher can check to see which group has the most correct sentences. This activity stresses structure and creativity because students have to provide their own words, and their sentences will not be the same as those created in other groups. This will also be a good chance for students to explore the differences between transitive and intransitive verbs, since the latter cannot be used in passive form. The teacher can also write the best sentences on the board so that the rest of the class can learn from their peers in other groups.

Conclusion

New teachers always feel an obligation to complete all tasks in the textbook. Although they might have learnt about the usefulness of CLT or CL in their teacher training, they cannot always put them into practice because of busy class schedules and other administrative duties. However, as Jacobs and Hall (In press) point out, it has never been suggested that a class be organized in cooperative groups all the time. It is impractical to think that one or two approaches can work wonders for all students, even when they have identical educational backgrounds. In fact, teachers have to make changes from time to time when delivering a lesson. This article suggests small modifications of activities, so that even when teachers have to follow textbook tasks, they can easily adapt them for communicative teaching with minimal extra preparation for themselves or their students. Also, this article shows that a small change of task can make it more authentic for students and enhance the cooperative learning potential of a textbook activity.

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APPENDIX A

Adopting Textbook Activities… • *Yang* and *Cheung*

Listening

Identifying objects from a description

Last week a burglar stole five pieces of jewellery from Mrs Karen White's flat. Now the police have arrested a man and discovered all the jewellery in the picture below.

APPENDIX B

Adopting Textbook Activities… • *Yang* and *Cheung*

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Listening

Identifying objects from a description

1   Explain that the police have found the jewellery in the picture. Make sure students know the words bracelet, ring, necklace and ear-ring, and also the words gold and silver and the precious stones listed below. They should also know the useful phrase in the shape of.

2   Play the recording once or twice (if necessary), while students identify the five pieces of jewellery.

3   After the Listening task, you can use this picture for an oral exercise. One student must describe one piece from the picture, and others must identify the right one.

Vocabulary:

diamond (n.) a very valuable stone, clear in colour

emerald (n.) a very valuable stone, green in colour

ruby (n.) a valuable stone, red in colour

Tapescript:

Policeman: Hello, is that Mrs White?

Woman: Yes, it is.

Policeman: I'm Detective Wu. I visited you after your burglary last week.

Woman: Oh, yes, I remember.

Policeman: Well, we've arrested a man, and discovered a lot of stolen jewellery, and I think your five pieces may be here. Could you describe them again for me?

Woman: Oh, that's good news! Yes, well, there are five missing pieces. The first piece is a bracelet. It's made of gold. It's not a complete circle. The two ends of the bracelet are in the shape of lions' heads. They have little red rubies for their eyes. (pause) The second piece is an emerald ring. It's very valuable. It's made of gold, and in the middle there is a big, green emerald. On each side of the emerald there is a diamond. It's a lovely ring. (pause) The third piece is my pearl necklace. It's very simple — just one string of pearls. The pearls are all about the same size. It's quite a short necklace. (pause) Next, there is a silver bracelet. This is not so expensive, but it's quite pretty. It's like lots of little rings, all joined together. It has a silver figure on it, in the shape of a little dog. (pause) The last piece is a pair of ear-rings. They are made of gold. Each ear-ring is in two parts. There is a red ruby on top, and hanging under the ruby there is a large white pearl.

Policeman: Yes, you're very lucky. I think we have all of those pieces here at the police station. Could you come down to have a look at them?

Woman: Yes, of course. I'll be there within one hour. Thank you so much! Goodbye.

Policeman: Goodbye.

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APPENDIX C

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Grammar

Passive voice

A   Active and passive sentences

Active sentences tell us who or what does something. Chung Man pushes the birds into the water with his pole.

Passive sentences often do not tell us who or what does something.
Some of the fish *are sold*.

A1   Answer these questions, saying what or who does the things.

