



**NATIONAL
GEOGRAPHIC**
LEARNING

**FACILITATING FORMATIVE
ASSESSMENT IN CLASS AND
ONLINE**

Cyprus, 12th November 2020

ELTNGL.COM

A part of Cengage

Agenda

What is formative assessment?
Why is it so important?

Formative assessment ideas – informal and formal



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Formative assessment is...



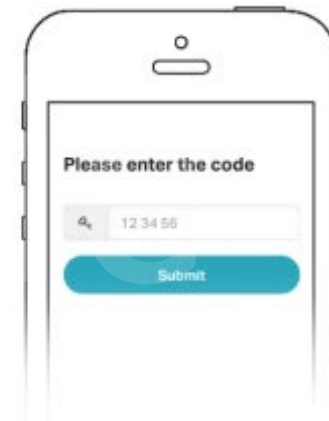
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3

Enter the code **70 64 29 6**



Formative assessment is...

Making sure all students are learning

Assessment for learning!

The assessment that we use during the process of teaching and learning

Tests, quizzes, projects, assignments to assess students' progress based on results/data

daily testing your students by using quizziz, crosswords etc

Gives ongoing feedback so that students know strengths and weaknesses

Provide ongoing meaningful feedback to improve their learning

ways to assess students and of course teachers teaching practices

Formative assessment... is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. It typically involves qualitative feedback (rather than scores) for both student and teacher that focuses on the details of content and performance.

Wikipedia



“It is one of the most powerful and impactful methods for improving student learning ever studied.”

Trish Martin, East Carolina University,
2012



Girls near the beach in Sri Lanka

Why formative assessment?

- Student progress is more visible + more accurate
 - Gauges learning on a regular, often daily basis
- Gives a more detailed overview of a student's ability
 - Immediate and personalised feedback
- Allows for remedial work + re-teaching and re-assessing
 - Less stressful for students – no cramming needed
 - Increased learner engagement
- Increases students awareness of own strengths and weaknesses
 - Enables teachers to reflect on their own teaching

“If formative assessment is done correctly, there are **NO** disadvantages to the **student.**”

Trish Martin, East Carolina University,
2012



How do YOU already incorporate formative assessment into your everyday teaching?



A camel and his driver take a break in the desert, Rajasthan, India.
Photograph by Shivji Joshi

FEATURES

10 Unlikely friends

Two animals that enjoy each other's company

12 A confused generation

Changing attitudes among China's young generation

14 Bloodlines

Two accounts of how family has shaped people's lives

18 Immigration

A video about how immigrants have helped build America

1 Work in pairs. Look at the photo and the caption. Choose the phrase you think best describes the photo.

a faithful companion blood relatives
a passing acquaintance mutual respect a strong bond
true friends an odd couple

2 Look at these English sayings about relationships. What do they mean? Do you have a similar saying in your language?

- 1 Blood is thicker than water
- 2 A friend in need is a friend indeed
- 3 Like father, like son
- 4 No man is an island

3 1.1 Listen to three people talking about important relationships in their lives. Put the number of the speaker (1, 2 or 3) next to the person they are talking about.

a husband a fiancé a colleague
an old friend a brother a grandparent

4 Think of a person a) you have been meaning to contact for ages; and b) you have shared a travel experience with. Tell your partner about these people.

Entry Tickets



Hands-free! The screen is in the glasses and you can text using thought-power alone.

FEATURES

34 Is technology the answer?

Solving the problem of overpopulation

36 Revealed world

The smart technology of the future

38 One size doesn't fit all

The use of technology in the developing world

42 Augmented reality

A video about future applications for 3G technology

1 How much do you depend on technology in your day-to-day life and work? How affected are you if you lose your phone or if your computer crashes?

2 Work in pairs. Look at the photo and read the caption. Now look at the words below. In which of the areas is the technological breakthrough in the photo? In which area do you think the main breakthrough of the next 50 years will come?

artificial intelligence communications energy use
medicine space exploration transport

3 **1.16** You are going to listen to three people making predictions about the future. Read their predictions. What justification do you think they will make for their prediction? Listen and check.

- 1 I expect that most of my generation will live to be around 100 years old.
- 2 I think in future people will be interacting with intelligent machines even more than they do now.
- 3 I don't think global warming is going to be the problem that everyone says it is.

4 Which of the predictions do you think will come true? Tell your partner.



184062430

gettyimages
Holger Leue

What/how much can you **remember** from the last lesson?



Mentimeter

Go to www.menti.com and use the code 56 05 02 8

What have you already done this week?

Mentimeter

I've already played 2 football matches

1



Learning

Entry Tickets



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184062430

What do you already know about different future forms?

Entry Tickets



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On a scale of **1-5** how confident are you with using different future forms?

Go to www.menti.com and use the code 25 03 71 3

How confident are you with using different future forms



7 Pronunciation /t/ and /t/ in American English

a **1.18** The speaker of the passage is American. Listen to these words from the passage. What can you say about how she pronounces the letter r? And the letter t?

9 Underline the correct future forms in this presentation. Sometimes there is more than one possibility.

I think ¹ we wait / we'll wait a few moments until everyone ² arrives / will arrive ... OK, ³ I am beginning / I'll begin now. Hello everyone and thank you for coming to hear my presentation about appropriate technology. I am ⁴ about to / going to speak for about

8 Look at the grammar box. Match the verb forms (1–5) with their uses (a–i). Some verb forms have more than one use.

- | | |
|-------------------|----------------------|
| 1 <i>will</i> | 4 present continuous |
| 2 <i>going to</i> | 5 present simple |
| 3 <i>about to</i> | |

- a a scheduled or timetabled event
- b a future event in an *if* or *when* clause
- c a prediction
- d a confident prediction based on present information
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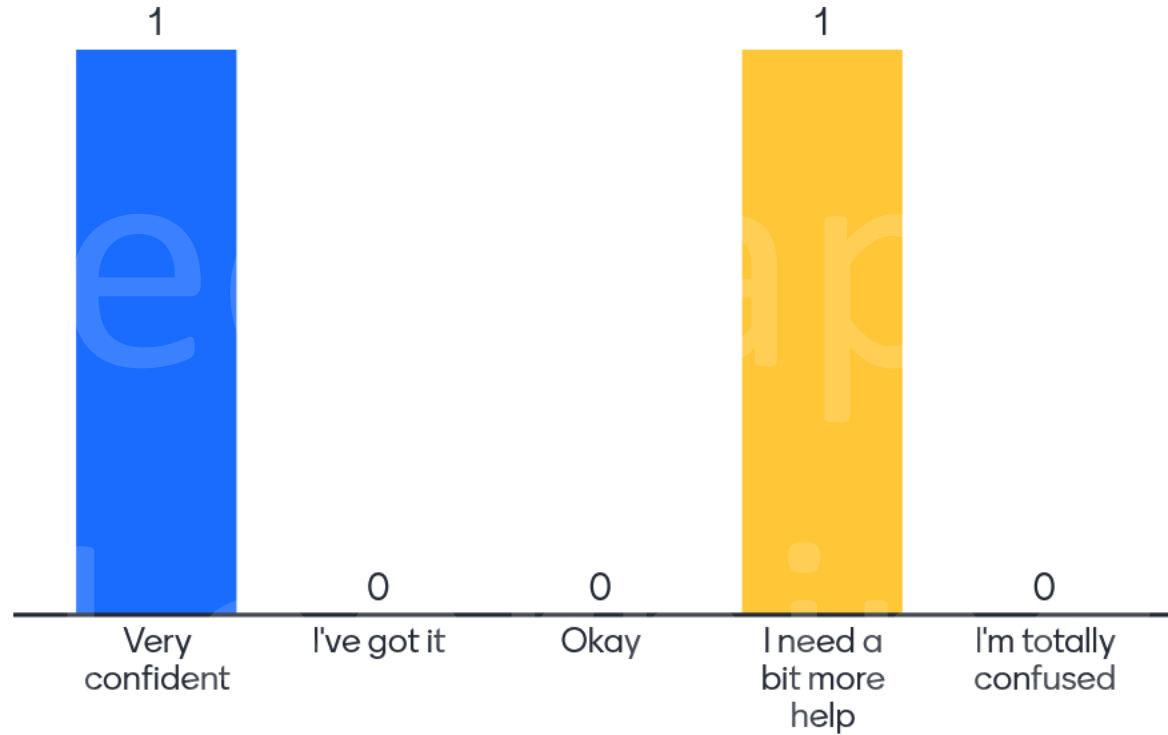
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Fist to Five



