

MODULE 9 Great inventions

Unit 1

Will computers be used more than books in the future?

Listening and vocabulary

Preparation

- Introduce the concept of “Great inventions” by playing a vocabulary game. Put students in pairs or threes and ask them to write the letters of the alphabet in English down the side of a page. Set a time limit of five or six minutes and tell groups to think of the best inventions, starting with each letter of the alphabet.
- When the time limit is up, write the alphabet on the board and elicit inventions from the class.
- Put pairs or threes together to form small groups of between four and six students. Ask them to decide which five of the inventions on the board are the most important to humankind.

1. Work in pairs. Look at the pictures and answer the questions.

- Still in groups of about four, students read and answer the questions.
- Discuss answers as a class.

2. Listen and complete the sentences.

- Ask students to work with their desk partner to read the sentences and discuss possible answers. Help with vocabulary as needed.
- Discuss possible answers as a class.
- Play the recording for students to listen to and complete the sentences.
- Play a second time if necessary, then compare answers as a class.
- Draw students' attention to the phrase “to some degree”. Ask them if they can work out the meaning from the context.

Answers

1. use it anywhere
2. kept
3. need film; be sent by email
4. was changed; the most important

Tapescript

Daming: What do you think, Betty? Which of these inventions is the most important?

Betty: It's difficult to say. They've all changed people's lives.

Lingling: I love my mobile phone because I can use it anywhere. It's so useful.

Daming: Yes, all my friends' numbers are kept in my phone, so I don't need a notebook.

Betty: Today's cameras are better than old cameras because they don't need film.

Daming: Yes, and the photos can be sent by email.

Lingling: Well, I think everything was changed by computers to some degree, so I think the computer is the most important invention.

Daming: I agree. I can't imagine living without one.

3. Listen and read.

- Tell students to close their books. Play the first two lines of the recording and pause it like this:

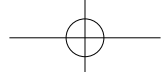
Tony: Dad, can I borrow your camera?

Dad: Why? (PAUSE)

- Ask students to predict how the conversation will continue, why Tony wants to borrow the camera, and what his father will say.
- Elicit ideas and write them on the board.
- Play the rest of the recording for students to listen to and compare their ideas.

Now read the summary of the conversation. Underline the wrong information and correct it.

- Ask students to read the summary, with the conversation covered, and try to identify the wrong information from memory.



- Allow them to compare answers with a partner before they read the conversation and check their answers.
- Check answers as a class.

Answers

Tony wants to borrow his father's camera and take some photos of the school dance and the basketball match. The photos will be shown in the school magazine. Tony's dad lends the camera. He promises Tony to look after it.

Tony wants to borrow his father's camera and take some photos on the school visit to the museum. The photos will be shown on the school website. Tony's dad lends the camera. Tony promises Dad to look after it.

Everyday English

- Ask students to find the expressions in the conversation and work out the meaning from the context.
- Tell students to work with a partner and think of a situation or subject of conversation when they could use each expression.
- Discuss ideas as a class.

4. Find the sentences in the conversation which mean:

- Ask students to read the sentences and then look for sentences in the conversation that have the same meaning.
- Compare with a partner before checking as a class.

Answers

1. Anyway, about the camera...?
2. OK. That can be fixed. I've got an empty memory card.
3. Promise!

5. Answer the questions.

- Ask students to read the words in the box. Tell them to find the words in the conversation and work out the meaning from the context.

- Tell students to work with a partner and answer the questions.
- Compare answers as a class.

Pronunciation and speaking

6. Listen and mark the pauses.

- Play the recording for students to listen to and mark the pauses. Play twice if necessary.
- Compare answers as a class.

Now listen again and repeat.

- Play the recording again for students to listen again and repeat.
- Invite a few students to say the sentences for the class.

Answers

1. They'll be put up on the school website. / And they can be seen on the Internet by other classes, / even people living in other countries.
2. You must promise / that you'll take good care of it.

7. Work in pairs. Talk about the advantages of these inventions.

- Ask students to read the names of the inventions in the box and think about the advantages of each one. Allow them to take notes if they wish.
- Put students in pairs to talk about the advantages of each invention. Tell them to decide which invention has the most advantages.

Now describe how these inventions have influenced your life.

- Still working with a partner, students talk about the effects the inventions have had on their life.

Extension

- When students have finished speaking to their partners, ask them to write about two of the inventions, explaining the advantages and the effects they have had on their life.



