Write the word *inventions* on the board. Put students into pairs and ask them to list five inventions they believe changed the world. Give them two minutes to write the list. Have them share their list with the whole class. Write them on the board and have the class rank the ideas from most to least important.



THINK!

- 1 Invite students to look at the image and come up with different ideas of what they believe these students are doing. Ask them if they have ever invented anything.
- 2 Encourage students to think about what it takes to be an inventor. Ask: Why is it good to work in a team? (People are good at different things, you can share different ideas, you can divide the work.)



The History Of Television

Summary

The video is about the invention of television.

In Class

Tell students they're going to watch a video about the invention of television. Ask: Who invented the TV? When? Ask them to imagine life without TV. Would it be better or worse? Divide them into smaller groups and have them list the pros and cons of TV. Ask them to share their ideas with the other groups.

Exercise 1

Ask students to watch the video to answer the questions:

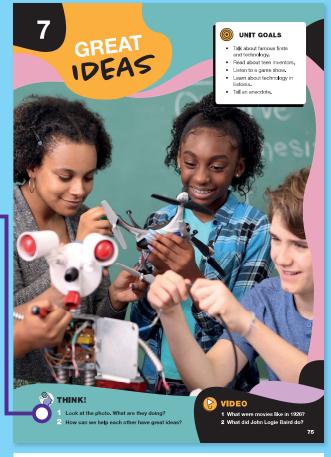
- 1 What were movies like in 1926? Check the answer with the class
 - Black and white, and they had no sound.
- 2 What did John Logie Baird do? Check the answer with the class.

He built/invented the first television (called a "televisor").

Ask students the last question from the video: How do you watch your favorite shows? Discuss the answer as a class.

Exercise 2

Play the video again, write the statement/chart on the board and have students complete them.



Complete the chart with ideas from the video.
 Add your own.

Television in 1926	Modern televisions
expensive	cheap
heavy	(light)
small screens	(big screens)
(terrible image resolution)	(high-tech image resolution)
(black and white)	(coloured)
	(connected to the Internet)

2 Before TV, people watched movies <u>in theaters</u>

At Home

Exercise 3

Encourage students to research other fun and interesting facts about TV. Ask them to find five facts and bring them to the next class for discussion.

Resources

- Teacher's worksheets Unit 7
- Test Generator Unit 7
- Practice Extra Unit 7
- Workbook pages 1<u>36</u>–139
- Puzzles and Games page 105

Flipped Classroom

Challenge students to research some famous firsts, e.g. The first heart transplant. The first time women voted. The first person to reach the south pole. Ask students to find five famous firsts and present them in the next class.

Unit Aims

Cambridge Life Competencies Framework

can ...

- use simple techniques to start, maintain and close conversations of various lengths to talk about inventions and creative ideas. (Communication)
- understand essential grammatical terms and concepts: using the past progressive to talk about what someone was doing while something else happened. (Learning to Learn)
- understand essential grammatical terms and concepts: possessive pronouns. (Learning to Learn
- state opposing opinions in a respectful way when discussing my ideas. (Emotional Development)
- use strategies and techniques for improving my English (e.g. mind maps to organize my thoughts). (Learning to Learn)
- create questions about a video and discuss its content. (Creative Thinking)

Write the following firsts and years on the board, but scramble the order. Have students try to match the firsts to the dates.

- First colored photograph 1861
- First car 1769
- First woman to have a license to drive a motorcycle – Sally Halterman – 1937
- First McDonald's restaurant 1948
- First Apple computer 1976

Flipped Classroom Check

Put students into groups and have them share their famous firsts. Have them rank them in order of the most interesting.

◆7.01 Audioscript pT143 Target Vocabulary

/bɪˈkʌm/ become build /bɪld/ /kri'eɪt/ create /dɪˈskʌvə/ discover fly /flaɪ/ /in'vent/ invent start /sta:rt/ /teɪk/ take use /ju:z/

1 �7.01 Have students look at the images and guess what each one relates to. Read the verbs above the images together with the students. Have volunteers read the questions and complete them with the corresponding verbs. Play the audio for students to check their work and repeat the verbs. Discuss the firsts with students and have them try to guess in which years they happened.



