

# 5

## The Space Race

### Target language

<b>Grammar:</b>	<i>will</i> and <i>be going to</i> / present simple and present continuous (to refer to the future)
<b>Lexis:</b>	patterns / technology
<b>Reading skills:</b>	summarising points
<b>Listening skills:</b>	listening for specific information
<b>Speaking skills:</b>	expressing opinion and giving reasons
<b>Writing skills:</b>	using set phrases / formal letter
<b>Pronunciation skills:</b>	/æ/, /a:/ and /ʌ/ recognition

- The Space Race was a term used during the Cold War when the West and the USSR were racing to be the first in space, on the Moon, etc. Here, it is being used more generally to describe hurrying to do things in space, like get to Mars, destroy asteroids, etc.
- Ask students to look at the title.
- Elicit suggestions as to what the unit is about.
- Explain the meaning of the phrase The Space Race.

### 1

- Ask students to read the article as quickly as possible to find the answers to questions 1–5.
- Check students' understanding of the title of the article (the word *invaders* refers to the asteroids described in the article, which might *invade* Earth at some point in the future).
- Check answers orally and/or by writing them on the board.



### Get warmed up!

Sample marketing text © Macmillan Publishers LTD

1 b    2 c    3 e    4 d    5 a

**Aim:** to introduce the topic of space through personal responses

- Ask students in pairs, in small groups or individually to write down as many words and phrases connected with space as they can. You may wish to give them a time limit of one minute and/or close their books for this task.
- Bring the class together and elicit the words and phrases they came up with. Write them on the board. (suggested answers) star, black hole, universe, Moon, Sun, Mars, Jupiter, rocket, spaceship, meteor, astronomy
- Give students a short time to discuss the final two questions in pairs or in small groups.
- Bring the class together and elicit answers to the questions from some students. Encourage students to give reasons for their opinions.

### 2

- Ask students to read the text again, this time in more depth, before looking at the questions.
- Ask them to complete the matching exercise individually or in pairs, underlining the sentences/phrases that gave them the answers.
- Check answers orally and/or by writing them on the board.  
 Paragraph 1: *don't think*  
 'Probably not, according to scientists, but it's going to be close.'  
 Paragraph 2: *probably*  
 '... it's quite likely that it will hit us at some point in the future.'  
 Paragraph 3: *We'll*  
 '... we'll have plenty of time to prepare for the collision and prevent it from happening.'  
 Paragraph 4: *prepared*  
 'Next time it happens, we'll be ready for it.'

### 3

- Ask students to read the statements and explain any words the students are unfamiliar with.
- Ask them to do the exercise individually or in pairs.



### Reading

**Aim:** to give practice in summarising points in a text

- Check answers orally and/or by writing them on the board and ask students to read from the text the sentences which helped them decide whether the sentences were correct or incorrect.

1 B    2 B    3 B    4 A    5 B

**HOMEWORK!**

- Assign the Reading exercise on page 30 of the Workbook.

**Dictionary Corner**

**Aim:** to develop an awareness of patterns

- Remind students that verbs and adjectives have different patterns (eg some are followed by the infinitive, others by a preposition plus ‘-ing’, etc).
- Ask students to make sentences using the following and another verb:

**ON THE BOARD**

*be able*  
*look forward*  
*like*

- Check students’ sentences orally and write an example sentence for each one on the board (or use some of students’ examples instead):

**ON THE BOARD**

*Are you able to come to my party?*  
*I’m looking forward to going on holiday.*  
*He likes learning English.*

- Ask students to complete the exercise, referring back to the article if necessary.
- Check answers orally and/or by writing them on the board.

1 prevent                      5 prepare  
2 time                         6 likely  
3 involve                     7 ready  
4 responsible

**Additional Task**

- Write the following on the board:

**ON THE BOARD**

*verb + ing*  
*verb + for + ing*  
*verb + to + infinitive*  
*be arrested, promise, love,*  
*be allowed, begin*

- Ask students to copy down the information and write the five verb phrases next to the pattern(s) they take (some can take more than one pattern).
- Check answers orally and/or by writing them on the board.
- Elicit any other verbs they know that follow any of these patterns.  
be arrested + **for + ing**  
promise + **to + infinitive**  
love + **ing OR + to + infinitive**  
be allowed + **to + infinitive**  
begin + **ing OR + to + infinitive**

**Have your say!**

**Aim:** to give students the opportunity to express their own opinions

- Ask students for a show of hands to see who thinks an asteroid hitting the Earth is likely and who thinks it’s unlikely.
- Ask students to give reasons for their opinions. Encourage them to explore what they think the possible consequences of an asteroid hitting the Earth might be.

**HOMEWORK!**

- Assign exercises 1,2 on page 31 of the Workbook.



