

## 8

## Life in space

## Unit objectives

To read, listen and talk about activities people do at the moment of speaking

**Target language:** *I'm driving. We aren't working. Walk! Don't run!*

**Grammar:** present progressive: affirmative and negative; imperatives: affirmative and negative

**Key vocabulary:** (page 52) *moon, drive, float, look at, touch, work out;* (page 56) *put on, sit down, stand up*

## Lesson 1

## Grammar start Student's Book, pages 52–53

## Warm up

- Write the following words on the board: *bus, space, float, astronaut, suit, helmet, cat, moon, rocket, flowers*. Students say which of the words they think refer to space. Elicit what students know about space.

1



## Listen, say, and point.

- Students look at the pictures and say if they recognize any of the words.
- Play Track 45. Pause after each word. Students repeat the word and point to the corresponding picture.



## Track 45

*moon, drive, float, look at, touch, work out*

- Play Track 46, pausing after each word. Students listen and point to the correct pictures.



## Track 46

*touch, look at, moon, float, work out, drive*

2



## Listen and read.



This exercise promotes thinking about activities different people are or aren't doing at the moment of speaking.

- Students look at the pictures and guess who the different people are (astronauts and ground control staff).

- Students scan the text to discover what Bob is doing and what Nancy and Mike are doing (*walking on the moon, driving*).
- Play Track 47. Students listen and read the dialog at the same time. Ask: *Do you think it is difficult to be an astronaut or a member of ground staff? Why or why not?*
- Read out sentences from the text in random order. Students point to the sentence and repeat it chorally.



## Track 47

**Astronaut 1:** *Hello, ground control. This is Bob. I'm walking on the moon. I'm not touching the ground!*

**Astronaut 2:** *Hello, ground control. Brad isn't working. He's eating lunch.*

**Astronaut 3:** *This is Mike and Nancy. We're driving. We aren't going fast.*

**Ground:** *Hello, moon team! We're watching you. You're doing a great job!*

**EXTRA ACTIVITY** Divide the class into pairs. Students take turns reading out what the different people are saying in exercise 2. Encourage them to pay attention to their intonation and pronunciation. Walk around and help them with pronunciation while they are working.

3 Circle the verb *be*. Underline *ing*.

- Write *I'm working* on one side of the board. Write *I'm not playing* next to it. Elicit the difference between the affirmative (*I'm*) and the negative (*I'm not*). Elicit the affirmative and negative forms of the verb *be* for *he/she/it* (*he's, he isn't*) and *we/they* (*we're, we aren't*). Write them in two lists on the board, using the contracted forms.
- Draw students' attention to the grammar box and read out the information at the top of the box.
- Read out the first affirmative sentence and point to the circled verb *be* and the underlined *ing* ending. Repeat with the negative sentence. Students circle and underline the corresponding elements in the remaining sentences.
- While they are working, copy the sentences on the other side of the board. Volunteers mark the answers on the board.
- Go back to the lists of the verb *be* on the board and elicit possible endings to complete the sentences.

**MIXED ABILITY** Pair more confident students with students who need more support to work together. Students make a rebus sentence on a sheet of paper using simple pictures to demonstrate the meanings of words (e.g., two stick men walking + the moon below). Pairs exchange and interpret each other's sentences (*they are walking on the moon*).

#### 4 Look. Match the words to make sentences.

- Point to the pictures and elicit the words for the activities. Point to and read the sample answer, making sure students understand that it matches the action in the first picture.
- Students draw lines to match and complete the sentences, according to what they see in the corresponding pictures.
- Invite volunteers to read out the complete sentences.

##### Answers

- |                       |                      |
|-----------------------|----------------------|
| a I am driving.       | d We are eating.     |
| b He is sleeping.     | e They are floating. |
| c She is working out. |                      |

**EXTENSION** Invite a volunteer to the front. Show him/her the word for an action from this lesson. The student acts out the word for the class. The first student to guess correctly comes to the front and mimes the next word. Continue until all the words have been reviewed.

### Lesson 2

**Grammar practice** Student's Book, pages 54–55

#### Warm up

- Draw simple stickmen pictures of the activities from Lesson 1 on the board or put them up around the classroom. Say sentences about the pictures. Students walk to the corresponding picture. Repeat the procedure several times.

#### 1 Listen and number.

- Point to the picture. Ask students what actions they can see.
- Play Track 48. Students listen to the track and point to the scenes in the picture as they hear them mentioned.
- Play the track again, pausing to allow students time to number the pictures.
- Point to the pictures for students to call out the numbers.

