

# 2

## INVENTION

Necessity is the mother of invention.

A PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – inventions
- technology
- compound nouns – computers
- collocations
- phrasal verbs
- word families

#### Grammar:

- Past Continuous and Past Simple
- used to

#### Listening:

- people talking about why they wanted to become scientists

#### Reading:

- a story about space travel

#### Speaking:

- telling a story

#### Writing:

- an informal email/letter

### FOCUS EXTRA

- Grammar Focus page 145
- WORD STORE booklet pages 4–5
- Workbook pages 20–31 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

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## 2.1 Vocabulary

Technology • Compound nouns • Collocations • Phrasal verbs

*I can talk about technology.*

### SHOW WHAT YOU KNOW

- 1 With a partner, look at the twentieth-century inventions in the box. Decide which three are the most useful to society.

washing machine (1907) refrigerator (1913) radar (1922)  
television (1925) antibiotics (1928) jet engine (1930)  
nuclear power (1942) communications satellite (1945)  
credit card (1958) cell phone (1973)

- 2 Decide which inventions from Exercise 1 you could/couldn't live without. Then compare your choices with a partner.

- 3 **CD•1.29 MP3•29** With a partner, match the dates in the box with the digital 'firsts' below (1–8). Then listen and check.

1971 1984 1990 1991  
1995 2001 2005 2006

### Digital firsts

1



2



5



6



### REFERENCES

CULTURE NOTES >>> pp. 168–169  
AUDIO SCRIPT >>> p. 177

### EXTRA ACTIVITIES

- Photocopiable resource 6 (technology – 10 mins) MultiROM and ActiveTeach

- Photocopiable resource 42 (Test yourself partner work activities) MultiROM and ActiveTeach
- After completing Word store Ex. 2A–2D, students underline the main stress in words of more than one syllable: broadband, Internet, server, keyboard,

laptop, password, engine, social, networking, message, username, website, download, follow, open, visit, document, menu, scanner, technology, virus.

- MyEnglishLab – assignable Show what you have learned 2.1 mini-test

## 4 CD•1.29 MP3•29 Listen again. Are the statements true (T) or false (F)?

- 1 Lots of people still watch the first YouTube video called *Me at the zoo*. T
- 2 Ray Tomlinson used the @ symbol to separate the username from the name of the Internet server in an email address. T
- 3 You can only download music from the iTunes store. F
- 4 Using a mouse to click on an icon and open a document was a very new idea in 1984. T
- 5 You could visit a website before August 1991. F
- 6 Thanks to Archie, you could go online to find information. T
- 7 Classmates is the most popular social networking site in the world. F
- 8 A tweet is a text message to everybody who follows you on Twitter. T

3



the first iPod:

2001

4



the first desktop computer with a keyboard and a mouse:

1984

8



the first tweet:

2006

7

  
**classmates™**  
 the first  
 social networking site:

1995

## WORD STORE 2A

5 CD•1.30 MP3•30 Complete WORD STORE 2A with the compound nouns in red in Exercises 3 and 4. Then listen, check, and repeat.

6 With a partner, complete the questions with compound nouns from WORD STORE 2A. Then ask and answer the questions.

- 1 How many text messages do you send in a day?
- 2 Do you always use the same user name and password online?
- 3 Do you have a desktop computer or a laptop?
- 4 Which is the most popular search engine in your country?
- 5 How often do you update your profile on a social networking site?
- 6 Do you have a reliable Internet server and fast broadband speeds?

## WORD STORE 2B

7 CD•1.31 MP3•31 Complete WORD STORE 2B with the verbs from the underlined phrases in Exercise 4. Then listen, check, and repeat.

8 Choose the correct options. Then complete the sentences to make them true for you.

- 1 The first thing I do when I visit / go online is ...
- 2 The last document I opened / followed was ...
- 3 The icon I click on / push most often is ...
- 4 The person I'd like to watch / follow on Twitter is ...
- 5 The website I visit / go in most is ...
- 6 The last music I downloaded / followed was ...

## WORD STORE 2C

9 CD•1.32 MP3•32 Listen to a conversation between a grandma and her grandson. Check the actions she does.

- |  |   |
|--|---|
| 1 <u>switch on</u> the computer <input checked="" type="checkbox"/>  | 4 <u>scroll down</u> the page <input checked="" type="checkbox"/> |
| 2 <u>log on</u> to Facebook <input type="checkbox"/>                 | 5 <u>scroll up</u> the page <input checked="" type="checkbox"/>   |
| 3 <u>click on</u> the Skype icon <input checked="" type="checkbox"/> | 6 <u>hang up</u> <input checked="" type="checkbox"/>              |

10 CD•1.33 MP3•33 Complete WORD STORE 2C. Match the underlined phrasal verbs in Exercise 9 with the definitions. Then listen, check, and repeat.

11 SPEAKING With a partner, take turns to explain how to do one of these tasks. Use the words and phrases in WORD STORE 2C to help you.

- attach a photo to an email
- download an album from iTunes
- find a friend on Facebook

## Exercise 11

• You switch on the computer, click on the Internet icon and then open your email. You start a new email, click on the 'attach' icon, find the photo you want and click on it. You wait for it to upload and then send the message.

• Switch on your computer and go online. Click on the iTunes icon and sign in with your username and password. Find the album you want, using the 'search' box at the top right, or browse album titles. Click on the album you want and pay for it. The album then downloads to your computer.

