

**OBJECTIVES:** By the end of the lesson, students will have talked about transport and will be able to talk about predictions using *will*.

### ● TARGET LANGUAGE

**Key language:** *will* for predictions, *rocket*, *stars*, *bike*, *bicycle*, *transport*, *NASA*, *solar satellite*, *carplane*, *Moon*, *as*, *when*

**Additional language:** *I'm sure (it will)*

**Review:** transport, character names, *future*, *pictures*

### ● MATERIALS REQUIRED

Extra activity 1: The CD script from Student's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 2*

Reinforcement worksheet 1 (page 23)

## Warmer

- Start to draw a means of transport on the board, e.g., a bus. Draw it very slowly to give students opportunities to guess. Repeat with another known means of transport. Elicit what they think links the pictures. Write *Transport* on the board.

**SB18. SHOW WHAT YOU KNOW!** *What transport words can you remember?*

- Draw a circle around the word *Transport* on the board and elicit the words from the Warmer to start the mind map. Say *Show what you know ... about transport*. Brainstorm all the different means of transport that students know and create a mind map on the board. Supply words in English. Include *travel* and *rocket*. Students copy the mind map into their notebooks.

**SB18. ACTIVITY 1.** *Listen and check (✓) the transport words you hear.*

- Tell students to open their Student's Book to page 18. Focus students on the Activity 1 pictures. Elicit the names of the characters and where they are (in the yard of a house). Focus students on the activity instructions. Remind them that they do the same as for the Show what you know in the previous units.
- Play the CD. Students listen and check the words on their mind maps. They check in pairs. Use the mind map on the board to check with the class.

### CD 1, 23

**DAN:** What are you doing, Maria?

**MARIA:** I'm making a rocket. Look, it's almost finished.

**ALEX:** Wow! That's the transport of the future. Soon there won't be any buses or cars – we'll all travel by air.

**DAN:** Or we'll walk.

**DAN:** Will it fly?

**MARIA:** I'm sure it will. Watch.

**ALEX:** You only need to put a little of this in the water, and it'll fly.

**ALEX:** How far will it go?

**MARIA:** It won't go very far.

**DAN:** Do you think it'll hit a window?

**MARIA:** Uh, sorry, Mom. I think I'll get some more information about rockets next time.

**DAN:** Well, now we have something to write about for the ezine!

**ALEX:** Yeah, transport of the future.

**SB18. ACTIVITY 2.** *Listen again and correct the sentences.*

- Focus students on the Activity 2 instructions. Give them time to read the sentences and check any words they don't know. Play the CD again. Students listen and correct. They check in pairs. Check with the class. Write each corrected sentence on the board, underlining the *will* for predictions (as below). Focus students on the Look box. Ask them to read each sentence aloud. Check that students realize they're about future predictions and that *won't* is the contraction of *will not*. Ask comprehension questions.

**Key:** 2 Alex thinks we'll travel by air. 3 The rocket will fly. 4 The rocket won't go to the stars. 5 Maria will get some rocket information. 6 Their next ezine will be about the transport of the future.

### CD 1, 24

**SB18. ACTIVITY 3.** *Read and order the words.*

- Focus students on Activity 3 and on the instructions. Do the first one with the class. They complete the activity in pairs. Check with the class and write the sentences on the board. Students copy them into their notebooks.

**Key:** 1 The rocket will hit the window. 2 Will Maria's rocket fly? 3 Maria's rocket won't go to the stars. 4 What will the rocket hit? 5 They won't fly another rocket in the back yard. 6 Rockets will be the transport of the future.

**WB18. ACTIVITY 1.** *Read and match.*

- Focus students on the Look again box before they do the activities on the Workbook page.

**Key:** 2 e, 3 d, 4 f, 5 a, 6 b

**WB18. ACTIVITY 2.** *Complete the chart. Check (✓) "Yes" or "No."*

**Key:** Students' own answers

**WB18. ACTIVITY 3.** *Now write sentences with "will" or "won't."*

**Key:** Students' own answers

**WB18. ACTIVITY 4.** *Read the notes. Complete the sentences.*

**Key:** 2 he'll take a shower. 3 he'll go out to play. 4 he'll drink some orange juice.

**Extra activities: see page T103 (if time)**

## Optional activity

- Unit 2 Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 22 and 23).

## Ending the lesson

- Elicit predictions about the weather the following day, how students will do in their exams, and results of sports games.

**OBJECTIVES:** By the end of the lesson, students will have had more practice using *will* for predictions and sung a song.

### ● TARGET LANGUAGE

**Key language:** *spaceships, spaceplanes, planet Earth, pilot, armchair, map, car wash*

**Additional language:** *Be careful!, a cross between ... and ... , made of, highway, cushion*

**Review:** transport, *will* for predictions

### ● MATERIALS REQUIRED

Photocopiable 2 (see page T94), one copy for each pair of students

Optional: *Kid's Box AE Teacher's Resource Book 6* Unit 2 Song worksheet (page 27) and/or *Kid's Box AE Interactive DVD 6: The music room* (pages 28–33)

## Warmer

- With Student's Book closed, elicit some predictions from students about the future, either their own ideas or ones from the previous lesson. Start the activity by saying, e.g., *In the future we won't use cars. What do you think?*

### SB19. ACTIVITY 4. Read and say the words.

- Tell students to open their Student's Book to page 19. Focus them on Activity 4 and on the instructions. Do the first verse as an example, asking different students to read the lines aloud. Students then work in pairs, each reading a verse before the other continues. They say the transport word as they say the verse. Students help each other if they get stuck.

