

Beyond this world

In this unit, students:

- read and understand an extract from a science fiction story
- develop a close understanding of the story and the features of science fiction
- learn about compound words; spell words with y sounding /ɪ/ or /aɪ/; learn about informal styles in fiction; study words with the prefix trans-
- learn and practise changes in reported statements from the past to the past perfect and present perfect to past perfect
- learn and practise using quantifiers: few, the fewer, fewest, little, less, the least
- write continuations of the science fiction story
- listen to a conversation about performance arts
- make a short individual presentation about a theatre or cinema visit

Lesson 1 Check-in; Reading SB pp47-49

Lesson aims

- to prepare for the topic of science fiction and other aspects of work in Unit 5 through the Check-in page
- to read and gain a general understanding of a science fiction story extract

SB skills: reading for general understanding; oral comprehension; reading fluency; vocabulary work

WB practice: Unit 5 vocabulary list (p139)

Time division: a rough guide to a 40-minute lesson

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|----------------------|-------------------------|
| ▶ Check-in - 10 | ▶ After reading - 10 |
| ▶ Before reading - 3 | ▶ Reading practice - 10 |
| ▶ Reading - 7 | |

Point out the unit title and give students a few moments to look at the pictures.

Ask: What things do you recognise in the photos and can you name them in English? Elicit words and note them on the board. Give the English for anything students recognise but cannot name.

Check-in

- 1 Read the first two statements.

Task box If students did not already know the answers to these questions, they should have looked them up.

- 2 Elicit answers from around the class.

Answers

350,000-400,000 kms depending on the orbit
Gravity is the force that pulls things together.
Gravity on the Moon is one sixth of gravity on Earth.

- 3 Read the sentence about the story.

Reading

- 1 Read the first statement. Students should be familiar with fiction: a story that is made up from a writer's imagination.

Task box Elicit any science fiction books or films the class has read, seen or heard of.

- 2 Read the next two statements.

Task box Elicit answers from the class. If they have seen science fiction films, ask: Do you think of them only as stories or do you think about the inventions, machines and way of life, etc. that are shown in them?

- 3 Read the next statement. Explain that Kepler is a boy they will find out about.

Task box Elicit students' ideas. They should immediately recognise that the Moon has a bare landscape so all plants and animals would be strange. They may also realise that the Moon has no running water and no atmosphere so there are no clouds or weather as we know it.

- 4 Read about the new words and elicit meanings.

Looking at language

- 1 Read through the language work that will be covered.
- 2 Ask the class if they can name any compound nouns. They should remember, e.g. **football, sunlight**, etc. If necessary, remind them that a compound noun is made up of two separate nouns joined together to make a new word.

Grammar

Read the information about Grammar.

Task box Elicit phrasal verbs. Students should be able to suggest, e.g. **take out, take away, take off**.

Writing

- 1 Read about the writing features and writing tasks.
- 2 Ask the class if they have ever wondered what it would be like to take a flight to the Moon.

Listening

Read about the dialogue.

Task box Elicit ideas. Students should be familiar with: theatre, concerts, opera, dance, ballet. They may also remember mime and circus skills such as juggling.

Speaking

Read the information about Speaking.

Reading: Hello, Earth SB pp48-49

Before Reading

Pre-reading questions

- 1 Is there much conversation in the story? How do you know? Students should scan the text and see that there is some direct speech but not much.
- 2 What do you think it would be like to see the Earth from a spaceship for the first time? Elicit words and phrases from the class.
- 3 How do you think the boy, Kepler, feels at the moment he leaves the spacecraft? Elicit suggestions from the class.

Reading

- 1 Read the text to the class or play track 1.17.
- 2 Go through the Glossary.
- 3 Ask if any other words are new or unfamiliar. Where possible, encourage other students to explain or suggest meanings.

Note: Students will have the opportunity to check meanings of words as a homework task and will do further comprehension and vocabulary work in following lessons. It is important not to spend time on checking meanings in the lesson.

After reading

General questions

Check students' general level of understanding by asking questions on the gist of the text. Elicit answers. Refer the whole class to the text to check details, if necessary.

Use the following questions or any of your own.

- 1 Where does Kepler Masterman come from? **the Moon**
- 2 Where is he going to? **Earth**
- 3 Who is he travelling with? **his father**
- 4 What most surprises Kepler when he sees Earth close up? **it is mostly water**
- 5 What is different about water on the Moon? **It has to be supplied from Earth because there is no natural water supply on the Moon.**
- 6 Why was the landing difficult for Kepler? **because he was not used to the Earth's force of gravity**

Reading practice

- 1 Ask different students to read sections of the text aloud.
- 2 Ask if there are any sentences or phrases that students have not completely understood. Explain as necessary.
- 3 Remind students that they need a detailed knowledge and understanding of the text for the next lesson.

Homework

Listen to and re-read the story carefully and check meanings of new words again as necessary.

Lesson 2 Reading comprehension SB p50

Lesson aims

- to re-read *Hello, Earth* (i) in full (ii) in sections for detail
- to develop a close understanding of the story, the style and vocabulary
- to give a personal response to the context of the story and the main character

SB skills: reading for detail; guessing meanings from context; vocabulary; recognising parts of speech; critical thinking

WB practice: literal questions; vocabulary; cloze; definitions

EPB link: Test 3, Reading Q1

Time division: a rough guide to a 40-minute lesson

▶ Warm-up - 3	▶ Activity 2 - 10	▶ Vocabulary check - 2
▶ Re-reading - 5	▶ Activity 3 - 5	▶ Your views - 3
▶ Activity 1 - 5	▶ Activity 4 - 7	

Warm-up

Give students a time limit in pairs to write down as many words as they can think of to do with space.