• You switch on the computer, click on the Internet icon and then log on to your Facebook page. At the top of the page, there's a box that says 'Search for people.' You click on that and type in the name.

## 2.2 Grammar

### Past Continuous and Past Simple

*I can use the Past Continuous and the Past Simple to describe past events.*

- 1 With a partner, read what people say about e-books and printed books. Note down some other advantages and disadvantages.

- 1 When I go on a trip, I don't have to pack heavy books.
- 2 I like the feel of a real book in my hands.
- 3 I work with computer screens all day – I don't want to read books on a screen too.
- 4 Books are so expensive. E-books are cheaper.

- 2 Read about e-ink. Who was Joe Jacobson and why did he have a 'Eureka!' moment?

# Eureka!



In 1997 Joe Jacobson **was working** as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on vacation to the coast. He **was lying** on a beach when he **finished** his book. Unfortunately, he didn't have another one with him. At that moment, he imagined an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka!' moment. His vision became e-ink technology and helped develop the e-readers that we have today.

#### Exercise 2

Joe Jacobson was a researcher for the Massachusetts Institute of Technology (MIT). He wanted to solve the problem of not having a new book when you finished the one you are reading (see CULTURE NOTES).

- 3 Read the GRAMMAR FOCUS. Then complete the examples using the past forms in blue in the text in Exercise 2.

#### GRAMMAR FOCUS

##### Past Continuous and Past Simple

- You use the **Past Continuous** to talk about actions in progress in the past.  
In 1997 Joe Jacobson <sup>1</sup> **was working** as a researcher for MIT.
- You often use the **Past Continuous** with the **Past Simple** – in narrative situations, to talk about an action (Past Simple) which interrupted another action in progress in the past (Past Continuous).  
He <sup>2</sup> **was lying** on a beach when he <sup>3</sup> **finished** his book.

**Past Continuous: was/were + -ing**

- |   |   |
|---|---|
| + | He <b>was working</b> ...                         |
| - | You <b>weren't working</b> ...                    |
| ? | <b>Were</b> they <b>working</b> ...?              |
|   | Yes, they <b>were</b> ./No, they <b>weren't</b> . |

#### REFERENCES

CULTURE NOTES >>> p. 169

#### EXTRA ACTIVITIES

- Photocopiable resource 42 (Test yourself partner work activities) MultiROM and ActiveTeach
- MyEnglishLab – assignable Show what you have learned 1.1 mini-test

#### WORKBOOK

p. 22

#### NEXT CLASS

- Ask students to prepare for a 10–15 minute grammar quiz:

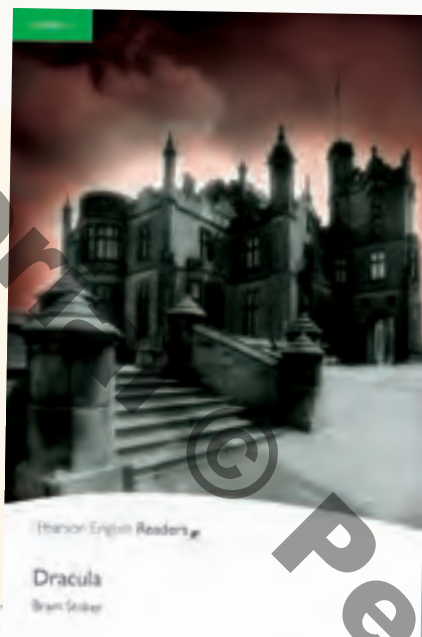


- 4 Complete the opening paragraphs of two famous stories with the Past Simple or Past Continuous form of the verbs in parentheses.



It was a terrible stormy night six months after my father's death. My mother <sup>1</sup>was sitting (sit) alone by the fire, waiting for her baby to arrive. She <sup>2</sup>was feeling (feel) sad and ill. Suddenly, she <sup>3</sup>heard (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother <sup>4</sup>called (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty <sup>5</sup>replied (reply). She <sup>6</sup>went (go) and <sup>7</sup>opened (open) the door.

As the carriage moved quickly along the rough dry road, Jonathan Harker <sup>8</sup>looked out (look out) at the changing view. Behind him was a land of small green hills and colorful fields of fruit trees. Now he <sup>9</sup>was driving (drive) into the Transylvanian mountains through a thick forest. It <sup>10</sup>was getting (get) dark and the other people in the carriage <sup>11</sup>were (be) quiet and afraid. A woman opposite him <sup>12</sup>reached (reach) towards him and <sup>13</sup>put (put) something in his hand. It <sup>14</sup>was (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'



- 5 **SPEAKING** Which story would you like to continue reading? Discuss your reasons with a partner.

- 6 Complete the sentences with the Past Simple or Past Continuous form of the verbs in parentheses. Then check the sentences that are true for you.

- My parents <sup>were</sup>studying (study) when they met (met).
- My computer crashed (crash) when I <sup>was</sup>doing (do) my homework last night.
- I <sup>was</sup>watching (watch) TV when my mom got (get) home yesterday.
- It <sup>was</sup>raining (rain) when I woke up (wake up) this morning.
- I burned (burn) myself when I <sup>was</sup>making (make) breakfast.
- A friend texted (text) me when I <sup>was</sup>walking (walk) to school.

- 7 With a partner, write questions for the sentences in Exercise 6. Then ask and answer the questions.

A: Were your parents studying when they met?