1   What use their feet to push them quickly through the water?

2   What catch fish for Chung Man?

3   What frightens the fish?

4   Who removes the fish from the cormorants' mouths?

5   Who is teaching his grandson everything he knows?

*A2   Read these sentences and mark them **A** for active or **P** for passive.*

1   Sometimes a cormorant sits on Chung Man's head.

2   Chung Man sets off on his bamboo raft with his birds.

3   A piece of grass is tied around the neck of each bird.

4   Chung Man bangs the water with his pole.

5   At night a light is hung from the front of the raft.

6   The rest of the fish are divided between Chung Man's family and the cormorants.

*A3   Complete each space in this passage with **is** or **are** and one of the verbs from the box. The first one is done for you.*

Once a year, a new cormorant (1) _is raised_ by Chung Man. A male and female cormorant breed and produce several eggs. The eggs (2) _ _ _ _ _ _ _ by Chung Man, and the best one (3) _ _ _ _ _ _ _ from the nest. After 25 days, it (4) _ _ _ _ _ _ _ by a chicken on Chung Man's houseboat where he lives with his family. At this time it (5) _ _ _ _ _ _ _ very carefully by the fisherman. As soon as he sees the cormorant breaking the egg, he takes it away from the chicken. Then the baby cormorant (6) _ _ _ _ _ _ _ by Chung Man himself. For 10 days it (7) _ _ _ _ _ _ _ every hour. The temperature (8) _ _ _ _ _ _ _ to keep the baby warm. The other family members (9) _ _ _ _ _ _ _ to go near the baby. Gradually, the baby bird grows stronger. After two months it (10) _ _ _ _ _ _ _ to join the other birds on the raft, although it will not learn to catch fish for another year or more.

watched
taken
looked after
raised
examined
hatched
fed
not allowed
controlled
removed

Grammar

Passive voice

A Active and passive sentences

1 The passive tense is formed by changing the status of the grammatical subject.

Albert   drives   the bus

The bus   is driven   by Albert.
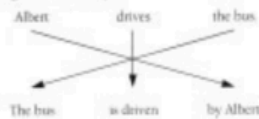
2 The normal order of an English sentence is to put the thing that we are talking about first, and then to give information about it. This is referred to as the given new structure. In most cases we are interested in the doers (i.e., the agents) of sentences, so *The cat sat on the mat* is a basic English sentence. However, sometimes we are more interested in the thing which is acted upon (i.e., the patient). In this case we use the passive construction *The mat was sat upon by the cat*. We can even remove *by the cat* completely if we are only interested in the mat.

3 The subject about which we are talking (often referred to as the *focus*) can be maintained at the centre of attention by using the passive voice. This is, indeed, the principal use of the passive voice. Write this short paragraph on the board.

Basketball is a popular sport. It is played by thousands of people. The game does not need large fields. It can be played on a small area.

Explain that the topic of the paragraph is basketball, and it is kept in focus (i.e., as the subject of each sentence) by means of the passive voice.

4 These initial exercises aim to show the students the effect of the passive voice on the subject, without using technical terminology. Read through the text carefully with the class and do Exercises A1 and A2.

Answers:

A1 1 Cormorants.
    2 Cormorants.
    3 The noise (of Chung Man banging the water).
    4 Chung Man.
    5 Chung Man.

A2 1 A
    2 A
    3 P
    4 A
    5 P
    6 P

5 Exercise A3 aims to familiarize the students with the form of the passive voice before explicitly teaching it. The students can complete this exercise in pairs.

Answers:

A3 2 are examined
    3 is removed
    4 is hatched
    5 is watched
    6 is looked after
    7 is fed
    8 is controlled
    9 are not allowed
    10 is taken

Note:

This is a fairly difficult exercise and students may need some help in understanding the point that Chung Man removes the best egg from the cormorants and gives it to a tame chicken to sit on for 25 days, and then takes it and looks after it himself. (Thus the baby bird thinks that Chung Man is its parent. This is a process known as 'imprinting'.)

CONSIDERATIONS FOR ADAPTING MATERIALS TO MEET LEARNER NEEDS

When adapting materials for language learners, teachers must consider a number of factors in order to offer an effective and relevant activity. First, teachers must think about the chosen material in relation to the target skill of the lesson, the class environment and size, the language level of learners, and the ages of the learners. Following that, teachers must look closely at the material itself in order to identify what adaptations are possible; these adaptations need to be considered in terms of the sub-skills targeted, such as vocabulary, grammatical components, structure and design, and idiomatic expressions. After considering these factors, teachers can then decide if they need to edit, add to, or cut out some of the material. Though adapting materials can seem like a difficult task, the value added to students' learning can make the entire process very worthwhile. In this week's Teacher's Corner, teachers will review the considerations necessary for adapting materials to meet learner needs.