Before starting this page, read *Hello, Earth* again or play track 1.17.

Activity 1

- 1 Students read and mark the true/false statements. They should be able to complete this activity fairly easily.
- 2 They may do this work in pairs, if you wish.
- 3 Remind them to look back at the text to check answers.
- 4 Elicit oral answers from the class. Ask students to correct the false sentences.

Answers 1T 2F: The Atlantic looked grey and the Indian Ocean looked blue. 3F: Water was more precious than oxygen. 4T 5F: She got Kepler an icepack. 6T 7T 8F: His father was surrounded by reporters, cameramen and casual bystanders.

Activity 2

- 1 Students may continue to work in pairs if you wish.
- 2 Ask a student to read the phrases.
- 3 Ask different students to read each meaning.
- 4 Even if students have not looked up the complete phrase they should know at least one word in each phrase which will help them to work out the meanings.

- 5 Check answers together.
- 6 Ask the questions and encourage students to answer.
- 7 For question 1, remind the class of the meaning of *disaster*. Make sure they understand that Kepler uses the expression *disaster area* as a way of describing himself.

Answers island-spangled b; good grief d; worth its weight a; disaster area e; hang on c

Example answers

- 1 Accept answers that suggest: *Kepler thinks he looks terrible and he feels it is as serious as if some natural force had arrived and created huge problems.* Make sure students understand that he is using the phrase as a way of describing himself.
- 2 Help students to work out that the adjective *island-spangled* suggests that the ocean is like a piece of cloth with jewels (the islands) scattered across it.
- 3 Students should recognise that as *Good grief!* is an exclamation, it is likely to be heard in informal conversation. They have already studied the meaning of *Hang on*, in a phone call and should realise that this also is informal language.
- 4 Students' own answers. Explain that this is an expression for describing someone who is kind and helpful.

Activity 3

- 1 Give students a time limit to underline the adverbs.
- 2 Ask another to read out the words that are left and say what part of speech they are.
- 3 Give the class a time limit to match all the words to their meanings. This may be done individually or in pairs.
- 4 Check answers together.

Answers

Underline: exotically, momentarily, crudely, blurrily, eagerly
The words that are left are adjectives.
1 exotically 2 momentarily 3 crudely 4 blurrily
5 groggy 6 steely 7 feeble 8 casual 9 sympathetic
10 eagerly

Activity 4

- 1 Divide the class into groups.
- 2 Ask individuals from different groups to read out each question and make sure the class understands what they need to discuss for each one:
- 3 For question 1, tell them to look back at the text and read the context of the question.
- 4 Question 2 requires the group to discuss the fairness or otherwise of the charges.
- 5 Question 3 requires students to give personal views.
- 6 Give them a time limit to discuss the questions and note answers.

Example answers

- 1 Students should realise from the context of Kepler's question that he has just realised how much water Earth has while the Moon has none. He clearly thinks that charging so much for what is easily available on Earth is unfair and he wonders what these 'unfair' people are like and what sort of a world they have created around them.
- 2 Views may vary. Some students may think it is unfair to charge for freely available water from Earth. Other students may think that it is fair for the people to pay as they would have had to pay for water to be brought from Earth in any case, so they may as well pay for what they save from the cleaning process. Students may also point out that Kepler saw the oceans which are salt water. Fresh water is not so freely available.
- 3 Students' own ideas. Encourage them to think and to come up with as many reasons as they can.

Vocabulary check

This activity may be done in class if there is time, with students working alone or in pairs. Normally, it is likely that there will only be time to point out the list to students and remind them of the importance of checking new words before they do vocabulary practice in the Workbook. The Workbook Vocabulary page may be done after this lesson or after Lesson 3.

Your views

- 1 Ask the questions and elicit some immediate oral responses.
- 2 Each student should write their own response as an independent homework task.
- 3 If your class has been writing single sentence answers, encourage them to write several sentences as an answer giving more than one reason.
- 4 Students reading their responses can be a warm-up activity for following lessons.

WB: Reading comprehension (WB p44)

Vocabulary check

Your views personal response

- Check before the end of the lesson that students understand the tasks.
- Remind them to re-read the text on their own before they start the exercises.

WB answers

Exercise 1

- 1 He was the first child born on the Moon.
- 2 the Governor of the Moon
- 3 the Atlantic

1 Indian, Pacific
5 one sixth
6 heavy and tired
7 because of the force of the Earth's gravity

Exercise 2

Pictures: 1 hydroponic garden 2 electrostatic filter

3 force of gravity 4 orbit 5 laboratory

Sentences: 1 force of gravity 2 orbit 3 hydroponic garden 4 laboratory 5 electrostatic filter

Exercise 3 1 governor 2 stewardess 3 bystander
4 convict

WB: Vocabulary (WB p45)

This page may be completed after Lesson 2 or Lesson 3.
Students should be able to work through this page independently for homework. Remind them to have their dictionaries with them when they do this page.