◆97.02 Audioscript pT143

- 2 Review how regular simple past verbs are formed. Remind them of the pronunciation of the endings, with t/, /Id/, and /d/ sounds. Invite students to complete the column for the regular verbs, then have students use the list of irregular simple past verbs on page 110 for reference to complete the second column. Check answers with the class.
- 3 Invite students to read each sentence individually and use the verbs listed in Exercise 2 to complete each sentence. Students check their work in pairs. Ask them which invention they believe revolutionized our world.
- 4 **4 7.02** Put students into pairs to complete the exercise. Play the audio for students to check their answers. Ask if any of the dates surprised them.
- Have students work in the same pairs to complete the exercise. To check answers, have volunteers read out their completed questions. Draw their attention to the falling intonation at the end of the Wh-questions.

😭 USE IT!

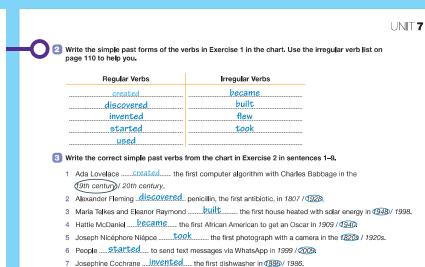
6 Model the exercise with a student, using the examples in the speech bubbles. Put students into new pairs to ask and answer the questions.

Workbook page 137, Exercises 1 and 2

Unit 7

Fast Finishers

Puzzles and Games page 105, Exercise 1



4 🕩 7.02 Circle the correct dates in Exercise 3 to complete the answers to the quiz. Then listen and

Work in pairs. Match 1-6 with a-f to make questions.

- 1 When did Marta Vieira da Silva b
- 2 When did Beyoncé __e__
- 3 When did scientists ___a__ 4 When did the Brazilian government ____c__
- 5 When did Emerson Fittipaldi __d
- a discover prehistoric cave paintings in Mato Grosso do Sul?
- b start to play soccer for Brazil?
- c build Brasília?
- d become the first Brazilian to win the Formula One World Championship?
- e create her first perfume?



6 Work in pairs. Take turns asking the questions in Exercise 5 and guessing the dates.







Extension

Encourage students to look back at the lesson and build an infographic with five of the famous firsts. Have them describe them and say when they were invented and by whom. Have them share their infographics and justify their choices.

As a whole-class activity, invite students to look back at all the inventions they have seen in the book up to this moment. Ask: Are all inventions good and useful? Which inventions do we still need?

●7.03 Audioscript pT143

- 1 Draw students' attention to the text and its title. Have them complete the exercise just by reading the title. Ask: What would you like to invent?
- 2 �7.03 Ask a volunteer to read through the questions before reading through the text. This will give students a clear objective while reading. After they finish, play the audio for students to check their answers. Ask them to tell you why these inventions might be important.
- 3 Have students do the exercise individually. Ask them to underline the correct answers in the text. Check answers with the class. If time allows, ask students to write two more sentences about the inventors in the text. They give the sentences to a partner for them to identify whether the sentences match Ann Makosinski or Shubham Banerjee.

*** THINK!

Put students into pairs to discuss the question. Draw two columns on the board – one for each inventor – and take class feedback to see which invention students prefer. Have students justify their answers. Alternatively, you could use a digital survey creator to do this. Have students discuss how useful each invention is for humanity.

⚠ HomeworkWorkbook page 139



THINK!

Think of Ann Makosinki's and Shubnam Banerjee's inventions. Which one do you prefer? Why?