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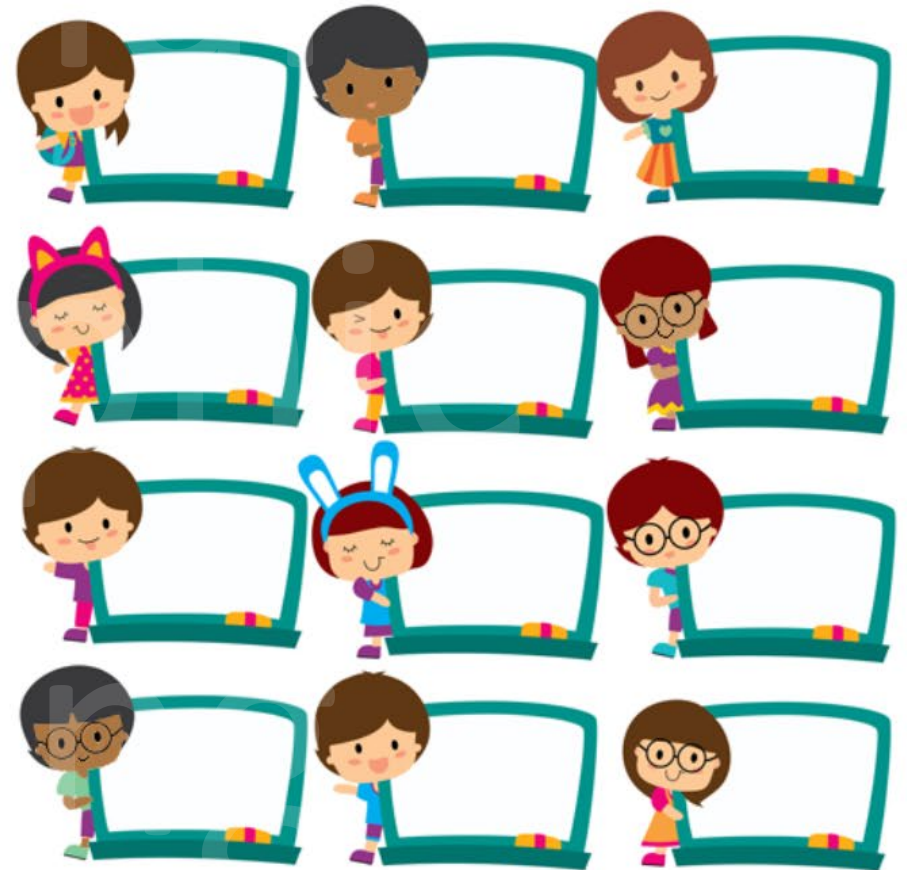
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TOGGLE TEACHER WHITEBOARD





My Class My Whiteboard

6 Diego	7 Juan	5 Marc
Sonia	Sonia	

- Room code: x4pmh
- Enable waiting lobby
- Lock room
- Enable student image upload
- Enable slow mode for students
- Force simple mode for students
- Hide names
- Clear all whiteboards
- Save all whiteboards as PDF
- Close room

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answer better birth eating first
heart megacities part rate world

- b 1.19 Now listen to these phrases said by an American speaker. Write in the missing words. How do you think a British speaker would pronounce /r/ and /t/ in these phrases?

1 metres 4 a letter
2 an site 5 a birthday
3 a bar 6 a beater

- c 1.20 Listen and check.

Grammar future forms review

▶ FUTURE FORMS REVIEW

will

One moment, I'll just adjust my microphone.
It will be a bad thing for the planet if all those people start eating meat and driving big cars.

The population will probably peak at around 9 billion by the middle of the century.

going to

I'm not going to speak for too long.

Those of you who have come here looking for answers are going to be disappointed.

about to

Science is about to step in again with nanotechnology solutions.

Present continuous

I'm speaking to a government committee tomorrow.

Present simple

Oh, by the way, one more thing: the necessity train arrives in half an hour.

For further information and practice, see page 159.

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- 10 1.21 Complete the radio news headlines about overpopulation using an appropriate future form. Then listen and check.

- 1 World leaders (meet) in Geneva tomorrow to discuss the issue of overpopulation.
2 In the next few weeks, the government (introduce) a fee for each child that couples have after their first two children.
3 Scientists say that space colonies (be) the only solution for overpopulation in the medium term.
4 Doctors have said that in future they (not / spend) so much effort keeping the old alive.
5 The government (launch) a new education programme later today to encourage women to have fewer children.
6 People (have to) change their lifestyles if they (want) the world's resources to support the growing population in the coming years.

- 11 Work in pairs. Underline all the time expressions in the sentences in Exercise 10. Then put them in order of the nearest to the most distant future. Compare your answers with another pair.

Speaking

- 12 Work in groups. Decide which of the ideas in Exercise 10, or one of your own, are the best course of action for dealing with overpopulation. Then explain your plan and the reasons for it to the rest of the class.

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I am _____ home right now.

