

1

Welcome

A

This unit is designed to serve as a review, giving students the opportunity to revise and practise language they already know, and it is also a tool for teachers to find out how much students know already and which areas students may need to do more work on before continuing with the course.

1 Read and listen

a ▶ CD1 T1 As an introduction, ask students what job they would like to do when they are older. Play the recording while students read and answer the question. Check the answer (He is worried about his future). If necessary, play the recording again pausing to check for understanding.

b Ask students to read through the questions and check understanding. Students answer the questions. Encourage them to answer the questions without looking back at the text, but let them look back if necessary. Allow them to discuss their answers with a partner before open class feedback.

Answers

- 1 It's almost midnight.
- 2 Because he has to think about his future.
- 3 Because he has to study for a long, long time.
- 4 Because he hates flying.
- 5 Because you don't have to be very clever and he likes listening to music.
- 6 Because he's getting tired and his fingers are hurting.

2 Present simple

For a quick review of the present simple, ask students to think of five things they do before coming to school in the morning. Listen to some of their ideas in open class, paying attention to accuracy. When students have given you some examples, check usage of the third person *s* by asking other students to remember what was said, e.g. *What does Juan do in the morning? He has breakfast*, etc. Read through the example with students and ask them to complete the rest of the exercise. Check answers.

Answers

- 2 gives
- 3 don't know
- 4 doesn't like
- 5 Do, go
- 6 does, live

3 Present continuous

To introduce the present continuous, mime some actions and ask the class to describe what you are doing. Write an example on the board and draw attention to the use of *to be* and the *-ing* form to describe actions happening now. Students complete the exercise and check answers with a partner before open class feedback.

Answers

- 2 're staying
- 3 'm having
- 4 's shining
- 5 are playing
- 6 'm sitting
- 7 'm not doing
- 8 are, doing

4 Present simple vs. present continuous

Write the following on the board:

I write a letter to my brother every week.
I am writing a letter to my brother.

In open class, ask students to explain the difference between the two sentences (the first sentence is present simple and refers to a habitual, repeated action; the second is present continuous and refers to an action taking place at or around the time of speaking). Listen to their ideas and clarify any misunderstanding. Read through the example with students and ask them to complete the rest of the exercise. Check answers.

Answers

- 2 go
- 3 have
- 4 is cooking
- 5 is listening
- 6 plays

5 Hobbies and interests

Ask students what they like doing in their free time. Encourage students to explain when they do their hobbies and why they enjoy them. Write any interesting vocabulary on the board. Read through the instructions with students and check understanding. Students complete the exercise. During feedback, draw students' attention to the use of the *-ing* form after the verbs like, love, enjoy, go and prefer.

Answers

- 1 dancing
- 2 going
- 3 swimming
- 4 playing
- 5 running
- 6 painting
- 7 listening
- 8 reading
- 9 computer

* OPTIONAL ACTIVITY

In small groups, students can discuss how they feel about the hobbies mentioned in the text. Circulate and help with vocabulary as required. Encourage open class discussion during feedback.

6 *have to / don't have to*

Read the examples with students. Make sure they understand that *have to* is used when somebody tells you to do something and *don't have to* is used when something is not necessary. Point out the use of *don't have to* rather than *haven't to*.

Students read through sentences 3–6. Go through the first item with them as an example. Remind students of the third person form *does/doesn't*. Students complete the exercise. Check answers. During feedback, ask students questions based on the exercise to clarify understanding, e.g. Do you have to study for a test tomorrow?

Answers

- 3 You have to study for the test tomorrow.
 4 My older sister doesn't have to go to bed before 11 o'clock.
 5 My brother has to go to school on Saturday.
 6 I don't have to get up early on Sunday.

7 Jobs

As an introduction, divide the class into pairs and give students two minutes to list as many jobs as possible. Listen to some of their ideas in open class. Read through the instructions with students and ask them to write the names of the jobs next to the pictures.

Answers

- 2 architect 3 lawyer 4 vet
 5 flight attendant 6 teacher 7 dentist
 8 firefighter 9 pilot 10 shop assistant

* OPTIONAL ACTIVITY

Ask students to work in small groups and create a list of jobs. Groups then take it in turns to write a jumbled-up job on the board and the other teams have a ten-second time limit to name the job. Give a point each time a group gets the correct answer.

B

1 Read and listen

- a** As an introduction, ask students how often they eat out in a restaurant and which types of restaurants they like going to most. Ask students to read the text and answer the question. Check answer (It was the most awful meal he'd ever had).