**Will and be going to**

**Aim:** to consolidate students’ understanding of the uses of *will* and *be going to* to refer to the future

**1**

- Go through **Grammar database 9** on page 183 of the **Grammar database** with students, drawing their attention in particular to the differences in usage between *will* and *be going to*.
- Ask students to complete the exercise, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.

1 Will the solar sail destroy the asteroid?  
The solar sail won’t destroy the asteroid.  
2 Will we be able to have holidays in space soon?  
We won’t be able to have holidays in space soon.  
3 Are they going to send a manned spaceship to Mars?  
They aren’t / They’re not going to send a manned spaceship to Mars.  
4 Is Mark going to be an astronomer?  
Mark isn’t going to be an astronomer.  
5 Will you have to wear a spacesuit?  
You won’t have to wear a spacesuit.

**2**

- Ask students to complete the exercise, thinking about why one form is more appropriate than the other in each sentence.
- Check answers orally and/or by writing them on the board.
- Don't elicit why answers are right or wrong at this point – in exercise 3, students must think about this for themselves.



- |                  |                |
|------------------|----------------|
| 1 We're going to | 4 I'm going to |
| 2 is going to    | 5 Shall        |
| 3 I'll           |                |

**3**

- Explain to students that they must choose the reason for each of the answers to the previous exercise (eg why the verb needed is *will* and not *going to* in item 3).
- Ask them to complete the exercise individually or in pairs, referring to **Grammar database 9** if necessary.
- Check answers orally and/or by writing them on the board.



- |            |              |
|------------|--------------|
| 1 before   | 4 before     |
| 2 based on | 5 suggestion |
| 3 an offer |              |

**Additional Task**

- Tell students you will make a statement and they must make an offer or suggestion based on it using *Shall I?* or *Shall we?* (eg statement: *I'm cold*; offer: *Shall I shut the window?*)
- Make the following statements and choose different students to respond to them:
  - 1 I'm hungry.
  - 2 Jerry's thirsty.
  - 3 I can't do this exercise.
  - 4 It's too hot.
  - 5 I've got a test tomorrow.
 (suggested answers)



- |                                |
|--------------------------------|
| 1 Shall I make you a sandwich? |
| 2 Shall we get him a drink?    |
| 3 Shall I help you?            |
| 4 Shall I open a window?       |
| 5 Shall I help you revise?     |

**HOMEWORK!**

- Assign exercises 1,2,3,4,5 on pages 31 and 32 of the Workbook.

**Listening**

**Aim:** to give practice in listening for specific information

**1**

- As a warm-up, ask students if they are interested in space exploration and ask them to give reasons for their opinions.
- Draw students' attention to the words and phrases below the picture. Check comprehension. Students may know some of the terms but not all of them. Encourage students to speculate about what the terms may mean and then either get them to check in a dictionary or explain to them what the words and phrases mean.
- Get students to look at the picture. You might ask one or two students to describe what they can see in the picture while the other students listen. Encourage them to use the vocabulary provided. Alternatively, you might ask students to work in pairs and to describe the picture to each other. Again, they should be encouraged to use the vocabulary provided.

The picture shows four astronauts in a press conference. They are the captain and the crew who are about to go on a mission to Mars. Reporters from newspapers and TV channels are asking them questions about their mission.

**2**

- Tell students they are going to listen to the press conference and that they need to listen out for which person mentions a specific topic. Ask them to read the list of topics a-f. Check understanding.
  - Play the CD once and ask students to choose who mentions what.
- CD 1 Track 17**
- Check answers orally and/or by writing them on the board.



- |     |     |     |     |
|-----|-----|-----|-----|
| 1 e | 2 a | 3 d | 4 b |
|-----|-----|-----|-----|

**3**

- Ask students to look at the statements and explain that they are going to listen for words or short phrases to complete the sentences.
- Ask students to try to predict the answers based on what they remember from the recording, but do not give the correct answers yet.
- Play the CD again and ask students to complete the sentences.



**CD 1 Track 18**

- Check answers orally and/or by writing them on the board.



- |                  |               |
|------------------|---------------|
| 1 water          | 4 (the) Earth |
| 2 (work) routine | 5 21 months   |
| 3 knowledge      | 6 ill         |

**HOMEWORK!**

- Assign the Listening exercise on page 35 of the Workbook.

### Additional Task

- Write the following topics on the board:

**ON THE BOARD**

*travel home work entertainment*

- Ask students to write a question about life in 50 years' time for each of the four areas using *will* or *won't* (eg *Will we still use cars to go to work?*).
- In pairs, students ask and answer each other's questions, while you go round monitoring the conversations.

