

# MODULE 3 Journey to space

## Unit 1

### Has it arrived yet?

#### Listening and vocabulary

##### Preparation

- Ask students to look through the module and guess what the topic of the module is. Ask them if they think there are plants or animals on other planets, and if so, ask what they think they are like.
- Have students draw their ideas, and label the pictures as best as they can.
- Ask students for as many words as they can think of which relate to space. Make sure they know “earth”, “moon”, “sun”, “star”, “planet” and “Mars”.

#### Culture box: Planets

The sun is our star, and there are eight planets moving around it. Some of these planets have moons; moons are natural satellites. Our planet, the earth, has one, called the moon. With the exception of the earth, all of the planets in our solar system have names from Greek or Roman mythology.

- **Mercury** is the god of commerce, communication and travel in Roman mythology. He was the messenger of the gods. The planet probably received this name because it moves so quickly across the sky.
- **Venus** is the Roman goddess of love and beauty. The planet is aptly named, since it makes a beautiful sight in the sky, with only the sun and the moon being brighter.
- **Earth** is the only planet whose English name does not derive from Greek/Roman mythology. The name derives from Old English and Germanic, generally meaning “ground”.
- **Mars** is named after the Roman god of war probably because of its red colour, which reminded people of blood. Other civilisations also had names for the planet based on its colour. The Egyptians called it “Her Desher”, which means “the red one”.

- **Jupiter** is the King of the gods in Roman mythology. The name makes a good choice for it is by far the largest planet in our solar system.
- **Saturn** is the Roman god of agriculture. He was the father of Jupiter. Saturn is the farthest planet from the earth that can be observed by the naked human eye.
- **Uranus** is the ancient Greek god of the heavens. The planet is the only one with a name from Greek mythology rather than Roman.
- **Neptune** is the Roman god of the sea. Given the beautiful blue colour of this planet, the name is an excellent choice.

#### 1. Listen and number the words as you hear them.

- Ask students to read the words. Repeat the words chorally and individually. This will help students recognise the words when they hear them.
- Play the recording and ask students to tell you the order they hear the words in. Play the recording twice if necessary. When students tell you the answers, check pronunciation.
- Find out if they know the meaning of the words. Ask them to tell you which two words are verbs. Ask what they think the recording is about. Write ideas on the board.
- Play the recording again for students to check if their ideas are correct.

#### Answers

earth — 1;	land — 2;
message — 5;	moon — 7;
news — 3;	planet — 8;
reach — 4;	scientist — 6

#### Tapescript

**Lingling:** I’m really interested in the space trip from the earth to Mars. It’s so exciting! Has the spaceship landed yet?

**Tony:** I don’t know. Let’s listen to the news on the radio and find out.

**News reporter:** We've just had some news about the trip to Mars. The spaceship has reached Mars after a journey of eight months. It hasn't sent back any messages yet, but scientists are waiting. As we know, there isn't any life on the moon, but scientists hope to find life on Mars and other planets.

## 2. Listen again and complete the notes.

- Have students read the sentences and complete the notes from memory.
- Play the recording again for students to check answers.
- Check answers as a whole class.

### Answers

1. Mars      2. eight      3. messages      4. life

## 3. Listen and read.

- Ask students if they've ever seen or read anything about space travel and space missions, and if so, encourage them to give details. Put students in pairs and give them one minute to come up with as many words associated with space missions as possible (e.g. spaceship, astronaut, travel). Ask students to write their ideas on the board.
- Have students read and listen to the conversation and tell you if any of their words are there. Compare with the ideas on the board.
- Ask students to tell you what Daming and Tony are talking about and what Daming wants Tony to do.
- Put students in pairs and assign different words each: "model" and "astronaut" to one student, "discover" and "spaceship" to the other. Ask students to repeat their words chorally and check pronunciation.
- Tell them to find their words in the conversation and work out the meaning. Play the recording again while they read.
- Invite volunteers to write their ideas on the board. Check that they are correct.

