

3

Technology

Target language

Grammar:	the future / articles / time clauses
Lexis:	topic vocabulary / phrasal verbs / word formation / confusable words / word patterns
Reading skills:	text awareness / reading for gist / scanning
Listening skills:	lexical awareness / text awareness
Speaking skills:	making suggestions
Writing skills:	article



Reading 1 (page 32)

- This section practises answering true/false/not stated questions about the text. This requires students to scan for specific information within the text.



Wordpower!

- Ask students to say how the words in the box relate to the pictures.

Starting point

- Ask students to work in pairs to discuss the questions.
- As a class, see if there is a consensus about which programmes or services are most popular.

1

- Give students a short time to read the statements and decide whether they agree or disagree with them. Ask them to refer to the vocabulary in the word box to help them with their answers. Remind them to give reasons for their opinions.

2

- An introductory scanning exercise to give students an idea of the subject of the passage. Allow students two minutes to work in pairs and to underline the relevant parts of the text.



- translation programs; home appliances; gadgets
- in the area of translating
- The writer is *for* technology (although he recognises its limitations when it comes to translating). The fridge and the other items are described as though the writer admires them and we will love them.

3 exam practice

- Focuses on possible cohesive linkers.



1 F	3 T	5 NS	7 T
2 NS	4 T	6 T	8 F

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Questions with the answer NS (not stated) might contain some information given in the text, but do not have the detail required to give a definite true or false answer.



a is the right answer

4

- After the preparatory exercises the students should find this very quick to do. Give them five minutes. Do it alone and compare answers.



- developments
- click
- (piece of) software or app
- predictive text
- scan
- voice-recognition technology
- monitor
- gadgets



Work it out!

- This activity focuses on guessing meaning of individual words from context. See p13 for full details.



handy (paragraph 3) – convenient, useful
 notify (paragraph 4) – contact; send a message to
 robust (paragraph 5) – strong
 take pride in (paragraph 1) – feel good about
 unfolding (paragraph 1) – developing



Have your say!

- Do this as a class. Students can refer back to the reading text for ideas, but encourage them to express their own opinions.

WB Unit 3 page 22



Grammar 1 (page 34)

The future

- This section covers all the different forms of the future, but differences in meaning are slight and several forms are often appropriate in the same sentence. It is not worth spending too much time explaining the differences. Use the explanations given below only if students ask.
- Write up the sentence about the Museum of Technology. Elicit the different forms of the future which can be inserted into the sentence and write them up as a table:

<i>The Museum of Technology</i>	<i>will open</i>	<i>next week.</i>
	<i>is going to open</i>	
	<i>is opening</i>	
	<i>opens</i>	
	<i>might open</i>	
	<i>shall open</i>	

- All the forms given in the Student's Book can be used in this sentence. There are slight differences in register and meaning:
will open and *is going to open* both express a plan, but *will open* is more formal
is opening is informal and expresses something already arranged
opens is a formal way of expressing something scheduled
might open expresses possibility and
shall open (rare) expresses determination on the part of the speaker.

- If students ask what the differences in meaning are, explain as above and make a brief note against each form.
- Refer students to the grammar presentation and **Grammar database 6** on pages 176–7.

1



- is more formal
- is more informal, as mentioned above
- is not possible, because *are we using* refers to an arrangement. The function of the question about powering cars is asking about predictions.
- and 5 enquire about future possibility
- 6 gives the idea of asking about suggestions

2

- Work in pairs.



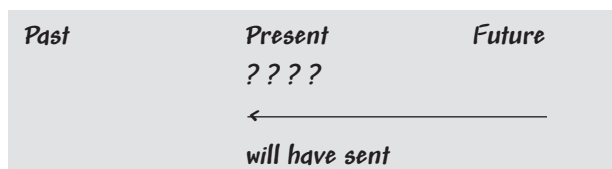
- the bus is leaving / is going to leave / will leave / leaves
- everyone will have / is going to have
- I'll buy / I'm going to buy / I shall buy
- I'm going to be / will be / shall be
- Shall we help
- I'm not lending / I'm not going to lend / won't lend / shan't lend

Future perfect simple and future continuous



I'll have sent.

- As the sentence contains *By the end of the day*, we know that the tense must give the idea of looking back from a point in time in the future.
- Illustrate *will have sent* with a time line:



Ask the students to read the grammar presentation in the Student's Book, and refer them to **Grammar database 6** on page 177.