B: No, they weren't.

☐  
☐  
☐  
☐  
☐

#### Exercise 7

- Did your computer crash when you were doing your homework last night?
- Were you watching TV when your mom got home yesterday?
- Was it raining when you woke up this morning?
- Did you burn yourself when you were making breakfast?
- Did any/one of your friends text you when you were walking to school?

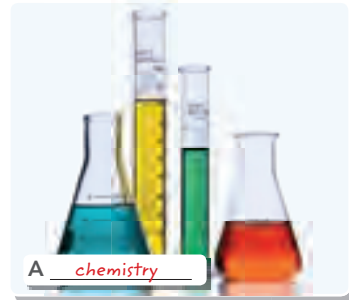
## 2.3 Listening

### Multiple choice

*I can identify specific details in conversations.*

- 1 **CD-1.34 MP3-34** With a partner, label the photos with the words in the box. Then listen, check and repeat.

[ archaeology chemistry ecology geology marine biology physics ]



### EXAM FOCUS Multiple choice

- 2 **CD-1.35 MP3-35** Listen and choose the correct answer.

1 What does the girl want to study in the future?

photo A photo B photo C

2 The girl and the boy have both seen one of the documentaries. What was it about?

photo D photo E photo F

- 3 Complete the descriptions with the words in the box.

[ an archaeologist a chemist an ecologist a geologist  
a marine biologist a physicist ]

- 1 chemist finds ways to make chemicals useful to society.
- 2 ecologist studies ways of protecting the environment.
- 3 geologist studies rocks and the history of the earth.
- 4 physicist asks 'big' questions about the laws of nature.
- 5 archaeologist studies people who lived thousands of years ago.
- 6 marine biologist studies, observes, and protects marine life.

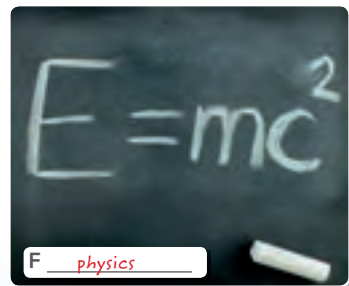
- 4 **CD-1.36 MP3-36** Listen to five speakers. Choose from the list A–F what each speaker wants. Use the letters only once. There is one extra letter.

Speaker 1: B Speaker 3: A Speaker 5: C

Speaker 2: F Speaker 4: D

The speaker wants to:

- A find answers to important questions.
- B discover new things that help people.
- C explore oceans and preserve the ocean environment.
- D study our prehistoric ancestors.
- E study the evolution of our planet.
- F find solutions to nature's problems.



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### REFERENCES

AUDIO SCRIPT >>> pp. 177–178

### EXTRA ACTIVITIES

- Use the lists of subjects students have prepared to lead in to the lesson.

- Students write the jobs in Ex. 3 in order of preference for themselves (1 = best, 6 = least favorite). They compare with partners, justifying their choices and trying to use the new vocabulary.

### WORKBOOK

p. 23

### NEXT CLASS

- Ask students to find out three facts about space exploration.



B archaeology



C ecology



E marine biology

- 5 **CD•1.36 MP3•36** Complete the questions about the speakers with the words in the box. Then listen and answer the questions.

[cures discoveries evidence experiments hours research]

- 1 Who wants to **collect** evidence about global warming? *Speaker 5*
- 2 Who wants to **make** new discoveries and **find** new cures? *Speaker 1*
- 3 Who loves **doing** experiments and analyzing data? *Speaker 3*
- 4 Who **spent** hours in the Egyptian Room in the Louvre? *Speaker 4*
- 5 Who is **doing** research into climate change? *Speaker 2*

## PRONUNCIATION FOCUS

- 6 **CD•1.37 MP3•37** Complete the table. Then listen, check, and repeat. Mark the stress.

Subject	Job
1 archaeology	<u>archaeologist</u>
2 biology	<u>biologist</u>
3 <u>chemistry</u>	chemist
4 ecology	<u>ecologist</u>
5 geology	<u>geologist</u>
6 mathematics	mathematician
7 <u>physics</u>	physicist
8 <u>science</u>	<u>scientist</u>

## WORD STORE 2D

- 7 **CD•1.38 MP3•38** Complete WORD STORE 2D. Add nouns or verbs to the table. Mark the stress. Then listen, check, and repeat.



## 2.4 Reading

### Multiple choice

I can find specific details in a story about space travel.

- 1 With a partner, look at photos A–E on page 29 and match them with headings 1–5. Then discuss what you know about Apollo 13.

- |  |                            |
|--|----------------------------|
| 1 NASA engineers at mission control in Houston | <input type="checkbox"/> D |
| 2 The capsule splashed down in the sea         | <input type="checkbox"/> E |
| 3 The launch of Apollo 13                      | <input type="checkbox"/> C |
| 4 Earth seen from the moon                     | <input type="checkbox"/> A |
| 5 Astronauts who were on board the spacecraft  | <input type="checkbox"/> B |

- 2 Read the text on page 29 and answer the questions.

- |  |   |
|--|---|
| 1 Where was Apollo 13 flying to? <i>The moon.</i>  | 2 Why didn't it get there? <i>There was a problem. There was an explosion, the spacecraft got damaged and had to return to earth.</i> |
| 3 Who helped the astronauts solve the problem? <i>The NASA engineers with the most experienced astronauts.</i> | 4 How many days in total did the astronauts spend in space? <i>Six days.</i>  |

### EXAM FOCUS Multiple choice

- 3 Read the text again. For questions 1–6, choose the correct answer, A, B, C or D.

