

Warmer

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.)

7.1 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.

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GREAT IDEAS

UNIT GOALS

- Talk about famous firsts and technology.
- Read about teen inventors.
- Listen to a game show.
- Learn about technology in history.
- Tell an anecdote.



THINK!

- 1 Look at the photo. What are they doing?
- 2 How can we help each other have great ideas?

VIDEO

- 1 What were movies like in 1926?
- 2 What did John Logie Baird do?

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

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

- 2 Before TV, people watched movies in theaters.

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 136–139
- 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

I 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)**

Warmer

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

become	/bɪ'kʌm/
build	/bɪld/
create	/kri'eɪt/
discover	/dɪ'skʌv.ə/
fly	/flaɪ/
invent	/ɪn'vent/
start	/stɑ:rt/
take	/teɪk/
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.

VOCABULARY IN CONTEXT

INNOVATION VERBS

1 7.01 Read the quiz about famous firsts. Complete the questions with the words below. Then listen, check, and repeat.

- become • build • create • discover • fly • invent • start • take • use

F
A
M
O
U
S
F
I
R
S
T
S

When did ...

-  Ada Lovelace **create** the first computer algorithm with Charles Babbage?
-  Alexander Fleming **discover** penicillin, the first antibiotic?
-  Maria Telkes and Eleanor Raymond **build** the first house heated with solar energy?
-  Hattie McDaniel **become** the first African American to get an Oscar?
-  Joseph Nicéphore Niépce **take** the first photograph with a camera?
-  people **start** to send text messages via WhatsApp?
-  Josephine Cochrane **invent** the first dishwasher?
-  Amelia Earhart **fly** across the Atlantic Ocean for the first time?
-  Pixar first **use** computers to make an animated movie?

7.02 Audioscript pT143

- Review how regular simple past verbs are formed. Remind them of the pronunciation of the endings, with /t/, /ɪd/, 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.
- 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.
- 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!

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

🏠 Homework

Workbook page 137, Exercises 1 and 2

📄 Practice Extra

Unit 7

🎮 Fast Finishers

Puzzles and Games page 105, Exercise 1

- Write the simple past forms of the verbs in Exercise 1 in the chart. Use the irregular verb list on page 110 to help you.

Regular Verbs	Irregular Verbs
created	became
discovered	built
invented	flew
started	took
used	

- Write the correct simple past verbs from the chart in Exercise 2 in sentences 1–9.

- Ada Lovelace created the first computer algorithm with Charles Babbage in the 19th century / 20th century.
- Alexander Fleming discovered penicillin, the first antibiotic, in 1807 / 1928.
- Maria Telkes and Eleanor Raymond built the first house heated with solar energy in 1948 / 1998.
- Hattie McDaniel became the first African American to get an Oscar in 1909 / 1930.
- Joseph Nicéphore Niépce took the first photograph with a camera in the 1820s / 1920s.
- People started to send text messages via WhatsApp in 1999 / 2009.
- Josephine Cochrane invented the first dishwasher in 1886 / 1986.
- Amelia Earhart flew across the Atlantic Ocean for the first time in 1902 / 1932.
- Pixar first used computers to make an animated movie in 1985 / 1995.

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

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

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



USE IT!

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

- from 1956 to 1960
- in 1972
- in 2002
- in 2009 (x 2)
- 1 in 2002
- 4 from 1956 to 1960
- 2 in 2009
- 3 in 2009
- 5 in 1972

When did Marta Vieira da Silva start to play soccer for Brazil?

I think she started to play for Brazil in 2009.



WORKBOOK p.137



PRACTICE EXTRA

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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.

Warmer

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.

Homework
Workbook page 139

READING

TEEN INVENTORS By Clara Silva, August 20

Ann Makosinski

- Born in 1997
- Student and inventor
- Lives in Victoria, Canada
- Invention: a flashlight that uses body heat to create light

Ann Makosinski always liked building things. As a young teenager, she was studying electronics while her friends were playing video games. Ann was visiting her mother's family in the Philippines when she had the idea for the flashlight. Her inspiration? A friend that was having problems at school because she didn't have light to study at night. In 2013, her invention won the Google Science Fair for 15–16-year-olds.

Shubham Banerjee

- Born in 2001
- Student and inventor
- Lives in Santa Clara, the United States
- Invention: a cheap Braille printer

Shubham Banerjee was a curious child. He loved science and participated in science fairs at his elementary school. He built the printer in 2013 while he was studying at middle school. He used a robotic kit in his invention. There are other Braille printers on the market, but Banerjee's invention is just \$350, and the other Braille printers cost around \$2,000! He started his company, Braigo Labs, in 2014.

1 Look at the article. What is it about?

countries inventions from the 20th century people

2 **7.03** Read and listen to the article. Then read the questions and write **AM** (Ann Makosinski) or **SB** (Shubham Banerjee).

Who ...

1 participated in events at school? ... SB ...	4 invented something at 12 years old? ... SB ...
2 liked electronics as a child? ... AM ...	5 was a winner at a science fair in 2013? ... AM ...
3 had the idea for an invention during a trip? ... AM ...	6 has a company? ... SB ...