Unit 2

Will books be replaced by the Internet?

Reading and vocabulary

1. Work in pairs. Read the title of the passage in Activity 2. Discuss and make a list of the advantages of books and the Internet.

- Ask students to read the title of the passage and, with a partner, make lists of advantages under two headings: books and the Internet.
- Discuss the two lists as a class and compile class lists of advantages of books and the Internet on the board.
- As a class, decide which is the biggest advantage of each.

2. Read the passage and match the main ideas with the paragraphs.

- Ask students to read the ideas and tell you what the passage is going to be about.
- Tell students to read the passage and match the ideas with the paragraphs.
- Ask students to compare answers with a partner, then check answers as a class.

Answers

- a) — 2; b) — 3; c) — 1;
d) — 4; e) — 5

3. Complete the table.

- Tell students to cover the passage on the previous page and read the table.
- Ask students to work with their desk partner and try to complete the table from memory.
- Ask pairs to compare answers with another pair, then play the recording for them to listen to and check.
- Compare answers as a class.
- Tell students to read the passage again and underline the information they have used to complete the table.

Answers

About 2,000 years ago — paper created
During the Sui and Tang Dynasties — printing invented
Today — the Internet growing fast, computers and the Internet used in classrooms, newspapers and magazines read online

4. Complete the passage with the words in the box.

- Tell students to read the words in the box and find them in the passage.
- Ask them to tell you the meaning of the words, using the context to help if necessary.
- Students then complete the passage using the correct words.
- Allow them to compare their answers with their desk partner, then check answers as a class.

Answers

- | | | |
|-----------------|-------------|--------------|
| 1. developments | 2. trade | 3. spread |
| 4. introduction | 5. powerful | 6. direction |
| 7. replace | | |

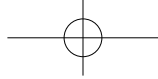
Writing

5. Read the sentences and notice how we give reasons and results.

- Ask students to read the sentences and check understanding. Ask students to look at the clauses that come after the expressions in bold. Ask which clauses are about reasons, and which are about results. (1 — result; 2 — reason; 3 — result).
- Tell students to notice what kind of word or punctuation comes after each of the expressions in bold. Discuss as a class.

Now work in pairs. Ask and answer the questions. Write full sentences with *as a result*, *because* or *so*.

- Put students in pairs to work together and think of suitable answers to the questions. Tell them to write full sentences.
- Monitor and help as necessary.
- When students have finished, tell them to change partners. Working with their new partner, they take



turns to ask and answer their questions.

- Ask individual students to report back to the class about their partners' answers to the questions.

Possible answers

1. It's hard to imagine a world without printing because we have so many printed things now, for example menus, comics and schoolbooks.
2. Few books were produced and, as a result, few people could read.
3. After printing technology developed, books were cheaper, so more people learnt how to read.
4. Books might not be needed in the future because the Internet is growing quickly.

6. Write full sentences with the notes in Activity 3.

- Tell students to look at the example sentence, then use their notes in Activity 3 to write full sentences.
- Compare sentences as a class and ask students to dictate their sentences to you to write on the board.

Answers

About 2,000 years ago, paper was first created. Printing was invented during the Sui and Tang Dynasties. Today, the Internet is growing very fast. Computers and the Internet are used in classrooms now, and newspapers and magazines are read online.

7. Write a passage about traditional printing and its future. Use the sentences you have written in Activities 5 and 6 to help you.

- Tell students to cover the passage in Activity 2.
- Working individually, students write a passage about printing using their sentences from Activities 5 and 6.
- Collect students' work and correct them.

Possible answer

It's hard to imagine a world without printing because we have so many printed things now, for example, menus, comics and schoolbooks. Paper was first created about 2,000 years ago, but books weren't printed at that time. They were written by hand, so few books were produced, and, as

a result, few people could read. Printing was invented during the Sui and Tang Dynasties. After printing developed, books became cheaper, so more people learnt how to read. Today, the Internet is growing very fast. A much larger amount of information can be stored in more varied forms on the Internet than in books. As a result, in the future, the Internet will probably be more important than printing.

Unit 3

Language in use

Language practice

- Ask students to read the sentences and tell you what they know about the passive voice. Refer them to Modules 7 and 8, if needed.

1. Complete the sentences and conversations with the correct form of the words and expression in brackets.

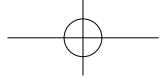
- Ask students to use the words and expression in brackets to complete the sentences, changing the form as necessary.
- Allow students to compare and discuss their answers, then check answers as a class.

