Unit Overview

Unit Objectives
- To use the passive voice
- To use the irregular past tense
- To read and talk about inventions

Unit Language

**Target Vocabulary**
eighteen thirty-nine
nineteen fifteen
nineteen ninety-eight
one thousand four
seventeen hundred
two thousand six
build/built gliders
open/opened a shop

**Recycled Vocabulary**
bandage
dog
ears
face
friend
hand
history

**Expansion Vocabulary**
controlled
do tricks
lift up
machine
made

**Target Vocabulary**
When was the (computer) invented?
It was invented in (1936).
What was it called?
It was called (the Z1).
When were (jeans) invented?
They were invented in (1850).

**Recycled Vocabulary**
What are you doing?
I’m (reading about the history of the computer).

**Expansion Vocabulary**
“AIBO: The Robot Dog”
Reader 6: “Balloons” and “Wheels”

**Writing**
Invent and draw your own robot!

Cross-Curricular Connections
art (drawing, poster)
language arts (sequencing, role-play, video)
math (counting, graphs)
music (song)
science (inventions)
social studies (transportation)

Values Curriculum
courage
loyalty

Unit Materials
Student Book 6 pages 24–29
Activity Book 6 pages 22–29
Audio CD/Cassette 6
Activity Sheets 9–12
Picture Cards 39–46
Student Cards 39–46
Poster: Character Guide
Video 6, Episode 2: “It flies!”
Unit 3 Test

Disney elements © Disney
Storyline (for the teacher)

Treasure Planet updates the classic tale of Treasure Island. Jim Hawkins is a teenager who is always getting into trouble. But the discovery of a secret treasure map sets Jim on an adventure across space—a treasure hunt. Jim finds himself on a glittering space galleon, where he has to work hard to do his duties. Jim makes friends with the ship’s cyborg cook, John Silver, who teaches him the value of friendship and the power of dreams. Jim soon teams up with his crazy new robot pal, B.E.N., to discover a treasure greater than he ever imagined.

Character Guide

Introduce students to the Treasure Planet characters. Hold up the Character Guide at the beginning of the Student Book or display the Character Guide poster. Say, Open your books to page 5. Play the audio.

Audioscript  John Silver, Jim Hawkins, B.E.N.
Introduction / Vocabulary

What are you doing?

So when was it invented?

I’m reading about the history of the computer.

It was invented in 1936.

What was it called?

It was called the Z1.

Listen. Then talk together.

1. jeans
2. TV
3. computer
4. watch

On the Page (page 24)

1. Listen and say.

• Hold up your watch. Say, In 1509 the watch was invented. Write 1509 on the board. Explain that when we know the person who invented something we say, (Name) invented it in (1509). When we don’t know who invented something, we say, It was invented in (1509). Continue with other items.

• Focus students’ attention on the conversation at the top of the page. Play the audio, and have students listen and then repeat.

Audioscript

What are you doing?

I’m reading about the history of the computer.

So when was it invented?

It was invented in 1936.

What was it called?

It was called the Z1.

• Have students work in pairs. Play the audio again, and have students practice the conversation until they feel confident.

2. Listen and say. Then listen and write.

• Play the first part of the audio, and ask students to point to each year.

Audioscript

a. seventeen hundred  
b. nineteen fifteen  
c. two thousand six  
d. nineteen ninety-eight  
e. eighteen thirty-nine  
f. one thousand four

• Play the audio selection again, and have students repeat the words.

Before the Page

Materials: construction paper, a box

• Before the lesson, make 20 red squares and 20 blue squares from the colored paper. Put them in a box. Have Student 1 take out nine squares of paper from the box while looking away. Show the squares to the students and say, One blue square equals ten. One red square equals one. Put the squares on the table and ask students, What’s the total? For example, three blue squares and six red squares equal 36.

• In class, divide students into teams. One student from each team takes out nine squares from the box. The teams compete to say the total first. Continue the game, involving all students.
• Play the next part of the audio and have students write the correct years in the blanks.

**Audioscript**
1. *When was the telephone invented?* *It was invented in 1876.*
2. *When were jeans invented?* *They were invented in 1850.*
3. *When was the TV invented?* *It was invented in 1926.*
4. *When was the watch invented?* *It was invented in 1509.*

• Walk around the class and check students’ work.

3 **Listen. Then talk together.**

• Have students listen to the first example on the audio, then repeat.

**Audioscript**
1. *When were jeans invented? They were invented in 1850.*

• Have students work in pairs. Tell them to ask and answer questions using the remaining prompts.

