

# UNIT 2 Time travel!

## Aims and objectives

**SB pp. 14–23**

**In this unit, students will learn:**

- past simple irregular verbs
- words for TV programmes and films
- to talk about films and events
- to talk about past actions

### WARM UP

Ask students to name their favourite film. Ask how many students like science fiction, mystery or horror films, or scary TV programmes. Find out how many think science fiction is their favourite type of film.

11  
CD1

### 1 Listen and read.

Play the recording. Ask students to follow in their books. Ask some general questions to check comprehension:

*What kind of film did Emma watch?* (science fiction)

*What was it about?* (dinosaurs / time travel)

*What were the people who travelled in time supposed NOT to do?* (not to touch anything)

*What happened?* (a boy picked a flower)

*What happened when they got back?* (the world was different)

### Audioscript

See SB2, page 14

Ask students to work in pairs and practise the conversation. Ask one or two pairs to perform their conversations for the class.

## Dialogue work

### 2 Match the sentence halves.

Do the first one with the class as the example. Ask students to do the task in pairs. Check answers.

### Key

1 e 2 b 3 a 4 g 5 c 6 d 7 f

## Talking about films / events

12  
CD1

### 3 Listen and repeat.

Play the recording. Ask students to repeat after each line. Try to get them to copy the intonation and expression in the sentences.

### Audioscript

See SB2, page 15

### 4 Read the adjectives below and write them in the correct column.

Read the adjectives in the box and make sure students understand their meaning. Ask students to write them in the correct column. Allow them to check in pairs before checking with the whole class.

### Key

**Positive:** funny, interesting, exciting, brilliant, great

**Negative:** awful, boring

### 5 a Work in pairs. Ask and answer about films and concerts. Use words from exercise 4 and one of these phrases.

Read the speech bubbles with the class. Choose two students (or role play the dialogue with a student yourself) to demonstrate how to make another answer by choosing two connected ideas from the box, e.g. *It was boring. I turned it off.* Ask students to work in pairs to do the task. Monitor them as they work, making sure they are using two sentences that connect to each other logically. Ask students to demonstrate different answers to the class, as a way of checking answers.

### b Ask and answer about other events in your lives.

Ask students to read the dialogue aloud in pairs. Then put them in pairs to ask and answer similar questions. Ask several pairs to demonstrate their dialogues to the class.

## Vocabulary

### TV programmes and films

- 1** Read the TV listings. Write the letter of each type of programme next to the correct description below.

Draw students' attention to the types of TV programmes on the left. Say each one, and ask them to repeat. Look at the listing of TV programmes and their definitions and match the first programme to its type with the whole class. Ask students to work in pairs to complete the task. Check with the whole class.

#### Key

1 g 2 b 3 f 4 h 5 d 6 k 7 m 8 a 9 c  
 10 i 11 l 12 j 13 e

- 2** Work in pairs. Name a programme or film for each of the categories above.

Students work in pairs doing the exercise. Ask different pairs to perform their exchanges to the whole class to check.

### Follow up

Divide the class in two teams: A and B. Team A gives a type of TV programme, e.g. *Cartoon*. Team B has to provide as many examples of this type of programme or show as they can in three minutes. Award a point for each correct response. Then Team B gives a type of programme and Team A answers. Make sure you time the answers to three minutes. The team with most points wins.

## Communication

### Talking about TV and films

- 3** Look at exercise 1 on page 16. Listen and write the channel and time of each of the programmes.

Play the recording. Ask students to listen and complete the task. Then get them to compare answers in pairs before a whole class check.

### Audioscript Key

#### Quiz Presenter

Hi Everyone! It's 7 pm and time for *Jackpot* here on Channel 1!! where you can win millions. Last week Mike won £40,000. Let's see what happens this evening!!

#### Big Brother type voice

And welcome back to *Living with you!* It's 8.30 and we're on Channel 1. Now, let's see what's happening in the house...

#### Journalist type voice

*Life Today* at 11 pm this evening investigates the lives of modern families in the UK. How much do they earn? What do they spend it on? Tune into Channel 1 and see what they found out.

#### Presenter

And at 6 pm this evening on Channel 2, we have *Kalu The Talking Cat and Friends*. What's he getting up to this evening?

#### Sports Presenter

And *Match Update* is at 8.30 this evening on Channel 2 with all the results and football news of the day!

#### Female Animal Programme Presenter

*Talking Animals* is a new nature programme we are filming live from the jungle. This evening we discuss how animals communicate. Tune in at 10 pm to Channel 2. See you then!

- 4** Work in pairs. Talk about your favourite TV programmes and films.

