

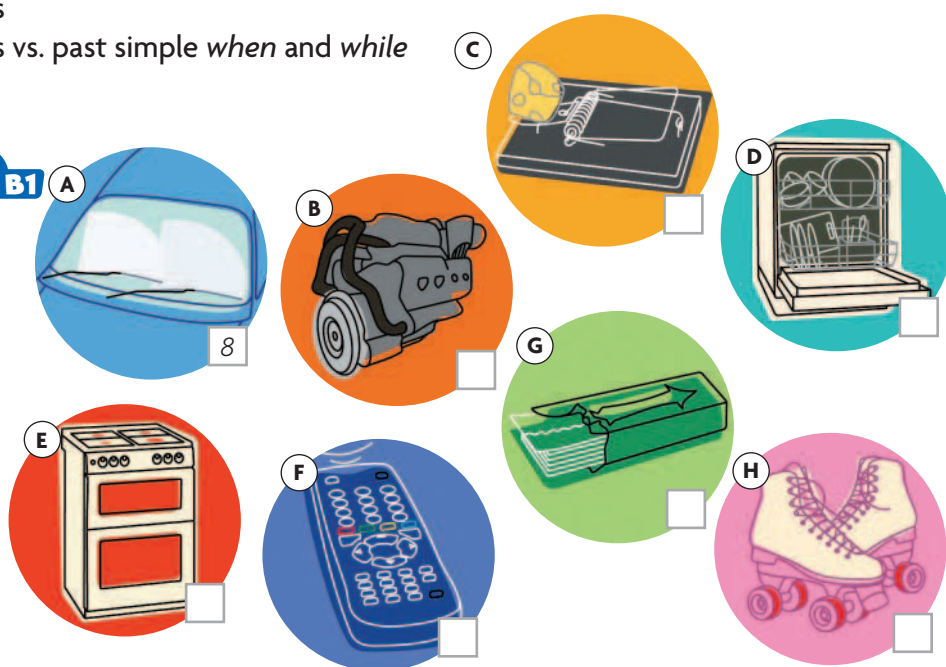
1 Great idea!

- * Past continuous
- * Past continuous vs. past simple *when* and *while*
- * Vocabulary: *get*

1 Read and listen B1

a Match the words in the box with the pictures. Write 1–8 in the boxes.

- 1 chewing gum
- 2 remote control
- 3 roller skates
- 4 diesel engine
- 5 mouse trap
- 6 cooker
- 7 dishwasher
- 8 windscreen wipers



b Read the texts. What do you think each person invented? Choose from the objects in Exercise 1a.

c **CD1 T5** Listen to the complete stories and check your answers.

d **CD1 T5** Listen again and answer the questions.

- 1 What happened when Thomas put a piece of rubber in his mouth?
- 2 What did James Henry Atkinson do with his idea?
- 3 Who bought Josephine Cochran's invention first?
- 4 Why did the Dutchman get impatient?

What did they invent?

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.

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 with and put it in his mouth.

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.

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.

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.

2 Grammar

* Past continuous

a Look at the examples.

Mary Anderson and a friend were driving to New York ... Josephine Cochran was standing in her kitchen.

b Underline other examples of the past continuous in the texts on page 12. Then read the rule and complete the table.

Positive	Negative	Question	Short answer
I/he/she/it working	I/he/she/it (was not) working I/he/she/it working?	Yes, I/he/she/it No, I/he/she/it (was not).
you/we/they working	you/we/they weren't (were not) working you/we/they working?	Yes, you/we/they No, you/we/they (were not).

RULE: Use the past continuous to talk about actions in progress at a certain time in the past.

c Yesterday Tom's maths teacher was late. What were the students doing when she got to the class? Complete the sentences with the past continuous form of the verbs in the box.

write do sit play dream

- Lucy was doing a handstand.
- Daniel and Sophie table tennis.
- Samuel on the teacher's desk.
- Ken a text message.
- Lisa about a day on the beach.



d Complete the sentences. Use the past continuous form of the verbs.

- A: What were you doing (you/do) when I saw you yesterday?
 B: I (wait) for my sister. She (buy) something in a shop.
- A: Who (you/talk) to when I phoned you?
 B: It was my brother. He (tell) me about a film he saw on TV.
- A: (his parents/live) in England when he was born?
 B: No, they (live) in Paris. His father (work) as an architect.
- A: (you/watch) TV when I called last night?
 B: No, I wasn't. I (read) a magazine.
- A: Who (you/have) lunch with when I saw you yesterday?
 B: With Jane. She's a friend of mine. We (talk) about you!
- A: (you/play) tennis yesterday afternoon?
 B: No, I (not/play) tennis, I (do) my homework.
- A: What (they/ wear) for school yesterday? Their school uniform?
 B: No, they (not/wear) their school uniform, they (wear) jeans and T-shirts.

3 Pronunciation

▶ CD1 T6 and T7 Turn to page 110.