LARGER CONSIDERATIONS

The majority of materials available for use in class can be easily adapted to fit a variety of teaching environments, but adaptation does require some time and forethought. Here are some key factors to consider as you adapt resources to best suit your goals and the needs and interests of your students.

Target Skill of the Lesson

The target skill (reading, writing, listening, or speaking) is the foundation of a language lesson. When bringing in outside materials and adapting them for a lesson, teachers must prioritize the lesson's target skills and objectives over other factors. For example, a teacher might find a wonderful material that is relevant to the lesson's theme and easily adapted for class size and environment, but the material does not fit well with the lesson's target skill. Therefore, this resource may not be the best choice. Here are questions to help consider target skills:

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- *Can the material be adapted to work with the target skill of the lesson?* What kind of adaptation is needed for this material to be an effective part of the overall lesson?

- *How much time and effort are required to adapt the material to fit the target skill of the lesson?* Is that time and effort better spent on incorporating other materials?

Class Environment and Size

The number of students in your class or your classroom context can affect a resource's impact and usefulness for your students. Consider these questions before you adapt a resource for your learners:

- *How easily can the material be adapted to fit a large or small group of learners?* For example, teachers with large groups of learners (40 students or more) might avoid using a long article due to the number of copies it would require. Resources and access to copy machines and other tools might be a limiting factor for large groups.

- *How does funding and access affect what can be adapted?* Some teachers have a number of resources at their fingertips while others are working with limited resources. Again, consider a classroom with a large number of students. Is there enough money, paper, or even ink to provide this resource to a large class?

- *What other factors in the teaching environment will contribute to the need to adapt certain materials?* For example, do you have access to technology that can help you make adaptations to listening materials?

Language Levels of Learners

Along with target skills, learners' language levels are at the core of lesson planning and design. Materials, whether adapted or used in their original format, must be evaluated in terms of learners' language levels. Some questions for consideration include:

- *Would this material prove too difficult to adapt for the learners' language levels?* For example, it may take too much time and language analysis to adapt an article from the *New York Times* to fit the language levels of beginning or intermediate learners.

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Learners' Ages

Perhaps the easiest factor to consider when adapting materials are learners' ages. Many teachers know what topics interest their learners and are age-appropriate. Here are some questions to ask when considering materials relative to learners' age levels.

- *Will the material hold an interest for the age group in question regardless of adaptations?* For example, it could be a challenge to adapt a political news story to meet the interest level of younger learners. Likewise, adapting a children's book to use with adult learners could be seen as too basic or even insulting.

- *Can the material be easily adapted to fit the interest and needs of the age group, or would an adaptation require too much research and effort?*

SMALLER CONSIDERATIONS

Vocabulary

For all materials used in the language classroom, the Lexile level, or the language level, of the material plays a critical role in whether the material is appropriate for learners. Lexile level is measured by vocabulary, the number of words, and sentence lengths; it indicates what level of learner would best be served by the material. For many beginning and intermediate learners, authentic materials without adaptations may have a Lexile level that is too advanced. There are a number of free online Lexile measurement tools that help teachers find out the language level of a text. Teachers can copy and paste or enter the text of a material into one of these measurement tools to find out the material's Lexile level. Teachers can then make adaptations to the text to match the level of their students and then use the same tool to assess the revised text. Here is a link to a free online Lexile measurement tool, but there are many more available:

- Lexile Framework for Reading

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Grammatical Components

As with vocabulary, it is very important to adapt materials in terms of a lesson's grammatical components or to meet learners' existing grammatical knowledge. Unlike with vocabulary, however, there are no easy measurement tools for determining the level of the grammatical components in a material. Thus, adapting materials based on grammar levels takes a bit more time. So, what should teachers do in order to adapt for grammatical considerations? Try the following:

- *What grammatical components are learners already familiar with?* Identify the grammatical components that learners are familiar with and have studied previously.