#### Track 48

*Hello, ground control. We're having a busy day at the space station. Sam and Rick are floating in the space station. Kate is working out. Ryan is looking at the stars. Zack and Jim are eating lunch. Hayley and Jenny are driving. Pete is touching the moon. Sara is sleeping.*

##### Answers

- 1 two men floating
- 2 woman working out
- 3 man with telescope
- 4 men at table eating
- 5 moon buggy
- 6 astronaut bottom left
- 7 woman sleeping

**EXTRA ACTIVITY** Divide the class into groups of three. Play Track 48 a third time. With their books closed, groups work together to write three sentences from the audio. Elicit sentences from the groups. Write them in order on the board as they are mentioned. Repeat all the sentences orally with the class. If time allows, students copy the sentences into their notebook.

#### 2 Write sentences with the verbs in the box.

- Draw students' attention to the verbs in the box. Read them out one by one for students to point to the correct scene in the picture in exercise 1.
- Read out the first sentence and point to the word crossed out in the box.
- Students complete the sentences in the present progressive with the correct verbs, crossing out the words in the box as they use them.
- Invite volunteers to read out the sentences for the class to check.

##### Answers

- a She's sleeping.
- b They're driving/floating.
- c He's looking at the stars.
- d They're eating lunch.
- e She's working out.
- f They're floating/driving.
- g He's touching the moon.



### Color the medal.

- Praise students for the work they have done so far. They color the medal at the top of the page with a brown/bronze pencil. Tell them they now have the chance to earn a silver medal.

### 3 Write *he, she, or they* and the affirmative or negative form of *be*.

- Students describe what they can see in the pictures.
- Point to the first picture. Read out the first sentence.
- Students complete the sentences with the correct subject and form of *be*. Explain that they should look at the picture to decide if the sentence is affirmative or negative.
- Invite volunteers to read the answers for the class to check.

#### Answers

- a She's                      c They aren't                      e He isn't  
b They aren't                      d He's                      f He's

**MIXED ABILITY** Invite more confident students to write two more sentences for the pictures: *Matt and Dan are eating. Rob's working out.* Check and correct their work while other students are completing exercise 3.

### 4 Look at the pictures. Correct the mistakes.

- Point to the sentences and explain they have to correct them according to what they see in exercise 3.
- Read out the first sentence: *She is eating.* Students look at the first picture and tell you if the sentence is true or not. Read out and explain the sample answer.
- Students complete the sentences. Monitor and help as necessary.
- Check answers with the class.

#### Answers

- a She isn't eating. She's talking.  
b They aren't working. They're eating.  
c They aren't working out. They're sleeping.  
d He isn't touching the moon. He's looking at earth.  
e He isn't floating. He's working out.

**EXTENSION** Play *Bingo* with actions from this unit. Ask students to draw a six box bingo card in their notebook and write the names of six actions from the unit so far. Call out the names of the actions in random order. Students cross them off their boards if they have them. The first student to cross off all his or her words and shout *Bingo* wins.



### Color the medal.

- Praise students for the work they have done so far. They color the medal at the top of the page with a gray/silver pencil. Tell them they now have the chance to earn a gold medal.

### Lesson 3

#### Grammar goal Student's Book, pages 56–57

#### Warm up

- Play *Simon Says* with the class using simple instructions with words from this unit that are suitable for miming. Students only mime the actions preceded by the words *Simon says*: *Simon says stand up. Simon says work out. Simon says eat ...*

1



#### Listen and read.

- Students look at the pictures and say who the people are (two astronauts) and where they are (in a training center).
- Play Track 49. Students read the dialog while they listen. Play the track again. Pause after each instruction for students to repeat.



#### Track 49

*Astronaut training center*

**Man 1:** *Walk! Don't run!*

**Man 2:** *Put on your helmet!*

**Woman 1:** *Don't touch the red light!*

Grammar box

- Students look at the grammar box. Read out the first sentence and point to the word in green. Students repeat. Read out the second sentence and point to the word in red. Elicit that green is affirmative and red is negative. Read the remaining sentences and explain that we use imperative sentences to give instructions or commands.
- Review by explaining that we use the infinitive without *to* and without a subject. To make the instructions negative, we add *Don't* before the verb.

2 Read and match the pictures.

- Students look at the pictures and say where they are and what they can see.
- Students look at the sample answer. Read out the sentence that goes with it.
- Students match the sentences to the pictures and compare their answers with a partner.
- Invite volunteers to say the answers.

Answers

d, b, a, c

**EXTRA ACTIVITY** Students draw two columns in their notebooks with the headings *affirmative* and *negative*. Students write all the instructions from page 56 in the corresponding columns. Write the column headings on the board. Volunteers write the words in the columns on the board. Students check their answers in their notebook.