## Now answer the questions.

- Tell students to read the questions and try to answer them from memory.

- Have students read the conversation again to check their answers. Play the recording while they read.
- Put students in pairs to ask each other and answer the questions.
- Check answers as a whole class.

### Answers

1. They have got a project on spaceships.
2. He isn't sure how to make the model.
3. The spaceship to Mars has reached there.
4. No one has been to Mars yet, because Mars is very far away, much farther than the moon.

## Extension

- If students are interested, show pictures of the ISS (see below) or space missions to Mars and encourage them to ask you questions about them.

### Language point: *Already*

Ask students to notice the word "already". It means "before now; previously". It is often used with the present perfect tense, which is the tense students met in Module 2, and it goes in front of the participle. For example: It has already sent messages.

### Culture box: *ISS*

The International Space Station (ISS) is run by the space agencies of many countries in the world. It is a laboratory and a space port for international spaceships.

- The International Space Station's length and width is about the size of an American football field.
- The ISS living area is larger than a five-bedroom house and includes a gym.
- Fifty-two computers control the systems on the ISS.
- More than 115 space flights were conducted on five different types of launch vehicles over the course of the station's construction.
- More than 100 telephone-booth-sized rack facilities can be held in the ISS for operating the spacecraft systems and research experiments.

- The ISS weighs approximately 925,000 pounds. That's the equivalent of more than 320 automobiles.
- Eight miles of wire connects the electrical power system.
- The 75 to 90 kilowatts of power for the ISS is supplied by an acre of solar panels.

### Everyday English

*What are you up to?* — an informal way of saying “What are you doing?”

*Sure, no problem.* — a familiar way of saying “Yes, of course!”

#### 4. Complete the passage with the correct form of the words in the box.

- Explain to students that they are going to complete the passage with the words in the box. Tell them that they need to decide which words are verbs, then tell them to find out the participle form of the verbs. Ask which one is irregular.
- Ask students to complete the passage with the correct form of the words and discuss the answers with their desk partner.
- Check answers as a class.

#### Answers

- |               |            |           |
|---------------|------------|-----------|
| 1. sent       | 2. arrived | 3. planet |
| 4. discovered | 5. yet     |           |

#### Methodology tip: Sentence completion

When you ask your students to think about what kind of word they need in order to complete the sentences, it helps them focus on the structures in the sentence, rather than just on the meaning. This is a good habit that you can encourage them to develop, as it can help them check and correct their own written work. It also helps them feel more confident when they try to choose the correct words for the sentences.

### Pronunciation and speaking

#### 5. Listen and underline the words the speaker stresses.

- Explain that this activity is to focus on the

English way of stressing sentences that can be difficult for Chinese speakers.

- Remind students that in English the stress is on words that give information and are important to the message. Short grammar words are not usually stressed.
- Ask students to guess which words will be stressed.
- Play the recording for students to listen to and underline the words the speaker stresses. Play the recording twice if necessary.
- Check answers as a class.

#### Now listen again and repeat.

- Play the recording again, sentence by sentence, for students to listen to and repeat.

#### Possible answers

1. I've just made a model spaceship for our school project.
2. I haven't started yet because I'm not sure how to make it.
3. Has it arrived yet?
4. Astronauts have already been to the moon.

#### Language point: Just, already, yet

The words “just”, “already” and “yet” often go with the present perfect. “Just” is used with actions that have happened very recently. It is usually with the positive form (have/has) and it goes before the participle. (e.g. I've just finished this exercise.) “Already” means “some time before now, previously” and it is usually used with the positive form (have/has). It goes in front of the participle. “Yet” is used with actions you want to do but haven't done, and with events that haven't happened but are going to happen. It usually goes with the negative (haven't/hasn't) or a question and it goes at the end of the sentence. (e.g. We haven't reached any decisions yet.)

#### 6. Make lists of what we have and have not done in space travel.

- Ask students to think for a minute. Then put them in pairs to exchange their ideas and write their sentences. Remind them of the names of the planets if necessary.