- *What are the targeted grammatical structures?* identify the grammar to be taught in the lesson. Materials can be adapted to teach new language aspects but can also be adapted to fit learners' levels while focusing on a different skill.

- *What aspects of this material already have the targeted grammatical structures, and what could be adapted to practice the target grammar?* A teacher can change the material to meet either or both of the above aspects. For example, teachers could look at the verb tenses in a material and change them to either reflect learners' existing knowledge or to practice the verb tense being taught.

Structure and Design

Structure and design can refer to the structure of the language in a material but this factor also refers to the layout and visual elements of the material. Many materials are designed with native English speakers in mind. For example, a material might use different fonts and colors and lay out the text in unfamiliar ways. Teachers may then want to consider adaptations that meet learners' processing skills and learning styles. For materials such as these, teachers might want consider the following questions:

- *What types of text layouts are already familiar to learners?* Lay out the text in a clear and familiar pattern so that students can easily read or follow along while listening. For example, if students usually read materials formatted in columns of text, then adapting a material to have columns of text can help students to focus on learning the language.

- *Do the font and colors need to be simplified or changed to make it easier for learners to understand the material?* Use the simplest and most accessible font styles and colors. Use only one font and choose a font that is easy for students to follow. Use black text on white paper to make the text easy to read.

- *Are there elements that are unfamiliar or distracting that need to be changed or removed?* If students do not typically see extra pictures or pop-out boxes while reading, it may be worthwhile to remove these elements to help students focus on the text.

Idiomatic Expressions

The presence of idiomatic expressions in a text can easily change the level of the material. When adapting a resource, it is important to pay attention to colloquialisms and idiomatic expressions in case these language structures need to be altered to fit learners' abilities. Use some of the following techniques when adapting for these factors.

- Skim new materials for collocations of words that might be unfamiliar to learners. Teachers may want to note if the collocations should be adapted for a different level of learner.

- Identify any phrases, idiomatic expressions, or colloquialisms that are not part of the learners' background knowledge. Change unfamiliar expressions to more learner-friendly phrases unless some of the language in these expressions is part of the target skill.

NEXT STEPS FOR ADAPTING MATERIALS

After considering all of the factors explained here, it is time to decide how to adapt and adjust the material to fit the needs of students.

- One place to start is to decide what edits should be made. For example, if verb tenses need to be changed to meet the target skill of the lesson, the teacher could then work through the material to edit each verb tense to the target verb tense. Editing can take time and require extra effort but will make the material more effective and appropriate for the learners.

- Teachers might need to delete language that distracts from the lesson's target skills or that may present a challenge for learners.

- Teachers might need to add text to a material. This adaptation often is done when vocabulary in a text needs an explanation or a definition or when learners might need background information on particular themes or topics.

During the next three weeks, revisit Teacher's Corner to see specific examples of how to adapt texts for learners.

7.3. Search

Explore additional web resources on adapting teaching materials in your English classrooms. You can also search these websites for more teaching resources:

- American English Resources page

- Open Educational Resources Commons

- British Council Teaching Secondary Resources

- BrainPop video resources

- Discovery Education video resources

- National Geographic Learning Webinars

(Hint: Try using these keywords: adapting textbooks, differentiated instruction, large class sizes. Type the keywords in the "Search Our Resources" space located in the middle of the web page. Explore the other sites using a similar approach.)

Take notes here:

Do

7.4. Think

Examine the teaching resources you currently use in your school, including your textbook. Choose a picture, a reading passage, written assignments and/or practice exercises from your resource. How can these be adapted and used to give your students more chances to use their English communicatively?

OR

Consider the activities/classroom strategies presented in this module (and any others you've already completed). You can also find these in the Activity Bank, as well as from the Activity Shares. How can you incorporate one or more of these strategies into your adapted textbook/resource activities to enhance meaningful communication in your classroom?