3 Correct the sentences about the inventors in Exercise 1.

- 1 Ann Makosinski was born in the 21st century.
.....Ann Makosinski was born in the 20th century......
- 2 She invented a flashlight that uses batteries to create light.
She invented a flashlight that uses body heat to create light.
- 3 She studied video games when she was a young teenager.
She studied electronics when she was a young teenager.
- 4 Shubham Banerjee participated in science fairs in middle school.
Shubham Banerjee participated in science fairs in elementary school.
- 5 He used parts from an old printer in his invention.
.....He used a robotic kit in his invention......
- 6 His Braille printer costs \$2,000.
.....His Braille printer costs \$350......

THINK!
Think of Ann Makosinski's and Shubham Banerjee's inventions. Which one do you prefer? Why?

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- 1 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.
- 4 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.



LANGUAGE IN CONTEXT

- 1 Look at the examples below. Complete the sentences from the magazine article.

Past Progressive and Simple Past	
when	Ann ¹ <u>was visiting</u> the Philippines when she had the idea for the flashlight.
while	Shubham ² <u>built</u> the printer while he ³ <u>was studying</u> in middle school. She was studying electronics while her friends were playing video games.

- 2 Complete the sentences. Use the past progressive form of the verbs.

- 1 Dr. Taylor was working..... (work) in a hospital while she was living..... (live) in Germany.
- 2 The Spencers were staying..... (stay) in a hotel while the workers were building..... (build) their new house.
- 3 I was writing..... (write) an article about solar energy while my sister was listening..... (listen) to music.
- 4 Mariela and Juan were using..... (use) my tablet while I was doing..... (do) homework.
- 5 You were reading..... (read) a book about Ada Lovelace while I was watching..... (watch) a movie.



LOOK!

Don't forget to include the past of *to be* in past progressive sentences. Alexander Fleming **was studying** bacteria when he discovered penicillin.

- 3 Read the text and circle the correct options.

Accidental Inventions and Discoveries that Changed the World!

Playdough (1950s): People ¹used / were using it to clean walls when a teacher started / was starting to use it to make models in class.

Guide dogs for blind people (1918): A doctor's dog disappeared in a hospital. When he found / was finding it, the dog guided / was guiding a blind patient around the hospital.

Chocolate chip cookies (1930): Ruth Wakefield ²made / was making chocolate cookies when she added / was adding the wrong type of chocolate.

- 4 Check (✓) the correct answer.

- 1 I was taking a photo ...
 - a when my cell phone fell in the pool. ✓
 - b while my cell phone was falling in the pool. ○
- 2 The students were playing with playdough ...
 - a when the teacher talked. ○
 - b while the teacher was talking. ✓



USE IT!

- 5 Work in pairs. Ask and answer questions about what you were doing at these times.

- 1 last Sunday afternoon?
- 2 last night at 10 p.m.?
- 3 while your English teacher was explaining the last activity?

What were you doing last Sunday afternoon?

I was building a model.



WORKBOOK p.136 and 138



PRACTICE EXTRA

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USE IT!

- 5 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.

Homework

Workbook page 138, Exercises 1 and 2

Practice Extra

Unit 7

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.

Warmer

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	/ˈbæt.əri/
headphones	/ˈhed.fəʊnz/
keyboard	/ˈki:.bɔ:rd/
printer	/ˈprɪn.tə/
screen	/skri:n/
tablet	/ˈtæb.lət/

- 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.
- 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.
- 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.
- 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.







🏠 Homework

Workbook page 137, Exercises 3 and 4

LISTENING AND VOCABULARY

1 **7.04** Label the images with the words below. Then listen, check and repeat.

• battery • headphones • keyboard • printer • screen • tablet

<p>1</p>  <p>battery</p>	<p>2</p>  <p>keyboard</p>	<p>3</p>  <p>screen</p>
<p>4</p>  <p>headphones</p>	<p>5</p>  <p>tablet</p>	<p>6</p>  <p>printer</p>

2 Work in pairs. Look at objects 1–3 and tell your partner what you know about them.

Guess the technology!



3 **7.05** Listen to a game show about technology from the past. Which two objects from Exercise 2 did Sarah and Mark guess?

- DVD player typewriter Walkman®

4 **7.05** Listen again. Circle the correct options.

- Sarah is excited / worried about the game show.
- Sarah and Mark can listen to / look at the products and they can touch them.
- Sarah can see the product has a keyboard / printer, but it doesn't have headphones / a screen or batteries.
- Sarah's grandpa / mom had a similar product, but his was electric.
- Mark mentions the product's batteries / headphones.
- Mark's answer is correct / incorrect.

- 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.

🏠 Homework

Workbook page 138, Exercises 3 and 4

📖 Practice Extra

Unit 7

🎮 Fast Finishers

Puzzles and Games page 105, Exercise 2



LANGUAGE IN CONTEXT

- 1 Complete the question and the possessive pronouns from the game show in the chart. Use the words below.