- |  |  |
|--|--|
| 1 Reg Turnill found out there was a problem with Apollo 13 when he was<br>A sitting at his desk.<br>B getting ready for bed.<br><input checked="" type="radio"/> C entering mission control.<br>D talking to Jim Lovell.         | 4 NASA engineers<br>A did not expect the astronauts to return.<br>B were not interested in help from outside.<br><input checked="" type="radio"/> C immediately formed a big team to fix the problem.<br>D continued working as usual. |
| 2 The workers at mission control were<br>A planning to walk on the moon.<br><input checked="" type="radio"/> B not expecting any problems.<br>C working hard when the explosion took place.<br>D concerned about the spacecraft. | 5 The main problem on board was<br><input checked="" type="radio"/> A very little oxygen and water.<br>B very little light.<br>C a lot of gas.<br>D a lot of oxygen and water.   |
| 3 The spacecraft lost most of its fuel<br>A through the hatch.<br><input checked="" type="radio"/> B because of the explosion.<br>C several hours after the explosion.<br>D very slowly.   | 6 Where do you think this text is from?<br>A a scientific report<br>B a science fiction story<br><input checked="" type="radio"/> C a magazine article<br>D a newspaper report on April 17 1970  |

- 4 Match the words in blue in the text with the definitions.

- |   |   |
|---|---|
| 1 small door – <u>hatch</u>                 | 5 not be worried any more – <u>breathe a sigh of relief</u> |
| 2 thought of/produced – <u>came up with</u> | 6 getting less and less – <u>running out</u>                |
| 3 understand – <u>figure out</u>            | 7 shout happily – <u>cheer</u>                              |
| 4 working – <u>on duty</u>                  | 8 doing/taking part in – <u>carrying out</u>                |

- 5 **CD-1.40 MP3-40** Complete the text with the correct form of words from Exercise 4. Then listen and check.

### One small step for man

In 1962, US President John F. Kennedy promised to put a man on the moon before 1970. It was seven more years before NASA <sup>1</sup>figured out how to do it. In July 1969, when time was <sup>2</sup>running out, three astronauts <sup>3</sup>carried out the historic mission on board Apollo 11. American astronaut Neil Armstrong opened the <sup>4</sup>hatch and became the first man to walk on the moon. In Houston, engineers who were <sup>5</sup>on duty at mission control <sup>6</sup>breathed a sigh of relief when they saw Armstrong step onto the moon. All over the world, people were watching on TV and they <sup>7</sup>cheered as they heard Armstrong say his famous words: 'That's one small step for man, one giant leap for mankind.' Armstrong <sup>8</sup>came up with his famous words after landing on the moon.



- 6 **SPEAKING** With a partner, discuss these opinions about space exploration. Which do you agree with?

- Space exploration is very expensive – we should solve problems on earth first such as poverty and starvation.
- The earth's population is growing – we will need to live on another planet one day.
- We need space exploration to answer the big questions: are we alone? are there other forms of life out there?

### WORD STORE 2E

- 7 **CD-1.41 MP3-41** Complete WORD STORE 2E. Match verbs and nouns to make collocations. Then listen, check, and repeat.

### REFERENCES

CULTURE NOTES >>> p. 169

### EXTRA ACTIVITIES

- Use students' facts about space exploration to lead in to the lesson.

- Photocopiable resource 7 (Past Simple and Continuous – 15 mins) MultiROM and ActiveTeach

- Students re-read the text on p. 35 and write an account of the story as if they were one of the three astronauts.

### WORKBOOK

pp. 24–25

# 'HOUSTON, WE HAVE A PROBLEM'

A



CD-1.39 MP3-39

It was April 13, 1970, two days after the launch of Apollo 13. BBC journalist Reg Turnill was reporting on the mission from the space center in Houston. He describes the moment he

realized there was a problem with Apollo 13: 'I looked into mission control just before going to bed. I was going through the door when I heard Jim Lovell say, "Houston, we have a problem".'

Instead of going to bed, the journalist went back to his desk and stayed there for the next three days.

Apollo 13's commander,



Jim Lovell, together with his colleagues

Fred Haise and Jack Swigert, were carrying out NASA's third mission to the moon. Lovell and Haise were planning to walk on the moon. But this never happened.

Nearly two days into the flight, things were going so smoothly that Joe Kerwin, on duty at mission control, told the crew, 'The spacecraft is in real good shape (...). We're bored to tears down here.'

Several hours later, the crew heard a loud explosion. On board the spacecraft, warning lights were flashing. One of the fuel tanks was empty and one of them was close to zero. Thirteen minutes after the explosion, Jim Lovell looked out of the hatch. Gas was escaping into space.

NASA reacted quickly. They called in all the most experienced astronauts, including Neil Armstrong and Buzz Aldrin. They worked day and night with the NASA engineers and the crew of Apollo 13 to find a solution.

Both mission control and the astronauts remained very calm, but by breakfast time, the media were going crazy. Millions of people were following the events on television. The newspapers reported that the astronauts only had a ten-percent chance of getting home safely.

Meanwhile, on board, the astronauts did not discuss the possibility of not returning home. They were trying to figure out what was happening and how to fix it. Supplies of oxygen and water were running out, but with the help of the engineers at mission control, they came up with a plan.