* OPTIONAL ACTIVITY

Read through the text with the class, pausing each time you read a verb in the past simple. Ask students to tell you the base form of the verb and if it is regular or irregular.

- b** ▶ **CD1 T2** Read through items 1–6 with students and do the first one as an example if necessary. Play the recording while students listen and answer the questions. Check answers. If necessary, play the recording again pausing to check for understanding. Students can also correct the false statements.

Answers

- 1 F – there was a waiter 2 T 3 F – the ham came with salad 4 T 5 F – he asked her if she wasn't hungry 6 T

2 Past simple: regular and irregular verbs

Read through the example with students and check understanding of the formation of questions in the past simple. Elicit possible answers to the question (Yes I did. / Yes, I watched the film. / No I didn't. / No, I didn't watch the film.). Students complete the exercise and check answers with a partner before open class feedback.

To check students' understanding at this point, you can call out a few base forms of regular and irregular past simple verbs and ask students to call out the past simple form.

Answers

- 1 wanted 2 called 3 went 4 Was
 5 were 6 fell 7 woke 8 saw 9 didn't stay
 10 did, enjoy 11 started 12 lost 13 missed
 14 did, get 15 did, phone 16 took 17 paid

3 Food (countable and uncountable nouns)

- a** To introduce the topic, write the words *vegetables, fruit, starters, main meals, desserts, drinks* at the top of six columns on the board. Divide the class into pairs and ask them to discuss what they ate and drank last time they went to a restaurant. Circulate and help with vocabulary as necessary. Listen to some of their ideas in open class and write any interesting vocabulary on the board under one of the six headings. In the same pairs, give students a five-minute time limit to think of as many words as possible in each of the six groups. During feedback, give students one point for each word they write and two points if they are the only pair to write a word. As students give their answers, write various words on the board in preparation for Exercise 3b.

Sample answers

Vegetables: potatoes, cabbage, cucumber, lettuce, courgettes
 Fruit: oranges, lemons, bananas, pineapples, grapefruits
 Starters: prawn cocktail, salad, smoked salmon
 Main meals: fish and chips, spaghetti bolognaise, lasagne, steak pie, pork chops
 Desserts: apple pie, cheesecake, profiteroles, caramel pudding
 Drinks: water, lemonade, beer, wine

- b** Write several food and drink items on the board and ask students if they are countable or uncountable nouns. Check students understand that uncountable nouns do not have an article or a plural. Ask students to decide if the words in their lists are countable or uncountable. Circulate and help with any questions. Check answers in open class.
- c** Divide the class into small groups. Students work together to create a dialogue in a restaurant. If necessary, spend some time eliciting some possible language before students create their dialogues. Listen to some of the dialogues in open class and hold a class vote to decide on the best one.

4 Much/many

To check understanding, write *much* and *many* on the board and ask students which is used with countable nouns (*much*) and which with uncountable (*many*). Students complete the exercise. Check answers.

Answers

2 much 3 many 4 much 5 many

5 Some/any

To introduce this topic, write some countable and uncountable nouns on the board and write the article before the countable nouns. Ask students which word we put before uncountable nouns (*some*) and ask them to make some sentences. Ask them to make a question and negative sentence and elicit the use of *any*. Read through the example. Students complete the exercise and check their answers with a partner before feedback in open class.

Answers

2 some 3 some, any 4 some, any
 5 some, any 6 any, some

6 Comparative and superlative adjectives

As a review of this area, write the adjectives *tall*, *intelligent*, *old* and *young* on the board. Invite three students to come to stand at the front of the class. Ask the other students to compare the three students and write some of their examples on the board. Draw their attention to the use of *-er* or *more* + adjective with comparatives, and *-est* or *most* + adjective with superlatives. Students complete the exercise. Check answers.

Answers

2 biggest, bigger 3 best, better
 4 most interesting, more interesting
 5 worst, worse

7 Multi-word verbs

Write the sentence *I get up at seven o'clock* and ask students to find the verb. Point out that the verb is *get up* and consists of a verb + preposition. Divide the class into pairs and give them two minutes to think of some more examples of multi-word verbs. Listen to some of their ideas in open class. Read through the words in the box with students and check understanding. Go through the first item with students as an example if necessary. Students now complete the exercise and compare answers with a partner before a whole class check.