27



Skip ▶

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Answers



on



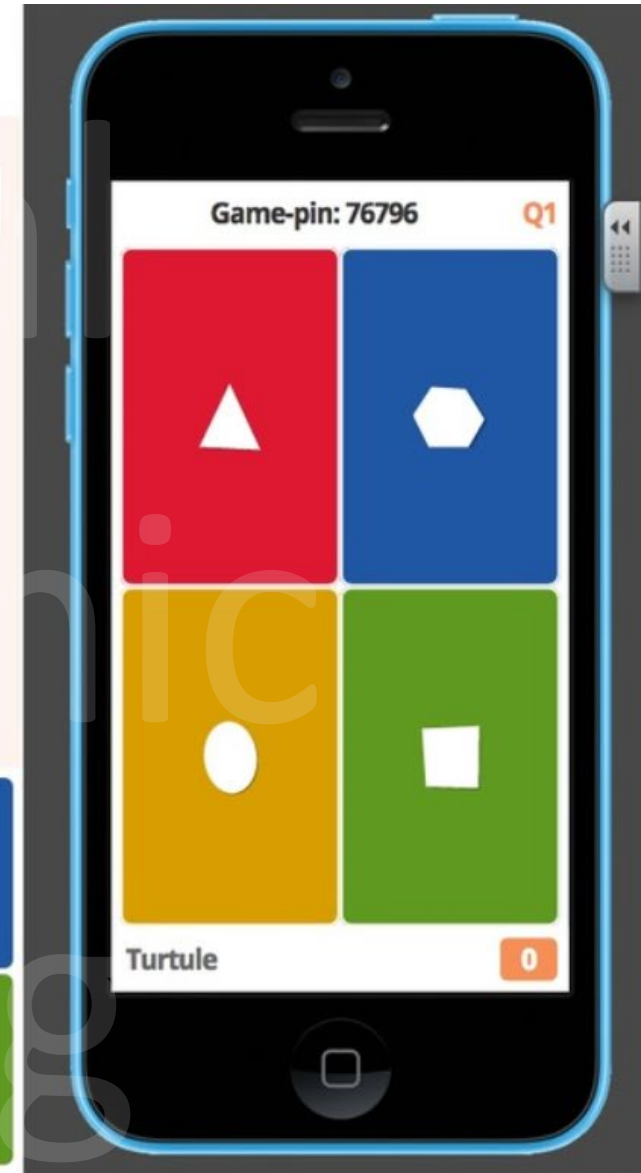
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WHAT'S SO GREAT ABOUT THINK-PAIR-SHARE?

It breaks content into bite-sized pieces. The brain can only process so much at one time. To learn material, you need to interact with it. Think-Pair-Share offers a quick way to do that.

It gets students active. It takes them out of “sitting and getting” mode and puts them into talking mode. Verbally processing the material creates new pathways for learning it.

It provides novelty. Talking with a peer is a unique experience with the content; this makes it more memorable.

It allows for formative assessment. If you listen as students talk, you can immediately gauge who gets it and who doesn't.

It requires almost no prep. You can literally call for a Think-Pair-Share any time, with nothing planned in advance.

REPETITION REPETITION REPETITION REPETITION

REPETITION REPETITION REPETITION REPETITION

REPETITION

REPETITION REPETITION REPETITION REPETITION

REPETITION REPETITION REPETITION REPETITION

7d The climate change debate

Real life making your point

1 Work in pairs. What causes climate change? Is it man-made or a natural phenomenon? Use the expressions below to help you.

CO ₂ emissions	natural weather cycle
fossil fuels	the greenhouse effect
global warming	

2 **2.4** Listen to four people discussing climate change and indicate whether each thinks it is man-made or not .

Speaker 1: Erika Speaker 3: Jane
Speaker 2: Andy Speaker 4: Ralph

3 **2.4** Listen again. Complete the expressions in the box (1–6) that the speakers use to make their points.

▶ MAKING YOUR POINT

Giving examples

Take ... , for example ...
Let me give you an example ...
Imagine ¹ hair ...

Stressing a point

The point is that ...
I, for one, ² in how I pollute ...
Look, there's no doubt that ³
To be honest with you, ...

Rejecting an argument

I don't accept that.
I used to believe ⁴ , but ...
Yeah, but that's not the point.
I (don't) believe it simply because ⁵

Challenging the question itself

The whole starting point for this debate is wrong.
We're approaching this debate all wrong by saying ⁶ problem.

4 **2.4** Discuss which of the techniques (a–e) each speaker used to make their point. Then listen and check.

- a humour
- b challenging the question itself
- c speaking clearly and slowly
- d illustrating with examples/stories
- e anticipating counter-arguments

5 Which technique did you find most effective? Which technique do you prefer yourself? Tell your partner.

6 Pronunciation sentence stress

a **2.5** When making their point, each speaker uses word stress to emphasise the important words. Listen to this example.

I don't know and I'm not sure anyone knows for sure. (2 words)

b **2.6** Underline the words which you think are most stressed. Then listen and check.

- 1 We don't know that we're causing it, but some people say we might be. (2 words)
- 2 ... scraping ice off the inside of my windows rather than the outside. (2 words)
- 3 Regional temperatures may be lower, but average global temperatures carry on rising. (2 words)
- 4 Because it's not just an environmental problem. It's an economic problem, a social problem, even an ethical problem. (4 words)

7 Work in pairs. Choose one of the solutions to climate change given below. Work out arguments in favour of this solution. Think about the techniques you will use to make your point and the examples you could give. Then get together with another pair who have chosen a different solution and have a debate.

The solution to climate change is:

- forcing people to use less energy by increasing the price of fuel
- paying poor countries to protect their forests
- finding a technological solution to cool the Earth (e.g. putting millions of tiny mirrors in space to reflect the sun's rays)
- trying to get all countries to sign an international agreement to limit CO₂ emissions

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7b Before New York

Vocabulary in the city

- 1 Work in pairs. What kind of a place is New York? Try to describe New York in three words.
- 2 Complete the sentences with some of these words. Which sentences do you think are true of New York?

atmosphere built-up crime financial modern
neighbourhoods open spaces polluted public transport
residents run-down skyscrapers traffic

- 1 The is exciting and cosmopolitan.
 - 2 There's an extensive system to get you from A to B.
 - 3 It's got an important business and district.
 - 4 Most of the buildings are quite
 - 5 It's one of the most places you can live, with few open spaces.
 - 6 The views from the are spectacular, especially at night.
 - 7 There's lots to do, both for tourists and
 - 8 Some are more dangerous than others.
- 3 Write sentences about places you know with the other words from Exercise 2.

Reading

- 4 Work in pairs. Discuss the questions. Then read the article *Before New York* and check your ideas.

- 1 What do you think New York was like before it became the city it is today?
- 2 What kind of people do you think lived there?
- 3 What kind of landscapes do you think you could see?

- 5 Read the article again. Answer the questions in your own words.

- 1 What's the connection between Eric Sanderson and the image accompanying the article?
- 2 What did Sanderson aim to do with his project?
- 3 Why do you think the 2007

Grammar used to, would and past simple

- 6 Look at the article and underline the sentences with *used to* and *would*. Do they refer to past habits and states or to single actions in the past?
- 7 Look at the article again. Find at least three examples of single actions in the past. What is the verb form?

USED TO and WOULD

used to

- 1 Beavers, bears and turkeys used to roam freely.
- 2 The Murray family used to have a farm here.
- 3 There didn't use to be any skyscrapers.
- 4 What did New York use to look like?

would

Beavers, bears and turkeys would roam freely.

For further information and practice, see page 165.

- 8 Look at the grammar box and match the sentences with *used to* (1–4) with their uses (a–b). Which is the only use of *would*?
- a past states

- 1 New York was a lot greener than it is now.
- 2 There was a lot of forest and natural landscapes.
- 3 The early residents didn't live in a large city.
- 4 People hunted beavers for their skins.
- 5 American troops fought an important battle on the island.
- 6 What was originally in the area where Fifth Avenue is now?

- 10 Complete the text with the past simple, *used to* or *would* form of the verbs. In some cases, you can use more than one form.