The spacecraft orbited the moon, using its gravity to return to earth. As the spacecraft left outer space and re-entered into the earth's atmosphere, nobody knew whether the astronauts would live or die.

Under parachutes, the spacecraft appeared through the clouds and exhausted workers at mission control were finally able to breathe a sigh of relief, raise their hands, and cheer.

The capsule successfully returned to earth on Friday, April 17 1970.

It splashed down in the Pacific Ocean, near Tonga, where a rescue boat was waiting to recover the three astronauts.



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## NEXT CLASS

- Bring in images of famous people from the past and have students talk about them and their achievements.



## 2.5 Grammar

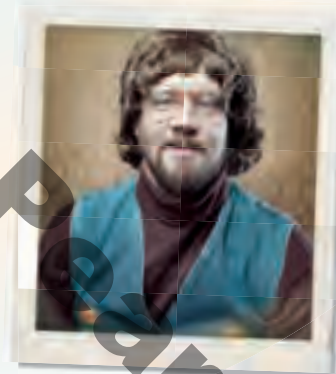
### used to

*I can talk about past states and repeated actions.*

- 1 **SPEAKING** With a partner, look at the photos and say in what ways these things are different today.

[ fashion friends music relationships school technology travel ]

*People don't buy records now – they download music from the Internet.*



- 2 **CD•1.42 MP3•42** Listen to Chris talking with his grandfather. Are the statements about Chris's grandfather true (T) or false (F)?

- 1 He **used to call** people from the phone in the living room.
- 2 He used to send text messages.
- 3 He didn't use to live near his friends.
- 4 His mom didn't use to like the loud music in his bedroom.
- 5 His parents **bought** him a camera for his sixteenth birthday.
- 6 He **used to have** five or six good friends.

T  
F  
F  
T  
T  
T

#### REFERENCES

CULTURE NOTES >>> p. 169  
AUDIO SCRIPT >>> p. 178

#### EXTRA ACTIVITIES

- Photocopiable resource 8 (*used to* – 15 mins) MultiROM and ActiveTeach

- MyEnglishLab – assignable *Show what you have learned* 2.5 mini-test

#### WORKBOOK

p. 26

#### NEXT CLASS

- Ask students to prepare for a 10–15 minute grammar quiz: *Focus Assessment Package*, Unit 2.5, Grammar.

3 Read the GRAMMAR FOCUS. Then complete the examples using the past forms in blue in Exercise 2.

## GRAMMAR FOCUS

### used to

- You use **used to + infinitive** to talk about past states that are no longer true.

He<sup>1</sup> used to have five or six good friends.

- You use **used to + infinitive** to talk about regular past actions that don't happen any more.

He<sup>2</sup> used to call people from the phone in the sitting room.

You don't use **used to + infinitive** to talk about a past action that happened once only, you use the **Past Simple**.

His parents<sup>3</sup> bought him a camera for his sixteenth birthday. (NOT used to buy)

### used to + infinitive

+ I used to work ...

- He didn't use to work ...

? Did you use to work ...?

Yes, we did./No, we didn't.

4 Complete the sentences with the correct form of the verbs in parentheses. Use **used to** or the **Present Simple**.

- People used to read (read) maps, but now they use (use) GPS systems.
- People didn't use to use (not use) their cars much, but now they drive (drive) everywhere.
- People update (update) their online profiles now, but they used to write (write) letters.
- Children play (play) inside now, but in the past they used to play (play) outside.
- Teachers used to suggest (suggest) books, but now they give out (give out) website addresses.
- Families used to watch (watch) TV together, but now they watch (watch) shows individually.
- Students use (use) Google now, but they used to look up (look up) things in encyclopedias.
- Parents didn't use to worry (not worry) so much, but now they give (give) children less freedom.

5 Where possible, replace the **Past Simple** in the sentences with **used to**.

When I was at elementary school:

- my parents took me to school every day. used to take me
- I didn't go online much. didn't use to go
- I went on a school trip to the Science Museum.
- I didn't like school lunches. didn't use to like
- my parents bought me my first cell.
- I wanted to be an astronaut. used to want to be

6 With a partner, write questions for the sentences in Exercise 5. Then ask and answer the questions.

A: Did your parents use to take you to school?

B: Yes, they did.

### Exercise 6

- Did you use to go online much?
- Did you go on a school trip to the Science Museum?
- Did you use to like school lunches?
- Did your parents buy you your first cell phone?
- Did you use to want to be an astronaut?

• Ask students to think about an adventure movie they have seen. What happened in the movie? What happened in the end? Students make short notes to talk about the movie.

## 2.6 Speaking

### Telling a story

*I can tell a story and be a good listener.*

- 1 **SPEAKING** With a partner, look at the vacation photo of Ed below and answer the questions.

- 1 Where was Ed? *In Australia.*
- 2 What was he doing? *He was climbing a mountain.*
- 3 What do you think his problem was? *It became foggy and he got lost.*



- 2 **CD•1.43 MP3•43** Read and listen to the story. Check your ideas from Exercise 1.

**Lisa:** Hi, Ed. How was your vacation in Australia?

**Ed:** It was really good, thanks – except for the day I nearly died.

**Lisa:** What happened?

**Ed:** I was doing some climbing. At first, the sun was shining and I was enjoying myself.

But all of a sudden, the weather changed. It became really foggy and I couldn't see the trail.

