

## Unit Five

# Machines in Use

## Language Focus

### Language Functions

#### **Making suggestions**

eg. What about making a pond in the park?

#### **Sympathizing**

eg. Don't worry!

#### **Asking for permission**

eg. Can I join you?

#### **Giving instructions**

eg. Switch it off.

### Grammar

#### **Phrasal verbs**

eg. switch off

#### **Punctuation marks**

Full stop

Question mark

Comma

#### **Imperatives**

eg. Don't panic

#### **Past tense**

eg. I was in the elevator

#### **Past continuous**

eg. I was going home.

#### **Modals**

eg. I can

I cannot

# *Machines in Use*

# 5

## Reading

### When the Lights Went Out

In November, 1965, 30 million people in the United States and Canada lost electricity for a complete day. The street lights did not work. Traffic lights did not work. The airports closed.

**Now read this actual newspaper article about the blackout.**

There was panic in New York last night. Lights, elevators and trains all stopped working in the biggest blackout in American history. Over 30 million people had no electricity. The blackout happened at 5.30 p.m., when many people were going home.

More than 250,000 people were using the New York subway. Many people were trapped. They discovered that they could not open the train doors.



In apartments and offices, people were trapped in the elevators. The only lights were from the cars. The traffic signals were not working. Therefore cars could not move. The planes could not land at the New York airport.

The trouble began when the hydro-electric generator at Niagara broke down.



## Activity 5.1

### Reading / Writing

Match the words in column A with their meanings in Column B and write them down in your writing book.

A	B
1. elevator	- a period where there is no light due to electrical power failure.
2. subway	- a large building with flats (homes) on each floor
3. discover	- an underground railway system in a city
4. apartments	- to find information about something.
5. blackout	- a machine that carries people or goods up and down a building



## Activity 5.2 Pair work

### Reading / Writing

Read the following statements about the blackout in New York. Discuss with your friend whether they are true or false. Correct the false sentences and write them in your writing book.

1. This is an article about what happened during a power failure (.....)
2. People were happy about the complete blackout. (.....)
3. The blackout happened in the morning. (.....)
4. People could not open their car doors. (.....)
5. People could not open the train doors. (.....)
6. Less than thirty million people had no electricity. (.....)
7. Only the elevators stopped working. (.....)



## Activity 5.3

### Reading / Writing

Instructions are given in column 'A' and the situations are given in column 'B'. Match 'A' with 'B'.

A	B
i. One tea spoonful to be taken three times a day.	a. Spraying weedicide
ii. Wear a mask when using the machines.	b. Using a refrigerator
iii. Defrost once a week.	c. taking medicine
iv. Remove the plug when not being used.	d. Using an electric iron



## Activity 5.4

### Speaking (pair work)

Imagine you were in New York during the blackout. Describe what happened to you by answering the following questions.

1. Where were you?
2. Where were you going?
3. What time was it?
4. With whom were you going?
5. What happened suddenly?
6. What did the people do?





## Activity 5.5

### Writing

Now write answers for the questions in Activity 5.4 as a paragraph in your writing book. Present it to the class.

### Listening / Speaking

## Big machines do big jobs

It's a public holiday. Janith, Rama, Hiruni, and Nipuna are visiting a work site. All the machines in the site are discussing their future plans. The children want them to do a favour.

- Sachith - Hello. We have come here to ask for a favour from you.
- Rama - Yes. We do not have a park to play. But there is a plot of land where there is an old building. Could you please get together and make a park for us?
- Bulldozer - Yes, of course. We would like to help you. I can knock down the old building to make the park.
- Crane - I have a heavy ball. I can swing it through the air. With it, I can smash into the factory wall. SMASH! CRASH! SMASH!



Bulldozer - That sounds interesting. I have a huge blade. I can push the rubble into a pile. SCRAPE ! SCRUNCH! SCRAPE!  
But, who can take the pile of rubble away?

Digger - Don't worry. I have a huge metal shovel. I can scoop up the rubble with it. I can dump the rubble into someone who can roll over bumpy ground?



Dumper Truck - I would like to help you Mr.Digger. I have wide wheels. I can roll over bumpy ground and take the rubble away.



Bulldozer - Great! It's going to be good team work!

Nazeer - Thank you. We will get a park very soon. It's very kind of you.