WB answers

Exercise 1 1 crudely 2 exotically 3 sympathetic
4 casual 5 feeble 6 eagerly 7 steely 8 blurrily

Exercise 2

abstract nouns: discomfort, force, hint
compound nouns: icepack, wheelchair, birthright
adjectives: apparent, minimal

Exercise 3 1 transfer 2 crane 3 charge 4 increase
5 brake 6 hesitate 7 mill around 8 extract

Exercise 4 1 shimmer 2 Universe 3 stuff
4 comparison 5 pressure 6 luxury

Lesson 3 Looking at language SB p51

Lesson aims

- to investigate compound words that are different parts of speech
- to look at hyphenation
- to investigate words ending in y with the short sound /ɪ/ and long /aɪ/
- to examine some informal styles in fiction

SB skills: dictionary use; vocabulary development; spelling; pronunciation

WB practice: hyphenation; spelling and pronunciation of words ending in y and i; rewriting a dialogue and paragraph; matching definitions of words with prefix trans; gapfill

EPB link: Test 3, Grammar and Vocabulary Q4, Q5

Time division: a rough guide to a 40-minute lesson

► Warm-up - 5 ► B Spelling - 10
► A Dictionary work - 10 ► C Language development - 15

Warm-up

Ask two or three students to read their responses to Your views on SB p50.

A Dictionary work

Information box Read the first information point.

Point out the first entry. Ask students to look at the other entries on the left.

Explain that they are all compound words. Remind the class that a compound word is made up of two words and each word also makes sense on its own.

Go through the definitions of each entry.

Ask the class what extra information is included with the entries: C = countable; T = transitive.

Ask if anyone can make up a sentence using *overall* as an adverb, e.g. *The film was boring at times but we liked it overall.*

Activity 1

- 1 Explain that if they need to find one of the answers in the dictionary, they should look up *post* then read all the compound entries that follow to find the correct word.
- 2 They may do this work in pairs.

Answers 1 postman 2 postscript 3 postgraduate
4 postmortem

B Spelling

Information box Read the information. Ask students to read out the examples.

Explain to the class that they already know quite a lot of words with y having these two different sounds.

When they come across new words, it is best to look them up to check the pronunciation.

Activity 1

- 1 Students complete these words.
- 2 Ask volunteers to read them out saying /ɪ/ or /aɪ/ for each space.

Answers 1 hydrogen 2 nylon 3 style 4 rhythm

Activity 2

- 1 Students may work in pairs to complete the matching.
- 2 If a word is new, tell them to check in the dictionary for the pronunciation.
- 3 Check answers by asking pairs to read the word and give the matching definition. Check pronunciation of the words.

Answers 1 lyrics 2 python 3 cymbal 4 gymnasium

C Language development

Read the information about leaving out words.

Activity 1

- 1 Ask which word is missing: **Are**.
- 2 Read the two information points.
- 3 Explain that these very short forms are for very informal conversations and situations.
- 4 Read about sentences beginning with conjunctions.

Activity 2

- 1 Students scan the text to find two more sentences beginning with *But* and *And*.

Example answers

But water was something else.
And the mining companies charged us for it.

- 2 Students look back at the text to find the preceding sentence and join it using the conjunction.
- 3 Ask volunteers to read them out as single sentences without the full stop and going straight on to the conjunction.

Answers

Now that the hydroponic gardens were going we didn't have to pay for our oxygen any more but water was something else.

Every ounce we used was extracted in the refinement of the ores we sent down to Earth and the mining companies charged us for it – every drop!

- 4 Ask two other volunteers to read the separate sentences as they are in the text, with the second sentence beginning with a conjunction.
- 5 Ask if they sound different. If they have been correctly read, with a pause for the full stop, students should notice that the conjunction has greater emphasis at the start of the next sentence. The feelings of the writer are more strongly expressed.
- 6 Ask students why they think the sentences have been written in this way. Ask for their suggestions.
- 7 Remind them of the style of writing: *Which person is it written in? first*
- 8 Remind them of the conversational style: *Who is Kepler telling his thoughts and experiences to? the reader*
- 9 Explain that with this conversational style of writing, some informal structures are more appropriate because they sound like someone really speaking.

Read the information about sentences without a main clause.
Ask individuals to read the examples.

Activity 3

- 1 Read out the question. Ask the class for their suggestions. They should realise that when speaking, we often use

incomplete sentences, especially when thinking aloud, in our heads or when answering someone.

- 2 The writer uses this style because it sounds more like someone talking.

Activity 4

- 1 Ask a volunteer to read the first information point and the example.
- 2 Read the next information point.
- 3 Ask students to complete the words: *transport*; *transparent*.
- 4 Ask if they can define them without looking in their dictionaries.

WB: Looking at language (WB pp46–47)

This work should be done as an independent homework task.

WB answers

Dictionary work

Exercise 1 non-fiction, world-famous, far-off

Exercise 2 Students' own sentences

Spelling

Exercise 1

ee: *groggy, every, tidy, deeply*
long i: *rely, deny, apply, occupy*

Exercise 2

- 1 taxi: a car whose driver you pay to take you to a particular place
- 2 khaki: a green-brown or brown-yellow colour
- 3 spaghetti: a type of pasta in the form of long, thin pieces like string
- 4 broccoli: a vegetable with green stems and green or purple buds on the end

Exercise 3

- 1 alibi: someone who has an alibi can prove they were somewhere else when a crime happened
- 2 alkali: a chemical substance

Language development

Exercise 1

Dan: Are you all right?
Joe: Yes, I'm OK, thanks.
Dan: Are you going to football practice?
Joe: I'm on my way.
Dan: You're a bit late, aren't you?
Joe: I ('ve) missed the school bus.
Dan: Oh, that's a shame. Are you walking there?
Joe: Yes. It's two kilometres.
Dan: You'd better hurry, then!
Joe: Yes. I'll see you later!