**Lisa:** Oh dear, that sounds frightening!

**Ed:** I was pretty worried. I continued for a while, but finally, I realized I was lost.

**Lisa:** What did you do?

**Ed:** Fortunately, I had my phone with me, so I called my father – thousands of miles away in the US! He called the Australian police and told them where I was. Then they called me. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, turned on my flashlight and waited.

**Lisa:** Oh no, what a nightmare!

**Ed:** Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again.

- 3 There are often five stages in a story. Match stages 1–5 in Ed's story with labels a–e.

- a background
- b final comment
- c introduction
- d problem
- e main events

- 2
- 5
- 1
- 3
- 4

#### EXTRA ACTIVITIES

- Students work with partners. One is Ed (from the conversation in Ex. 2), the other is a journalist who interviews Ed.
- Students tell the stories of the adventure movies using the notes they

prepared at home.

#### WORKBOOK

p. 27

#### NEXT CLASS

- Ask students to write a short email to a friend about something dangerous that happened to them on vacation.



4 Complete the SPEAKING FOCUS with the underlined phrases in the story in Exercise 2.

## SPEAKING FOCUS

### Telling a story

#### Use the right tenses.

- Past Continuous for the 'background':  
The sun <sup>1</sup>was shining and I was enjoying myself.
- Past Simple for the 'problem' and the 'main events':  
The weather changed. I couldn't see the path.

#### Use introductory words and phrases.

- Beginning: To start with,/At <sup>2</sup> first
- Middle: Suddenly/All of a <sup>3</sup> sudden /  
Luckily/Fortunately/<sup>4</sup> Unfortunately
- End: In the end/Finally/<sup>5</sup> Eventually

#### Say how you felt.

I was excited/frightened/relieved/surprised/shocked/worried, etc.

#### Make a final comment.

It was the best/worst day of my life!

I'll never forget the look on his face!

I'll never <sup>6</sup> do it again .

### Listening to a story

#### Give a neutral response.

Really?/Oh dear!/Oh no!

#### Give a strong response.

That sounds amazing/funny/<sup>7</sup> frightening .

What a great story/a <sup>8</sup> nightmare !

#### Respond with questions.

What happened?

What did you do?

5 You are going to tell a story and your partner is going to listen and respond. With a partner, follow the instructions.

- Choose a topic from the box or use your own idea.

[ a dangerous situation    a nice surprise    some good or bad luck  
a mistake    something that happened on vacation ]

- Think about what you are going to say and make notes under the headings for the five stages of a story from Exercise 3.

6 **SPEAKING** With a partner, follow the instructions to practice telling your stories. Then act out your conversation.

**Student A:** Use your notes in Exercise 5 to tell the story.

**Student B:** React and respond to what Student A says. Use the SPEAKING FOCUS to help you.

## 2.7 Writing

### An informal email/letter

*I can write to someone and recount a past event.*

**To:** Adam  
**Subject:** You must see this!

Hi Adam,

I've just come back from a visit to the Copernicus Science Center – it's really cool! You **MUST** go! You'll love it. I liked the Planetarium best. If you go, **make** sure you visit the Robot Room. It's a lot of fun! Write and tell me what you think!

Speak soon.

Love,  
Alice

**To:** Alice  
**Subject:** Re: You must see this!

Hi Alice,

Just a quick **message** to say a big THANK YOU for suggesting the Copernicus Science Center. It was fantastic. <sup>1</sup> **First** we went to the gallery and did some interactive experiments. <sup>2</sup> \_\_\_\_\_ we went to see the Robotic Theater. That was amazing – the actors are robots! It was fantastic and we stayed there for a long time. But <sup>3</sup> \_\_\_\_\_ it finished and we went to the cafeteria for lunch. <sup>4</sup> \_\_\_\_\_ we went to the Planetarium. We stayed there for at least two hours. <sup>5</sup> \_\_\_\_\_ we watched a movie about the history of space – I learnt so much. <sup>6</sup> \_\_\_\_\_ we watched another movie about black holes – **that was scary**. <sup>7</sup> \_\_\_\_\_ we were tired, so we relaxed in the Discovery Park. That was my favorite thing. <sup>8</sup> \_\_\_\_\_ we left at six o'clock. We were tired, but happy.

Best wishes,  
Adam

- 1 With a partner, list the top three tourist attractions in your area. Compare your answers with other students.

- 2 Read the emails and answer the questions.

- 1 Why does Alice write to Adam? *She writes to tell him about the Copernicus Science Center*  
2 What did Adam like best in Copernicus Science Center? *He liked relaxing in the Discovery Park the best.*

- 3 Read Adam's email again and choose the correct answer, A, B, or C.

- |  |   |  |
|--|---|--|
| 1 <input checked="" type="radio"/> A First   | B Then  | C Afterward                              |
| 2 <input type="radio"/> A In the end         | B First                                       | <input checked="" type="radio"/> C Then  |
| 3 <input type="radio"/> A after that         | <input checked="" type="radio"/> B Eventually | C first                                  |
| 4 <input type="radio"/> A First              | <input checked="" type="radio"/> B Afterward  | C Finally                                |
| 5 <input type="radio"/> A Finally            | B In the end                                  | <input checked="" type="radio"/> C First |
| 6 <input checked="" type="radio"/> A Then    | B First                                       | C Eventually                             |
| 7 <input type="radio"/> A Finally            | <input checked="" type="radio"/> B After that | C First                                  |
| 8 <input checked="" type="radio"/> A Finally | B Later                                       | C Then                                   |

- 4 Match the sentence halves to describe some of the things Adam did.