3 Look and correct the mistakes.

- Students look at the pictures. Invite different students to read out the speech bubbles in the left column.
- Point to the first picture and read out the sample answer.
- Students read the speech bubbles and write the correct sentences.
- Invite volunteers to say the answers.

Answers

- |                |                       |
|----------------|-----------------------|
| a Don't drink! | d Don't touch!        |
| b Listen!      | e Put on your helmet! |
| c Look!        |                       |

4 Look and write the classroom rules.



This exercise promotes social and emotional development as students are required to review

classroom rules and reflect on the rules in their own school.

- Point to the pictures and elicit a verb to go with each picture.
- Read out the first rule. Students complete the remaining rules.
- Invite volunteers to read the rules to the class. Students check their answers.
- Ask students if any of these rules are the same in their school. Elicit other examples.

Answers

- |               |             |
|---------------|-------------|
| a Don't eat   | c Listen    |
| b Don't drink | d Don't run |

**EXTRA ACTIVITY** Students draw and write another rule for the class. Students walk around the classroom and try to find two more people with the same rule as them. Allow them to put up their rules around the classroom. Ask them if they think that they are suitable rules.

**EXTENSION** Divide the class into small groups. Students close their books and write as many imperative sentences as they can remember from this lesson. The team with the most correct sentences wins.



Color the medal.

- Praise students for their work and tell them that they have now finished the unit and earned a gold medal. They color the medal with a yellow/gold pencil.

Units 7 and 8 Review answers

- 1 a Does he like running? Yes, he does.  
b Do you like cleaning? No, I don't.  
c Do they like playing board games? Yes, they do.  
d Does she like doing the dishes? No, she doesn't.
- 2 a She isn't swimming. She's surfing.  
b She isn't playing. She's working.  
c It isn't eating. It's sleeping.  
d He isn't driving. He's skating.  
e He isn't playing. He's cleaning.  
f She isn't painting. She's playing chess.



# Review 4

## Lesson objectives

To review and consolidate target language from Units 7 and 8

**Writing development:** To review the use of exclamation marks

**Exam practice:** Cambridge English: Starters, Listening paper, Part 1

**Language review:** *I like (skateboarding). Let's (play a board game)!*

*I'm playing a video game. Put on your coat!*

**Vocabulary review:** *bored, skateboard, board game, paint; put on*

## Lesson 1

**Writing goal** Student's Book, page 58

### 1 Circle the exclamation marks (!).

- Students look at and describe the picture.
- Write an exclamation mark on the board. Students identify and name it.
- Read out the first line of the dialog and point out the circled exclamation mark. Students read the text and circle the remaining exclamation marks.
- While they are working, copy the text on the board. Volunteers circle the exclamation marks on the board. Students check their answers.
- Elicit when we use exclamation marks. Students deduce the information by looking at the circled marks in the text. Write their ideas on the board. Draw attention to the "Look" box to check their guesses.

### 2 Write the exclamation marks.

- Students look at the dialog and complete the missing exclamation marks. Students use the dialog in exercise 1 as a guide.
- Monitor and help as necessary.

### 3 Complete with your own ideas. Use exclamation marks.



This exercise promotes creative skills by asking students to imagine a conversation with a friend about what activities to do together.

- Students look at the dialogs in exercises 1 and 2 and say what ideas they have in common (children are bored, they make suggestions, they give commands).

- Students complete the exercise with their own ideas, adding exclamation marks.
- Divide the class into pairs. Students take turns role-playing each other's dialogs.

## Lesson 2

**Exam goal** Student's Book, page 59

### 4 Listen and draw lines. There is one example.

This exercise practices Part 1 of the Listening paper from Cambridge English: Starters.

- Students look and say what they can see in the picture. Read out the names of the people in random order for students to point to.
- Play the first part of Track 50 (see page 64), pausing after the example. Point to the sample answer and explain that students should draw lines to match the information.
- Play the rest of Track 50. Students listen and draw lines to show the information. Play the track again and pause after each person to allow them time to check and make any changes. Check and correct students' answers.

## Answers

Jane – swimming pool, Jack – skateboard, Mary – skates, Tony – guitar, Sam – computer/video game, Fatima – chess, Anna – painting

**EXTENSION** Students draw a picture of themselves doing one of the activities from this unit and write a sentence underneath it: *I like playing board games. Let's play chess!* Students mingle, saying their sentences to their classmates and trying to find someone with the same suggestion.

## What do you think? Color a shield.



This exercise encourages students to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Encourage students to choose a shield to color according to how much they liked Units 7 and 8, and how well they think they did. Allow students to color two shields if they think they did better in one unit than the other.