- Put pairs together to compare their sentences.
- Have groups dictate their sentences to you. Write them on the board. As a class, look at the sentences with “have not/has not” and decide which things are most likely to happen soon/some time/never.

### Possible answers

We have...  
 A dog has travelled in space.  
 Men have travelled to the moon.  
 Spaceships have taken photographs on Mars.

We have not...  
 We have not built houses in space.  
 Astronauts have not been to Mercury.  
 Scientists have not visited Venus.

### 7. Work in pairs. Talk about space travel with the lists in Activity 6.

- Tell students to look at the sentences in Activity 6.
- Put students in pairs and tell them to write complete questions using the cues. If necessary, do the first one together as a class.
- Ask students to check their questions in pairs. Tell them to ensure they put “just”, “already” and “yet” in the correct place.
- Ask one or two students to come to the board. Tell the class to dictate the correct questions to their classmates to write on the board. Check pronunciation.
- Put students in pairs to take turns asking and answering the questions.

## Unit 2

# We have not found life on any other planets yet.

### Reading and vocabulary

#### 1. Work in pairs. Look at the picture and talk about what you know about Chinese spaceships.

- Put students in pairs. Tell them to think of and write down three facts about Chinese spaceships

and space travel.

- Put pairs together to form groups of six. Tell groups to compare their sentences and decide which two facts are the most interesting in each group.

### Extension

- Collect two sentences from each group and dictate at least one sentence from each group to the class as a whole.
- Ask students to dictate the sentences back to you to write on the board. Students correct their dictations comparing their sentences with yours.
- Discuss any vocabulary.

### 2. Read the passage and choose the best title for it.

- Ask students to look at the picture and the four titles, and tell you what they expect the passage to talk about.
- Tell them to think of a question they hope the passage will answer. For example, “How many people have walked on Mars?” and “Is there life on another planet?”
- Elicit four or five questions and write them on the board.
- Ask students what sorts of articles the four titles would suit (Title 1: Could this be an article on whether there is life on other planets? Title 2: Could this be an article on how life developed on earth and what it is like? Title 3: Could this be an article on the stars as opposed to planets? Title 4: Could this be an article on looking at the night sky with telescopes?).
- Set a time limit of 30 seconds. Tell students to read the text quickly and choose the best title. Check as a class.
- Read the passage slowly with the class. Check any word that you feel may puzzle students.

- Ask students if they have found the answers to any of the questions on the board. Discuss as a class.

### Answer

1 Anyone out there?

### Extension 1

- Ask students to read the text again in more detail and draw a simple picture clue to help them remember what each paragraph is about.
- When students have finished, put them in pairs to compare and explain their pictures.
- Tell students to close their books. Then ask them to work with their desk partner to rewrite as much of the information from the passage as they can remember. Tell them to use their pictures to help.
- Monitor and help as necessary.
- When students have finished, ask pairs to tell you what they remember. Write their ideas on the board. Invite the class to correct any errors — of the English or the information — if they see any.
- Tell students to read the passage again, to see how much they remembered correctly.

### Extension 2

- As an alternative to Extension 1, ask students to read the passage in detail and remember as much about it as possible. Set a time limit of about five minutes.
- Tell students to close their books and, comparing with their desk partner, check how much they remember.
- Tell the class you are going to play the recording of the passage, stopping from time to time. When you stop the recording, students try to guess the next word from memory.
- Play the recording, pausing as follows. For example:

Scientists think that there has been life on the earth for **(PAUSE)...** **hundreds** of millions of years. However, we have not found life on any other planets yet.

#### Methodology tip: *Memory games and guessing games*

Memory games and guessing games are very good for students to learn vocabulary. When we play with words, we create connections in our mind that help us remember the words at a later time.

Also, human children — and the children of animals too — learn a lot by playing. Play is a natural part of learning at any age. Play is also motivating and fun, two aspects which also support learning.