- |              |                                |                          |
|--------------|--------------------------------|--------------------------|
| 1 He went    | <input type="text" value="f"/> | a some robots.           |
| 2 He watched | <input type="text" value="d"/> | b in the Discovery Park. |
| 3 He saw     | <input type="text" value="a"/> | c at six o'clock.        |
| 4 He relaxed | <input type="text" value="b"/> | d some movies.           |
| 5 He left    | <input type="text" value="c"/> | e some experiments.      |
| 6 He did     | <input type="text" value="e"/> | f for lunch.             |

- 5 Put the events from Exercise 4 in the correct order and add introductory words and phrases to describe Adam's day.

*First Adam did some experiments. Then ...*

*they saw some robots. After that they went for lunch. Later they watched some movies. Then they relaxed in the Discovery Park. Finally they left at six o'clock.*

40

#### REFERENCES

CULTURE NOTES >>> p. 169

#### EXTRA ACTIVITIES

- Students work in groups and make notes for the email in the Writing task. They write the email either as a group

or individually.

- Ask students to do *Show what you have learned 2.7* and *Show that you have checked 2.7* in MyEnglishLab.

#### WORKBOOK

p. 28

#### NEXT CLASS

- Ask students to study the Word list on SB p. 153.

6 Complete the WRITING FOCUS with the words in purple in the emails.

## WRITING FOCUS

### An informal email/letter

- Start the email with a short phrase. You don't have to write complete sentences.

Just a quick <sup>1</sup> message to say ...

- Use imperatives to make suggestions or give advice.

If you go, <sup>2</sup> make sure you visit the Robot Room.

- Use dashes (–) to add comments or more information.

We watched another movie about black holes – <sup>3</sup> it was scary.

- Use introductory words and phrases.

Beginning: First

Middle: Then/Later/After that/Afterward

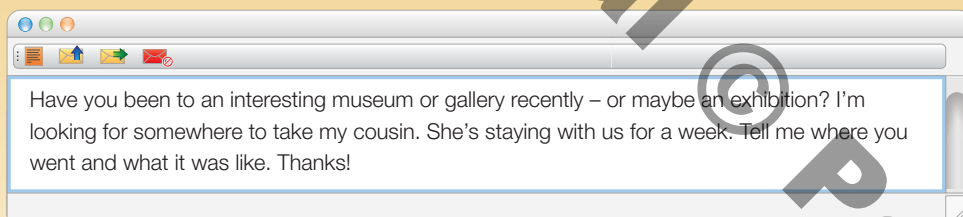
End: Finally/In the end/Eventually

7 Choose the correct options.

- We had a great time at the Science Exhibition. Finally / First we saw some robots and then we looked at some new cell phones.
- We had lunch. After that / In the end we went around the gift shop and bought some cards.
- We were in line to go into the museum for a really long time but eventually / afterwards we bought our tickets.
- First we went to the supermarket to get some food. Eventually / Then we went to the sporting goods store to look at football cleats. Finally / Then we went to a jewelry store to buy Anne a birthday present.

## Writing task

You recently received an email from your friend, Sophie. Read part of her email and write your reply to Sophie.



A Write your email in about 100 words. Include these points.

- Thank Sophie for her email.
- Tell her where you've been recently.
- Say if you enjoyed it.
- Describe what you did there.
- Say what you liked best and why.
- Wish Sophie and her cousin a good time.

B Use the ideas in the WRITING FOCUS and the model to help you.

C Check.

- ✓ Have you answered all parts of the task?
- ✓ Have you used phrases from the model, WRITING FOCUS, and Useful language box?
- ✓ Have you used introductory words and phrases?
- ✓ Have you used the correct past tenses?

### Useful language

- It's great to hear from you!
- Last week I went/saw/visited ...
- It was fantastic!
- I had a great time.
- I really enjoyed ... because I love doing experiments.
- If she is interested in history/modern art/science, take her to ...
- I think she'll love ...
- My favorite part was ...
- The best thing was ...
- I liked ... best.
- You can see ...
- I hope you have a wonderful time.
- I'm sure you will enjoy it.

## WORD LIST ACTIVITIES

- Students study the list for a few minutes, then close their books. Play *Hangman* with words from the list. Students can continue with partners. The person making the hangman can check the spelling in their book, but the person guessing cannot look at the book. They take turns.

- Students study the list for a few minutes and then work in teams. Call out a word in the students' own language and ask them to give you the English word. The first team to answer correctly gets a point. Now call out a word in English and ask students to give you a translation. Continue for five minutes, calling out words in both languages. The team with the most points wins.



# FOCUS REVIEW 2

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

[click crash do fix get go open visit]

- Can you help me? I don't know how to fix a problem with my computer.
- The instructions say I must click on an icon, but I can't see it.
- I go online every day to read the news and answer emails.
- I usually get home very late, so I'm often tired.
- He visits a website about cars once a week to check the prices.
- Open the text document and complete it.

- 2 Complete the sentences with the correct form of the words in capitals.