3

- Students have to find the right verb, put it into the correct tense, and if there is an adverb, put it in the right place.

Additional activity: Before students start, remind them of the position of common adverbs. Write up *I will be living here*, and ask the students to tell you where to insert *still*.



after the first auxiliary *will*: *I will still be living here.*

- Write up: *Will I be living here?*
- Here *still* goes after *I*: *Will I still be living here?* Leave up the completed sentences for reference.
- Ask students to do the task in pairs. If they seem to be having difficulty finding the correct verb, write up question numbers and the appropriate verb for each number from the list, eg 1 *be*; 2 *be*; 3 *live*, etc.

1	the world will be
2	I will be
3	I will have left
4	I will / should probably have / have got
5	Will I still be living
6	I will have lived / been living
7	Will I have / have got / have found
8	robots will be doing / will do
9	There will still be
10	will have been introduced
11	we will all be driving
12	there won't / shouldn't / may not / might not be
13	will have implanted

Phrasal verbs

2

- Allow students to attempt this in pairs before giving feedback.

1	put in	5	cut off
2	come up with	6	get through
3	look into	7	come on
4	breaks down		

Word formation

3

- Do this exercise in pairs, too.

1	achievement	6	improvement
2	beneficial	7	invention
3	creative	8	product
4	development	9	scientific
5	discovery	10	solution

WB Unit 3 pages 20–21

Vocabulary (page 35)

Technology

1

- Before students start the exercise, elicit the names of items normally found in a kitchen and write them up on the board. When the students run out of ideas, refer them to the picture. Do the exercise in pairs.

1	cooker	8	plug
2	washing machine	9	clock
3	fridge	10	bulb
4	freezer	11	microwave
5	dishwasher	12	toasted sandwich maker
6	socket	13	vacuum cleaner
7	kettle		

Additional activity: Ask students to write down all the items of electrical equipment they find in their bedrooms or living rooms at home. Give them a time limit and then see who has come up with the most words.

- This gives a real context to the words, which should help the students remember vocabulary more easily, so use this type of activity with other vocabulary items where possible.

4

- This exercise recycles other derivatives. Work in pairs.

Verb	Person	Other nouns	Adjectives
achieve	achiever	achievement	(un)achievable
benefit	benefactor	benefit	beneficial
create	creator	creation creativity	(un)creative
develop	developer	development	developing (un)developed developmental
discover	discoverer	discovery	✗
improve	improver	improvement	improving
invent	inventor	invention	(un)inventive
produce	producer	product production	(un)productive
✗	scientist	science	(un)scientific
solve	solver	solution	(in)soluble (un)solved

Additional activity: Recycle the vocabulary in the above four exercises by asking students questions which include some of the words, eg:

- Do you have a toaster in your house?*
- Have you ever come up with a brilliant idea?*
- Has your car ever broken down?*
- Would you call yourself a creative person?*

Confusable words

5

- Do this exercise in pairs.

Key

- invented (you 'invent' something totally new; you 'discover' something which already exists but nobody realised before)
- developing (the microchip has already been invented. Now it is being improved or 'developed')
- research ('investigation' is countable and is what a detective does into a crime, eg *The investigation is going well and they hope to catch the criminals tomorrow*)
- engine (we say the 'engine' of a car; a 'machine' is a complete unit, eg *He had a machine which turned oranges into orange juice*)
- portable ('mobile' is used for telephones, also homes)
- appliances ('tools' are simple things like a hammer or screwdriver)
- equipment ('tents' and 'rucksacks' are not tools because they cannot be used to fix things)

Be careful!

- Write up two sentences and ask students to provide the correct verb to check meaning:

Edison the electric light bulb.

Key

Franklin..... that lightning was electricity.

Key

Word patterns

6

Key

1 in	3 with/in	5 for	7 of
2 to	4 on	6 with	

WB Unit 3 pages 20 and 24



Listening (page 36)



Wordpower!

- The words in the box are key vocabulary in the listening task. In order to answer the Starting point questions, ask the students to match the words in the Wordpower! box to the right pictures.

Starting point

- Ask students to discuss the questions.



- They are all inventions.
- The cartwheel is old-fashioned and is obsolete and the digital camera and laptop are groundbreaking.