Exercise 2

(Changes in italics)

It's a strange feeling being Earth weight again! It's good to be back but Moon is home now. I'm looking forward to discussions with the mining companies about our refinement process and the water charges, of course. I'm sure this will be a productive visit and it's my son's first experience of life on Earth. Everything's new to him!

Exercise 3

transform, translate, transmit, transfusion, translucent

1 translucent 2 translate 3 transmit 4 transform 5 transfusion

Exercise 4 1 translate 2 transmitted 3 transforms 4 transfusion 5 translucent

Lesson 4 Grammar SB p52

Lesson aims

- to learn and practise reported speech with the reporting verb in the past tense
- to practise reported speech tense changes, past to past perfect, present perfect to past perfect

SB skills: reading, speaking, grammar accuracy

WB practice: reporting direct speech statements in complete sentences, changing past to past perfect / present perfect to past perfect

Time divisions: a rough guide to a 40-minute lesson

▶ Warm-up - 3 ▶ Activity 2 - 9 ▶ Activity 4 - 9
▶ Activity 1 - 5 ▶ Activity 3 - 9 ▶ Remember! - 5

Warm-up

- Write some new verbs on the board, e.g. transfer, crane, extract, burst, hesitate, shimmer, plod.
- Ask students to tell you the past tense of each verb.

Activity 1

1 Pre-reading questions

- What special journey did Kepler make? **his first trip to Earth**
Who were waiting to speak to Kepler's father? **reporters**
- 2 Ask three students to read the speech bubbles for Kepler's father, the stewardess and Kepler.
- 3 Ask two other students to read a paragraph each.
- 4 After reading the text, point out the verbs in bold. Ask: What tense are they? **past perfect**
- 5 Ask students to look at the reporting verb that goes before the past perfect. Ask: What tense is the reporting verb? **the past tense**

Activity 2

- Ask the questions to check understanding and to practise the target structure.
- Elicit answers.
- Encourage the class to help correct any mistakes.

Answers 1T 2F: He said he had had a nose-bleed.
3T 4F: Kepler told the reporters that he had been very excited about coming to Earth for the first time. 5T
6F: He said that mostly he had enjoyed the journey but towards the end he had felt frightened because he could not breathe.

Activity 3

- Point out the example. Ask a student to read the direct speech sentence. Ask another to repeat the reported speech sentence.
- Remind the class that the present perfect in direct speech is reported as past perfect.
- If you wish, go through the **Remember!** box now and check that students understand the tense changes.
- Ask a student to read the second sentence. Ask a volunteer to change the sentence to reported speech.
- Continue with the other sentences. Remind students that there might be other changes they need to make as well as the tense change.

Answers

- Kepler said that he had never felt worse.
- Kepler told his father that he had washed the blood off his face.
- Kepler told the reporters that they had had an amazing journey.
- Kepler said that he had slept for part of the journey.
- Kepler said that they had seen the most amazing views of Earth.
- The stewardess explained that the force of gravity had made his nose bleed.
- She added that she had been happy to help him.

Activity 4

- Give the class a time limit to work out the reported sentences from the speech bubbles and the verbs in the box.
- Remind them to think of all the changes they might need to make.
- Tell them to look carefully at the tense of the verb in the direct speech.
- Check answers by asking different pairs to read a reported sentence.

Answers

- 1 The man shouted that he was very angry.
- 2 The boy admitted that he had broken the vase.
- 3 The girl explained that the books were hers.
- 4 The woman whispered that the baby was sleeping.
- 5 The boy complained that someone had taken his pen.
- 6 The girl promised her mum that she would help her.

Remember!

Go through the information and examples now if you have not already done so.

متدريات صقر الجنوب التعليمية

WB: Grammar (WB p48)

These exercises are for independent homework.

WB answers

Exercise 1

- 1 The boy said that he had just arrived.
- 2 He explained that they had flown to Earth on the Earth-ferry.
- 3 He told the reporters that the journey had taken a very long time.
- 4 He added that he had felt ill towards the end.
- 5 The stewardess admitted to Kepler that the force of gravity had sometimes made her ill.
- 6 The reporters told the boy that they had waited a long time to talk to him.
- 7 They told Kepler that his father had already spoken to them.
- 8 The boy admitted that he had not heard his father's interview.

Exercise 2

- 1 The girl admitted that she had not done her homework.
- 2 The boys promised their teacher that they would not make the same mistakes again.
- 3 The girls explained that the books were theirs.
- 4 Mum whispered to us that we had to be very quiet.
- 5 The students complained that their exams had been too hard.
- 6 The man shouted to us that we could not play football near his house.

Lesson 5 Grammar in use SB p53

Lesson aims

- to listen to, read and understand a short conversation about theatre and performance
- to understand and practise quantifiers, few, a few, fewer, the fewest, little, a little, less, the least
- to understand and practise phrasal verbs with take

SB skills: listening, reading, speaking; grammar accuracy; understanding and using colloquial expressions

WB practice: gapfill; completing and writing sentences with quantifiers; choosing phrasal verbs

EPB link: Test 3, Grammar and Vocabulary Q1, Q2, Q3, Q6

Time division: a rough guide to a 40-minute lesson

► Warm-up - 4	► Activity 3 - 4	► Activity 6 - 3
► Activity 1 - 5	► Activity 4 - 4	► Remember! - 4
► Activity 2 - 5	► Activity 5 - 6	► Grammar extra - 3

Warm-up

- Ask the class if they can remember the nine countries that the teams for the website project come from. Ask the whole class to write them down.