Answers

2 tell off 3 given up 4 look up 5 work out
 6 check out

C

1 Read and listen

Warm up

Ask students if they have a mobile phone and if so, how often they text their friends. If they do not have a mobile phone, ask them why not. Is it because their parents do not allow it? Listen to some of their ideas in open class.

- a** Students read through the texts quickly and answer the question. Check any problems. If necessary, go through the first text message with them as an example. Check answer.

Answer

Their mums won't let them play volleyball.

- b** ▶ CD1 T3 Read through the questions and check understanding. Play the recording while students

read the texts and answer the questions. You could pause as necessary to check understanding and clarify any difficulties. Students answer the questions and compare answers with a partner before feedback.

Answers

- 1 Tony and Jane
- 2 Tony and Jane
- 3 Tony
- 4 Jane
- 5 Saturday

2 will/won't

Read the example sentence with the class. Remind them that *won't* is the contracted form of *will not* and is the negative form of *will*. Explain that *will/won't* is used to refer to possible or predicted future actions. Students complete the exercise. Check answers.

Answers

- 2 'll know
- 3 won't win
- 4 'll send
- 5 won't be
- 6 'll go

* OPTIONAL ACTIVITY

Divide the class into pairs and ask students to create short dialogues that include one of the sentences from the exercise. Circulate and help with vocabulary as necessary. Listen to some of the best dialogues in open class as feedback. If possible encourage students to perform their dialogues without looking at their notes.

3 too + adjective

As an introduction to this topic, write the following sentences on the board:

Can you drive a car? Why not?
Did you buy your mother a diamond ring for her birthday? Why not?

Elicit the answers: *Because I am too young* and *Because it is too expensive*.

Go through the first item as an example. Students complete the exercise and check answers with a partner before feedback in open class.

Answers

- 2 too big
- 3 too cold
- 4 too fast
- 5 too expensive
- 6 too late

4 Adverbs

To introduce this area, ask students if they walk to school quickly or slowly. Remind them that *quickly* and *slowly* are adverbs and are used to describe a

verb. Ask them which adjectives they come from (quick and slow) and how adverbs are formed (They are usually formed by the addition of *-ly* to an adjective). You may like to give them further practice by reading out a list of adjectives and asking them to form the adverb.

Read through the sentences with students to check understanding. Students complete the exercise. Check answers.

Answers

- 2 played, loud
- 3 ran, fast
- 4 cooks well

5 Expressions to talk about the future

Refer back to Section C, Exercise 2 and draw students' attention to some of the expressions used with *will* (I'm sure, maybe, probably, I'm sure, I think). Explain that we use these words to describe how possible we think the future action is. Read through the words in the box and check understanding. Students complete the exercise and check answers with a partner before open class feedback.

Answers

- 2 hope
- 3 doubt
- 4 probably

* OPTIONAL ACTIVITY

Students can write sentences that are true for them using the words in the box and *will/won't*. Listen to some examples as feedback.

6 be going to

To introduce the language in this exercise, mime an action, e.g. throwing a pen, but stop before you complete the action. Ask students: *what am I going to do?* Repeat the procedure with different actions and make a note of their answers on the board. Remind students that we use *going to* for a future action or intention for which there is present evidence. Look at the pictures with students and ask them to complete the sentences. Go through the first item as an example if necessary. Check answers.

Answers

- 2 are going to
- 3 're going to
- 4 's going to

7 Future time expressions

To review this language, write the day of the week on the board and write today next to it, e.g. *Monday – today*. Then write *Tuesday – tomorrow* and follow this with the other days of the week.

Ask students how we can describe these days and elicit *the day after tomorrow, in three days' time*, etc. You may like to do a similar exercise with hours, months and years. Students complete the exercise. Check answers.

Answers

2 the day after tomorrow 3 next month
 4 in two weeks' time 5 in four years' time

* OPTIONAL ACTIVITY

For further practice of future time expressions, write the following on the board:

The day after tomorrow ...
 In three months' time ...
 In five years' time ...
 In ten years' time ...
 In twenty years' time ...

Ask students to write sentences making predictions about their futures. They can also write sentences about other people in the class or famous people using the same phrases. Listen to some of their ideas in open class as feedback.

8 The weather

To introduce the topic, ask students to tell you what the weather is like today. You could also ask them to describe the weather at different times of year and write any weather-related vocabulary on the board.

Divide the class into pairs and ask students to complete the crossword. Check answers.

