

Theme 4 Unit 3

The Best and The Worst

Coursebook, pages 54 and 55 Workbook, pages 48 and 49

Lead-in

Ask students if they can name some important inventions and their inventors. Discuss what benefits these inventions have brought us.

Students first started learning about inventions in English in the Grade 5B of the *English for Me* course. (Unit 5, *Inventions and discoveries*). Some inventions which you could remind them about are:

- the aeroplane (invented by Orville and Wilbur Wright)
- paper (invented by Ts'ai Lun)
- the biro (invented by Lazlo Biro)
- the electric light bulb, the phonograph, the film projector (invented by Thomas Edison)

Coursebook, page 54, Activity 1

Students make lists individually of what they consider to be the five most helpful and the five most harmful inventions, then discuss their lists in their groups. Draw two columns on the board with the headings 'Best' and 'Worst'. Ask different groups to give you their ideas and write each invention in the appropriate column as students call it out.

Coursebook, pages 54 and 55, Activity 2

Students read the text and make lists of the writer's 'best' and 'worst' inventions. Draw their attention to the last sentence of the first paragraph, where the writer points out that these lists are based on his own opinion.

Students will probably have different things on their lists. When they have finished reading, ask whether any things on their list were the same as on the writer's lists.

Coursebook, page 55, Activity 3

Students write answers to the five comprehension questions in their exercise books, then discuss the questions in their groups. Elicit the answers.

Answers:

- 1 The tea bag.
- 2 These inventions have allowed us to keep and share information. Modern technology would not exist without them.
- 3 World Health Organisation.
- 4 More people die from smoking cigarettes than are killed in wars.
- 5 Guns and nuclear weapons.

Coursebook, page 55, Activity 4

Students discuss the questions in their groups. Ask a spokesperson from each group to summarise their ideas and present them to the class.

Coursebook, page 55, Top Tip

Go over the Top Tip with students. Emphasise that the best way to improve vocabulary is reading. Students may read anything they like. However, it is best if the material they read is at their level or below. They should not struggle with texts that are too difficult as this will undermine their confidence, causing them to lose interest and give up.

Workbook, page 48, Activity 1

This activity focuses on some of the vocabulary from the reading text, 'The Best and Worst Inventions', in Activity 2 on pages 54 and 55 of the Coursebook. Students read the text again, then match each word with its correct meaning. Do a whole class check.

Answers:

- | | |
|-----|------|
| 1 i | 6 b |
| 2 j | 7 e |
| 3 g | 8 d |
| 4 a | 9 c |
| 5 h | 10 f |

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Workbook, page 48, Activity 2

Students complete the table of word forms, using dictionaries if necessary. Give them time to compare their answers in groups, then elicit the answers and write them on the board or display them on an OHT.

Answers:

- 1 invention (n) invent (v) inventive (adj)
inventively (adv)
- 2 innovation (n), innovate (v), innovative (adj)
innovatively (adv)
- 3 harm (n) harm (v) harmful (adj)
harmfully (adv)
- 4 help (n) help (v) helpful (adj)
helpfully (adv)
- 5 improvement (n) improve (v)
improved (adj)
- 6 system (n) systematic (adj)
systematically (adv)
- 7 convenience (n) convenient (adj)
conveniently (adv)
- 8 design / designer (n) design (v)

Workbook, page 48, Activity 3

Students fill in the gaps and compare their answers in their groups. They have to think carefully in order to decide not only on the word with the appropriate meaning, but also on its correct form (noun, verb, adjective or adverb).

Answers:

- | | |
|-------------|----------------|
| 1 harmful | 5 conveniently |
| 2 invention | 6 design |
| 3 improve | 7 help |
| 4 system | 8 innovative |

Workbook, page 49, Activity 4

This crossword puzzle reviews some of the vocabulary in Unit 3. Refer students to Activities 1 and 2 on page 48 of their Workbooks to find the words. **Note:** Three of the answers in the crossword appear in a slightly different form from Activities 1 and 2.

These words are:

- report (Answer to 5 Across). In Activity 1 it appears in the past form – ‘reported’.
- allow (Answer to 12 Across). In Activity 1 it appears in the past form – ‘allowed’.
- system (Answer to 1 Down). In Activity 1 it appears in the plural form – ‘systems’.

Students complete the crossword and compare answers. Elicit the answers, and write them on the board or display them on an OHT.

Answers:

Across:

- 4 improve
- 5 report
- 7 innovation
- 8 design
- 10 invent
- 11 related
- 12 allow

Down

- 1 system
- 2 harmful
- 3 convenient
- 6 technology
- 9 essay

Workbook, page 49, Activity 5

Languages are inventions that undergo constant change. One change is the addition of words which have come from other languages. This activity looks at some English words which have come from Arabic.

Students complete the activity and discuss their answers in their groups. Do a whole class check and elicit the answers.

Answers:

English words taken from Arabic

- 1 algebra
- 3 camel
- 4 cotton
- 6 Gibraltar
- 9 lime
- 11 sugar

English words not taken from Arabic

- 2 biscuit
- 5 film
- 7 laptop
- 8 licence
- 10 piano
- 12 television

Theme 4 Unit 4

Virtual Reality

Optional Writing Activity

Students write a paragraph about the invention or inventions which they feel are the most useful. They should give reasons for their choices. Remind them to proofread and edit their work. If possible, do the first draft in class and tell students to write the second draft at home, and put their work into their portfolios.

Suggested structure of the paragraph:

Here are some guidelines for students to follow when writing their paragraphs.

They should begin their paragraph with an introductory sentence stating what invention they feel is the most useful, for example:

I think (I feel) the most useful invention is the Internet.

The most useful invention, in my view, is the Internet.

I consider that the most useful invention is the Internet.

They should then give two or three reasons and examples why they think this invention is useful (social and business networking, finding out information, sending e-mails, online shopping, booking holidays)

The Internet has changed the way we live. It has enabled us to

In addition, we can

Moreover, it has allowed us to

Furthermore, we can

Finally, they should write a concluding sentence:

For all these reasons, I consider the Internet to be the most useful invention.

The above reasons are why I think the Internet is the most useful invention.

Coursebook, pages 56 and 57
Workbook, pages 50 and 51

Lead-in

Ask students if they know what virtual reality is. Where can you find a virtual reality environment? Have students ever experienced virtual reality themselves?

Virtual reality: an environment produced by a computer that looks and seems real to the person experiencing it, for example, in computer games.

Coursebook, page 56, Activity 1

Students discuss the three questions in their groups with a spokesperson from each group giving a summary of their group's ideas. If you prefer, you can open the discussion out into a whole class discussion.

Coursebook, page 56, Activity 2

Students consider questions **a**, **b**, and **c** then read the text 'Virtual Reality' and find the answers.

Answers:

- 1 Virtual reality is an interactive environment which is made using a computer.
- 2 Virtual reality can be used for many purposes – e.g. training, education and design, and computer games.
- 3 Virtual reality is limited because it does not always seem real. Computers and the Internet are not powerful enough to provide a better experience than reality.

Coursebook, page 57 Soundbites

Direct students to the Soundbites box of phrases used in indirect questions. Play Listening 4.4.1. Practise the language with students, paying attention to the intonation.