Activity 1

- 1 Point out the characters and the photos.
- 2 **Pre-listening questions**
Where are Holly, Ross and Jack? **at a street café**
Which country do you think the dancers are from? Students' own suggestions
What do you think the mask is for? Students' own suggestions
- 3 Play track 1.18. Students listen and follow in their books.
- 4 Point out the words in bold. Tell students to look at the nouns that follow.
- 5 Ask what kind of nouns they are. Elicit that some are countable plural nouns and some are uncountable. Students might notice that the uncountable nouns are abstract nouns.

Activity 2

- 1 Ask the literal questions to check understanding.
- 2 Elicit oral answers from the class.
- 3 For question 4 encourage students to add ideas to make a full answer.

Answers

- 1 Tippi wanted Holly to send her some information about the theatre in the UK.
- 2 Sergei could help because the theatre is very important in Russia.

At first they show little interest.
They are pretending. Ross says that he's only joking when he said he didn't have the least interest. When Jack looks at the photos he is very interested in them.

Activity 3

Students work together first.

If you wish, go through the *Remember!* box now to remind them of the correct usage of these quantifiers.

Go around listening as they work and note any difficulties. Check answers.

Encourage students to explain any mistakes.

Answers 1 a little money 2 a little food
3 a few children 4 a little time 5 a few emails
6 a little heat 7 a few messages 8 a little success

Activity 4

If you wish, go through this activity with the whole class. Remind them to read the whole sentence and to think of the meaning. They should ask themselves: Does it have a negative sense – not many (*few*), not much (*little*); or does it have a positive sense – some (*a few*, *a little*)?

Answers 1 little 2 few 3 a little 4 a few

Activity 5

Students work in pairs to make comparative sentences.

Refer back to the *Remember!* box again if necessary.

Point out the example and ask a student to read it.

Explain that they must look at the clues then work out the answer. They should not just compare the first prompt with the second one.

Check answers by asking different pairs to say a sentence.

Answers

2 I think England has less sunshine than Thailand.
3 I think India has less cold weather than England.
4 I think a desert has less wildlife than a rainforest.

Activity 6

1 Elicit oral answers for the next section.

2 Refer back to the *Remember!* box if necessary.

Answers 1 the fewest 2 the least 3 the fewest
4 the least

Remember!

If you have not already done so, go through the box as a reminder to the class.

Grammar extra (SB p128)

Ask a volunteer to read the bubble.

Activity 1

- 1 Ask a different volunteer to read out the first sentence.
- 2 Ask if anyone can explain what the underlined phrase means.
- 3 Continue with the other sentences.

Example answers 1 removed 2 is similar to
3 understand 4 started 5 write down

Picture

Ask the class to think of a sentence for the picture. Elicit a few suggestions.

Example answer The girl takes after her mother.

Activity 2

Students may think of their own sentences in pairs.

WB: Grammar in use (WB p49)

These exercises should be completed for homework.

WB answers

Exercise 1 1 fewer 2 little 3 less 4 the least
5 a few 6 the fewest 7 little 8 a few

Exercise 2 1 little 2 less 3 a few 4 the least
5 few 6 the fewest 7 a little 8 fewer

Exercise 3 Students' own sentences

Exercise 4 1 took up 2 took ... down 3 takes after
4 took off 5 take ... in

Lesson 6 Writing SB pp54–55

Lesson aims

SB

Stage 1: to investigate the science fiction genre

Stage 2: to work collaboratively to write about the return journey to the Moon

WB

Stage 3: to continue Kepler's story and describe his first experience of the Earth

SB skills: narrative writing in the science fiction genre

WB practice: continuing a narrative in the science fiction genre

EPB link: Test 3, Writing

Time division: a rough guide to a 40-minute lesson

► Warm-up – 5

► Stage 2 – 20

► Stage 1 – 10

► Stage 3 – 5

Warm-up

- Give pairs or groups a time limit to write down five facts about the Moon, e.g. *it goes round the Earth; there is no water; gravity is 1/6 of Earth's gravity; it is smaller than Earth; no one lives there; astronauts have been there.*

Stage 1 Features of science fiction writing

Information box Read through the information about science fiction with the students.

Make sure they understand what science fiction is: ask for examples of science fiction stories they have read or science fiction TV programmes or films they have seen.

► Tenses

- Read the information. Ask students to read the examples.
- Ask: *Why are stories usually written in past tenses? because they are about events that happened in the past (in the writer's imagination)*

Activity

Students scan the reading passage to find three more examples.

Example answers gasped / agreed / was removed / was extracted

► First person

- Read the information about writing in the first person. Ask students to read the examples.
- Ask students for examples of first person sentences based on what they did the previous evening, e.g. *I did my homework. We visited my uncle.*

Activity

Students scan the reading passage to find three more examples.

Example answers I had not realised ... / It was like a barrier separating me ... / I couldn't breathe

► Setting

- Read the information about the setting. Ask different students to read the examples of details about the setting.
- Ask students to explain the term *setting* in their own words, e.g. *the place where the story happens.*

Activity

- Students look in the reading passage to find more detail of what it was like on the Moon and in the spaceship.
- Elicit answers then ask students to tell you their impressions of what it would be like to be in each place.