I remember when I first ¹ (move) to New York from California with my parents. I ² (stand) in the street and stare up at the skyscrapers. They ³ (be) taller than anything I'd ever seen. The streets ⁴ (be) much busier than back in California and I ⁵ (run) across from one side to the other holding my mother's hand. For the first few months, we ⁶ (not/go) further than four blocks from home. My parents ⁷ (not/own) a car in those days, so on Sunday mornings we ⁸ (take) the subway to Central Park. We ⁹ (have) breakfast at a lovely deli and then we ¹⁰ (go) skating in the park. This ¹¹ (be) all about twenty years ago. The city

Before New York

Of all the visitors to New York City in recent years, one of the most surprising was a beaver which showed up one morning in 2007. Nobody knows exactly where the beaver came from and ecologist Eric Sanderson explains that, although beavers used to be common in the area in the 17th century, there haven't been any for more than 200 years.

For Sanderson, the beaver's appearance was symbolic. For ten years, he's been leading a project to visualise what the area used to look like before the city transformed it. As Sanderson says, 'There are views in this city where you cannot see, except for a person, another living thing. Not a tree or a plant. How did a place become like that?'

In fact, long before the skyscrapers came to dominate the view, this place was a pristine wilderness where animals like beavers, bears

pristine (adj) /'prɪstɪn/ pure, as new

Speaking

12 Is your town (or village or city) better now than it was in the past? Make notes for *then* and *now*. Then write at least six sentences.

13 Work in pairs. Compare your sentences. Are your views similar?

9b Pushing the boundaries

Listening

- 1 2.16 Listen to an interview about the *National Geographic* Emerging Explorers programme and answer the questions.
- 1 What is the aim of the programme?
 - 2 How does *National Geographic* help those selected?
 - 3 What sort of fields do Emerging Explorers work in?

RELATIVE CLAUSES

Relative pronouns: *who (that), which (that), where, whose*
 Subject: *She's the woman who won the award.*
 Object: *That's the award which/that the woman won.*
 OR *That's the award the woman won.*

Defining relative clause

Grammar reduced relative clauses

- 5 An alternative to a relative clause is a reduced relative clause. Look at the participles in bold in these sentences from the listening passage. Which are active and which are passive?
- 1 We have so many different types of explorer, **chosen from diverse fields**.

7 Complete the profiles of other Emerging Explorers below by inserting the missing information as a reduced relative clause where possible and if not, as a relative clause.

- 1 She has been called the real-life Lara Croft by the *New York Times*.
 - 2 She cycled a distance of 700 miles.
 - 3 They threatened to harm her.
 - 4 He is fascinated by the truly big questions.
 - 5 He plays music to take his mind off problems.
 - 6 He spends his time diving into water caves deep under the ground.
 - 7 The caves have been undisturbed for 3.5 million years.
 - 8 Knowledge is provided by these dark and wonderful places.
- 8 Work in pairs. Circle the eight adjectives in the profiles that describe people's strengths and qualities.
- 9 Which of these people would you most like to meet? Tell your partner.

Speaking and writing

- 10 Think of someone you admire for the work they do. Write a short description of their achievements and qualities. In groups read your descriptions to each other and ask questions.



Kenny Broad is an extreme explorer

6
 These caves or 'blue holes',
 7
 are like time capsules, full of interesting



scientific evidence about the way life on our planet has evolved. The caves are also important reservoirs of fresh water. An articulate and passionate speaker, Broad promotes the idea that by working together, scientists from different backgrounds can benefit from the knowledge 8

Speaking and writing

10 Think of someone you admire for the work they do. Write a short description of their achievements and qualities. In groups read your descriptions to each other and ask questions.

- 3 In which sentences does the relative clause give extra information and how does the punctuation help you know this?
- 4 In which sentence could the relative pronoun be omitted?

only solve by working together.

Mozambique she escaped soldiers
 3 But she does not regret such experiences, because she says they have helped her discover her strengths.

you are right, he says, the feeling is amazing. The work can be mentally very tiring, but Alexander is quite an easy-going type. He is also a jazz musician,
 5

Someone I admire

Think of someone you admire for the work they do. Write a short description of them, what they do and their achievements. Then record yourself reading it.

Alex Warren 2m

Nelson Mandela

Someone who I admire is Nelson Mandela. Nelson Mandela was an amazing person, because despite the discrimination he faced, despite being in prison for 25 years, he retained his dignity and his beliefs and was able to help end Apartheid in South Africa and bring equality to black people.



0

National Geographic Learning



Leave a Vibe!



0:19 | 0:34



Alex Warren

Display Name: Alex W

Me...

Jun 26, 2020 12:12pm 1 view

Flip Code: [8fd85478](#)



Feedback

Edit

Share



Video Feedback

This video will only be available to Alex W.

Grading Rubric

Score Alex's video based on the Topic criteria. [Edit the rubric](#).

- ▾ ▴ Ideas

- ▾ ▴ Performance

Comments

Add detailed feedback for Alex.

0 / 1024

Share Feedback

Students can visit [my.flipgrid.com](#) to view the feedback. You can also email or copy the link directly to students.

Copy Feedback Link

Email Feedback

Unit 8 The news



Parents of Chinese university freshmen sleep on mats in the university gym.

Photograph by Stringer

FEATURES

94 A life revealed

The power of the image

96 And finally ...

Good news stories

98 From hero to zero


The story of pilot Peter Burkill

102 Mount Fuji

A video about Japan's most iconic mountain

1 Match the two halves of each sentence to complete these English sayings about news. What sayings about news do you have in your language?

- 1 Good news is good news.
- 2 Bad news doesn't sell.
- 3 No news travels fast.

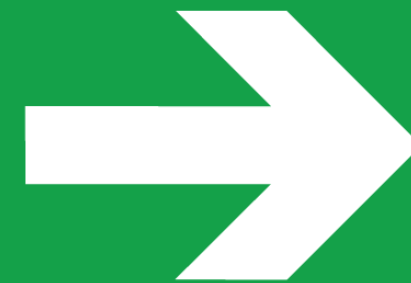
2  2.7 Work in pairs. Look at the photo and caption. Answer the questions. Then listen to a radio news report and check your answers.

- 1 Why did these Chinese parents stay overnight at the university?
- 2 Why did they sleep on the gym floor?

3 Does this story fall into the category of hard news (serious and urgent) or soft news (less serious and not urgent)? What about the following? Discuss.

- a column with celebrity gossip
- a local news story about a new housing development
- an editorial about a political scandal
- business news about interest rates
- a travel feature about Egypt
- a science news story about a cure for Alzheimer's disease

Exit Tickets



- provide a quick snapshot of who gets/kind of gets/doesn't get it
- quickly provide data on student progress
- facilitate reflection opportunities for students
- they hold students accountable
- offer a mode of communication between students and teachers
- keep students focused and on task
- allow students to ask questions
- allow students to self-assess

3	Things I learned today
2	Things I found interesting
1	Question I still have

EXIT SLIP

Today's Lesson



I got it

I need more help

I liked _____

I didn't like _____

My group worked well together

EXIT SLIP



Today's Lesson

I liked _____

I learned _____

I have a question _____

My group worked well together





EXIT SLIP

How confident are you with what we learnt today?


←————→


Circle the emoji that best represents how you feel after today's lesson.



I chose this emoji because _____.

Inspired by LoveToTeach

edutropia



Mentimeter

Go to www.menti.com and use the code 78 87 12 2



How confident are you using the present perfect?