### Learning to learn

- Tell students that the pictures and title that accompany a passage are very useful for guessing what words will be in a passage, and for asking questions that you hope to find the answer to. Point out that normally when we read something, we have a question in our mind, for example, “What time is the train?” (a timetable), “Who won the match?” (sports news), “Who did it?” (a detective story). Encourage students to write themselves a few questions before they read passages, using the pictures and title to help.

### 3. Check (✓) the true sentences.

- Have students read the sentences and tick the correct sentences from memory.
- Tell students to check their answers by reading the text again.
- Check answers as a whole class.

#### Answers

2. ✓      3. ✓      4. ✓

### 4. Complete the passage with the words and expression in the box.

- Have students find the words in the text and check the meaning.
- Ask students to work with their desk partner and complete the sentences with the words and expression in the box.
- Check answers as a whole class.

#### Answers

1. solar system	2. none
3. environment	4. communicate
5. universe	



## Writing

### 5. Look at the picture from a science story for children and answer the questions.

- Have students look at the picture, read the questions and write short answers, using the words in brackets and their own ideas. When they have finished, allow them to compare answers with their desk partner.

- In pairs, get students to write their answers to the questions as complete sentences, and add any details they want.

### 6. Write a passage to describe the picture. Use your answers to the questions in Activity 5 to help you.

- Tell students to write a first copy of their story. Tell them to refer to the picture and use the sentences they wrote in Activity 5. Ask them to add information and use some of the words from Activity 2.

- Ask students to exchange their stories with their desk partner and check their partner's work for spelling and grammar errors. Make sure their partner has answered all the questions in Activity 5 and has used some words from Activity 2.

- Have students use their corrected copy to write a final version of their story. Tell them to draw a picture to go with the story — they can copy the picture in the book or draw their own illustration. Put all the stories on a notice board so that everyone can read them.

#### Possible answer

We have just received a message from our spaceship to Mars. Our spaceship has discovered aliens there. They have never sent us a message because they don't know how to communicate with us. They have not visited the earth because they don't know how to fly to our planet, and they prefer life on Mars. They seem very happy on their planet. They have used parts from the other spaceships from the earth to make TVs, radios, etc. We hope they don't do the same with this one!

## Unit 3

### Language in use

#### Language practice

- Read the example sentences to the class. Point out the importance of the words “just”, “yet” and “already”. Ask them what they have already learnt about these words.

- Point out that the sentence with “been to the moon” means that astronauts have gone there and come back again; it does not mean they are there now. The action has finished.

#### 1. Complete the news with *already*, *just* and *yet*.

- Once more, review the uses of the three words. Ask students to make sentences with them.

- Ask students to read the paragraph and complete it with the three words.

- Have students compare answers with their desk partner, and then as a whole class.

#### Answers

1. already    2. just    3. already    4. yet

#### Extension

- Ask students to write down three sentences of their own with “just”, “yet” and “already”. Go round the class and gather the sentences. Then read them out to the class, but without “just”, “yet” or “already”. Make a noise to substitute for the word.

- Ask students to tell you which word is missing.

#### 2. Look at these sentences.

- Read the example sentences together as a whole class and check that students understand them.

#### Now choose the correct answer.

- Tell students to complete the sentences by choosing the correct words.

- Check answers together.

- Check students' understanding by asking “Where are the astronauts now?”, “Where is the spaceship?”, etc. and elicit the answers from students.

### Answers

1. been    2. gone    3. gone    4. been

### 3. Complete the sentences with the expressions in the box.

- Have students read the sentences and decide if the spaceship, etc. is still away or not. They then complete the sentences with the correct form of “have” and “gone” or “been”.
- Tell students to compare answers with their desk partner. Then check answers as a whole class.