Example answers

life on the Moon: water was harder to get than oxygen; Washing was a luxury and drinking a special delight; one-sixth Earth weight
travelling in a spaceship: I felt suddenly tired and a little sick; the weight on my chest ... I couldn't breathe

► Technical / scientific language

- Read the information about language. Ask students to read the examples.
- Check that students understand science and technology.
- Ask: *Why do you think that science fiction writers use 'the language of science and technology from the real world as far as they can'?* Help them to work out that if writers use language that already exists and that people already understand, it helps the reader to imagine what is happening in the story and does not need to be explained.
- Ask students to explain in their own words why science fiction writers often have to 'make up words' in their stories. They should realise that sometimes, writers might imagine something that does not yet exist so there are no words for it and they have to be made up.

Stage 2 Writing together

- Read out the task box and ensure the students understand it.

Things to think about.

- Read the first instruction to the class. Make sure students understand that because they are Conrad in the story, it has to be in the first person.
- Read the next line of instructions about starting the story. Tell the class: *At the beginning, you (Conrad) are getting near the Moon.*
- Ask: *What were the stages of the journey?* Remind students of Kepler's journey and elicit the reverse journey from the class: *Earth / Earth-ferry / space station / Moon-ferry.*
- Write on the board: *We set off from Earth in the ...*
Prompt students to recount each stage of the journey until approaching the Moon. Write a paragraph.
- Read the next instruction about expressing feelings and the prompt question. Ask: *How are you feeling now you are getting close?* Elicit ideas from the class and note the most popular suggestions.
- Write on the board: *When I was told I was going to the Moon I ...* Write the next paragraph.
- Remind the class about where Kepler was when he was approaching Earth (craning his neck, looking out of the window).
- Write on the board: *As we approached the Moon I ...* Write a short paragraph.
- Read the two lines about imagining the view. Tell the class to look carefully at the photograph and describe what they see.

Point out the words in the Some useful vocabulary box. Write some notes on the board.

- 11 Write on the board: I could see ... Prompt students to use the notes and vocabulary box to complete the paragraph.
- 12 Read the paragraph about Kepler's landing and landing on the Moon. Tell the class: *The Moon-ferry lands on the Moon. How are you feeling?* Note some ideas.
- 13 Ask: *How did you feel after the Moon-ferry landed and you stepped out?* Elicit some ideas and note them on the board.
- 14 Write on the board: *As the Moon-ferry landed I felt ...* Prompt students to complete this sentence about the landing itself.
- 15 Write up: *Stepping out of the Moon-ferry I ...* Prompt students to complete the last paragraph.
- 16 Check through the Remember! box with the students. Ask, e.g. *Have you written in past tenses and first person? Is the description of the Moon detailed enough?*
- 17 Ask: *Can you add anything to improve the description and help the reader 'see' the setting of the story?*
- 18 Make any changes that you and the class agree on.
- 19 Ask one or more volunteers to read the story to the class.

Stage 3 WB: Individual writing (WB p50)

- 1 Read the Information box and explain the task. Remind them that SB p54 explains the features of science fiction.
- 2 Explain to the class that they are still writing in the first person and past tenses but now they are Kepler, landing on Earth for the first time. Tell them that the *Things to think about* are there to help them. They should read all the questions and make notes.
- 3 Discuss a possible paragraph plan for the story by reading or asking a volunteer to read each question and then asking further prompt questions. Elicit suggestions from around the class. Note words and phrases on the board if you wish:
Paragraph 1: *You notice things as you stand at the top of the ramp. What things are new and different?*
Paragraph 2: *What colours do you notice first and how different are they from the Moon?*
Paragraph 3: *You look up at the sky and say how different it is from what you see on the Moon. You describe the weather.*
Paragraph 4: *You have to walk and you are six times heavier. What is it like walking down the ramp?*
Paragraph 5: *You think about how different the Earth is from the Moon and decide if you are going to like it or not.*
- 4 Point out the Useful vocabulary box. Remind students that after writing the first draft, they should check the Remember box, make improvements and proofread.
- 5 After correcting, they write their final copy.

Assessment

In assessing the task, look for:

- correct use of past tenses
- first person used in recounting the experience
- detailed descriptions of the setting and sights.

Lesson 7 Listening and speaking SB p56

Lesson aims

- to listen to and understand the gist of a dialogue about the arts
- to hold a similar discussion in groups
- to listen to a monologue by a theatre tour guide for gist and detail
- to prepare and deliver a presentation about a visit to a theatre or cinema

SB skills: listening for gist and detail; listening and speaking in groups; individual speaking

WB practice: dialogue completion; preparing for an individual spoken presentation

EPB link: Test 3, Listening Q1, Q2, Speaking Q1, Q2

Time division: a rough guide to a 40-minute lesson

► Warm-up - 5

► Listening comprehension - 10

► Conversation practice - 18

► Individual speaking - 7

Warm-up

- Write the word *theatre* on the board.
- Give students a time limit to write down as many words as they can consisting of at least two letters. They should be able to find at least ten, e.g. *hat, ate, rate, ear, eat, heat, heater, earth, tree, treat, that, three, threat, tea, teeth, hatter.*

Conversation practice

Activity 1

- 1 Explain that Ross and Laura are talking together.
- 2 Give the class a moment to look at the photos.
- 3 Ask a volunteer to read the words in the box.
- 4 Ask: *What do the photos show?* Elicit: **They show different kinds of performance, theatre, dance, film, music.**
- 5 Ask: *What are Ross and Laura talking about?* Elicit that they are discussing plays, ballets, films and music they have been to and are saying what they thought about them.