### After the Page

#### Number Race

**Materials:** Picture Cards 39–44

- In class, divide students into three teams and have each team form a line. Show a different Picture Card to Student 1 in each line. Student 1 whispers the word on the card to Student 2. Student 2 then whispers it to Student 3 and so on. The last student goes to the front of the line and writes the number on the board. The teams try to write the correct number on the board first.

#### Make an Inventions Poster

**Materials:** poster paper, colored pencils

- Write these words on the board: zipper, radio, mechanical pencil, paper clip, electric guitar, bubble gum. Make sure that students understand the meanings. Divide students into groups of three, and give each group a large sheet of poster paper. Have each group make an Inventions poster. Students decide which invention they want to research. Then they write why they want to know about the invention and they add simple illustrations. On the board, write some example expressions, such as *It's very useful. My mother uses it every day.* Set a time limit. Then display the finished posters on the board.

#### Wrap-up

- In class, divide students into small groups. Model the game. Say a true/false statement using the information in Activity 2, such as *The telephone was invented in 1980.* *(False.)* Choose a student and have him/her say *It's true. / It's false.* Then have groups of students ask and answer true/false statements.

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Assign pages 22 and 23. Answers and audioscript can be found in pages T124–T131.

**Inventions  Unit 3  • T37**
Lesson Objectives
• To understand how to talk about inventions
• To use the passive voice

Recycled Vocabulary
bandage, baseball, camera, computer, jeans, jigsaw puzzle, piano, potato chips

Recycled Structures
When was the (computer) invented?
It was invented in (1936).
What was it called?
It was called (the Z1).

When were (jeans) invented?
They were invented in (1850).

Cross-Curricular Connections
art, language arts, math

Before the Page
• Write a list of inventions on the board: paper clip, radio, bubble gum, zipper, mechanical pencil, electric guitar. Make sure that students know the meanings of all words.
• Choose one item from the list and talk about it, without naming the invention. If students know the item, they raise their hands. Say, *It was invented in 1901. It's made of metal and plastic. You can listen to it.* (radio). Continue with the other items. Following are the years some inventions were created: paper clip (1899), radio (1901), bubble gum (1906), zipper (1913), mechanical pencil (1915), and electric guitar (1923).

On the Page (page 25)

4 Read and say.
• Remind students of the unit language by asking, *When was the computer invented?* Prompt a student volunteer to answer, *It was invented in 1936.*
• Say, *Open your books to page 25. Focus students’ attention on the Explore Grammar box. Say, Remember that the passive form, such as It was, is used either when we don’t know who did something or when it is unimportant who did it.*
• Read the examples aloud and have students follow along in their books. Then ask students to repeat after you.

5 Choose A or B. Then ask and answer.
• Focus students’ attention on the chart in the middle of the page. Say, *This is a chart showing when different things were invented.*
• Pair students. Student 1 works with column A, and Student 2 works with column B. Model the activity with two students. Have Student 2 ask Student 1 about the camera, *When was the camera invented?* Prompt Student 1 to answer, *It was invented in 1900.* Then Student 2 asks Student 1, *When was the Band-Aid invented?* Student 1 answers, *It was invented in 1921.*
• Have students work with their partners to ask and answer questions and complete the chart. Then ask students to check their answers with their partners.
6 Write the questions and answers.

- Ask students to complete the questions and answers using the information in Activities 4 and 5.

- Check to see that students have written the correct sentences.
  (Answers: 1. When were jeans invented? 2. It was invented in 1720. 3. When was baseball invented? 4. They were invented in 1853.)

After the Page

Inventor’s Notebook

Materials: Activity Sheet 9 (Teacher’s Resource Book page 13), colored pencils

- Have students work in pairs. Give each pair a copy of Activity Sheet 9, and set a time limit. Have the student pairs work together to create a new invention. When they decide on an idea for their invention, have them draw it on their sheet. Then the pairs can write a short essay to describe their invention. Walk around the class and help students with any words they need to know in English.

- Invite the pairs to present their new inventions and read their essays to the class.

- For a challenge, have the students choose the most interesting/most expensive/noisiest invention to draw and write about.

Guessing Game

- Explain to the class that classroom and personal objects are made of plastic, wood, rubber, glass, metal, paper, or aluminum. Pick up a pencil and ask, What’s this made of? Help a student to answer, Wood. Then review size and shape words using classroom items.

- Have students guess classroom or personal items. Say, It’s made of plastic, metal, and glass. It’s round, and it has a strap. We wear it on our wrists. What is it? Have students raise their hands. Elicit, Is it a (watch)? Continue with several more items.

Wrap-up

- Say, 2012, and have students write it in their notebooks. Write the number on the board, and have students check their answers.

- Divide students into pairs. Both students write the dates of three years in their notebooks. Students take turns reading aloud the years written in their partner’s notebook.