• hers • his • mine • ours • whose

Possessive Pronouns	
1. <u>Whose</u> turn is it?	It's ? <u>mine</u> . It's yours. It's his. / It's hers. It's ours. It's theirs.
Singular	Plural
A <u>Whose</u> printer is <u>this</u> ? B It's my printer. It's <u>mine</u> .	A <u>Whose</u> headphones are <u>these</u> ? B They're my brother's. They're <u>his</u> .
My grandpa had a typewriter, but <u>his</u> was different.	They are similar to my sister's, only <u>hers</u> are blue.
We have a printer, but <u>ours</u> isn't similar to this.	They're our books. They're <u>ours</u> .

- 2 Complete the mini dialogues with *whose* and the correct possessive pronouns. Look at the underlined words.

- 1 A Whose pen is that?
B That's my pen. It's mine.
- 2 A Whose flashlight is this?
B It's Pedro's flashlight. It's his.
- 3 A Whose car is this?
B It's my parents' car. It's theirs.
- 4 A Whose book is that?
B That's your book. It's yours.

- 3 Circle the correct options.

- 1 That isn't my / mine bike. I think it's Jenna's.
- 2 Hey, that is my tablet. Your / Yours is on the table!
- 3 This is my sister's notebook. Her / Hers name is on the cover.
- 4 Our / Ours classmates became famous!
- 5 They know our phone numbers, but we don't know their / theirs.
- 6 Excuse me, that's not your cell phone. It's my / mine.



USE IT!

- 4 Choose three objects that three different classmates have. Write a description of each item in your notebook.

• backpack • pencil case • sneakers

- 5 Work in pairs. Take turns describing the objects in Exercise 4 and guessing whose they are.

It's red and it's small.

Is it Luiza's pencil case?

No, it isn't. Hers is orange.



WORKBOOK p.136 and 138



PRACTICE EXTRA

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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:

- 1 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 count.
- 2 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.



AROUND THE WORLD

www.tourismestonia.com/tallinn/technology

Why Estonia | What to do | Where to go | What's special

Tallinn, the capital > Technology

Old Town in Tallinn

Why is Estonia Called E-stonia Now?

By Marina Campos

Estonia is a small country in the north of Europe. It has around 1.3 million people. Its capital, Tallinn, is a popular tourist destination, with a historic center – Old Town – that receives millions of visitors every year.

The country also attracts people and companies that work with technology and innovation. Estonia is becoming the most digital country in the world!

Let's look at some facts about the "Silicon Valley" of the Baltic Sea.

In 1997, the government created a plan to increase internet access in Estonia. In 1999, all the schools in the country had an internet connection.

Children start to learn how to program a computer when they are seven years old.

Estonians created Skype in 2003. Microsoft bought it for 8,5 billion dollars in 2011.

It's easy to find free wi-fi and people can go online even in rural areas.

Companies can test autonomous cars and robots in Estonia.

Public transportation is free in Tallinn for city residents. And there's free wi-fi on the buses, trams, trains, and ferries of course.

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- 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.

7.06 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/english-portuguese/>. 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.

- 1 Look at the article about Estonia. What is it about?

- the geographic location of Estonia
- tourist attractions in Tallinn
- technology and innovation in Estonia

- 2 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. T
- 3 internet expansion started in the 21st century. F
- 4 teachers start to teach computer programming in middle school. F
- 5 you can only access the Internet in big cities. F
- 6 you can see an autonomous car on the street. T

- 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 | 5 | 2 | amount of dollars (in billions) that Microsoft paid for Skype |
| c 7 | 1 | 3 | decade of digital expansion in Estonia |
| d 2003 | 6 | 4 | number of people (in millions) that live in Estonia |
| e 8.5 | 2 | 5 | the year of the plan to expand internet access |
| f 1.3 | 4 | 6 | the year Skype started to operate |

WORDS IN CONTEXT

- 4 Complete the sentences with the words below.

• go online • program • receive • test

- 1 Can you program 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.



THINK!

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



WEBQUEST

Learn more! What is Silicon Valley? Check (✓) True or False.

Silicon Valley is a region in California, 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.

7.07–7.09 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 **7.09** 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.

SPEAKING

- 1 **7.07** Read and listen to Isabela and Sousuke talking about a problem with a cell phone. Which image shows Isabela's problem?

Sousuke Hi, Isabela! Are you OK?
Isabela No, I'm not. Something bad happened to me yesterday.
Sousuke Oh no! What happened?
Isabela My **cell phone fell in the swimming pool**.
Sousuke You're kidding! How did that happen?
Isabela Well, **it fell from my hand while I was texting**. I got really **angry**. My **cell phone** was **new!**
Sousuke I'm sorry to hear that. **Image A**

TELLING AN ANECDOTE



LIVING ENGLISH

- 2 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.
B **You're kidding!** She's so good at science.
2 A What happened to your tablet?
B **Well,** while I was riding my bike it fell from my bag.
3 A While I was doing the dishes, my new headphones fell in the sink.
B **I'm sorry to hear that.**

- 3 **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.

- 1 My cell phone fell in the swimming pool.
 2 It fell from my hand while I was texting.

- 5 **7.09** Listen again and repeat the sentences.

- 6 **7.07** Listen to the dialogue again. Then practice with a partner.

- 7 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.
 2 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.

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- 7 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