### Answers

1. has gone    2. have been    3. have been  
4. have gone

### 4. Complete the conversation with the correct form of the verbs in brackets.

- Ask students to read the conversation quickly and tell you what Nicky and Bill are talking about.
- Working with their desk partner, ask students to complete the conversation using the correct form of the words in brackets. Point out that the verbs are not necessarily in the present perfect form.
- When they have finished, check as a class. Read out the sentences and encourage students to supply the verbs as you speak. Check their pronunciation.

### Answers

1. watched    2. discovered    3. are; trying  
4. haven't found    5. Have; seen

### 5. Work in pairs. Role-play the conversation in Activity 4.

- Read out the conversation in Activity 4, line by line, for students to listen to and repeat. Ask the whole class to repeat each line after you.
- Divide the class in two. Ask one group to listen to you and repeat Nicky and the other group to listen and repeat Bill. When you've finished, reverse the roles and repeat.
- Put students into pairs and ask them to role-play the conversation.

- Ask students to close their books and try to repeat the conversation (it need not be exact). Then ask them to exchange roles and do it one more time.

- Finally, ask students to work in pairs and write down the conversation from memory. It need not be exact, but they should try to keep the main ideas.

- Have students check their work by comparing it with the original conversation.

### 6. Complete the email with the words in the box.

- Ask students to look at the text and tell you what kind of text it is (an article, a letter, an email...) and tell you how they know.
- Ask students to read again and tell you what Liu Dan has just done and what she wants to do one day.
- Have students complete the email with the words in the box.
- Check answers as a class.

### Answers

1. just    2. read    3. been  
4. never    5. met    6. written  
7. yet

### 7. Listen and complete the notes.

- Tell the class to look at the picture and tell you what the recording may be about. Ask students to read the notes and predict what kinds of words they will need to use to complete the notes. Write their ideas on the board. For example:

- 1 = a number  
2 = a number  
3 = an adjective...

- Elicit their ideas and write them on the board.
- Tell students to listen to the recording and tell you if they hear any of their ideas.
- Ask students to write down what they can remember.
- Play the recording again for students to complete the notes.
- Allow students to compare answers with their desk partner. Play the recording again if necessary.

## Tapescript

**Interviewer:** Today's programme is about space travel. I'm talking to an astronaut from CNSA. Hello, we're interested to hear about your experiences in space. When did you join CNSA?

**Astronaut:** Six years ago.

**Interviewer:** And how many times have you flown in a spaceship?

**Astronaut:** Two times.

**Interviewer:** How did you feel when you were in the spaceship?

**Astronaut:** I enjoyed it. It was very exciting.

**Interviewer:** Have you worked on the space station?

**Astronaut:** Yes, I have. I've already been there twice.

**Interviewer:** Have you seen the earth from the space station?

**Astronaut:** Yes, I have. It's very blue, and very beautiful.

**Interviewer:** How wonderful! How did you feel when you saw it?

**Astronaut:** I was so happy. I wanted to cry.

**Interviewer:** I'm sure. Tell me, why did you decide to become an astronaut?

**Astronaut:** I've always been interested in space. It's so exciting!

**Interviewer:** Do you think there's life on other planets?

**Astronaut:** Yes, I do. The universe is so big. There are so many galaxies, and so many solar systems.

**Interviewer:** But we haven't found anything yet.

**Astronaut:** We've only just begun to look. Give us time!

**Interviewer:** (*laughing*) Another hundred years maybe? Well, thank you for talking to us. It's been great to talk to you.

**Astronaut:** Thank you.

## Answers

- |          |              |               |
|----------|--------------|---------------|
| 1. six   | 2. two       | 3. excited    |
| 4. twice | 5. beautiful | 6. interested |

## 8. Complete the word map with the words and expressions in the box.

- Have students read the words and expressions in the box and check meanings.

- Ask students to add them to the word map in the appropriate places.

- Set a time limit of four minutes for them to complete the word map.

## Now add more words about space to the word map and write five sentences.

- Put students in pairs to compare their maps and add more words together.

- Invite pairs to the board and ask them to draw their word maps.