78



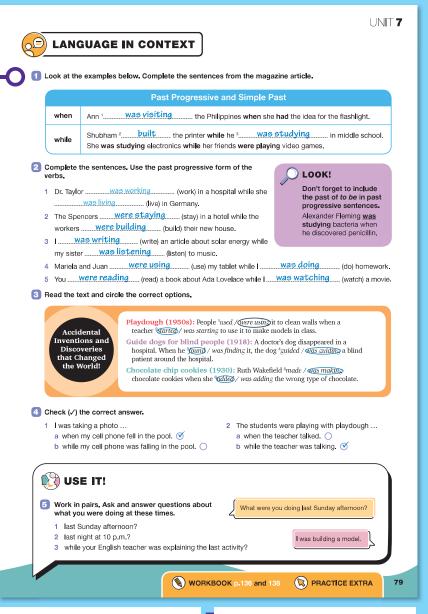
Lesson Aims: I can use the past progressive and simple past to talk about actions in the past.

- Have students read the sentences in the chart. Ask them to refer to the article on page 78 to complete it. Draw their attention to the two words when and while. Explain that when is used to talk about a specific age or shorter period of time, for example: She was studying in the lab when she had the idea. While is used to talk about two actions in the past that were happening at the same time during a longer period of time, for example: He invented the iPhone while he was in college. Have them check their answers in pairs.
- 2 Ask students to tell you how we form the past progressive (was/ were + verb -ing). Have students do the activity individually. Draw their attention to the period of time when each action happened. Students check their answers in pairs.

LOOK!

Draw attention to the Look! box. Remind students that we always use the simple past of the verb to be in the past progressive. Elicit how we form the negative form (wasn't/ weren't + verb -ing). Draw attention to agreement errors (was/were). Point out that Brazilian students sometimes omit the verb to be or use the simple past, e.g.: I was looking for my cell phone NOT Hooking for my cell phone. It was raining yesterday NOT It was rained yesterday. Ask students to look at the article on page 78 and underline the verbs in the past progressive.

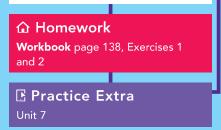
- 3 Have a volunteer read the titles in the text: Playdough, Guide dogs for blind people and Chocolate chip cookies. Write the titles on the board and check understanding. Have them read the sentences and circle the correct options. Have them check and compare their answers in pairs.
- Have students do the exercise individually, then check answers with the class, explaining that in 1, a is correct because when introduces a shorter action (fell) and in 2, b is correct because while introduces two longer actions happening at the same time.





USE IT!

Draw students' attention to the speech bubbles. Invite two students to model the activity. Then put students into pairs to ask and answer questions. Ask some volunteers to repeat their discussions in front of the class.



Grammar Game

Before class, prepare a card for each student, with a simple action verb written on it. Divide students into four teams and invite Student A from the first team to leave the classroom. Give each of the remaining students from this team a card, tell them to begin miming their action. Student A comes back into the room and watches his/her teammates for 10 seconds, then makes past progressive sentences about the actions his/her teammates were doing. Each correct sentence scores a point for the team. Repeat the procedure for the rest of the teams. The team with the most points at the end is the winner.

Put students into groups of three. Tell students to look around the class and think about different technological and electronic gadgets in the school. On *Go!*, have students make a list of all the gadgets they can think of that are on the school premises. The group that names the most gadgets wins.

●7.04–7.05 Audioscripts pT143

Target Vocabulary

battery /'bæţ,ɔ.i/
headphones /'hed.foʊnz/
keyboard /'ki:.bɔ:rd/
printer /'prɪn.ţə/
screen /skri:n/
tablet /'tæb.lət/

- 1 �7.04 Invite students to look at the images and name them without looking at the words above the images. They should know most of them as they are part of their daily life. Have them label the images and ask volunteers to make sentences containing the words.
- 2 Put students into pairs. Have them think about gadgets from the past that used to be trendy but are no longer used. Ask them if they know how we listened to music before the Internet was invented. Have them look at the images and see if they recognize any of the objects. Ask: What is its name? What does it do? Do you ever use it? Take feedback from the whole class.
- 3 7.05 Read through the words with students and have them match the words to the images in the previous activity. Play the audio and have them check the correct objects.
- 4 **•**) **7.05** Invite students to read the sentences individually. Have them circle the answers from memory. Have them check in pairs, before checking with the audio.