Go through the texts in the speech bubbles with the whole class. If you think it is necessary, role play the situation with a student. Then ask students to carry out the task. Monitor the pairs. Ask different pairs to tell the class about their favourite TV programmes and films.

### Follow up

With a good class, you can ask students to react to each other's opinions, agreeing or disagreeing and giving reasons.

## Talking about past actions

### 5 Play the chain game. Work in groups of four. Repeat and add one more thing.

Read the example with the class. Divide the class in groups of four. Monitor the activity.

## Grammar

### Past simple

### Irregular verbs

### 1 Look at the dialogue on page 14 and complete the table.

Read through the rules in bold with the class. Remind students that they have already seen an irregular past tense verb: *be*. Tell them that *be* is the only verb which has different forms for *I / he / she / it* and *you / we / they* in the past tense. Ask students to complete the table, finding the past tense forms they need in the dialogue on page 14. Check the answers.

#### Key

go-went    tell-told    can-could    know-knew  
 see-saw    put-put    think-thought

### 2 Complete the table with the verbs on the left.

Ask students to do the task in pairs if you feel they need help. Check answers.

#### Key

2 had    3 said    4 made    5 got    6 did    7 told

### 3 Match the irregular Past simple form of these verbs to their infinitives.

Ask students to do the matching exercise, following the example given. Check answers by calling out the infinitive, and asking students to say the correct past tense. Make sure students pronounce the past tense of *read / red/*, even though the spelling is the same.

#### Key

run: ran    leave: left    take: took  
 sit: sat    find: found    read: read  
 come: came    hold: held    meet: met  
 ride: rode

### 4 Complete the two texts with the Past simple form of the verbs below.

Draw students' attention to the verbs on the left. Ask students to complete the sentences, comparing their answers in pairs before a whole class check.

#### Key

A: 1 went    2 took    3 put    4 ran  
 B: 1 was    2 rode    3 sat    4 read

### 5 Complete the text with the Past simple form of the verb in brackets.

Ask students to do the task individually, comparing their answers with a partner before a whole class check.

#### Key

1 had    6 put    11 tried  
 2 finished    7 opened    12 looked  
 3 got    8 stopped    13 saw  
 4 was    9 put    14 opened  
 5 was    10 stopped    15 got

14  
 CD1

### 6 Make sentences to finish the story, then listen and check.

Ask students to make their own predictions about the story. Listen to their ideas. Ask students to work in groups of three and write the end of the story, using the elements from the columns. Ask different groups to read their endings and discuss whether they are logical. Play the recording. Ask students to listen and check their work.

### Audioscript **Key**

The creatures were friendly and gentle.  
 One of the creatures touched Mr Holmes on the arm.

When he woke up, he was back in the car.

The spaceship wasn't there any more.

Mr Holmes drove home.

He thought it was a dream.

In the morning, he looked in the mirror.

There was a strange red mark on his arm.

### Follow up

Play 'Grammar tennis'. Divide the class into two teams, or several groups. Team A gives a verb from this unit (regular or irregular, e.g. *make*), to Team B. Team B has to provide the past tense (*made*). If it is correct, they get a point. Then Team B gives Team A a verb, and so on. If a team gets a past tense wrong, the other team has to provide the correct form. The winner is the team or group with the most points when you call an end to the game.



**Now do CYBER HOMEWORK 2a**  
[www.cambridge.org/elt/more](http://www.cambridge.org/elt/more)

## Skills

### Reading

#### WARM UP

Ask students to look at the title and the picture and predict what the story might be about.

#### 1 Read the story, then answer the questions below.

Ask students to work in pairs reading the text and answering the questions. Ask them to read their answers aloud to check their answers.

#### Key

- 1 Because Mr Pax was a visitor from Mars.
- 2 No, they didn't.
- 3 It is a large round room with a domed roof.

- 4 The planet Mars.
- 5 He climbed through it using it as a ladder.
- 6 From Mars.

### Listening



#### 2 Now listen to a time-travel story and circle T (True) or F (False) for the sentences below.

Play the recording. Ask students to work with a partner and decide which sentences are T or F. Ask them to read their answers aloud to check.

### Audioscript

Near our house, there is an old airfield. It is deserted now and sometimes we play football there. Last Saturday, I went there with some friends to play football. It was a sunny afternoon and there were no clouds in the sky. I was the goalkeeper. I was at one end of the field alone. Suddenly, I heard a low humming sound. I looked up and I saw an old fighter plane. It flew over my head and then it disappeared. I ran across the pitch. 'Did you see that plane?' I asked my friends.

'No,' they said. 'We didn't see anything.' They didn't hear anything either. I was scared.

