

1

Great idea!

Unit overview

TOPIC: Inventions; stories in the past

TEXTS

Reading and listening: a magazine article about famous inventions

Listening: a science fiction story

Reading: an article about inventors

Reading: an article about listening to music
Writing: a text about an inventor and his/her invention

SPEAKING AND FUNCTIONS

Describing past activities

Discussing different ways of listening to music

LANGUAGE

Grammar: Past continuous; Past continuous vs. past simple; *when* and *while*

Vocabulary: Phrases with *get*

1 Read and listen

If you set the background information as a homework research task, ask students to tell the class what they found out.

BACKGROUND INFORMATION

Mary Anderson (1866–1953) was a real estate developer, rancher and inventor of the windscreen wiper blade.

Thomas Adams (1818–1905) was an American photographer, glass maker and inventor. In February 1871, Adams New York Gum went on sale.

James Henry Atkinson (1849–1942) was a British ironmonger from Leeds, Yorkshire who invented the mousetrap.

Josephine Garis Cochran (1839–1913) made the first practical mechanical dishwasher in 1886, in Shelbyville, Illinois.

Warm up

Ask students (in L1 if appropriate) what they think people did before the following inventions, e.g. the telephone, TV, computer, fridge, etc. Ask them if they know when these things were invented and who they think invented them.

- a** Ask students to read through the words in the box. Check any problems with meaning or pronunciation. Go through the first item as an example, explaining that they must write the relevant number in the boxes. Students complete the exercise. Check answers.

Answers

1 G 2 F 3 H 4 B 5 C 6 E 7 D 8 A

- b** **Weaker classes:** Encourage students to read the texts, trying to guess any unknown vocabulary from context. If students are still having problems, check the meaning of e.g. *rubber*, *nipper*, *frozen*. Go through the first text with students as an example, encouraging them to think about the inventions from Exercise 1a and choose the appropriate one. Students complete the exercise.

Do not check answers at this point, as this will be done in Exercise 1c.

- c** **▶ CD 15** Play the recording while students listen and check their answers. Play the recording again, pausing as necessary to clarify any problems.

TAPESCRIPT

Narrator: What did they invent?

Speaker 1: In 1903, Mary Anderson and a friend were driving to New York. It was raining heavily and they had to open the windows of their car and put their heads out to see better. Suddenly, Mary had an idea. She invented a moving arm made of metal with a piece of rubber on it. The driver could operate it from inside the car without opening the window. People liked her invention because it helped them to drive safely when it was snowing or raining. Mary Anderson invented the windscreen wiper.

Speaker 2: In 1869, Thomas Adams was trying to produce rubber out of the juice he got from Mexican sapodilla trees. He wanted to produce toys, rain boots and bicycle tyres. The experiment didn't work. While he was thinking about this, he took a piece of the rubber he was working on and put it in his mouth. He liked the taste of it and decided to add something to the rubber to give it a nice taste. Not long after that, he opened the world's first chewing gum factory.

Speaker 1: In 1897, British inventor, James Henry Atkinson, was looking at the family's supply of potatoes, which they kept in a room under their house. He noticed that mice had eaten some of the potatoes, so he invented something that

he called 'Little Nipper' to stop them. He sold his mouse trap idea to a big company. They still produce mouse traps called 'Little Nippers', and they even have a mouse trap museum.

Speaker 2: In 1886, Josephine Cochran was standing in her kitchen in Illinois, USA. The family lunch was finished, there was a mountain of dishes in front of Mrs Cochran and she got quite angry, thinking that she had to do this job every day. 'If nobody else is going to invent a machine for this, I'll do it myself,' she thought. And then suddenly she had an idea. Josephine Cochran invented the first dishwasher. First, only hotels and large restaurants bought her invention. It was not until the 1950s that dishwashers also became popular with families.

Speaker 1: In the early years of the eighteenth century, in the middle of the summer, an unknown Dutchman was looking at one of the many canals in Holland. He was thinking that he often travelled along the frozen canals on ice skates in the winter. He got a little impatient. 'I don't want to wait for winter!' he thought. The unknown inventor made wooden wheels and fixed them to his shoes. He invented the first roller skates.

Answers

Text 1: windscreen wipers

Text 2: chewing gum

Text 3: mouse trap

Text 4: dishwasher

Text 5: roller skates

- d** ▶ **CD1 T5** Ask students to read through questions 1 to 4. Check any problems. If necessary, go through the first item as an example, pausing the recording after text 1. Play the recording again while students complete the exercise. Remind students to listen for the key words they will need to answer each question. Students can compare answers in pairs before a whole class check.

Answers

1 He liked the taste and added something to it to make it even nicer.

2 He sold it to a big company.

3 Hotels and large restaurants bought it.

4 Because the canals weren't frozen and he couldn't travel along them on ice skates.

2 Grammar

* Past continuous

- a** **Stronger classes:** Students read through the example sentences. Ask them what they notice about how the past continuous tense is formed (*was/were* + *-ing* form of main verb).