Workbook page 137, Exercises 3 and 4



- 1 Draw students' attention to the use of the possessive pronouns and the word whose. Tell them we use possessive pronouns in place of a noun and the pronoun whose is used to ask about which person owns or is responsible for something. Use their school objects to give more examples (pick up a pencil and ask: Whose pencil is this?). If necessary, play Track 7.05 again to help students complete the chart. Check by having students read their sentences.
- 2 Go through the example with the class and point out the underlined words. Students can use the grammar chart in Exercise 1 for help. Have them work individually. Ask pairs to read out the questions and answers to check answers.
- 3 Have students read the sentences. Point out that possessive pronouns are not followed by nouns. Write the following on the board: It's my phone. It's mine phone. However, we can use the verb to be after a possessive pronoun, e.g. It's not my book. Mine is blue. Have them circle the correct options. Check answers with the class.



📭 USE IT!

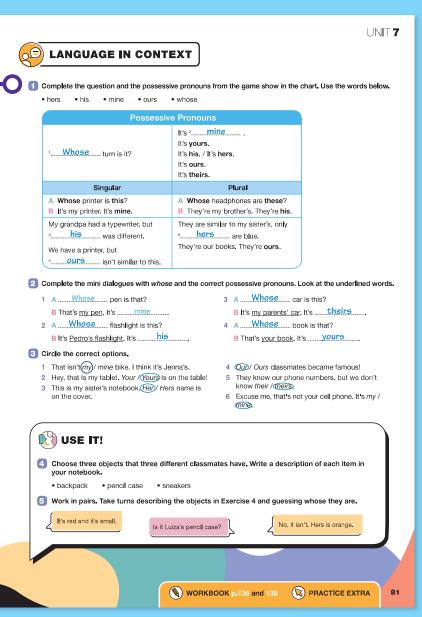
- 4 Encourage students to choose three objects that are in the classroom and that belong to other students. Have them work individually and write their descriptions in their notebooks.
- 5 Model the conversation in the speech bubbles with a student. Put students into pairs to do the exercise. Encourage them to use questions with Whose and Yes/ No questions to find out who the object belongs to.

Workbook page 138, Exercises 3 and 4

☑ Practice Extra Unit 7

Fast Finishers

Puzzles and Games page 105, Exercise 2



Grammar Game

Students write down sentences describing their homes, for example: My family lives in a big apartment. Our apartment has four bedrooms. Put students into groups of four. Student A reads a sentence to the group. Student B describes what Student A said, and adds a sentence about his/her own house. Student C does the same, remembering one detail from each student.

Student 1 (Pedro): My house has two bedrooms.

Student 2 (João): Pedro's house has two bedrooms, but mine doesn't. My house has four bedrooms.

Student 3 (Maria): Pedro's house has two bedrooms, João's house has four bedrooms and my house has one bedroom. Theirs are big. Mine is small.

Extension

Put students into pairs. Hand out an image of an object to each student and to each pair, an image to share. Invite students to walk around the class telling each other the object they have, and the object they share with their partner. Then, in pairs, students use the information to make sentences with possessive pronouns, for example: The dictionary is his. The iPhone is theirs.



Changing Technology

Summary

The video is about the development of the computer, from the abacus to the Internet and modern computers.

In Class

Tell students they're going to watch a video about the first adding machines and computers. Ask: Who invented the first computer? When? Have them watch the video and answer the last question in the video: We're connected all the time. What do you think? Is this a good thing or a bad thing? You could have a class vote on whether being constantly connected is a good thing or a bad thing.

Exercise 1

Ask students to watch the video to answer the questions:

 What was the first "computer" called? Check the answer with the class.