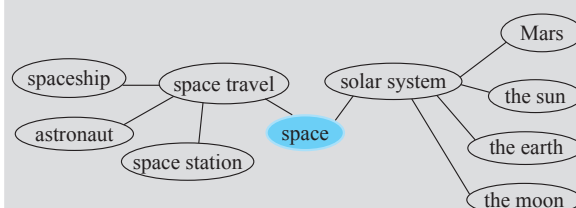
- When they have finished, ask other students to the board to add more words.

- Finally, ask students to write individually at least five sentences using words from the board, about space or space travel.

## Extension

- Collect students' sentences and choose 6-8 to use for dictation. Try to use sentences written by different students.

## Answer



## Possible sentences

We've just read a story about a space station near the sun.

Astronauts haven't been to the sun, because it's too hot.

Spaceships are travelling in our solar system at the moment.

I am interested in space and the stars and planets in our galaxy.

I think scientists will send astronauts to Mars one day.

## 9. Complete the passage with the correct form of the words in the box.

- Explain to students that they are going to complete the passage with the words in the box. Tell



them to decide which words can change form.

- Have students read the sentences and decide if they need a noun, a verb or an adverb in each gap. Tell them to decide if the nouns are singular or plural, and what form the verbs should be in. Check ideas as a whole class.
- Ask students to complete the passage with the correct form of the words and discuss answers with their desk partner.
- Check answers as a class.

### Answers

- |               |               |
|---------------|---------------|
| 1. astronaut  | 2. moon       |
| 3. news       | 4. reach      |
| 5. discovered | 6. spaceships |
| 7. yet        |               |

### Around the world

- Read the information together.
- Ask students to think of a new system for the names of the days, for example, based on colours, fruit or the weather.
- Put students in pairs to think of some new names for the days of the week.
- Put pairs together to make groups of six. Tell them to take turns to tell each other their names for the days. Each group chooses the seven names they like the best — they can mix ideas from different pairs.
- Invite a member of each group to tell the class the names the group has chosen for the days of the week.
- Have students vote for the best new names.

### Cultural notes: *Names of the days of the week*

The Ancient Greeks first named the days of the week after the sun, the moon and the five known planets. They called the days of the week “days of the gods”. The Ancient Romans copied the Greek system but translated the names into Latin.

The Romans built a huge empire and took their traditions with them, so most other European languages eventually copied the Roman system for the days, naming them after the sun, the moon, Mars, Mercury, Jupiter, Venus and Saturn. In English, some of the names were translated to the names of the old Norse gods and goddesses: Tyr, the god of war, for Mars (Tuesday); Woden or Odin, the “ruler of the gods” and also the guide of souls, for Mercury (Wednesday); Thor, the god of thunder, for Jupiter (Thursday) and Freya, the goddess of love and beauty, for Venus (Friday).

### Module task: Making a poster about space travel

**10. Work in groups. Choose a subject, for example, the first moon landing or China’s manned space travels. Look for some photos and information about it.**

- Put students in groups to come up with as many interesting ideas for a poster about space travel as possible. Set a time limit of four minutes.
- Ask students to tell you their ideas and write them on the board.
- Have students choose the idea they like best and find information and photos to use to make a poster.

**11. Write captions for the photos and use the information you found in Activity 10 to write a description of each one.**

- When students have their photos, tell them to write captions to go underneath the pictures to give an idea of what the pictures show.
- Tell students to write a description of each picture, using the information they have found in Activity 10.
- Remind them to write clearly and check spelling, as these posters will go on the wall for everyone to see.
- Ask students to check for errors. Tell them to ensure that they have used some of the words learnt in this module.

**12. Give your poster a title. Put it up for your classmates to see.**

- Give students time to decorate the poster further if they want.
- Have each group decide a title for their poster.
- Have students write the title on the poster and put it up for the class to see.

**Extension**

- If you wish, ask students to write three or four comprehension questions about their poster for classmates to answer, or six sentences, three true and three false, for classmates to solve.