Activity 2

Play track 1.19. Students listen and check if their prediction was right.

Audioscript

Track 1.19 Activities 2 and 3

Ross: Have you ever been to the theatre, Laura?

Laura: Yes, I have. Why do you ask?

Ross: My aunt took me to the theatre at the weekend. It was the first time I'd been.

Laura: Really? I've been a couple of times. Did you enjoy it?
 Ross: It was amazing!
 Laura: What play did you see?
 Ross: It was a comedy and it was so funny. Actually, it was hilarious. I had a brilliant time.
 Laura: The last time I went to the theatre was to see a ballet.
 Ross: Hmm ... Ballet's just not my thing really.
 Laura: Typical boy! I loved it. The dancers were so graceful and the music was beautiful.
 Ross: So how often do you go to the theatre?
 Laura: Oh, not very often at all. I go to the cinema a lot though.
 Ross: Me, too. What was the last film you saw?
 Laura: It was a thriller. It was quite good but I can't remember the name.
 Ross: I like action films – exciting, fast-moving films.
 Laura: I love the special effects in action films. They're so clever.
 Ross: The music's usually good, too.
 Laura: What sort of music do you like?
 Ross: All sorts really. I like classical music – I went to a fantastic concert a few weeks ago. A youth orchestra was playing. They were brilliant. So talented.
 Laura: How about modern music?
 Ross: Yeah, I like pop music, too.
 Laura: Do you like rock bands? I'm really into rock music.
 Ross: Are you?
 Laura: Yes, I've got loads of CDs. You can borrow some if you like.
 Ross: Great! Thanks!

Activity 3

- 1 Ask a volunteer to read the words and phrases.
- 2 Play track 1.19 again.
- 3 Remind the class to raise their hands when they hear one of the words or phrases from the box.

Activity 4

- 1 Students work in groups and talk about the arts.
- 2 Point out the starting question.
- 3 Tell the class they should use the photos to help them.
- 4 Go around listening as they speak. Note any difficulties with grammar or vocabulary.
- 5 Aim to monitor all the groups in the lesson.

Listening comprehension

Activity 1

- 1 Point out the photos and explain that this is a replica (a modern replacement) of an old London theatre that was built and used in the time of William Shakespeare.
- 2 Tell the class they will hear about the theatre and they should look at the picture as they listen.

Audioscript

Track 1.20 Activities 1 and 2

Good afternoon, everyone, and welcome to the Globe Theatre. I hope you all enjoy the tour.

The original Globe Theatre was built in 1599 and it was just one of several theatres in London at that time. As many of you will know, going to the theatre was enormously popular in the 16th and early 17th centuries. Both rich people and poor people went there to see the latest plays, which were written by a number of well-known writers, the most famous of whom, of course, was William Shakespeare.

This, of course, is not the original theatre. Sadly, that building was destroyed by a fire in 1613. The present Globe Theatre was opened to the public in 1999. It stands just a few metres away from the site of the old theatre. In Shakespeare's time the south bank of the River Thames was well known for its theatres. Perhaps you have heard of the Swan Theatre and the Rose Theatre, both of which stood not far from here on the south bank. Well, let's go inside and take a look ...

We are standing on the ground floor of the theatre in front of the stage and in what is known as 'the pit'. This is where the poorer theatregoers stood to watch the performance. There were no seats for them! People with more money could pay to sit down. If you look up, you will see that there are three floors with wooden seats for the wealthier members of the audience. (By the way, if you ever come to see a play here, I advise you to bring a cushion to sit on or you can hire one from the theatre. The seats are extremely hard!)

The theatre is as close as possible to the design of the original theatre. Its shape is circular; it is made entirely of wood (there is no iron or steel in this building); there are no microphones; all music is played live by musicians using the instruments of Shakespeare's time. 'The pit' where we are standing is open to the sky. If it rains, the poor theatregoers watching the play from here will get very wet! The lucky ones, the wealthy members of the audience, sitting on their wooden seats around the pit, are protected from the rain by a roof. There is room for 700 spectators here in the pit and there are seats for 857 people. That is more or less the size of an audience in Shakespeare's time.

So ... if you'd like to follow me, we'll go upstairs and see what the view is like for the richer members of the public and then we'll take a look behind the stage and see what life is like for the actors ...

Activity 2

- 1 Ask different students to read out the sentences.
- 2 Play track 1.20 again. Tell the class to listen again carefully and decide if they are true or false.
- 3 Check answers together.

Answers 1F: The theatre was popular. 2F: There were two other theatres nearby. 3T 4F: Poor people stood to watch the plays. 5F: The seats are uncomfortable. 6F: The pit is the name for the area in front of the stage. 7F: The new Globe is the same design as the original. 8T 9F: It is made entirely of wood. 10F: Music is played live by musicians. 11T 12F: Audiences were about the same size as today.