Weaker classes: Books closed. Elicit a present continuous singular and plural example from students and write them on the board. Remind them of the form of the present continuous (present tense of *be* + *-ing* form of main verb). Now ask students what the past tense of *be* is and elicit *was/were*. In your example sentence, write *Yesterday at six o'clock* at the beginning of the sentence and replace *is/are* with *was/were*. Explain to students that they have just formed the past continuous. Students now open their books at page 13 and look at the example sentences from the text.

- b** Read the instructions with the class. Go through the first text with them as an example and underline the first past continuous verb they come across. Give them a few minutes to re-read the texts and find further examples of the past continuous. Students can compare answers in pairs before a whole class check.

Answers

Text 1: was raining

Text 2: was trying; was thinking; was working

Text 3: Atkinson was looking at

Text 5: was looking at; was thinking

Students now complete the table with the correct form of the past continuous. Do the first item with them as an example, if necessary. Check answers and then read through the rule as a class. Make sure students understand when to use the past continuous. It may be useful to remind students when we use the present continuous (an action happening now / at the moment of speaking).

Answers

Positive: was; were

Negative: wasn't

Question: Was; Were

Short answer: was; wasn't; were; weren't

To check understanding of the form at this point, call out a few verbs in the present continuous and ask students to put them into the past continuous.

- c** Read the instructions and the verbs in the box with students and go through the example as a class, focusing on the picture. Make sure students can explain why *was* is used. Students complete the exercise. Remind them to look at the picture and each sentence carefully and remind them to think about the spelling rules for *-ing* forms. Students can compare answers in pairs before a whole class check. If students are still having problems with the spelling of *-ing* forms, you may want to revise this area.

Answers

2 were playing 3 was sitting 4 was writing

5 was dreaming

- d** This exercise can be set for homework. Students read through dialogues 1 to 7. Go through the example with them, eliciting the verbs for B's part. Remind students of the question form. Students complete the exercise. In pairs, students compare answers. Ask a few pairs to read out their completed dialogues to the class to check answers.

Answers

- 1** B: was waiting; was buying
2 A: were you talking
 B: was telling
3 A: Were his parents living
 B: were living; was working
4 A: Were you watching
 B: was reading
5 A: were you having
 B: were talking
6 A: Were you playing
 B: wasn't playing; was doing
7 A: were they wearing
 B: weren't wearing; were wearing

Grammar notebook

Encourage students to note down the completed table and the rule from Exercise 2b.

4 Speak

Divide the class into small groups. Each student thinks of a famous personality and spends some time thinking about how they spend their days. Each student should choose a different personality. Read through the example dialogue as a class. Pay attention to intonation in the questions. In groups, students ask and answer questions using the past continuous. Give students a few minutes to ask and answer. Then ask for some groups to feed back to the rest of the class. If anyone was doing anything interesting, discuss this further as a class.

5 Listen**Warm up**

Ask students to look at the picture and to predict what happened.

- a** Ask students to read the questions and the beginning of the story to check their predictions.

Ask for some ideas about what happened next. Do not give answers at this point.

- b** ▶ **CDI T8** Play the recording while students listen to see if any of their ideas from Exercise 5a were correct. Check answers.

TAPESCRIPT

Narrator: Olivia was sitting at her desk, writing one of her stories. It was a story about a faraway planet,

XR017. Lots of people were living on the planet and there wasn't enough space for everyone, so the President of XR017 sent five spaceships to find out more about the Earth. As they were getting near the Earth, four of the spaceships caught fire. Only one of them got to the Earth and landed safely. In it was Commander Q5. He was a tall alien with a dark green face, and red eyes that shone like volcanoes. Q5 was a creature who almost never smiled. But when he opened the door of the spaceship, and saw how beautiful the Earth was, he smiled.

Commander Q5: This is the right place for my people, but there's not enough space. First I must fight the humans. Hahahahahaha!

Narrator: Q5 knew that he had to be careful. For days, he sat in one of the trees near a little village and watched the humans. With the help of his brain reader, he was quickly learning to move, to think and to talk like a human. And he knew he also had to change his looks. That was easy. One of his special look-alike pills was enough.

Three months later Q5 was living in a small town in England, and nobody knew who he was. Every night, while all the humans were sleeping, he worked in his garage, building a very powerful brain machine.

Commander Q5: I'll hypnotise all the humans. Hahahahahaha! And nobody, nobody will know who I am!

Narrator: Q5 knew that he was safe. While he was working on his plan, his brain machine was checking people's brains to find out what they were thinking. Every now and then, Q5 looked at the huge screen. Everything was going well. All the human brains were thinking of other things, and none of them knew about his terrible plans. None of them. Once again, Q5 smiled, but while he was smiling, he got a shock.