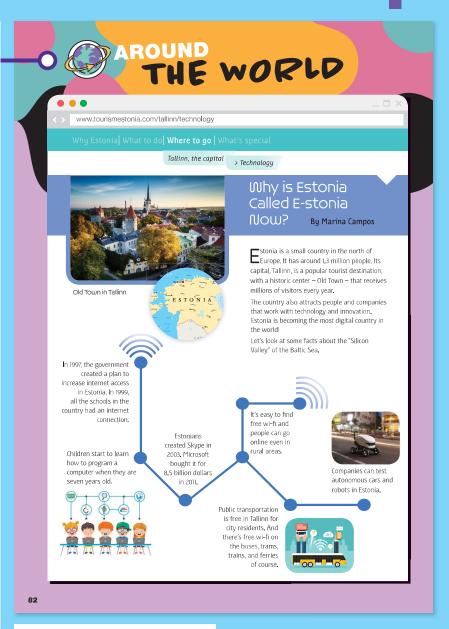
the abacus.

2 What did Blaise Pascal do? Check the answer with the class. He made the first calculator or adding machine.

Exercise 2

Write the sentences/questions on the board. Play the video again and have students answer/complete them. Then, ask them to watch the video again and make up two more questions about the video to ask their partners.

- 1 People used the abacus to
- When was one of the first calculators invented?
 - (X) 1600s
 - () 1837
 - () 1970s
- **3** Order the sentences according to the date they were invented.
 - (4) We could play games on computers at home.
 - (2) People could use the calculator to add.
 - (1) The abacus was invented.
 - (5) We are connected by the Internet.
 - (3) Charles Babbage, a British scientist, came up with the analytical engine.



4 When could people finally buy a computer for work and play? the 1970s

At Home

Exercise 3

Ask students to make an infographic depicting the timeline of the computer. They should include images and simple descriptions of the different types of computer, along with the year.

Background Information

Estonia is on the north-west coast of Europe, next to the Baltic Sea. Its official language is Estonian, with English widely spoken. Estonia is the first country to declare Internet access a basic human right and install numerous free wifi access points all over the country. It also produces more start-ups per head than any other country in Europe. Today, it's one of the most technologically advanced nations in the world.

◆97.06 Audioscript pT143

- 1 Ask a volunteer to read the three alternatives before reading the text. Then have them look at the article on page 82. Draw their attention to the title and the images to help them choose the correct alternative. Have them justify their choices.
- 2 ��7.06 Again, ask a volunteer to read sentences 1-6 before reading the text. Then invite them to read the text and underline information related to the True or False statements. Have them correct the false statements while listening to the audio. Check answers with the class.
- 3 Have students take it in turns to read out the numbers a-f. Have them try to match the numbers with the facts from memory. Ask them to check their work in pairs by reading the text again.

Words in Context

Ask students to find the words in the article. This should help students complete the sentences. If necessary, students can check the meaning of any words in an online dictionary, such as: https://dictionary. cambridge.org/dictionary/englishportuguese/. Check answers with the class. Encourage them to use the words in other sentences.

THINK!

Encourage students to make a Venn diagram comparing the use of technology in two countries. They can also add information about population, size, climate, and any other information they might find interesting.