Take notes here:

7.5. Create

Create an adapted textbook lesson/activity. Choose a lesson (or a part of a lesson) that you would like to adapt from your textbook. Describe your learner characteristics and teaching context. Which lesson/activity would you adapt and why? Present your newly adapted lesson/activity. Suggestions for activity adaptation:

- Make it into a role play
- Make it into a pair/group work
- Make it into a team quiz
- Simplify the language
- Replace with a jigsaw reading
- Use an information gap activity
- Gallery walk, reflect, and comment
- What else? What has worked for you in the past?

Are there any new activities you have learned in this module (or learned recently) that you would like to use in this textbook adaptation task?

Note: This will be added to your Portfolio.

7.6. Share

Share the adapted lesson/activity you created in the group chat. Be sure you post an adapted lesson/activity that you have not seen already in the group chat. Please post a brief message and attach a Word document, PDF, or PPT slides with your activity.

Example
Hello, Colleagues! The activity I want to share to increase classroom interaction is called _____ *(activity title). This activity is effective because_____* *_____. See the three simple steps in the attached file for an example on how I use this activity in my classroom to increase interaction. (Be sure to attach your activity file).*

7.7. Apply

After you share an adapted lesson/activity in the group chat, read through your colleagues' lessons/activities. Find at least one or two __new__ lessons/activities in the group chat that you can use in your next class. Apply the new lesson/activity from this module in your next class. If it was a success, be sure to send a message and tell your colleague "Thank you!" and why it was effective.

Take notes here:

7.8. Reflect

Write 1-2 paragraphs to reflect on Module 7 (300-500 words). You may use what you have created, shared, and applied in the previous tasks.

Note: This will be added to your Portfolio.

Take notes here:

Module 7 Checklist:

- ☐ I watched two videos.
- ☐ I read two articles.
- ☐ I searched for a few new web resources to help my teaching.
- ☐ I thought about adapting textbook/classroom activities and wrote down some reflections.
- ☐ I created an adapted textbook activity to promote meaningful communication in my classroom.
- ☐ I shared my adapted textbook activity with my colleagues on Telegram.
- ☐ I applied at least one new adapted textbook activity/strategy from my Telegram group in my teaching context.
- ☐ I wrote 1-2 paragraphs to reflect on my learning in Module 7.

LESSON 2 What are you wearing?

1 **W**ork in pairs. Explain the saying.

2a Work in pairs. Read and find the new words. Answer the questions.

> There is no bad weather, there are bad clothes.

> pay attention, well-dressed, casual, fashion, suit (v)

Fashion and clothes are an important part of modern life. If a person wants to be popular, he or she must look nice. When people speak to you, they always pay attention to your appearance and your clothes. If you look untidy, people do not like it. There is a saying that says "good clothes open all doors".
Most people do not choose their clothes to the latest fashion. They wear what suits them, what is comfortable and what is not expensive. I guess you should choose things according to your taste and character, and then you can look well-dressed even if you wear something casual.

2b Work in pairs. Ask and answer.

1 Do you pay attention to your friends' clothes?
2 Do you like people who look untidy?
3 What does the saying "good clothes open all doors" mean?
4 How do you choose your clothes to look well-dressed?
5 Do you like casual or formal style?
6 What are your favourite clothes?
7 Do you choose your clothes to the latest fashion?

3a Work in pairs. Write the new words. Match the words.

3b Listen and check.

4 Listen and match the texts and pictures. **e.g.** 1d

3c Work in pairs. Ask and answer.
  e.g. Do you wear/have/like an embroidered duppi?

5 Work in pairs. Ask and answer.
  e.g. What do you wear at home/school?
    What are you wearing now?
    Do you wear a national costume?

> **Remember:**
> comfortable –
>   **un**comfortable
> tidy – **un**tidy

P – Q – P

NAME OF PRESENTERS: _____

After each group presents, give them P-Q-P feedback following the instructions below.

PRAISE Write at least one thing you liked about this group's action plan/presentation.	
QUESTION Ask a question about something you did not understand about their action plan/presentation.	
POLISH Give the group one suggestion for "polishing" or making the action plan/presentation even better.	

EXIT TICKET

3 THINGS I LEARNED TODAY	1. _____ _____ 2. _____ _____ 3. _____ _____
2 THINGS I FOUND INTERESTING	1. _____ 2. _____ _____
1 QUESTION I STILL HAVE	_____ _____ _____