1

- This exercise provides more key vocabulary for the listening task. Work in pairs and then give feedback.



- | | | | |
|-----|-----|-----|-----|
| 1 c | 3 a | 5 b | 7 f |
| 2 e | 4 g | 6 d | |

2

- This exercise prepares the students for the opinions expressed in the listening task. Show the students how to do it by selecting one of the opinions yourself and expressing it, eg *I couldn't live without it. I use my computer all the time, and as for my mobile phone, I depend on it.* (Opinion: B)
Ask students to do the same with each other in pairs, then ask several students to tell the class their sentences.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Making notes provides useful material for supporting answers during feedback and is an important world skill for listening during lessons or lectures, for example.



3 exam practice

- Before you play the CD, warn the students that they will have to support their answers after the listening (this will encourage them to take notes). Play the CD twice, with a short pause after the first playing. After the second listening, ask the students to compare and then tell you their answers, supporting them with appropriate evidence.



CD1, Track 10



- 1 E (*I'm not sure there's much more to invent. ... I don't think there's really going to be anything revolutionary coming along sometime soon. It's all going to be development rather than anything groundbreaking.*)
- 2 A (*half the time I wonder whether they don't just bring out new products just to get us to buy them – not 'cause they're better ... No, I'm not the kind of person who rushes out to get the latest things.*)
- 3 F (*The people who come up with these things have got such an incredible imagination. I think I've become addicted to gadgets.*)
- 4 C (*Most people forget that the greatest technological developments took place thousands of years ago! ... We think we're so clever 'cause of our fast cars and internet and stuff but we wouldn't have any of it if some very bright people ages and ages ago hadn't experimented and tried to make their lives a little bit better.*)
- 5 D (*Think of all the advances we've made over the last few hundred years, times them by ten and you still won't be close to what we're going to achieve over the next century.*)

- Of course the students won't be able to supply all the details above!

4

- Accept any suggestions from the above extracts.



Have your say!

- Ask students to discuss in pairs and then ask several students their opinions.

WB Unit 3 page 27



Speaking (page 37)



Wordpower!

Ask students to allocate most of the words to the correct picture in exercise 4.

Starting point

- This provides an introduction to oral description. Show students what to do by picking one picture yourself and describing it.

1

- Ask students to make notes, then describe their item to the rest of the class or to a partner. Continue until all the items have been described.

2

- When students have ticked the sentences that are correct, remind them that these are useful phrases which they can use in the exam practice exercise on this page.



1, 2, 3, 4, 6, 7, 9, 11

3

- Elicit comments from students.



CD1, Track 11



- They agree with each other about everything. They should disagree sometimes.
- There is no discussion of certain items: computer, TV and air conditioning unit.
- The conversation should be longer than this.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Students should not be afraid to disagree with each other! They should speak as they would in real life.



b is the right answer

4 exam practice

- Put the students in groups of four. Two students are the candidates and two are the interlocutor and the assessor. Ask them to do the interview twice so all four students get to be candidates. Ask the 'assessor' to time the interview (three minutes). When the groups have finished, get one or two groups to perform for the class.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Make sure students understand that it's perfectly acceptable for them to say they're not sure about something.



a is the right answer

5 exam practice

- Keep the same groups, again changing round halfway through to allow all students to be candidates. When they have finished, ask certain students these questions as well.
- Students should be encouraged to use relevant words and phrases from the **Speaking database** on page 193.

WB Speaking page 113–114

**Reading 2** (page 38)**Wordpower!**

- Introduces key vocabulary.

Starting point

- Ask students to match the names in the **Wordpower!** box to pictures and ask each other the questions. Let the class decide when they think each of the items was invented and note the dates.

1

- This is a scanning exercise to give students an idea of the article content.



Inventor(s)	Date(s) invented	Place(s) invented
Walter Hunt	1849	–
Italo Marchiony	1896	New York
Bette Nesmith Graham	–	at home
Ezra Warner	1858	–
William Lyman	1870	–

- Compare these answers with students' guesses above.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- This task type focuses specifically on scanning skills.



b is the right answer as it takes much less time than a

2 exam practice

- Give the students 10 minutes to do the task individually and then compare their work in pairs. Warn them to mark evidence for their answers as you will be asking for this when they finish.