UNIT 7 1 Look at the article about Estonia. What is it about? the geographic location of Estonia tourist attractions in Tallinn otechnology and innovation in Estonia 7.06 Read and listen to the article. Write T (true) or F (false). In Estonia .. 1 there is a large population. F 2 there is a city with old buildings. _______
3 internet expansion started in the 21st century. ______ 4 teachers start to teach computer programming in middle school. 5 you can only access the Internet in big cities. F 6 you can see an autonomous car on the street. 3 Read the article again. Match numbers a-f with facts 1-6. a 1990s 3 1 age students start to learn computer programming b 1997 <u>5</u> 2 amount of dollars (in billions) that Microsoft paid for Skype c 7 1 3 decade of digital expansion in Estonia d 2003 <u>6</u> 4 number of people (in millions) that live in Estonia e 8.5 <u>2</u> 5 the year of the plan to expand internet access f 1.3 4 6 the year Skype started to operate WORDS IN CONTEXT Complete the sentences with the words below. • go online • program • receive • test 1 Can youprogram a microwave to cook food when you're not at home? 2 E-commerce companies want to _____test_____ delivery drones. 3 São Paulo and Rio de Janeiro receive millions of visitors every year. 4 I can't use my cell phone to ___go online__ in class. **WEBQUEST** THINK! Learn more! What is Silicon Valley? Check (/) True or False. Silicon Valley is a region in California,

Compare the use of technology in your country to Estonia's, What are the similarities? What are the differences?

USA, famous for its electronics and computer companies.

✓ True

○ False



VIDEO

1 What was the first "computer" called?

2 What did Blaise Pascale do?



WEBQUEST

Remind students of how to keep safe while searching for information on the Internet. Ask them to tell you two things they should do to make sure their search is safe and accurate. Ask them to find out what Silicon Valley is and check the correct alternative. Check answers with the class. Ask: Why is it called Silicon Valley? What is it famous for? Ask them to find three more facts about Silicon Valley. Have them bring their research to class and share their findings.

◆97.07–7.09 Audioscripts pT144

1 • 7.07 Have students look at the images. Ask: What can you see? What do you think happened? Students read and listen to the dialogue to decide which image shows Isabela's problem.

Living English

- 2 Check understanding of the three expressions. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Play Track 7.07 again if necessary, so that students can focus on pronunciation and intonation. When students have completed the mini dialogues, invite pairs to read them aloud. Then say: We use these expressions to talk about problems, and respond to other people's problems. Have students think of similar expressions in their own language.
- 3 **◆**)7.08 Play the audio, pausing after each expression for the class to repeat. Then ask individual students to say the expressions. Encourage them to exaggerate the intonation.

Pronunciation

- 4 **4**97.09 Play the audio. Encourage students to listen carefully to the linking sounds. Point out that when a word ending in a consonant is followed by a word beginning with a vowel, the words run together as if they are one word. Play the audio several times.
- 5 7.09 Have students listen and repeat the sentences quickly and naturally, focusing on the linking sounds without looking at their books. Ask them to look for other sentences in their books and practice linking the sounds.

Living English

6 **♠** 7.07 Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.



- Complete the mini dialogues with the expressions below.
 - I'm sorry to hear that. Well, You're kidding!
 - 1 A My sister didn't win a prize at the science fair.
 - Bkidding!..... She's so good at science.

 2 A What happened to your tablet?
- 3 A While I was doing the dishes, my new headphones fell in the sink. Bl'm sorry to hear that.
- 3 4 7.08 Listen, check, and repeat the expressions.

PRONUNCIATION

- 4) 7.09 Listen to how the final consonant sound of a word connects to the initial vowel sound of the next word in sentences.
 - My cell phone fell in the swimming pool.
- It fell from my hand while I was texting.
- 7.09 Listen again and repeat the sentences.
- 6 4 7.07 Listen to the dialogue again. Then practice with a partner.
- Role play a new dialogue. Follow the steps.
 - 1 Change the words in blue in Exercise 1 to write a new dialogue in your notebooks
 - Practice your dialogue with a partner.
 - 3 Present your dialogue to the class.

YOUR DIGITAL **PORTFOLIO**

Record your dialogue, then upload it to your class digital portfolio.

Read through the steps with students and check understanding. Tell them to use the vocabulary and expressions they have learned from this and previous units. Try to find time in class for pairs to present their dialogues. If this is not possible, monitor pairs as they practice and provide feedback on intonation for talking about and responding to problems.

Your Digital Portfolio

Give students a date for uploading their work and make sure they all listen to one another's dialogues.

Practice Extra Unit 7