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UNIT 4

INVENTIONS AND NEWS: TALKING ABOUT OUR WORLD



UNIT 4. INVENTIONS AND NEWS: TALKING ABOUT OUR WORLD

INTRODUCTION

In this unit, you will learn to talk about **how our world works today**: the inventions we use, the events that happen around us, and the news stories we read or hear.

First, you will **discuss life with and without inventions**. You will compare daily life in the past and now, and talk about how different devices make life easier (or more difficult). You will also explore **inventors and inventions**, and learn how new ideas are created and used in real life.

Then, you will learn to **use the third conditional** to imagine different results in the past. You will talk about situations like: *"If we hadn't had this invention, life would have been more difficult"* or *"If people had invented this earlier, the world would have changed."*

Later in the unit, you will **talk about new events** and practice understanding simple **news stories**. You will see how headlines work, how to find the **who, what, when, where and why**, and how news stories are organized.

Finally, you will learn to **use reported speech** to explain what other people said, and to **understand news stories and how they work**. You will practice reporting information from conversations and from the news, and you will share your own ideas and opinions about important events.

UNIT OBJECTIVE

By the end of this unit, you will be able to:

- **Describe** and **compare** life **with and without inventions** using basic vocabulary and past/present structures.
- **Explain** what different inventions are **used for** and **who created them**, using simple descriptive phrases.
- **Use the third conditional** to **imagine different results in the past** (e.g. *If we hadn't had this invention, life would have been...*).
- **Talk about new events** in their lives, community or the world, using **past simple** and time expressions.
- **Identify the main idea and key details** (who, what, when, where, why) in **simple news stories**.

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- Use **reported speech** to **tell what other people said**, including basic changes in pronouns and verb tenses.
- **Summarize** short news or invention-related texts and **express simple opinions** about them (e.g. *I think this news is important because...*).

TOPICS AND SUBTOPICS

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- Discuss life with and without inventions.
- Use the third conditional.
- Inventions and inventors: how new ideas are created.
- Talk about new events.
- Use reported speech.
- Understanding news: stories and how they work.

UNIT EVALUATION

ELEMENTS	POINTS
ACTIVITY: LIFE WITH AND WITHOUT INVENTIONS	1
FORUM: THE MOST IMPORTANT INVENTION IN MY LIFE	1
ACTIVITY: THE THIRD CONDITIONAL	1
FORUM: IF I HAD KNOWN	1
ACTIVITY: INVENTIONS AND INVENTORS	1
FORUM: THE MOST USEFUL INVENTION FOR STUDENTS	1
ACTIVITY: NEW EVENTS	1
FORUM: NEW EVENTS AND STRANGE STORIES	1
ACTIVITY: REPORTED SPEECH	1
FORUM: WHAT PEOPLE SAID - REPORTED SPEECH PRACTICE	1
ACTIVITY: NEWS STORIES	1
FORUM: SHARE A NEWS STORY	1
UNIT 4 EVALUATION	3
TOTAL	15

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UNIT ACTIVITY

TOPIC	ACTIVITY
Discuss Life With and Without Inventions.	Activity: Life With and Without Inventions.
Use the Third Conditional.	Activity: The Third Conditional.
Inventions and Inventors: How New Ideas Are Created.	Activity: Inventions and Inventors.
Talk About New Events.	Activity: New Events.
Use Reported Speech.	Activity: Reported Speech.
Understanding News: Stories and How They Work.	Activity: News Stories.