- 1 C (*Bette was also the mother of Mike Nesmith, a member of the well-known sixties pop group 'The Monkees.'*)
- 2 B (*... who had emigrated from Italy only a few years before.*)
- 3 A (*Then he watched his latest brainwave go on to become a million dollar earner for someone else.*)
- 4 C (*Bette offered 'Mistake Out' to IBM, who turned it down.*)
- 5 C (*Using her kitchen and garage as a laboratory and factory, she gradually developed a product that other secretaries and office workers began to buy. While continuing to work as a secretary, she educated herself in business methods and promotion.*)

- 6 A (*Walter Hunt had come up with numerous other inventions before he created the safety pin in 1849.*)
- 7 D (*This type never left the shop, as a shop assistant opened all tins before they were taken away.*)
- 8 C (*Unfortunately, she was not a particularly good one ...*)
- 9 B (*As with many great inventions, a similar creation was independently introduced – in 1904 by Charles Menches.*)
- 10 D (*It was only when steel tins were brought out ...*)
- 11 B (*... rolled up the Zalabia into a cone ...*)
- 12 B (*Strangely enough, the first practical tin opener was developed more than forty years after the metal tin was introduced.*)
- 13 A (*Owing fifteen dollars to a friend ...*)
- 14 C (*In 1979, 'Liquid Paper' was bought by Gillette for \$47.5 million plus royalties.*)
- 15 B (*He looked around and saw a Syrian man selling a Middle Eastern dessert called 'Zalabia'...*)

3

- Point out the paragraph numbers if necessary and ask students to check the answers by inserting the meaning into the text.



- | | |
|--------------------|----------------|
| 1 take for granted | 5 gradually |
| 2 numerous | 6 incidentally |
| 3 hey presto | 7 figured out |
| 4 granted | 8 seal |

**Work it out!**

- This exercise helps students guess the meaning from the context. See p13 for full details.



debt (paragraph A) – money which you owe
 brainwave (paragraph A) – brilliant idea
 emigrated (paragraph B) – left a country
 ran out of (paragraph B) – didn't have any more of
 undeterred (paragraph C) – not discouraged
 chisel (paragraph D) – sharp tool like a knife.

**Have your say!**

- Ask the class these questions. Expect answers like *Actually, not all that important! The modern world would be much the same if they hadn't been invented, and something else would certainly have been invented to take their place.*

WB Unit 2 page 24

G Grammar 2 (page 40)

Articles

- Make a big copy of the table below on the board before the class starts.

	<i>Singular countable nouns</i>	<i>Plural countable nouns</i>	<i>Uncountable nouns</i>
<i>a/an</i>	<i>one non-specific thing:</i>	-	-
<i>the</i>	<i>one specific thing: general group:</i>	<i>several specific things:</i>	<i>specific:</i>
<i>no article</i>	-	<i>generally:</i>	<i>generally:</i>

- Copy out the four sentences given in the *Student's Book* onto strips of card.

The digital camera I bought is great!
I'm going to get a digital camera.
The digital camera has changed the nature of photography.
Digital cameras are still quite expensive.

In class, ask the students to tell you where to put each strip.

	singular countable nouns	plural countable nouns	uncountable nouns
a/an	one non-specific thing: <i>I'm going to get a digital camera.</i>	x	x
the	one specific thing: <i>The digital camera I bought is great!</i> general group: <i>The digital camera has changed the nature of photography.</i>	several specific things:	specific:
no article	-	generally: <i>Digital cameras are still quite expensive.</i>	generally: <i>The digital camera has changed the nature of photography.</i>

Then, when they have got the general idea, put the students in pairs and hand out two blank cardboard strips and a marker to each pair.

- Ask each pair to look at one paragraph in the text for Reading 2, select two nouns, and write them plus their context on their strip.
- When they are ready, ask them to come up and stick their strips on the table on the board in the appropriate box.
- Refer students to **Grammar database 7** on pages 177–8.

1



- 1 metal tins generally
- 2 one specific pop group

2

- You may want students to do this task individually, in pairs, in small groups, or as a whole-class activity.
- Point out to students that the mistakes might be either missing words or incorrect words.



(1) – Jason Tarbuck, (2) **an** inventor from the UK, has come up with (3) **a** unique way to prevent (4) – people from locking themselves out of their houses. (5) **The** invention, called (6) – LockSafe, uses (7) **a** small electronic sensor on (8) **the** door lock to check that (9) **the** key is outside the door before it locks. (10) **The** sensor detects an infra-red light beam from the key or key chain.

