

# Unit 1



**IN THIS UNIT, YOU WILL:**

- learn to understand and communicate messages about information and communication technologies.
- use communication technologies effectively and responsibly to get information and to create texts.
- work responsibly and collaboratively in groups towards a common goal, showing respect for people's ideas and interests.

**YOU WILL:**

- Write instructions to use a technological device and a short narration.

**WHAT FOR?**

- To describe the sequence of steps in a process and narrate an experience connected with addiction to technology.

**YOU WILL:**

- Read and use different strategies to understand an Internet article and a novel excerpt.

**WHAT FOR?**

- To understand texts that describe the steps of a technological process and information and communication technologies.

**YOU WILL:**

- Listen to a radio program and a conversation and speak about technological devices and advances.

**WHAT FOR?**

- To express the logical sequence of a process, preferences and suggestions about technology.

How important are these objectives to your own life? Choose, circle and answer briefly.

Very important	Important	Not so important	Not important
Why?			



# START IT UP!



**Are we prisoners of technology?**



# Let's get ready

## Let's get engaged

1.  Listen and read this interesting fact about technology. Then, calculate the figures for your age and share your comments with your partners. Ask the teacher if you need help with the task.



The average 21 year-old has spent 5,000 hours playing video games, has exchanged 250,000 e-mails, instant and text messages and has spent 10,000 hours on the mobile phone.

**YOUR CHALLENGE!**

- First, get in groups of 5.
- Then, read this interesting fact about technology:  

About 1.8 billion people are connected to the Internet.  
Only 450 million of them speak English as a native language.
- In 10 minutes, create an unusual or interesting fact about technology. Use the one in point b as a model.
- Make a mini-poster with your work and present it to the rest of the class. Listen to other groups' ideas.

**ASK YOUR TEACHER!**  
Ask your teacher to help you share your fact with the class.



## Let's set personal goals

1.  Listen to María and Lucas. What's their motivation to study English? Discuss it with your teacher and classmates.
2.  Now, listen to how they are planning to reach their goal. Identify the strategies they will use and the difficulties they anticipate.
3. Now think about your own goals for Unit 1 and complete the sentences. Don't forget to mention why your goals are important to you. You can follow María and Lucas's example.

### My personal learning goal for this unit:

I'm \_\_\_\_\_ from \_\_\_\_\_

In this unit, I want to \_\_\_\_\_

because \_\_\_\_\_

4. Draw up your own learning plan for Unit 1. You can follow the example in the recording.

My goal:



Strategies I will use:

These difficulties may come up:

## What do I know about: technology?

What words or phrases do you know about technology? What skills do you have? How do you feel about this topic? Work with your teacher and your classmates as a team and complete the word web.

Information technology advances

Communication technology advances



Verbs to describe technological processes

Words connected to technology

TECHNOLOGY

Skill I have

My feelings towards this topic

# Lesson 1: Digital era

**YOU WILL:**

- Read and listen to texts related to technological processes and advances.
- Write the steps of a technological process.
- Describe technological advances.

**WHAT FOR?**

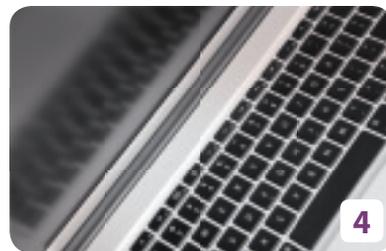
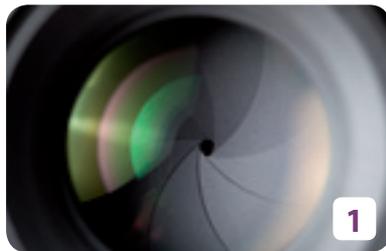
- To identify different technological processes and advances.
- To describe technological processes and advances.

## Let's get started!



1. Have a close look to these pictures. Answer the questions, share your ideas with your partner and give your reasons.

- What technological devices do you think they are?
- What are they used for?



2. Listen to the descriptions and check your ideas. As you listen, take notes of the words that help you find the answer.

3. Work with your teacher and your classmates as a team. Discuss and answer these questions.

- In your opinion, what is the best technological device invented? Why?
- Do you use it? What do you use it for?
- How often do you use it?