4 Speak

Work in groups. One of you is a famous person. The others ask questions to find out what he/she was doing at a certain time in the past. The 'star' invents the answers.

Q: What **were you doing** last Sunday at 7 pm?

A: Oh, I was on a plane. I was **flying** from ... to ...

Q: Who was with you?


A: My secretary and some reporters.

Q: What **were you doing** during the flight?

A: I **was talking** to the reporters. And I **was writing** some emails.

Q: Were you ...?

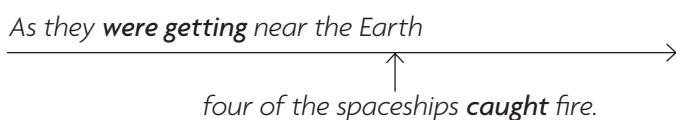
5 Listen 

- a** Read the beginning of a science fiction story and answer the questions.
- Who or what was in the spaceships?
 - What do you think happened after the spaceship landed?
 - What do you think happened after Olivia finished writing her story?
- b**  **CDIT8** Listen to the rest of the story. Check your ideas from Exercise 5a.
- c** What do you think happened in the end?

6 Grammar

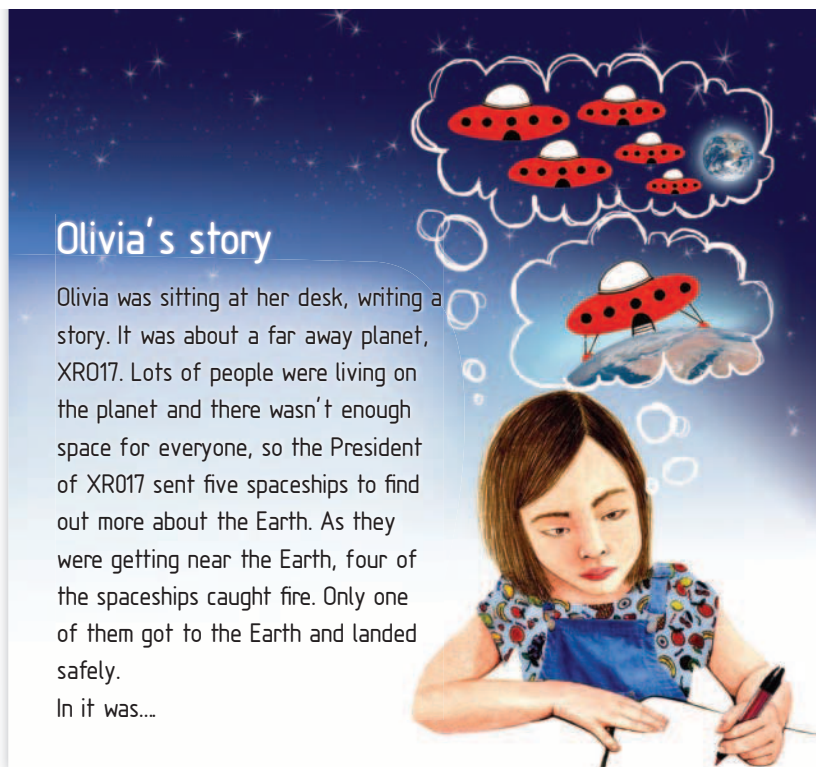
*** Past continuous vs. past simple**

- a** Look at this sentence from the story. Underline the past continuous verb and circle the past simple verb.
- As they were getting near the Earth, four of the spaceships caught fire.*
- b** Look at the diagram. Which sentence tells us the background action? Which sentence tells us what happened at one moment? Complete the rule.



RULE: Use the for a background action or description.
 Use the for an action that happened at one particular moment.

- c** Look at the sentences from the story. Complete them with the correct form of the verbs.
- While he was working (work) on his plan, his brain machine (check) people's brains to find out what they (think).
 - Every now and then, Q5 (look) at the huge screen. Everything (go) well. All the human brains (think) of other things, and none of them (know) about his terrible plans.
 - When Olivia (look) at the neighbour, she (see) that he (hold) something in his hand. It looked like a mobile phone.



Olivia's story

Olivia was sitting at her desk, writing a story. It was about a far away 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...

*** when and while**

- d** Look at these sentences from the story. Then complete the rule.
- Olivia was writing the last sentence of her story, when suddenly she heard a noise behind her.*
- While he was smiling, he got a shock.*

RULE: We often use *when* with the past and *while* with the past

- e** Complete the sentences. Put one of the verbs into the past simple, and one into the past continuous.
- I was writing (write) an email. The phone rang (ring).
 - Harry (run) to school. He (fall) and hurt his leg.
 - Alex and Sue (play) tennis. Lucy (arrive).
 - Antonio (have) breakfast. He (have) a great idea.