Be careful!

- The point here is that with common adverbial phrases like *to / at school, to / at work, to / in bed, to / in hospital, to / in prison, to / in church, to / at university*, we don't use the definite article.
- If the phrases are used with a definite article, the implication is that we are there in some other capacity than the expected one, eg *a visitor at a hospital*.
- *At home* is the answer to *Where is he?* *Home* is the answer to *Where is he going?*
- Quickly elicit and write up the other phrases as mentioned above, eg *Where do you have to go if you are very ill? To hospital.*

WB Unit 3 page 26

Time clauses

Key grow is correct.

- Write up the sentence and elicit the other time linkers as given in the presentation below. Your board will then look like this:

<i>I want to be an astronaut</i>	<i>when</i> <i>as soon as</i> <i>until</i> <i>after</i> <i>before</i> <i>while</i>	<i>I grow up</i>
----------------------------------	---	------------------

- Elicit the different meanings of the different linkers in the above example – it should be quite amusing.
- Refer students to **Grammar database 8** on page 178.

3

- Ask students to do this and the next exercise individually. Write up the answers to this exercise with the students' help when they have finished.

Key

- My brother will buy a smartphone when the price comes down.
- I'll hand in the science report as soon as I finish it.
- You'll fall asleep before the doctors start the operation.
- You can't use your bank card until the bank sends you a PIN.
- I'll record that movie for you while I'm watching it tonight on TV.

- In 1, 2 and 4, it is better to use the present perfect simple, ie *has come down*, *have finished*, *has sent*.
- Ask the students if there is another tense they could use in these sentences and add it as an alternative. Ask the students why it is better. (**Answer:** because it emphasises the fact that the first action can't start until the second one has been completed.)

4

- Monitor this exercise carefully to make sure the students are writing the tenses correctly.



Use of English (page 41)

- This section gives students practice in open cloze and word formation exercises.

1

- Ask students to read the text quickly, ignoring the gaps for the moment, and to choose whether the statements are true or false.

Key 1 T 2 T 3 F

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Remind students to write their answers in capital letters.

Key b is the right answer

2 exam practice

Give students five minutes to do this exercise. Ask them to compare answers when they have finished.

Key

1 SOON	5 THE	9 MORE
2 WILL	6 IN	10 BY
3 OFF	7 THE	11 LOOK
4 OF	8 A	12 UNTIL

3

- Ask students to anticipate which part of speech fits each gap.

Key

1 noun	6 noun
2 adjective	7 noun
3 noun	8 adjective
4 noun	9 noun
5 noun	10 adjective

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- Spelling is crucial in this exercise.

Key b is the right answer

4 exam practice

- Give students five minutes for this exercise. Compare answers when they have finished.

Key

1 INVENTION	6 EQUIPMENT
2 REVOLUTIONARY	7 SOLUTION
3 INTRODUCTION	8 FROZEN
4 APPLIANCES	9 IMPROVEMENT
5 DISHWASHER	10 BENEFICIAL

WB Unit 3 pages 25, 26–27

Writing: article (page 42)

Starting point

- Use the pictures to elicit the two disadvantages of technology which they show (pollution and not using our brains to work something out).
- Write these up on the board and give the students a minute to think of other disadvantages. Encourage them to explain why technology causes the problems they mention.
- Write up a list of disadvantages with the students' help. This activity helps students to anticipate the message of the article below.

1

- In this exercise the students check if their predictions were correct.

2

- This exercise focuses on the style and register of the passage.

- Key**
- 1 yes; no; semi-formal
 - 2 *I've got friends in my class who can't do simple maths. Many teenagers I know would rather spend their free time in front of their computer than meet their friends.*
 - 3 *What's more*
 - 4 Because it is an effective way of introducing a new point.
 - 5 b
 - 6 If it were in a scientific journal, it would be in very formal language and would mention more remote problems like the exhaustion of the world's primary resources. In a physics textbook the article would also be in very formal language, and would be more concerned with how things work than the problems they cause.

3

- Ask the students to do this exercise individually or in pairs and read out their suggestions when they have finished.

- Key**
- (suggested answers)
 (First gap) What's more, they don't get enough exercise and are getting fat. And they can only talk about their computers; they are very boring.
 (Second gap) Will there be no forests and green fields left?