WARREN7543

Alex ▾



LAUNCH

QUIZZES

ROOMS

REPORTS

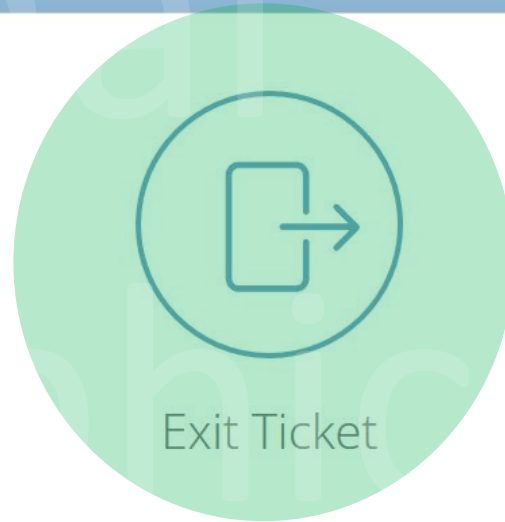
RESULTS



Quiz



Space Race



Exit Ticket

QUICK QUESTION



Multiple Choice



True / False



Short Answer



WARREN7543

Alex ▾



LAUNCH

QUIZZES

ROOMS

REPORTS

RESULTS

 REPORTS

Exit Ticket Quiz - Wed

Show Names

Name ↑	Score (%)		
Amy	100%		
Ben	0%		
Clara	0%		
Harriet	100%		
Philip	100%		
Rory	0%	C	not much nothing
Class Total	50%		

Create Reports




Whole Class Excel

Individual Student PDFs

Question-Specific PDF

Email Me 

Email Students 

Download 

Save to Drive 

Click question numbers or class total percentages for detailed views.

Got it!

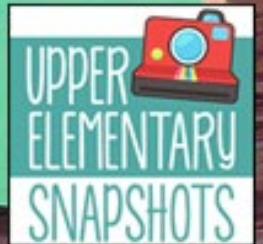
Need to Clarify

Small Group Instruction

Andrea
replace - place again
misplace - place wrong
uncle - no prefix

Ben
Todd
replace - again place
misplace - wrong place
uncle - not cle

Andy
Kelly
replace - again replace
misplace - not misplace
uncle - not uncle



I CAN

describe different art forms, performers and venues

talk about different kinds of art



- chose them.
- 2 What was the most memorable concert you ever saw?
 - 3 How often do you go to the theatre? What is the best thing you have seen there?

I CAN

describe different art forms, performers and venues

talk about different kinds of art

I CAN

use expressions of quantity

use determiners

The tickets don't cost *a lot / much / plenty* – £10 or £15 typically – but since most people try to see *a lot / many / plenty* of shows over three or four days, the costs can add up.

Few / Little / A few artists just come to perform for the fun of it, but in *many / enough / plenty* cases they are young performers hoping that this will be their chance to be noticed by the critics and producers. The Edinburgh Fringe Festival is perhaps best known for its comedy and has launched the careers of *some / several / any* notable British comedians, including John Cleese of *Fawlty Towers*.

that you like and dislike.

I CAN

describe my own personal tastes in music, art, film and theatre

Speaking

- 8 Work in groups. Tell each other about the arts in your city or country:

- how many people do what

I CAN

describe my own personal tastes in music, art, film and theatre

Learner Diaries



Learner

BLOG

Unit 2

A world of music

Tell students they are going to research music festivals in the UK.

Students should choose a music festival and find information about:

- when and where it takes place
- the types of music that are played
- how much it costs to attend

Task: Students describe their chosen music festival to the class and explain why they would/would not like to attend.

Web search words: *UK music festivals*

Unit 1

Life in colour

Tell students they are going to research complementary colours. Students should find information about:

- what complementary colours are
- three pairs of complementary colours
- a famous painting which uses complementary colours
- a practical use of complementary colours in everyday life (e.g. jackets, logos and signs)

Task: Students use the information found to identify photos of objects which use complementary colours.

Web search words: *complementary colours*

Unit 2

A world of music

Tell students they are going to research music festivals in the UK. Students should choose a festival and find information about:

- when and where it takes place
- the types of music that are played
- how much it costs to attend

Task: Students describe their chosen music festival to the class and explain why they would/would not like to attend.

Web search words: *UK music festivals*

Unit 3

Return to Titanic

Tell students they are going to research people aboard the Titanic. Students should find information about:

- the passengers
- the people who were on the Titanic
- the Titanic museum

Task: In groups or pairs, students create their own fact file about the Titanic, including their own fact about the Titanic.

Web search words:

Titanic facts

Titanic museum

mpics

Students are going to research the Olympic Games. They should find out information about:

- where it will take place
- the types of competitions which will be held

ompete

Students should find out information about:

- how to compete
- what a competitor does

ords:

age

Students are going to research the history of messages in bottles. They should find out information about:

- how messages in bottles are used
- the best messages in bottles
- how to use messages in bottles for sending messages in a bottle

stories of messages in bottles

Students should choose a real-life story of a message in a bottle and tell it to their class.

ords: *messages in bottles*

ield

Students are going to research the work of the geographer Greg Marshall. They should find out information about:

- his areas of expertise
- his most famous invention and how he used it

es of his more famous

work. Students should find out information about:

- how to use his work
- what a geographer does

Students should find out information about:

- the work of Greg Marshall
- his most famous invention

ords: *National Geographic*

Alex Warren 1m

A World Of Music

Describe your chosen music festival and explain why you would like

Alex Warren 3m

Glastonbury Festival

Glastonbury Festival is the mother of all festivals, starting back in the 1970s. However, it is not just a music festival - in fact it's full title is the Glastonbury Festival of Performing Arts and so you get all kinds of art performances across the festival site, which is in a big field in Somerset. I would love to go to this festival because it has great bands and lots to see and do... and lots of interesting people to meet.



0 likes 0 comments



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Link
Enter any URL.



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Search images, videos, audio, GIFs, web.



Snap
Take photo from your camera.



Film
Capture video from your camera.



Voice
Record audio from your microphone.



Screen
Record your screen.



Draw
Doodle on an onscreen canvas.



Place
Add a location.



Padlet
Link to one of your other padlets.

BACK

Sounds good?

SAVE



Audio player controls including a play/pause button, a progress bar, a timestamp of 0:13, and a volume slider.

Title Glastonbury Festival



“Online educators who use **discussion boards** successfully estimate that their interaction with students can be as much as **three times** the interaction with face-to-face students, and that **peer-to-peer** interaction is even **many times more** than that.”

University of Oregon Teaching Effectiveness



What are the benefits of using discussion boards?

- Students can continue an in-class discussion outside normal time-tabled classes.
- All students can participate
- Give students time to reflect on their thoughts before contributing.
- Allow students to work on their reply and check for grammar and spelling before posting
- Allow students to practice their writing skills in a more informal way.
- They offer peer learning opportunities - this takes some of the workload away from the tutor.
- They foster a learning community.