Commander Q5: What's that? Oh, noooooooo!

Narrator: Olivia was writing the last sentence of her story, when suddenly she heard a noise behind her. She turned round, and saw their new neighbour. He was usually a very friendly man, but tonight his face was cold.

Commander Q5: Listen. I know what you were thinking a minute ago.

Narrator: Olivia was shocked.

Commander Q5: You know who I am!

Narrator: When Olivia looked at her neighbour, she saw that he was holding something in his hand. It looked like a mobile phone. He started to laugh out loud, and pressed a button on the phone.

There was a strange noise, and Olivia started to feel very tired. She looked at her neighbour again.

Olivia: His eyes. They were burning like volcanoes!

Narrator: Then Olivia fell to the floor.

- c** In open class, students discuss how they think the story ended. Help with difficult vocabulary and write any interesting new words on the board.

6 Grammar

* Past continuous vs. past simple

- a** Write the sentence on the board and ask a stronger student to come out and underline the past continuous and circle the past simple verb in it. Leave it on the board for Exercise 6b.
- b** Copy the diagram onto the board above the sentence you wrote up in Exercise 6a. Explain how the first action is going on and the other action interrupts it. Ask them the questions and elicit the answers (*past continuous tells us the background action and past simple tells us what happened at one moment*). Students now read through the rule box and complete it. Check answers.

Answers

past continuous; past simple

- c** ▶ **CD1 T8** Students read through sentences 1 to 3. Go through the first item as an example, if necessary. Students complete the exercise. At this point, you could play the recording in Exercise 5b again for students to listen and check their answers. Check answers as a class.

Answers

- 1 was working; was checking; were thinking
 2 looked; was going; were thinking; knew
 3 looked; saw; was holding

* when and while

- d** Ask students to read through the two examples. Ask them which actions are the background action (*writing/smiling*) and which actions interrupt the background actions at one particular moment (*heard a noise / got a shock*). Now ask them to read through the rule box and complete it using the examples to help them. Check answers.

Answers

simple; continuous

- e** Ask students to read through sentences 1 to 4. Check any problems. Go through the example with students and ask them to explain why each tense is used. Students complete the exercise and compare answers in pairs before a whole class check.

Answers

- 2 was running; fell
 3 were playing; arrived
 4 was having; had

- f** Refer back to the rule in Exercise 6d. Students write sentences with *while* and *when*. Circulate and help with any difficulties. Check answers.

Grammar notebook

Encourage students to note down the rules from Exercise 6 and some example sentences. They may find it useful to translate some of the sentences.

7 Read

- a** In open class, ask students to guess the answers to the two questions. Ask students to read the text quickly and check their answers. Remind them that they should only be looking for the information to answer the questions and they don't need to understand every word in the text.

Answers

- 1 A flying machine.
 2 No, young people invent things too.

- b** Students read through items 1 to 4 and a to d. Check any problems. Students continue reading the text silently, or you can read it aloud to the class yourself. Go through the example, making sure students understand what they have to do.

Students complete the exercise and compare answers in pairs before a whole class check.

Answers

2 d 3 a 4 b

- c** Students discuss the questions as a whole class or in small groups. Ask for feedback. Find out if anyone has an idea for an invention of their own.

8 Vocabulary

* get

- a** Read the instructions with the class. Go through the example, making sure students understand why *became* is the answer. Students write the meaning of *got* in the other sentences. Check answers.

Answers

2 received 3 arrived 4 received

LOOK!

Read through the examples in the Look! box. Make it clear that we use *get to* when we arrive somewhere, except in certain situations such as when we get home. You could introduce other phrases such as *get back*, *get in* and *get there*.

- b** This exercise can be set for homework. Ask students to read the phrases in the box and make sure they understand them all. Go through the example, eliciting why this is the only possibility.

Students complete the exercise. Remind them to look carefully at the tenses they need to use and to choose the past simple or the past continuous. Check answers.

Answers

- 2 got to school 3 was getting wet
 4 got angry

Vocabulary notebook

Encourage students to note down the various meanings of *get* from Exercise 8 and to write some example sentences of their own.

Culture in mind

9 Read and listen

- a** Divide the class into pairs and ask them to discuss the questions. Also ask them to talk about the types of music they listen to and whether they prefer different types of music in different situations. Listen to some of their opinions in open class and encourage discussion.
- b** Students look at the question. Ask them to read the text quickly to decide on the best title. Remind them they don't need to understand every word.

Answer

- 2 The history of listening to music

- c** ▶ **CD1 T9** Ask students to read through questions 1 to 4. Check any problems. If necessary, go through the first item as an example, locating the point in the text. Students listen, read and complete the exercise. Students can compare answer in pairs before a whole class check.