Answers

1. Will; be replaced
2. will be fixed
3. will not be connected/won't be connected
4. Will; be talked about
5. will be invited
6. will; be finished

2. Look at the pictures and describe the new classroom that will be built. Use the words in the box to help you.

- Ask students to work with their desk partner, look at the pictures and write sentences using the words in the box.
- Compare sentences as a class.



Possible answers

A new floor will be built.
New furniture (desks/chairs) will be bought.
A new blackboard will be bought.
A new interactive whiteboard will be bought.
The windows and the door will be changed.
The teacher's desk will be painted.
The lights will be changed.
The colour of the walls will be changed.
The walls will be fixed.

Extension

- Put students in pairs to draw a new version of their own classroom and write sentences about what will be done.
- When they have finished, use their work to make a wall display.

3. Work in pairs. Ask and answer questions about these great inventions.

- Ask students to read the clues and think of questions to ask a partner about each of the inventions. Ask them to write down four questions about each invention. Draw their attention to the example questions if you wish.
- Put students in pairs to take turns asking and answering their questions about the inventions.

4. Complete the sentences with the words in the box.

- Put students in pairs to complete the sentences with the words in the box.
- Check answers as a class.

Answers

- | | |
|-----------------|--------------|
| 1. introduction | 2. trade |
| 3. spread | 4. direction |

5. Listen and find out where the speaker is.

- Tell students to list some words used to talk about location (where, here, there). Ask which of these is used to talk about the speaker's location (here).
- Ask students to scan the list of three locations in the question.
- Play the recording for students to listen to and

select the answer.

- Check the answer as a class.

Answer

b

Tapescript

After printing was invented, knowledge was spread around the world by books. For many years, books were very expensive. Each one was written by hand, so very few books were produced. Today, books are produced quickly. They're light, cheap and easy to get hold of.

But the early books are now too valuable to be picked up and held in the hand, so here in the British Library, they were copied onto a computer a few years ago. Have a look at the screen here. You can turn the pages on the screen, without touching the real books.

6. Listen again and answer the questions.

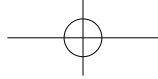
- Ask students to read the questions and try to answer from memory.
- Play the recording again for them to check their answers.
- Check answers as a class.

Answers

1. Because they were written by hand.
2. They are too valuable to be picked up and held in the hand.
3. Old books were copied onto a computer a few years ago for people to be able to read them without touching them.

7. Read the passage and choose the best title.

- Ask students to read the titles and tell you what information they would expect to find in articles with those titles.
- Discuss as a class.
- Tell students to read the passage and choose the best title.
- Check the answer as a class.



Answer

c

Now complete the chart.

- Tell students to cover the passage and, working with a partner, try to complete the chart from memory.
- Play the recording to help students complete the chart.
- Allow students to read the passage again to check their answers.
- Check answers as a class.

Answers

1960s — The Internet was invented for the army to use.

1970s — Scientists and businesspeople wanted to use the Internet to send and receive messages.

1991 — The World Wide Web was invented.

1990s — More and more people started to use the Internet to send various types of files.

Today — The Web has hundreds of millions of users. It has changed the way people live, work and play.

Around the world

- Ask students if they have an e-book reader or know anyone who has one. If they do, ask what they use it for, or what they read on their e-book reader.
- Find out if students know when e-books and e-book readers were invented and what the advantages and disadvantages of e-books are. Share ideas as a class.

- Ask students to read the passage and tell you if they find out anything they didn't know. Discuss as a class.

Module task: Discussing inventions

8. Work in groups. Prepare for your discussion.

- Put students in groups of three or four. Tell them that each student should think of one invention that has changed their life.
- Ask students to tell their groups about the inventions. Make sure that each student is going to think about a different invention.
- Tell students to read and follow the instructions, working individually.

9. Discuss with your group.

- Working with their group, each student tells their group mates about the research into their invention. Group mates give ideas for information that can be added, changed and so on.
- Students take notes on their group mates' suggestions, then prepare to add them to their information.

10. Present your findings to the class.

- Groups prepare to present their findings to the class. This can either be done by each student presenting their own work, or, particularly in the case of shy students, some members of each group can be responsible for reading their own and group mates' findings, while the shyer students take responsibility for finding illustrations.
- Record your students' presentations, if you wish, and allow students to watch themselves afterwards.