### Dictionary Corner

**Aim:** to introduce and practise vocabulary on the topic of technology

- Explain to students that the words that are grouped together in this exercise have similar meanings; they have to use the context given in the sentences to decide which fits where.
- Ask students to complete the exercise.
- Check answers orally and/or by writing them on the board.

1 discover	6 machine
2 develop	7 battery
3 invent	8 electricity
4 equipment	9 investigation
5 engine	10 research

### Additional Task

- Write the nouns from the previous exercise on the board:

**ON THE BOARD**

*equipment machine engine battery  
electricity research investigation*

- Elicit from students which nouns can be preceded by *a* or *an*.
- Elicit what type of noun the others are.
- Check answers orally and/or by writing them on the board.  
a machine, an engine, a battery, an investigation  
The other nouns: *equipment*, *electricity* and *research* are uncountable.

### HOMEWORK!

- Assign exercises 1,2 on page 33 of the Workbook.

## Grammar 2



**Present simple and present continuous to talk about the future**

**Aim:** to consolidate students' understanding of the uses of the present simple and the present continuous tenses to talk about the future

### 1

- Go through **Grammar database 10** on page 184 of the **Grammar database** with students.
- Write the following on the board:

**ON THE BOARD**

*I'll phone him when ...  
We'll go for a walk when ...  
I'll do my homework as soon as ...*

- Ask students to complete the sentences orally, making sure they use the present simple tense.
- Ask students to complete the exercise, referring to **Grammar database 10** if necessary.
- Check answers orally and/or by writing them on the board.

1 appears	4 starts
2 am meeting	5 Are you going
3 see	6 passes

### 2

- Ask the students to quickly read the text, ignoring the gaps. Elicit what this text is (the introduction to an astronomy programme on TV).
- Ask students to read the text again, this time completing the gaps with the correct forms of the words given. Ask them to refer to **Grammar database 10** if necessary.
- Check answers orally and/or by writing them on the board.

1 appears	5 are / 're having
2 am / 'm travelling	6 rises
3 begins	7 am / 'm speaking
4 are / 're organising	8 starts

### HOMEWORK!

- Assign exercises 1,2,3,4 on pages 33 and 34 of the Workbook.

## Soundstation

**Aim:** to give practice in recognising the sounds /oe/, /A.../ and /Ø/

### 1

- You might want to ask students to read the three words aloud before they listen to them.
- Play the CD, stopping after the three words. Elicit the differences in vowel sounds between the words and draw students' attention to the fact that the 'r' in 'heart' is not pronounced.

 **CD 1 Track 19**

- Check answers orally.
- Ask different students to read out the caption that goes with the cartoon.
- If you want to give students more practice in recognising the differences between these three sounds, tell them to shut their books, then you read out the three words in random order.
- Tell students to write down what they hear (eg 1 heart, 2 hut, etc).
- Check answers by writing the three words on the board in the order you said them.

The phonetic transcriptions of the words (for your benefit) are as follows:

hat: /hat/ or /hæt/ (depending on which phonetic system is being used)

heart: /ha:t/

hut: /hʌt/

## 2

- Tell students they are going to hear one of the words in each pair and they have to identify the word they hear.
- Play the CD once, and then again if necessary.

 **CD 1 Track 20**

- Check answers by writing them on the board.



1 cut	4 pan	7 bat
2 cart	5 fun	8 duck
3 hard	6 ladder	

 **Speaking**

**Aim:** to give practice in expressing opinion and giving reasons

## 1

- Elicit the names of objects shown.
- Go through the words and phrases for expressing opinion and giving reasons/results, giving examples of how they are used.  
top row: laptop computer, mobile phone, space suit, camcorder, pen, Walkman  
bottom row: diary, sunglasses, exercise bike, gun, telescope, surf board
- Ask students to discuss the question of what they would take with them on the trip in pairs, using some of the words and phrases in the lists.
- Go round the class eliciting ideas as to what they would take with them and why.

## 2

- Tell students they should imagine that they can take three more things (not pictured here) with them on the trip.
- Refer students to the *Speaking database* on page 174 before they do the task.

- Give them a short time to come up with some ideas as to what they would choose to take.
- Select different students to give you their answers and encourage the rest of the class to join in with their own ideas. Remind them that they can use the useful phrases from the boxes in exercise 1 if they wish.

## 3

- Explain to students that they are going to have a conversation with their partner based on the information on page 168.
- Ask each pair to decide between themselves which role (teenager or parent) they will play.
- Give them a short time to think about their roles.
- Give students about five minutes to do the role-play activity, using some of the words/phrases from exercise 1, while you go round the class monitoring.
- Ask a couple of pairs of students to re-enact their role-play in front of the class and ask other members of the class to make notes on any positive or negative points (eg accuracy of grammar, range of vocabulary, etc).
- Elicit feedback from the rest of the class at the end of the 'performances'.