Have your say!

- Ask the students this question and encourage disagreement!

Plan ahead

1 exam practice: article

- Ask students to read the exam task.
- Check their basic understanding by asking simple questions such as *What do you have to write?* (an article), *What's the title?* (Why I'm a fan of modern technology), *Where will the article appear?* (in the school magazine), etc.
- You may want students to look at the **EXAM EXPERT** box at this point, or you may want to wait until after exercise 3.

EXAM EXPERT

- Have a class discussion about which is the correct option. Encourage students to give reasons for their choice.
- In this case the target readers are fellow students, as mentioned in the question, so an informal style is required.
- Refer students to the **Writing database** on page 194.

Key a is the right answer

2

- This exercise reminds students of important points to observe when writing.

- Key**
- 1 other students in the school
 - 2 no, semi-formal
 - 3 Yes, perhaps saying that some people may be against technological advance, but that they personally are for it.
 - 4 yes
 - 5 Yes, perhaps giving a general reason why they are fans of technology, eg because it has made the quality of life better.

3

- Use the pictures to get the students started with their lists; elicit what is in each picture and what benefit of modern technology it illustrates.

Key

(suggested answers)	
General benefit	Example
makes travel easier	plane – quick and easy transport to anywhere in the world
easy access to information	can find almost any information you need easily on the internet
keeps us healthier	medical equipment and techniques that keep people alive in hospital

4

- Ask students to turn to **Writing Planner 3** on page 207. Explain that each Writing Planner gives them a simple table to complete which helps them to put the right content in the right place in their piece of writing.
- Point out to students that each row of the table refers to a different part of their piece of writing and gives its purpose, together with useful expressions. Explain to students that they should complete the 'notes' column using their own ideas.
- Give students some time to complete the table. Invite a number of students to say what they have put in the 'notes' column for each part of the piece of writing. If possible, you should check the notes made by all students to ensure they have enough content to base their piece of writing on.

5

- The actual writing task can be done in class if there's time, or can be assigned for homework. Either way, ask students to refer to their Writing Planner as they do their piece of writing.

6

- Ask students to check their writing against this checklist. If they have done the things mentioned, they should tick the boxes on the page in the Student's Book. If they haven't ticked a box, they need to revise their piece of writing before they hand it in. Check that each student has ticked all the boxes before accepting their piece of writing.



(suggested answer)

Why I'm a fan of modern technology

Don't let anyone tell you that modern technology is a bad thing! It isn't. It's great and we couldn't live without it. Here's why!

Have you ever thought about what life was like before technology had developed as much as it has now? When it took two weeks for a letter to reach Australia, so you couldn't keep in touch with people easily? Or just travelling from your home to another town a few kilometres away could take hours? What about finding out what was going on in the world? If you didn't live in a big city, you didn't have much information.

Now, with computers and email we never have to lose contact with anyone. We can travel from one place to another quickly and safely. What's more, because of television, everyone has information about the world around them. And technology is developing. Soon we'll all have more time for our hobbies and interests because robots will do all the work for us!

Technology has definitely made our lives better and easier and we couldn't live without it!

Webquest

- Ask students to complete the Webquest on page 210 of the Student's Book. You might ask students to work on this together in class if you have internet access, or you might assign it for homework.
- Explain to students that the answers to the questions are not in the Student's Book but that they need to find the answers online.
- Check the answers together and ask students to explain where they found the answers and how they found them (eg by typing terms into a search engine).



1 1826	4 1900	7 1992
2 1861	5 the Polaroid	8 2004
3 the Kodak	6 1975	

(suggested answer)

The first permanent photograph was taken by Frenchman Joseph Niépce in 1826. In 1861, the first colour photograph was taken. In 1888, George Eastman produced the Kodak camera, and then in 1900, the popular Brownie camera. Edwin H. Land introduced the Polaroid camera, which produced instant images, in 1948. The first digital camera was invented in 1975, and the first photograph was published on the web by Tim Berners-Lee in 1992. Flickr is a popular image website, which first appeared in 2004.

Further material

- For further practice and consolidation, ask students to complete the Unit 1 tasks on the Student's CD-ROM.
- To test students' understanding of the material in Unit 3, you may like to administer the Unit 3 Test, which is in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 3.