منتديات صقر الجنوب التعليمية

WB: Individual speaking (WB p51)

- 1 Explain that students are going to talk about a visit to the theatre or cinema.
- 2 Tell students to look at WB p51. Explain that ideas are given to help them but they may use their own ideas if they wish.
- 3 Remind them that there is some useful vocabulary on the SB page which they can use. Point out the suggested opening and closing sentences which students may use if they wish.
- 4 Remind them to check their writing for mistakes and to practise their talk several times before they present it in class. Encourage students to highlight or underline key words and phrases in their written presentation. When they are speaking they should aim to use these to help them speak fluently without reading all of the words in between. If they get stuck, they can look at the text that is not highlighted to help them. Advise them to practise saying their presentation by just glancing at the highlighted words and saying the rest of the sentence looking up and away from their writing.

WB: Listening and speaking (WB p51)

Exercise 1

Students complete the dialogue for homework. Remind them that the gaps with just a line are for the words in the pink box. The gaps with a line and a grey background are for the words and expressions from the grey box.

WB answers

Exercise 1

Laura: trip, theatre
Ross: comedy, hilarious, seats, stage
Laura: performance
Ross: not my thing, Actually, cinema
Laura: film
Ross: a couple, fast-moving, special effects
Laura: not really into, though

WB: Check-out 5 (WB p52)

Students complete this page as an independent task. They may do this for homework before the lesson. Tell them they should be able to complete it easily. If they cannot, they should revise the work they are not clear about.

Check-out 5 without using an additional lesson

- 1 Students complete the Check-out page for homework.
- 2 Find opportunities to go through the page with all students and make sure that independent Writing has been completed.
- 3 Ensure that all students have presented their individual speaking task.

Check-out 5 as a complete lesson

Students bring their Check-outs completed apart from Speaking. Use this extra lesson to:

- go through the answers with the class
- remind them that this page is to help them to find out how well they have taken in the work in the unit
- take in completed science fiction story continuations.

Unit 5 Speaking

- 1 Divide the class into groups of four.
- 2 Students take turns to read their presentations to the other group members. Go around listening as they speak.
- 3 Choose two or three individuals to make their presentations again to the whole class.
- 4 Hold a short class discussion. Ask: Which is better, live performances or films and recordings?

Check-out 5 answers

Reading 1 on the Moon 2 gravity 3 moon-ferry, space station, orbit, oxygen

Vocabulary burst

Looking at language

- 1 Dictionary work: Students' own answers
- 2 Spelling: a sympathetic b pylon c citrus d rhythm e happily
- 3 Language development: Are you going somewhere?
- 4 transparent, transport

Grammar 1 Joe said that they had won the competition. 2 few, little 3 taken up

Writing 1 past, setting, science, technology

Homework after Check-out 5

Students read the Check-in page for Unit 6 and complete the tasks. Remind them to bring the answers and information with them to the next Reading lesson.

In this unit, students:

- read and understand an extract from an autobiography
- develop a close understanding of the style, language and vocabulary of the extract
- learn about words derived from a root word; spell words with silent t; learn more about subordinate clauses
- study and practise time clauses with all tenses
- study and practise informal expressions of agreement
- write autobiographical episodes
- listen to a conversation about schoolwork and hobbies
- make a short individual presentation about creating a balance between schoolwork and hobbies

Lesson 1 Check-in; Reading SB pp57-59

Lesson aims

- to prepare for the topic of autobiographies and other aspects of work in Unit 6 through the Check-in page
- to read and gain a general understanding of an extract from an autobiography

SB skills: reading for general understanding; oral comprehension; reading fluency; vocabulary work

WB practice: Unit 6 vocabulary list, (p139)

Time division: a rough guide to a 40-minute lesson

► Check-in - 10	► After reading - 10
► Before reading - 3	► Reading practice - 10
► Reading - 7	

Point out the unit title and give students a few moments to look at the pictures.

Ask: What kind of people do you think write their autobiographies? Students' own ideas, e.g. **famous people of various kinds, sports stars, film stars, politicians**, etc.

Check-in

- 1 Read the first two statements.
- 2 Tell the class that the autobiography of someone who is not famous can be just as interesting if the person is a good writer and storyteller.

Task box Ask the questions and elicit answers. Students should be very familiar with the difference: **biography** - a life story written by another person; **autobiography** - the life story written by the person. Students should be able to name at least one person they have learned about. Elicit all their suggestions. Students may have read the life story of a famous person. Ask who the person is and why he or she is admired.

- 3 Read the last statement.

Reading

- 1 Read the two sentences about the author and places in India.

Task box Ask a volunteer to find the places on a world map.

- 2 Read the second statement.

Task box Hold a brief discussion about exam stress. Ask: What makes the exams stressful? Elicit answers. What can you do to make them less stressful? Students may suggest, e.g. **starting revision earlier**, etc.

- 3 Check the meanings of the new words with the class.

Looking at language

- 1 Read out the work that will be covered in the unit.
- 2 Ask if anyone can think of a word with silent t, e.g. often.

Task box Ask for the definition of a clause: **a group of words that makes sense but does not have a finite verb and is not a complete sentence.**

Grammar

- 1 Read the information about Grammar.
- 2 Ask if anyone can suggest a phrasal verb using do.

Writing

- 1 Read about the features of autobiographical writing.
- 2 Read about the writing tasks. Remind the class that an autobiography does not have to be about a famous person to be interesting.

Listening

Read out the work that will be covered.

Task box Elicit answers from around the class. Ask students if they think it is helpful to discuss their schoolwork at home. Why or why not?

Speaking

Read the information about Speaking.