## Use your English!

**Aim:** to familiarise students with a Use of English task type, using language covered in the unit so far

- Explain to students that they are going to read a text which has some words removed from it. They must read the text first, ignoring the gaps and then complete it with one word in each gap.
- Remind students to read through the text when they have completed it to make sure that it makes logical and grammatical sense.
- Ask students to complete the exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 in	7 that
2 is	8 finding / locating / getting
3 from	9 will
4 be	10 long
5 have	11 take / last / be
6 for	12 be

## Additional Task

- Ask students to write their own sentence using vocabulary and/or grammatical structures from this unit.
- Once they have written their sentence, they should delete one of the words (in the style of the previous exercise), preferably one which it will be possible for other students to work out, but which isn't too obvious.
- Ask students to come up and write their sentences on the board for the rest of the class to write down which is the missing word for each one.

- Check answers by writing the word in the sentences on the board.

## Writing

### Using set phrases

**Aim:** to give students practice in using set phrases in formal letters

### 1

- Ask a student to read the letter aloud.
- Address the following comprehension questions to the class:  
*Who has the letter been written to?*  
 (a company selling land on the Moon)  
*What does the writer of it want?*  
 (information about the cost of the pieces of land, transportation to the Moon and whether she would be able to build a swimming pool on the land)
- Elicit some examples of informal language in the letter (contracted verb forms, inappropriate salutations, etc)

### 2

- Ask students to do the matching exercise individually or in pairs.
- Check answers orally and/or by writing them on the board.



1 h	4 k	7 f	10 i	13 e
2 d	5 a	8 c	11 l	14 j
3 n	6 b	9 o	12 g	15 m

### 3

- Give students about ten minutes to do the rewriting exercise.
- If time is short, you could write the formal version of the letter on the board, eliciting each sentence from a different student, or assign the writing of the letter for homework.
- Check answers by writing them on the board. (formal words/phrases in bold)

Dear **Sir / Madam,**

**I am writing with regard to** your advertisement for pieces of land on the Moon, which I saw in 'Planet Monthly' last Tuesday. **I am interested** in buying one. **However, I would like** some more information first.

**I would be grateful if you could tell me** how much they cost.

**Secondly, I wonder if you could** send me further information **regarding** transportation to the Moon.

**Could you** also let me know **whether I will** be able to build a swimming pool on the land?

**I look forward to hearing from you.**

**Yours faithfully,**  
**Annabel Davis**



## HOMEWORK!

Assign exercises 1,2,3,4 on page 35 of the Workbook.



## Get Ready to Write

### Formal letter

**Aim:** to prepare students to write a formal letter

### 1

- Ask students to read through the letter on their own and then check their comprehension of it with the following questions:  
*Why has Steve Knight written the letter?*  
 (to ask about a weekend break to Mars)  
*What three pieces of information does he want?*  
 (the cost of the trip, more details about hotel facilities and confirmation of whether injections or passports are necessary for the trip)  
 NB Do not deal specifically with vocabulary queries at this stage because the exercise which follows requires students to deduce the meanings of words on their own.
- Ask them to do questions 1–3 individually or in pairs.
- Check answers orally and/or by writing them on the board.

1 formal	d available
2 a accommodation	e confirm
b further	f require
c facilities	
3 a and b (explain that these are indirect questions)	

### 2

- Read through the advertisement with students and ask them to look at the notes on their own.
- Elicit what the first sentence of the letter would be and write it on the board.

### ON THE BOARD

*I am writing with regard to your advertisement for trips round the world on the Space Bus, which I saw in 'The Daily News' on 2nd February.*

- Ask students to go to their Composition Planner on page 156 and give them a short time to write a brief plan for their letter, reminding them that they already have the first sentence.



## HOMEWORK!

- Assign the writing of the letter students have planned in their Composition Planner, telling them to write between 120 and 150 words.
- Tell students they will write a first version of this letter and give it to you. Their letter will be given back to them later with your comments and they will write a second, improved version of it.

- Remind them to tick the checklist (after the Composition Planner) before they hand in their letter to you.

### **Additional Task**

- You might like to set this extra task for homework.
- Ask students to design an advertisement for a futuristic product or service (eg a robot, a flying car, etc), telling them to be as imaginative as they like.
- Tell them that, in their adverts, they should include colour visuals and some written details about the product/service on offer in the normal style of an advertisement.
- When you have given students feedback on their work, display the adverts on the classroom walls.

### **Further material**

- For further practice and consolidation, ask students to complete the Unit 5 tasks on the Student's CD-ROM.
- To test students understanding of the material in Unit 5, you may like to administer the Unit 5 Test and Term Test 1, which are in the Tests sections of the Teacher's DVD-ROM. You may also like to construct your own test using the Test Generator material for Unit 5.