Answers

2 lightning 3 sun 4 weather 5 thunder
 6 shower 7 hot 8 wind 9 warm

D

1 Read and listen

Warm up

Write the word *impress* on the board and ask students what things they might do if they wanted to impress their friends. Encourage students to try to impress each other. You may like to give them some examples of your own to get them started.

- a** ▶ **CD1 T4** Tell students that they are going to read and listen to a dialogue between two teenagers. Play the recording while students listen and read to answer the question. Tell them not to worry if they do not understand every word at this stage. Check answer.

Answers

He's going to start diving lessons because Emily Jones said he was boring.

- b** Students read through the list of questions and check any vocabulary problems. Go through the first item as an example, if necessary. Play the recording for students to listen and read the text at the same time. Students complete the exercise and compare answers in pairs. Play the recording again, pausing as necessary for students to check or change their answers.

Answers

1 He thinks he is really boring.
 2 He thinks she is attractive, but unkind.
 3 He thinks you shouldn't do things just to impress other people.
 4 Because he has never taken a risk before.
 5 Because he can't swim.
 6 Be himself.

2 First conditional

To introduce this topic, write the following jumbled sentence on the board.

good buy if will cake you a I are you.

Tell students that they should reorder the words in two different ways.

*If you are good, I will buy you a cake.
 I will buy you a cake if you are good.*

Remind students these are first conditional sentences and they refer to possible future actions. Read through the first item in the dialogue as an example. Students complete the dialogue and check answers with a partner before open class feedback. For practice of the intonation of first conditional sentences, divide the class into pairs for them to practise the dialogue. Circulate and correct intonation as required.

Answers

2 don't finish, won't give 3 don't give, will be
 4 'll be, don't come 5 come, will, help

3 Adjectives for feelings and opinions

In open class, ask students how they feel when their team wins a football match/at the end of a long day at school/during a TV programme/if they fail an exam. Listen to some of their ideas in open class and write any adjectives for feelings and opinions on the board. Students complete the exercise. Check answers.

Answers

2 dull 3 ugly 4 cool 5 excited
 6 interested

Language note

Check that students are aware of the difference between *-ed* and *-ing* adjectives. *-ed* adjectives like bored, interested, excited, etc. refer to the feeling somebody has when a person or a thing is boring, interesting, exciting, etc.

4**should/shouldn't**

Check understanding of the words in the box. Read through the first item with students and remind them that we use *should/shouldn't* to give advice to somebody or to express mild obligation. Divide the class into pairs and ask students to complete dialogues 2–6. Check answers. You may like to ask students to practise the dialogues with their partners.

Answers

2 should eat more breakfast
 3 should be more relaxed
 4 shouldn't go this evening
 5 shouldn't go to school
 6 should be more polite

*** OPTIONAL ACTIVITY**

For further practice of *should/shouldn't*, give students two minutes to think of some problems that they have (these can be invented). Divide the class into small groups and ask students to take it in turns to read out their problems for the other students to give them advice using *should/shouldn't*.

5**Present perfect with ever/never**

To review this language, write on the board:

In your life, Paris?

In your life, a famous person?

Ask students to add the missing words to the sentences and to answer the questions. Elicit from students that these are examples of the present perfect and that we use this tense to describe past actions or experiences which occurred at a non-specified time. If necessary, go through the first item as an example. Students complete the exercise and check answers with a partner before open class feedback.

Answers

2 Have, ever tried; 've never swum
 3 Have, ever stayed; 've never slept
 4 've never eaten; 've never tried

6**Personality adjectives**

- a** As an introduction, ask students to write down the names of five friends or members of their family and to think of a different adjective to describe each of them. Listen to some of their answers in open class and write any interesting adjectives on the board. Check understanding of the adjectives in the two lists. Divide the class into pairs and ask students to complete the two lists. During feedback, check students can pronounce the words correctly.

Answers

disorganised unkind honest hardworking
 impolite happy stressed

- b** Read through the first item as an example. Ask students to complete the exercise with an adjective from Exercise 6a. With stronger classes, students may be able to complete this exercise without referring to the lists. Check answers.

Answers

2 relaxed 3 lazy 4 polite 5 miserable
 6 dishonest 7 disorganised 8 friendly

2

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** ▶ **CD1 T5** 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 15 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 before class feedback.

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.

3 Pronunciation

See notes on page 65.

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. Ask for some groups to feed back to the rest of the 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**  **CD1 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, nooooooooo!

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** 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.