Bulldozer - Does anybody else like to join us?

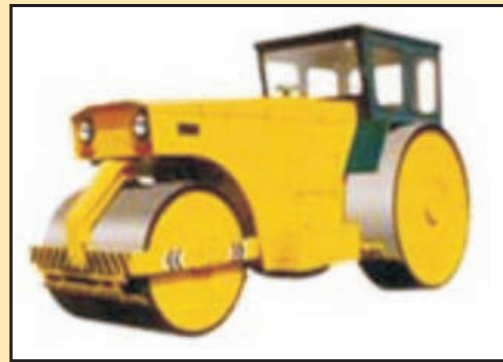
Roller - Yes. I would like to join you. The park needs a path for the children to walk. I have water inside my wheels. The water makes my wheels heavy. So I can press down on the path until it is smooth and flat.



Excavator - Can I join you too?

These children like fish and flowers. So how about making a pond in the park?

I can dig a pit. I have a bucket with metal teeth. It can break up the earth.



Hiruni - I think it's lovely. A park with a beautiful pond!

Tipper Truck - Excuse me Mr. Excavator. You can dig the pit and dump the soil into me so that I can carry it away.



Excavator - But how can you dump the soil?

Tipper Truck - It's simple Mr. Excavator. I can move the back of my truck. When it goes up, the tailgate opens and the soil slides on the ground.

Concrete Mixer- How can I help you? I too want to help the children.

Bulldozer - Why don't you help in making the pond?

Concrete Mixer- Oh yes. The pond needs concrete to line its base. I can bring cement. My drum goes round and round. I can pour out concrete out of my special chute.



Bulldozer - You look so sad Mr. Water Bowser. What's wrong with you?

Water Bowser - Oh, I am the only one who is left out. I have a big tank. Can I fill up the pond with water?



Nipuna - Thank you very much. We know that big machines can do big jobs!



## Activity 5.6 Comprehension

### Writing / Reading

Select the correct answer and write complete sentences in your writing book.

- The children have visited a  
(a) park                      (b) worksite                      (c) workshop
- It's a  
(a) school day              (b) busy day                      (c) holiday
- All the machines there were  
(a) supportive              (b) selfish                      (c) busy
- The children needed  
(a) a park                      (b) a school                      (c) a pond
- The children were  
(a) sad                      (b) happy                      (c) not satisfied in the end.



## Activity 5.7 Comprehension

### Writing

- (a)
1. What are the names of the machines mentioned in the text?
  2. What are the sounds made by a crane?
  3. What are the sounds made by a bulldozer?
  4. How can the Tipper Truck help in making the park?
  5. What can the Roller do?
  6. With what does an excavator break up the soil?
  7. Can a concrete mixer dig a pit?
  8. Which machine has a tank?
- (b)
9. Apart from the machines mentioned in the dialogue, what else can you see in a work site?
  10. Do you think these machines are helpful to us? Why?
  11. What are the advantages and disadvantages of these machines? Read your points to the class and listen to what the others have to say.



## Activity 5.8 Pair work

### Reading / Writing

- (a) **Work with your partner. Read the following expressions taken from the above conversation and match them with the 10 language functions given in the box. Write them in your writing book.**
1. Hello!
  2. Could you please get together and make a park for us?
  3. Yes of course.
  4. That sounds interesting
  5. Don't worry
  6. I would like to help you, Mr. Digger.

7. That's very kind of you.
8. Can I join you?
9. What about making a pond in the park?
10. I think it's lovely.
11. Excuse me, Mr. Excavator.
12. Why don't you help us in making the pond?
13. What's wrong with you?

Greeting

Asking for help

Sympathizing

Expressing joy

Asking for permission

Agreeing

Making offers

Accepting offers

Drawing attention

Making a suggestion



### Activity 5.9 Group work

#### Speaking / Writing

**In groups, make three short dialogues using the above expressions. Write them in your writing book and practise. Present them to the class. Follow the example:**

A : You look sad. What's wrong with you?

B : I missed the school bus.

A : Don't worry. There is another bus in ten minutes time.



### Activity 5.10 Pair work

#### Reading / Writing

**With your partner, read the conversation again and list out all the nouns and adjectives in it. Write them down in your writing book.**