Answers

- 1 In the mid 1920s because the radio became more popular.
 2 They were made of aluminium foil and people could listen to them only a few times before the foil broke.
 3 Gramophones used flat vinyl disks to hold music, phonographs used cylinders.
 4 They could listen to music while they were travelling, doing sports or going for walks.

10 Vocabulary

Read through the definitions with students. Tell students that they may be looking for more than one word (numbers 3 and 5).

Weaker classes: Ask them to read the text again and find words to fit the definitions.

Stronger classes: Let them try the exercise without looking back and then read the text again quickly to check answers.

Answers

- 1 popular 2 disappear 3 a few times
 4 similar 5 a disc jockey

11 Speak

Stronger classes: In pairs or small groups, students go through the questions and discuss them.

Weaker classes: They can choose one question only to discuss. If necessary, elicit a few prompts for the question they have chosen to help them.

Monitor and help as necessary, encouraging students to express themselves in English.

Ask pairs or groups to feed back to the class and discuss any interesting points further.

12 Write

The preparation for this can be done in class and the story written for homework.

- a** Ask students to read through questions 1 to 3. Check any problems. Pre-teach any vocabulary (*burrs, tape*). Go through the first item as an example, if necessary. Students then read through the story and answer the questions. Check answers.

Answers

- 1 Velcro, George de Mestral
 2 Because it helps fasten clothes, shoes, etc. and it's quick and easy to use.
 3 He was walking in the woods and he got lots of burrs stuck on his clothes.

- b** Students now match the questions with the paragraphs in the text. If necessary, do the first one with them as an example. Check answers.

Answers

- 1 A 2 C 3 B

- c** Students underline the expressions in the text. Check understanding and explain to students that these expressions will form the core of their story in Exercise 12d.

- d** Students now choose an invention from this unit or they could think of one of their own. If they can't think of a real invention, they can make one up. Remind students of the structure of Alex's story.

Memo from Mario



Great idea!

Five four-minute warmers for lessons

1 Month tennis

- ▶ Demonstrate the activity with a student:

You: July + 1

Student: August ... December minus 2

You: October ... March plus 11

- ▶ Tell the students to work in pairs and play month tennis.
- ▶ Play for three minutes.

RATIONALE

If the students have come from home, from Maths, from lunch, from History, etc. they need a buffer zone in which they can adjust to your weird demand: *Please speak English!*

A brief, undemanding game like the one above offers such an adjustment zone.

2 Counting backwards and forwards

- ▶ Demonstrate with a student:

You: one two three four five

Student: five four three two one

You: two three four five six

Student: six five four three two

You: three four five six seven

- ▶ Tell the students to work in pairs and stop when they get to twelve.
- ▶ Play for three minutes.

RATIONALE

Maybe some of your weaker students do not like working in a foreign language.

Some may find it really hard to get their heads around it all. However some will be really good at arithmetical things. Why not offer them four minutes happiness out of the 45 or so minutes the lesson lasts?

3 Measure a minute

- ▶ Tell the students you want them to measure a minute in any way they want, apart from looking at a timepiece.
- ▶ Explain that you will tell them when to start measuring their minute and that they must shout out END when they finish.
- ▶ Ask them to close their eyes and give them the signal START!
- ▶ Round off the activity by asking half a dozen students how exactly they measured their minute.

RATIONALE

This warmer, that comes from the work of the late nineteenth century Maria Montessori, is more a calmer than a warmer. It is useful on windy days or when the students have just been doing sport or have just come from a long break. Measuring a minute with eyes closed slows down breathing and calms down over-excitement.

4 Counting by twos

- ▶ Demonstrate with a student:

You: zero

Student: one hundred

You: two

Student: ninety eight

You: four

Student: ninety six.....

- ▶ Tell the students to work in pairs and count towards each other by two. Tell them to stop when they reach 50.

RATIONALE

The counting allows students who are deft with numbers to shine.

5 Remembering words from last time

- ▶ Write up on the board six to eight words from the last class that you suspect some people may have forgotten.
- ▶ Suppose you are teaching in Slovenia and suppose one of the words to be revised is *butterfly*, have a dialogue with a volunteer student using only the words *metul* and *butterfly* (*metul* is the Slovene equivalent of *butterfly*).

You: *Metul ... metul ... butterfly?*

Student: *Butterfly! Butterfly! Butterfly!*

You: *Butterfly ... butterfly, metul! etc*

- ▶ Tell the students to stand up and have energized dialogues using the English words to be revised and their mother tongue equivalents. They only have one pair of words in play at any one time.
- ▶ If you have an international class, pair people of the same mother tongue. Pair any language isolates: they use the English word and the equivalent word in one of their languages.

RATIONALE

This is a useful exercise in contrastive phonology and fixes the meaning of the words being revised once and for all. It is particularly effective with very auditorily gifted learners.