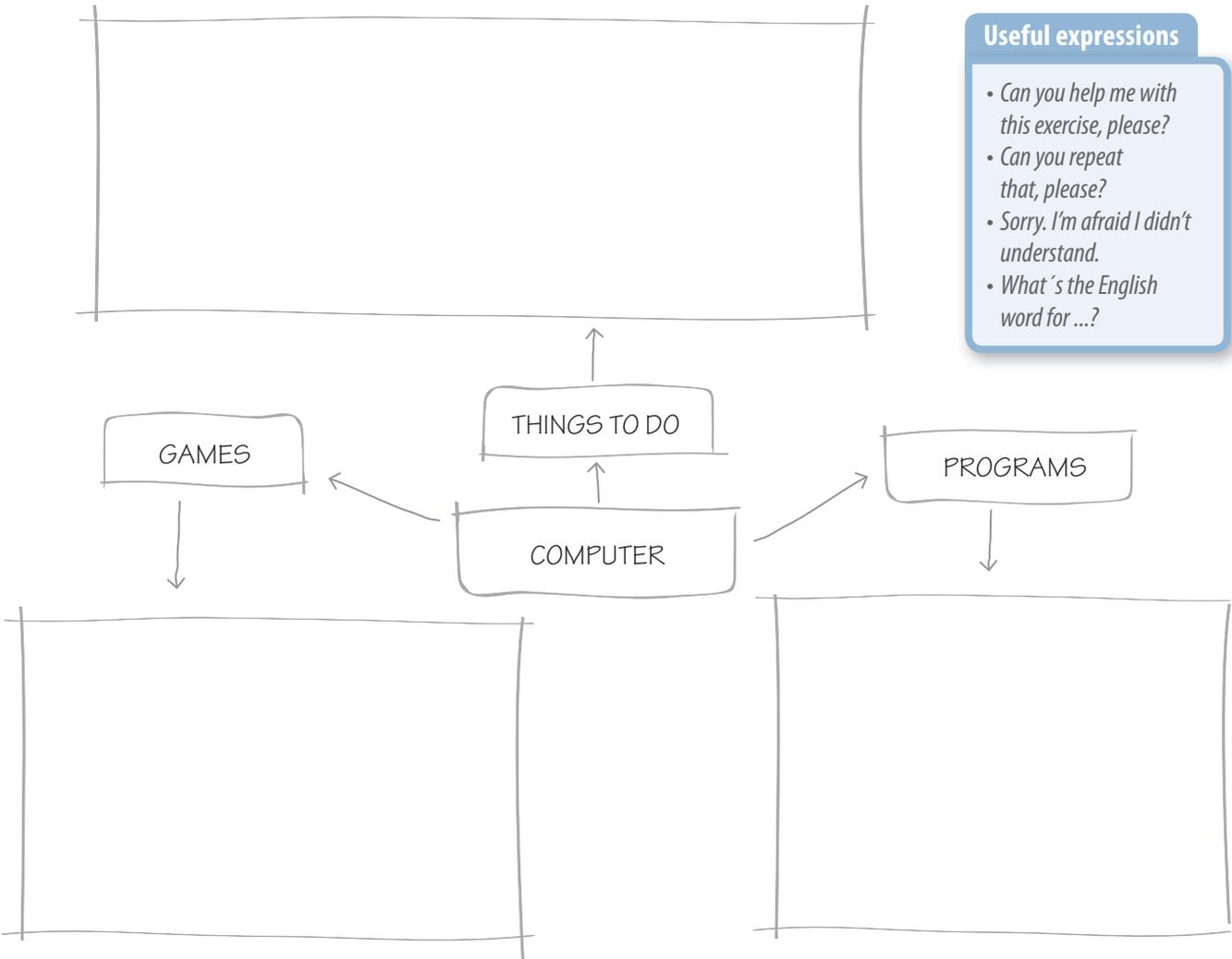


Let's get ready for reading

4. In your group, complete the spider web with words that you know and use every day. Check with other groups and add other examples to expand your diagram. Remember to ask your teacher for help using the expressions in the box and to show respect for your classmates' ideas at all times.

Useful expressions

- Can you help me with this exercise, please?
- Can you repeat that, please?
- Sorry. I'm afraid I didn't understand.
- What's the English word for ...?



5. Target strategy: Analyzing text features

Before reading, preview the text by looking at the organization: title, headings and other features. Think about what you already know about the topic and predict what you might learn from reading it. Write down your thoughts into the table.

What do I know?	What do I want to know?