A mahout (elephant driver) bathing his elephant
Photograph by Robert Harding

FEATURES

106 An ordinary man

The extraordinary career of an astronaut

108 Pushing the boundaries

National Geographic's Emerging Explorers programme

110 The king herself

The story of the pharaoh Hatshepsut

114 Queen of Egypt

A video about the life of Cleopatra

- 1 Work in pairs. Match the words in the box to the definitions (a–g).

background experience knowledge qualifications
qualities skills talents

- a strong natural abilities
b abilities developed by practice
c the (generally positive) characteristics
d certificates which show you have learnt something
e what you've done in your life
f what you know
g your past in general (where you come from, where you studied, etc.)
- 2 Look at the photo and the caption. What qualities, skills, knowledge, qualifications and experience do you think a mahout needs to do their job well? Discuss.
- 3 2.13 Listen to a description of a mahout's job. Compare the description with your answers in Exercise 2.
- 4 Make short notes on your own background, experience, knowledge, talents, etc. Then ask each other questions.

(More) Formal Formative Assessment

Homework

1b What colour is Tuesday?

Reading synesthesia

1 Read about Mark and answer the questions.

- 1 Is synesthesia an illness?
- 2 What happens when people have synesthesia?
- 3 Does it affect Mark's life at all?
- 4 How is Mark's synesthesia different from Kandinsky's?
- 5 What's the most frequent example of synesthesia?
- 6 Which part of the body is involved in synesthesia?

2 Underline words in the text connected to the senses. Decide if they are nouns or verbs. Then use some of the words to complete these sentences.

- 1 I don't like the of bananas.
- 2 When my cat a bird singing, it gets very excited.
- 3 Most people's gets worse as they get older.
- 4 Our sense of is most sensitive in our fingertips.
- 5 Animal noses have a highly developed sense of, compared with humans.

What colour is Tuesday?

My name is Mark. I'm Canadian and I have synesthesia. It's not a disease (although I think it sounds like one) and it doesn't really have any serious effects on my day-to-day life, but it is a strange condition. Synesthesia happens when two or more of your senses get mixed up. So in my case, for example, I taste words. My sense of taste works even when I'm not eating anything, but when I hear or read certain words. For me, the word 'box' tastes of eggs. That's just one example, of course. I'm reading one of the Sherlock Holmes stories at the moment and 'Sherlock' is another 'egg' word! It's a bit too much sometimes.

There are quite a few famous people with synesthesia: artists like David Hockney and Kandinsky, and musicians like Stevie Wonder and Liszt. Unfortunately for me I only share my synesthesia with them, not any great artistic skills. I read that Kandinsky's synesthesia mixed colour, hearing, touch and smell. To be honest, I don't think I'd like that. It seems very complicated.

My sister is synesthetic too and she sees words in colour. So when she sees the word 'Tuesday' or just thinks of the word 'Tuesday', she gets the feeling of 'brown'. Actually that kind of synesthesia, where the days of the week are coloured, is the most common type. I read somewhere that synesthesia is connected to the way our brains develop language and that there's a link between sounds and shapes. I don't understand the idea very well, but it sounds fascinating.

1c A sense of colour

Listening colour blindness

1 Look at the two images. What number can you see in Image 1?

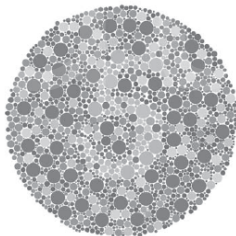


Image 1

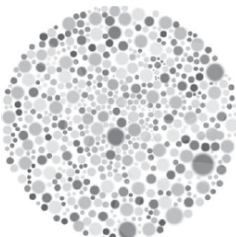


Image 2

These two images are similar to the ones opticians use to test if someone is colour-blind. People with normal colour vision see a number (as in Image 1). Colour-blind people can't see the number (Image 2).

2 1.3 You are going to listen to an interview with someone who is colour-blind. First, choose the option you think is correct. Then listen and check.

- 1 Most colour-blind people can't tell the difference between red and blue / green.
- 2 Colour blindness is more common in men / women.
- 3 Our eyes have two / three types of cell that see colour.
- 4 Most colour-blind people lead / can't lead a normal life.

3 1.3 Listen again. Answer the questions.

- 1 What percentage of men have colour blindness?
- 2 What problem does Holly have with her DVD player?
- 3 What colour is better for indicators on electrical goods?
- 4 What are the three colours the cells in our eyes can see?
- 5 What kind of jobs are not open to colour-blind people?

Word focus see

4 Look at two different meanings of the verb *see* from the interview. Then match the sentences with *see* (1-8) with the uses (a-h).

One kind of cell sees red. = 'the sense of sight'
Yes, of course, I see. = 'showing understanding'

- 1 I see better with my glasses.
 - 2 Can you sit down? I can't see the screen.
 - 3 As I see it, that's the best idea.
 - 4 Do you see what I mean?
 - 5 'You have to switch it on here.' 'Oh, I see.'
 - 6 I see that Janet is leaving the company.
 - 7 Come and see us this weekend.
 - 8 Are you seeing anyone special at the moment?
- a checking understanding
b giving news
c giving your opinion
d showing understanding
e the sense of sight
f to be in a relationship
g visibility of something
h visit someone

5 Replace four expressions in these exchanges with the correct form of *see*.

- 1 A: Louisa is going out with someone new.
B: That's nice for her! Who is he?
- 2 A: I don't think I can help you.
B: I understand. Well, thanks anyway.
- 3 A: I'm getting a lot of headaches.
B: You need to go to a doctor.
- 4 A: Do you understand how easy it is?
B: Oh yes. Thanks.

1d First impressions

Real life opening and closing conversations

- 1 Put the words in order to make statements and questions. Then write O for ways of opening conversations and C for ways of closing conversations.
- 1 a / you / pleasure / to / it's / meet
 - 2 don't / card / give / why / my / I / you
 - 3 myself / may / introduce / I
 - 4 stay / touch / in / let's
 - 5 you / to / talking / good / been / it's
 - 6 you / to / very / I'm / meet / pleased

2 Complete this conversation with four of the sentences from Exercise 1.

- W: Good morning! ¹
- I'm Will Marr.
- G: How do you do? My name's Grace Larsen.
- W: ²
- Grace. Are you are colleague of Daniel's?
- G: Yes, I am, actually. We're both working on this project. [...]
- W: Well, Grace, ³
- I'm very interested in your ideas.
- G: Thanks. ⁴
- You can reach me on both those two numbers.
- W: OK, thanks.

3 Complete these ways of talking about what you do with prepositions.

- 1 I work a design company.
- 2 I mostly work special projects.
- 3 I'm an administrator Brown's Bank.
- 4 I'm Customer Services.
- 5 I'm looking a new job at the moment.
- 6 I'm a student City College.

4 Pronunciation short questions

a Match the comments (1-6) with the questions (a-f) to make short exchanges.

- | | |
|-------------------------------------|--------------|
| 1 I'm a colleague of Daniel's. | a Can you? |
| 2 She is one of our best customers. | b Do you? |
| 3 I work in our main office. | c Have you? |
| 4 We've got a branch in your area. | d Is she? |
| 5 It's one of our biggest shops. | e Are you? |
| 6 I can call you tomorrow. | f Oh, is it? |

b 1.4 Now listen to the exchanges. Tick (✓) the questions where the speaker sounds interested.

c 1.5 Listen to the comments again. Reply to each comment with a question. Sound interested in each case.