- f** Join the sentences in Exercise 6e in two different ways. Use *when* and *while*.
- I was writing an email when the phone rang.*
- While I was writing an email, the phone rang.*

7 Read 

- a** Try to answer the following questions. Then read through the text quickly to find the answers.
- 1 What did the Wright brothers invent?
 - 2 Do inventions always come from older people?

Be an inventor!



The biggest secret about inventing is that anybody can do it! Perhaps this sounds crazy, but it's true. Maybe you have the wrong idea about inventing, so read on to discover the truth.

Wrong idea number 1:

An invention has to be something completely new.

Well, inventing means creating something 'new', but the idea could come from something that already exists. The Wright brothers, for example, got the idea for building a 'flying machine' from watching birds.

Wrong idea number 2:

Inventors are born, not made.

There are a lot of factors that make innovation possible. Take Mozart, for example. He was born with a unique talent for musical composition. But other factors were also important for his creativity. His father was a music teacher, and Mozart practised for hours every day, from the time he was in kindergarten.

Thomas Edison said that being an inventor was '99% hard work and 1% inspiration!' Very successful creators

don't give up when they get something wrong. As one inventor said, 'A failure is the right answer to the wrong question!'

Wrong idea number 3:

Inventors are always old people.

Don't believe that you can't invent something when you are young. Here are two examples of young inventors:

Louis Braille went blind when he was a child. When he was 15, he invented a system of reading and writing for blind people that is still used in most countries today.

As a young man, George Nissen was watching trapeze artists in a circus. He watched how they fell into the safety net and then bounced back up again. This gave him an idea and he invented the trampoline.

8 Vocabulary

*** get**

- a** The verb *get* can mean *arrive*, *receive* or *become*. Look at these sentences. Write the meaning of *got* in each sentence.

He got a little impatient. = *became*...

The Wright brothers got the idea for building a flying machine from watching birds. =

Only one of the spaceships got to the Earth. =

Thomas Adams got the juice from Mexican sapodilla trees. =



LOOK!

Only one spaceship **got** to the Earth. I **got home** at nine o'clock. (not: I got to home.)

- b** Complete the sentences with the words in the box. Use the past simple or past continuous forms.

get wet get to school
 get the answer get angry

- 1 The maths question was very hard, but in the end I got the answer...
- 2 I woke up at 8.30 this morning, so I really late.
- 3 Alex stopped playing football because it was raining and he
- 4 My teacher because I didn't do my homework.

Vocabulary bank Turn to page 112.

- b** Read the text and match the two parts of the sentences.

- | | |
|--|--|
| 1 Many people don't know that | a but they also work very hard. |
| 2 The Wright brothers got the idea for | b make a mistake, you won't be successful. |
| 3 Many inventors have a lot of talent | c anybody can be an inventor. |
| 4 If you give up easily when you | d building an aeroplane from watching birds. |

- c** Discuss in groups.

- 1 Do you agree that 'inventing is something anybody can do'? Why / Why not?
- 2 'Practice makes perfect' is a famous saying. Do you agree?
- 3 Think of a useful invention. Tell the group about it. Do they think it's useful?

Culture in mind


9 Read and listen

a In pairs ask and answer questions.

- 1 Do you like listening to music? Why / Why not?
- 2 How do you most often listen to music: on the radio, a CD player, or an MP3 player?

b Read the article and choose the best title for it.

- 1 Isn't music wonderful?
- 2 The history of listening to music
- 3 Listening to music 100 years ago

c  **CD1 T9** Read the article again and listen. Answer the questions.

- 1 When and why did families not want player pianos any more?
- 2 What was the problem with the first records?
- 3 What was the main difference between phonographs and gramophones?
- 4 What did people like about portable cassette players?

People all over the world love listening to music and most have their favourite songs which they listen to again and again. But how did it all start? When could people first choose the music they wanted to listen to?

The 1900s: The player piano

In the late nineteenth and early twentieth centuries, pianos became very popular and rich families bought 'player pianos'. A player piano plays music that is programmed on paper rolls with holes in them and you can also play it like a 'normal' piano. In the mid 1920s player pianos began to disappear – mainly because the radio (it was called the wireless in those days) got more popular.

The 1910s: The first phonographs

As early as 1877, there were phonographs to play music on and by the 1910s, many families had one. The music was on 'records' made of aluminium foil. People could listen to them only a few times before the foil broke. Later the music was on wax cylinders. These could hold longer recordings (two to four minutes), and people could play them more often.

1920–1940s: Gramophones and record players

Gramophones were similar to the phonographs, but they used flat vinyl disks and not cylinders to hold the music. The disks went round, and first a steel needle, then later a small diamond, 'took' the music off the record. Some music specialists and disc jockeys still use vinyl records today.

The 1960s onwards: cassettes and the Walkman

In the 1960s, the first cassette recorders became popular. A big step towards modern technology was the invention of the first portable cassette player, the 'Walkman', by the Japanese company, Sony in 1979. For the first time, people could listen to their favourite music while they were travelling, doing sports, or going for walks.