- The development of advanced computers has taken very little time. **DEVELOP**
- To contact Tom, I often use our favorite social networking site. **NETWORK**
- This information is from 2012. Why don't they update their website? **DATE**
- After years of work, the scientist made an important discovery. **DISCOVER**
- Use your imagination and you will write something creative. **IMAGINE**
- He works as a scientist in a laboratory. **SCIENCE**

- 3 Use the prompts to write sentences.

- the first moon landing / be / in 1969  
The first moon landing was in 1969.
- ten years ago / my brother / still / study / in college  
Ten years ago my brother was still studying in college.
- Mabel / find / some keys / on the sidewalk yesterday  
Mabel found some keys on the sidewalk yesterday.
- I / have / my first driving lesson last week  
I had my first driving lesson last week.
- I / talk / on my cell phone / when / my mom / ask / me a question  
I was talking on my cell phone when my mom asked me a question.
- what / you / do / this time last year?  
What were you doing this time last year?

- 4 Choose the correct options.

- Did he use to live / living here before moving to California?
- She didn't use to go go shopping yesterday.
- I don't like / didn't use to like spicy food. Now I love it.
- We did / used to do a lot of exercise last weekend.
- Did you used / use to ride a bike to school?
- Did she buy / use to buy a laptop last year?

## LANGUAGE IN USE

- 5 Choose the answer, A, B, or C, that is closest in meaning to the underlined words.

- I'm afraid there isn't any ink, so I can't print anything.  
A we have hung up **C** we have run out of  
B we have scrolled up
- When my brother got his first job, he was a student.  
A studied **B** was studying C used to study
- Can you help me come up with a solution to my problems?  
A fix B follow **C** find
- A: When I was a child, I was in a serious car accident and I spent a month in the hospital.  
B: What a nightmare!  
A What a great story! C Really? That's cool!  
**B** That sounds frightening!
- I had an accident in the mountains, but luckily, I managed to call for help.  
A eventually **B** fortunately C suddenly
- I didn't use to send my homework to my teacher by email five years ago.  
**A** didn't send C wasn't sending  
B haven't sent

- 6 Choose the correct answer, A, B, or C, to complete both sentences.

- Where shall I \_\_\_ this picture?  
Please don't \_\_\_ up. I have something more to tell you.  
A put **B** hang C give
- Can you show me how to log \_\_\_ to this computer, please?  
I don't like flying \_\_\_ small planes.  
**A** on B off C with
- I can't \_\_\_ this bag any further. It's too heavy!  
I don't like studying chemistry from a book. I'd like to \_\_\_ out experiments in our school lab.  
A do B take **C** carry
- They want to \_\_\_ world events, so they buy a newspaper every day.  
Do you \_\_\_ your favorite pop stars on Twitter?  
**A** follow B watch C meet
- I can't figure \_\_\_ how to do this exercise.  
Please turn off the light before you go \_\_\_ of the room.  
A around B off **C** out
- Tara uses her cell phone to \_\_\_ online.  
I have so much homework, I think I'm going to \_\_\_ crazy!  
A get **B** go C find

### REFERENCES

AUDIO SCRIPT >>> pp. 178–179

### EXTRA ACTIVITIES

- Photocopiable resource 9 (Speaking – 13 mins) MultiROM and ActiveTeach

- Photocopiable resource 10 (Writing – 10 mins) MultiROM and ActiveTeach

### WORKBOOK

- Use of English 2.8, p. 29
- Self-assessment 2.9, p. 30

### NEXT CLASS

- Ask students to do Self-check 2.10, WB p. 31 as homework.
- Ask students to prepare for Unit test 2 and Review test 1 (Focus Assessment Package).

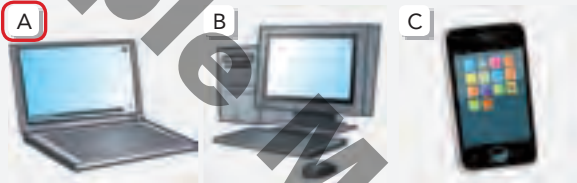
## LISTENING

- 7 **CD•1.44 MP3•44** Listen to six recordings. Choose the correct picture, A, B, or C, to answer the questions.

1 When does the Science exam start?



2 What did Eva give her grandma for her birthday?



3 What was the weather like when the boy's class went to the beach?



4 What does the man think is good for science lessons?



5 How do the boy and girl plan to travel to the exhibition?



6 What is the boy going to send his brother?



## SPEAKING

- 8 With a partner, complete the sentences with one word in each blank. Then ask and answer the questions.

- 1 Do you play video games in your free time?
- 2 Did you do anything interesting last weekend?
- 3 Are you going to use a social networking site later today?
- 4 What do you enjoy doing on weekends?

- 9 With a partner, write down five words to describe the photo.



- 10 With a partner, talk about what you see in the photo.

- 1 Where are the two people? *On an ice rink.*
- 2 What are they wearing? *Jeans and jackets, skating boots, scarf and hat.*
- 3 How are they feeling? *Happy, maybe a bit nervous.*
- 4 What has just happened? *The girl fell over.*

- 11 When was the last time you did any sport? What happened?

## WRITING

- 12 Read the writing task and make some notes to plan your story. Then discuss your ideas with a partner. Use these questions to help you.

- When did it happen?
- Why did you go for a walk?
- What was the weather like?
- What did you discover?

Your teacher has asked you to write a story. Read the title and write your story, including the points below.

### Story title

An interesting discovery

### Include:

- 1 a walk in the forest
- 2 a strange light

- 13 Write your story in about 100 words.