5 Grammar extra auxiliary verbs in short questions and answers

AUXILIARY VERBS IN SHORT QUESTIONS AND ANSWERS

We use auxiliary verbs to make short questions and short answers. The auxiliary verbs are *be*, *have*, *do* and modal verbs. (*be*, *have* and *do* can also be main verbs.)

Auxiliary verbs	Examples
<i>be</i> (am, are, is)	Are you? Yes, I am.
<i>have</i> (have, has)	Has it? No, it hasn't.
modal verb (<i>can</i> , <i>must</i> , etc.)	Can she? No, she can't.
present simple (<i>do</i> , <i>does</i>)	Do you? Yes, I do.
present continuous (<i>am</i> , <i>is</i> , <i>are</i>)	Are they? Yes, they are.

Write short questions or short answers in response to these comments.

- 1 I'm learning Greek at the moment.
- 2 This paint is selling very well.
- 3 Have you got my telephone number? Yes,
- 4 Do you think you can win? Yes,
- 5 Can you see what's happening? No,
- 6 My colleagues are excited about this.

6 Listen and respond meeting people for the first time

1.6 Listen to comments from conversations where people meet for the first time. Respond with your own words. Then compare your response with the model answer that follows.

- 1 Hello, how are you? My name's Grace Larsen. I'm very pleased to meet you. I'm Alberto Costa.

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Life, Intermediate, Unit 2 Test

Grammar

1 Complete the profile of Hugh Masekela with the present perfect form of the verbs.

Hugh Masekela (1) _____ (be) famous in South Africa since the 1950s. He is a brilliant jazz ~~composer~~ and he (2) _____ (play) with some of the world's greatest musicians. A number of black South African musicians (3) _____ (write) songs about injustices in South African society. Masekela is no exception. Throughout his career, his music (4) _____ (speak) out against apartheid and slavery. However, Masekela (5) _____ (not live) in South Africa all his life. He (6) _____ (study) music in London and New York and he (7) _____ (have) hits in Europe and the USA. Since his return to South Africa in the 1990s, a lot of African musicians (8) _____ (work) with him on a number of albums. He's in his seventies now – but (9) _____ (he / slow) down? Well, no, not really is the answer. He (10) _____ (release) new albums and he and his son (11) _____ (work) together on a documentary. Hugh Masekela has a lot more to give. We (12) _____ (not hear) the last of him.

(12 points)

2 Complete the sentences with *for*, *since*, *already*, *just* and *yet*.

- I ~~haven't~~ listened to the latest album _____.
- We've _____ bought the new album by Adele.
- We've been here _____ two hours but the band still hasn't started.
- I've been a fan of jazz _____ I was a teenager.
- Sally has _____ got a lot of his music.
- Have you bought the tickets _____? You promised to buy them today.
- Amy has been a guitarist _____ ages.
- We've camped here _____ Thursday.

(8 points)

3 Complete the sentences with the correct form of the verbs.

- I adore _____ (listen) to reggae music.
- The Beatles seem _____ (be) as popular today as ever.
- I'm learning _____ (play) the drums.
- I imagine _____ (learn) the trumpet must be difficult.

- Penny wants _____ (go) to the concert.
- Stop _____ (play) that music and do your homework!
- We hope _____ (get) tickets for the concert.
- It's never too late _____ (learn) a musical instrument.
- Jenny is good at _____ (sing).
- 10 Could you remember _____ (record) the music programme for me?
(10 points)

Vocabulary

4 Add words from the box to each list.

composer	director	choreographer
choir	play	opera

- Dance: _____, _____
- Film: _____, _____
- Theatre: _____, _____
- Music: _____, _____
- Singing: _____, _____, _____
(6 points)

5 Match words 1–6 with a–f.

- | | |
|--------------------|-----------------|
| 1 Very boring | a terrible |
| 2 Very exciting | b unforgettable |
| 3 Really bad | c depressing |
| 4 Very memorable | d fascinating |
| 5 Very sad | e dull |
| 6 Very interesting | f thrilling |
- (12 points)

6 Read the descriptions of different types of music and circle the best adjective.

- If a tune is _____, you ~~can't~~ stop singing it!
a cheerful b catchy c unusual
- Blues music can be _____; it's all about how hard life is.
a melodic b melancholy c lively
- The bossa nova is a _____ sound – it makes you smile.
a cheerful b moving c melancholy
- Throat singing is a strange and _____ way of singing.
a catchy b lively c unusual
- Taiko drumming is exciting – performances are _____.
a moving b lively c melancholy
- Reggae has a regular beat – ~~that's~~ why it's so _____.
a melodic b rhythmic c cheerful

(12 points)

Functions

7 Circle the correct words to complete the phrases. Then put phrases a–e in the correct order to complete the conversation.

- Do you feel like going to the cinema?
- a new horror film. It *appeals* / *looks* pretty good.
 - Yes, why not? Now, that sort of film *calls* / *sounds* *really interesting*!
 - Oh, I'm not in the *mood* / *keen* for anything scary.
 - OK. Nothing scary. Well, do you *like* / *fancy* seeing this new romantic film?
 - Yes, *sure* / *certain*. *What's* on?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

(10 points)

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-  Create a new test from scratch
-  Open an existing question bank
-  Open an existing test

ExamView TEST GENERATOR

Help Close



Name: _____ Class: _____ Date: _____ ID: A

Test 1**Multiple Choice**

Identify the choice that best completes the statement or answers the question.

Instructions: Choose the correct option (a-c).

- _____ 1. Paul has a _____ for motor racing — he never thinks of anything else.
a. passion
b. happiness
c. prosperity
- _____ 2. The whole village is in _____ after the terrible earthquake which took so many lives.
a. envy
b. mourning
c. sorrow
- _____ 3. The woman could not hide her feelings of _____ when her friend won a million euros.
a. envy
b. prosperity
c. passion
- _____ 4. I _____ eat junk food. It's so unhealthy and I want to look after my body.
a. never
b. always
c. at the moment
- _____ 5. Haven't you got dressed _____? You're going to be late.
a. just
b. already
c. yet
- _____ 6. The film was so _____ that I fell asleep in the middle of it.
a. moving
b. thrilling
c. dull
- _____ 7. We listened to some beautiful _____ music. It made me feel sad.
a. fascinating
b. melancholic
c. spectacular
- _____ 8. The drive up the mountain was _____ because it was so dangerous. I'd love to do it again.
a. thrilling
b. boring
c. melancholic

Name: _____ ID: A

Instructions: Read the dialogue and answer the questions.