Last night I went to see my grandad and I told him about the plane. He told me that during World War II, there was a factory there. During the war, they hid the factory. They painted the roof green and they put model cows on the roof. Every morning a man moved the cows. It looked like a field. They built 4,500 aeroplanes there. The planes were tested there and they made their first flights there. He showed me some pictures of the old planes. I recognized one of them. It was the aeroplane I saw on Saturday. It was a Lancaster.

'You had a time travel adventure,' my grandad said. 'You travelled back in time to the 1940s!'

#### Key

1 T 2 F 3 F 4 T 5 F 6 T

## Speaking

- 3** Imagine you travelled in time to your favourite period in history. In pairs, ask and answer the questions below and talk about your trip.

Ask two students to read and answer the questions. Students work in pairs, taking turns to ask and answer new questions about the time and place they travelled to. Monitor pairs as they work. Ask some pairs to perform their exchanges to the whole class.

## Writing

### A story

- 4** Plan a time-travel story. Answer the questions, then write your story.

This exercise can be completed for homework. Ask students to use the past simple tense and write about the place they travelled to and the things they did. Ask students to exchange their work in pairs or small groups and read each other's writing. Check the answers as a class by reading some of the texts.

DVD

## The Story of the Stones 1

### It's only a dream

Ask some questions to remind students of the story. Ask *What is the story about?* (three magic stones) *Who has the stones?* (Sunborn) *Who wants the stones?* (Evil / Darkman) *Who find the stones?* (Sarah, Emma and Daniel) *How long ago did the stones disappear?* (one thousand years ago) *Why does Darkman want the stones?* (they have the power of the Universe) Play the DVD. Ask some questions to check comprehension: *Who wants the stones?* (The Lord of Fire) *Who works for the Lord of Fire?* (Darkman) *Do Sarah, Emma and Daniel know that Darkman is alive?* (no) *What did Daniel dream?* (that he was in a cage) *What did Sarah dream?* (that she was tied to a rope) *Who do they want to get in touch with?* (Sunborn). Students complete the sentences. Check with the whole class.

**Watch Episode 1 and complete the sentences.**

Key

1 Oh, come on 2 I promise 3 I mean



**Go to [www.cambridge.org/elt/more](http://www.cambridge.org/elt/more) for DVD exercises and CYBER HOMEWORK 2b**

## CLIL Media Studies

### Film production

- 1** Look at the flowchart. Complete it with the missing words.

Read the words in the box with the whole class and clarify their meaning. Ask students to repeat after you. Then, in pairs, ask them to complete the flowchart.

**Key**

- 2 Planning
- 4 Casting
- 6 Shooting
- 8 Release

**2 There are many films of the book *Oliver Twist* by the Victorian writer Charles Dickens. Read a scene from *Oliver Twist*. Complete the script below, then act it out.**

Give students time to read the paragraph from *Oliver Twist*. Explain that the Workhouse was a place where poor people were sent and were given food and a roof in exchange for work. Ask some general comprehension questions *Why are the children starving?* (they don't eat enough food) *What does Oliver say?* ('Please, sir, I want some more') *How does Mr Bumble feel about it?* (surprised / angry) *What does Mr Bumble do?* (He chases Oliver around the room.)

Explain that a script is a different way of telling a story. In a script, you include the actors, the props, you write what each actor has to say and you explain what each actor has to do. Students work in groups to complete the script. Discuss their scripts with each group. Give students time to practise their scenes. Ask them to act them out for the whole class.

**Key**

Students' own answers.

**WEBQUEST**

This exercise can be completed for homework. Ask students to perform their scenes for the whole class.

➔ **Go to [www.cambridge.org/elt/more](http://www.cambridge.org/elt/more) for extra CLIL**

## Check your progress 1

### Units 1 and 2

**Key****1**

- 1 volleyball
- 2 photography
- 3 riding
- 4 painting
- 5 drama
- 6 cookery

**2**

- 1 documentary
- 2 reality show
- 3 nature programme
- 4 crime series
- 5 sports show
- 6 the news

**3**

- 1 decided
- 2 were
- 3 studied
- 4 watched
- 5 played

**4**

- 1 We did our homework after school.
- 2 They met their friends at the park.
- 3 She made a cake last night.
- 4 He had breakfast at 7 am.
- 5 Her dad went to work by car this morning.

**5**

- 1 No, she isn't. She's Italian.
- 2 Yes, they do.
- 3 No, he doesn't. He lives in Rome.
- 4 No, you don't. You play football.
- 5 No, they don't. They watch nature programmes.
- 6 Yes, it is.

**6**

put, thought, found, sat, ran, took, read

**7**

- 1 went
- 2 told
- 3 saw
- 4 got
- 5 had
- 6 left

**8**

Phrases translated into L1.



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