- Mark:** How do you do? I'm Mark Applegate.
Alberta: How do you do, Mr Applegate. I'm Alberta Zoultoni.
Mark: Pleased to meet you, Zoultoni? I've heard the name before but I can't quite remember where.
Alberta: Yes I know what it's like. We meet so many people at these conferences and it's difficult sometimes to know who is who and from where. You've probably heard of Zoultoni Enterprises. My grandfather started the company seventy years ago and I took over running the business from my own father a few years ago. Where do you work, Mr Applegate?
Mark: Please call me Mark. I'm at Smithsons Steel. I work in the design department. I've been there for about ten years. I started as assistant to the chief designer and then after a year or two I got a promotion to designer and then last year I was made Head of Design.
Alberta: Do you have a big team working for you?
Mark: Yes, and it's growing. When I started there were two designers and three assistants, like me, and the Head of Design but now there are fifteen of us and the company is planning to take on another five assistants next year. What about you? We're growing in size too. We have had some good orders in the last eighteen months and we've been able to develop in certain areas, particularly in South America, making traditional products using local workers and materials. I'm hopeful for the future. Several local villages are now self-sufficient because of our investment. It feels good.
Alberta: Did you bring any members of staff with you?
Mark: Yes. I've got five Heads of department here. It's good for them to meet people from other companies and learn what's going on. What about you?
Alberta: It's the same with us. All the managers are here as well as a couple of the assistants. My wife is here somewhere too.
Mark: Does she work with you?
Alberta: No, not in my company. She actually works for our biggest competitor.
Mark: That must be fun!
Alberta: Well, it makes for an interesting life. She's an architect though, not a designer, so we don't actually do the same jobs at all. Are you married?
Mark: Yes, I am but my wife isn't very fond of these events. She has her own business and she doesn't really have the time anyway, so if she wanted to come with me she wouldn't be able to. Well I've got a workshop to present soon so I have to go. It was interesting talking to you.
Mark: Here's my card. Good luck with your presentation.
- _____ 9. Mark's wife _____.
a. is an architect at Smithsons
b. works at Zoultoni
c. is an employee at another company
- _____ 10. Alberta's wife hasn't come with him because she _____.
a. is too busy
b. doesn't like conferences
c. doesn't work

Name: _____ ID: A

Completion

Complete each statement.

Instructions: Complete the question. Use the words in brackets.

1. _____ you a question, please? (I / can / ask)

Instructions: Listen and answer the questions. Write one word.

2. Orange means _____ and love in Japan.

3. In Mexico people wear blue when they go to a/an _____.

Instructions: Complete the sentence with the present perfect simple form of the verb in brackets.

4. People don't buy music from shops anymore because it _____ so easy to download it from the Internet. (become)

5. Children, _____ you _____ your homework yet? (start)

Instructions: Complete the sentence with the -ing form or to + infinitive form of the verb in brackets.

6. It's never too late _____ how to do something new. (learn)

7. We are thinking about _____ a health club. (join)

Instructions: Complete the sentence with the past perfect simple or the past simple of the verb in brackets.

8. Our exam results were so bad that the teacher _____ (say) it was obvious that we _____ (not learn) anything during the year.

Instructions: Complete the sentence with the correct form of the word in brackets.

9. The children sat _____ eating their ice creams. (happy)

10. A few years ago my Spanish was good, but now I'm afraid I speak it quite _____. (bad)

Short Answer

Instructions: Look at the underlined verb form in the sentence below. If you think it is correct, write correct. If you think it is wrong, write the correct form.

1. At the moment I'm
- studing
- for my exams.
-
- _____



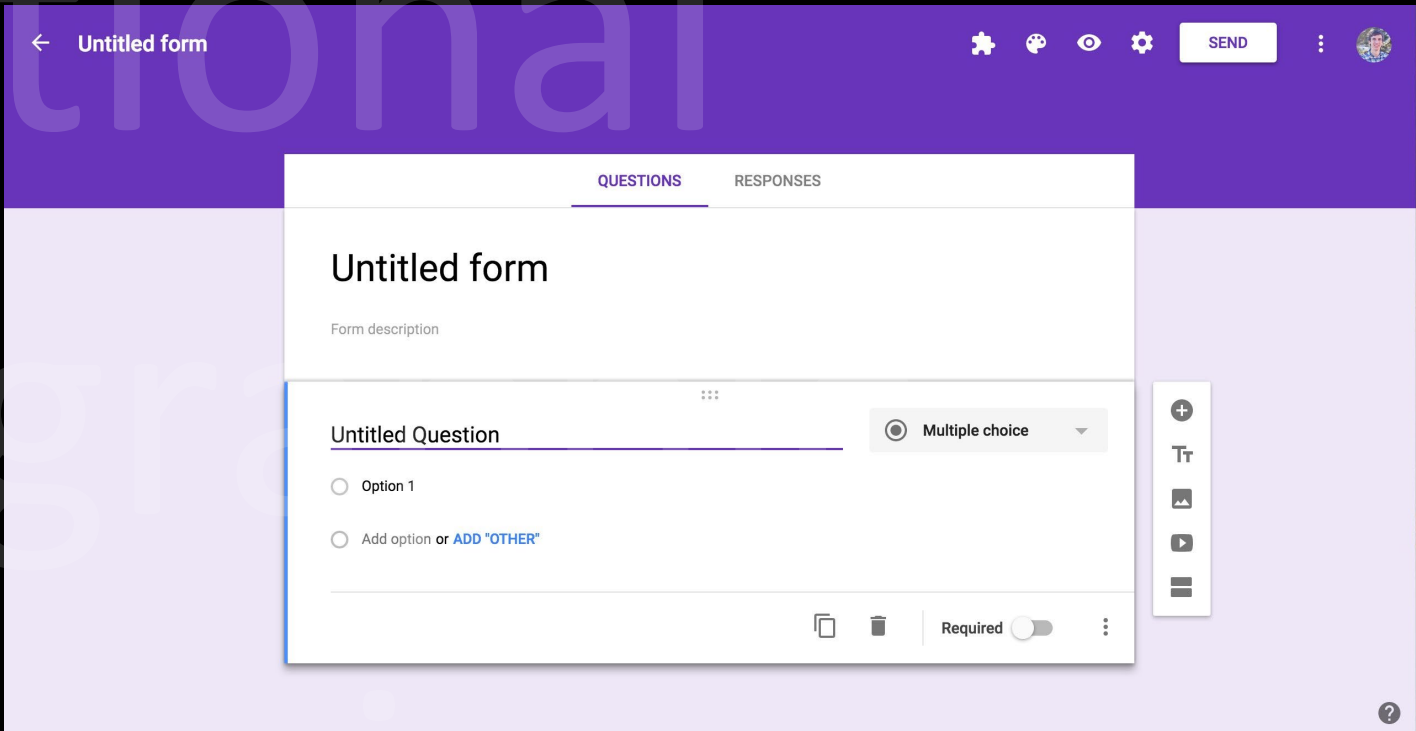
Forms

Microsoft Forms for Education

National

Geographic

Learning



Google Forms

Drive formative assessment by:

- ... using entrance/exit tickets
- ... gauging understanding throughout the different stages of a lesson
- ... using repetition tasks
- ... using (digital) games to check comprehension
- ... incorporating project work
- ... using learning journals, blogs, discussion boards
- ... using formal formative assessment tools – homework, unit reviews, units tests
- ... using digital tools

Learning



WARREN7543

Alex ▾



LAUNCH

QUIZZES

ROOMS

REPORTS

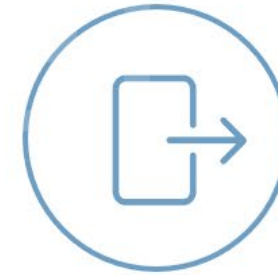
RESULTS



Quiz



Space Race



Exit Ticket

QUICK QUESTION



Multiple Choice



True / False



Short Answer

Enter the code: WARREN7543

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Further Reading

Embedded Formative Assessment, Dylan William, 2011

Projects for the EFL classroom, Haines, 1989

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