**Key:** 1 rocket, 2 bus, 3 bike, 4 Truck, 5 motorcycles, 6 trains, 7 cars, 8 cab

### SB19. ACTIVITY 5. Listen and check. Sing the song.

- Focus students on Activity 5. Play the CD for them to listen and check. Play the CD again, line by line for students to repeat. Then play it again for them to sing at the same time as the CD. When students are more competent, ask them to sing the whole song without the CD and possibly record them. Ask students what they think about the predictions in the song.

### CD 1, 25

As in Student's Book and Key for Activity 4

### CD 1, 26

Now sing the song again. (Karaoke version)

### SB19. ACTIVITY 6. Read and answer.

- Focus students on the text and picture for Activity 6. Students take turns reading the text aloud. Check understanding of *highway* and *cushion* – point out the cushions in the picture. Write the words on the board and ask a student to spell them aloud. Focus students on the questions. Remind them to read the questions before reading the text silently a second time. Students work in pairs, taking turns asking and answering. Check with the class. Students write the answers in their notebooks.

**Key:** 1 We'll drive carplanes in the future. 2 Carplanes will fly three meters above the ground. 3 A carplane will carry six people. 4 A carplane won't have a pilot because a computer will fly it. 5 There'll be a round table. 6 There'll be armchairs with cushions inside.

### SB19. ACTIVITY 7. What do you think? Say "yes" or "no."

- Focus students on the Activity 7 instructions and check that they remember how to say years. Students work individually, writing Yes or No in their notebooks for each one.

### SB19. ACTIVITY 8. Work in pairs. Talk about what life will be like in 2050.

- Focus students on the instructions for Activity 8 and on the prompts. Do the activity first in open pairs, working through all eight sentences in Activity 7. Then students work in pairs, taking turns giving their opinion, using what they wrote for Activity 7. Monitor and help as necessary.

### SB19. ACTIVITY 9. Imagine it's 2050. Write about your bedroom.

- Focus students on the activity instructions. Brainstorm ideas and create a mind map on the board. Then elicit sentences from the mind map, e.g., *robot: There'll be a robot to clean my room*. Students write notes about their bedroom, choosing at least six points, before they start the text. When they have written a draft, they swap with a friend and correct each other's work. Then students write a final version in their notebooks. If time, they can illustrate their texts.

## Photocopiable 2 (see pages T91 and T94)

**WB19. ACTIVITY 5. Will these things happen in 2050? Write sentences with "will" or "won't."**

**Key:** Students' own answers

### WB19. ACTIVITY 6. Read and complete.

**Key:** 2 arms, 3 will, 4 quickly, 5 brush, 6 cup, 7 won't

**WB19. ACTIVITY 7. Design and draw an invention to help children in the future.**

**Key:** Students' own answers

### WB19. ACTIVITY 8. Write about your invention.

**Key:** Students' own answers

## Extra activity: see page T104 (if time)

## Optional activities

- Unit 2 Song worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 22 and 27).
- Unit 2 song and/or karaoke worksheet from *Kid's Box AE Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.

## Ending the lesson

- Sing the song with students again. Make five groups, one for each verse. Students sing in turn.

**OBJECTIVES:** By the end of the lesson, students will have read and talked about travel in the future.

● **TARGET LANGUAGE**

**Key language:** *space, air, Earth, rocket, Moon, astronaut, engineer, businessman, tourist, ESA, MIR, cost, too expensive, once, space station, orbit*

**Additional language:** *wish, passenger*

**Review:** numbers, NASA, float, ride

● **MATERIALS REQUIRED**

A CD of relaxing music

Extra activity 1: If possible, write half of one of the texts from Student's Book Activity 10 on the board before the lesson and cover it.

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 2*

Reinforcement worksheet 2 and/or Extension worksheet 1 (pages 24 and 25)

**Warmer**

- Tell students to close their eyes and imagine ... Start playing the CD of relaxing music. Tell them to look into the future and to imagine the jobs they'll do. Students don't speak – they imagine. Slowly turn down the volume of the CD and tell students to open their eyes. Elicit what they imagined and their reasons, e.g., *I think I'll be a doctor because ...*

**SB20. ACTIVITY 10.** *Read and imagine. You have a lot of money. Where will you travel?*

- Tell students to open their Student's Book to page 20. Focus them on Activity 10 and on the activity instructions. Ask a student to read them aloud. Check understanding. Focus students on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. Check understanding of these words. Students read the text silently for ideas. Check with the class, asking students to read aloud relevant sections from the texts. Check comprehension of vocabulary by asking students to read each text aloud in turn around the class. Encourage them to figure out the meanings for themselves. Check general comprehension by asking, e.g., *How many times can rockets fly? What is a spaceplane? Where does "space" start? Discuss if students have heard of these space agencies before and what they know about space travel.*

**SB20. ACTIVITY 11.** *Listen. Repeat the word. Is it a job? Say "yes" or "no."*

- Focus students on the Activity 11 instructions and on the example. Play the CD. Pause after each one for students to whisper the answer to their partner. Play the CD again. Elicit a choral response each time.

**Key:** 2 Businessman – yes, 3 Rocket – no, 4 Astronaut – yes, 5 Space – no, 6 Tourist – no, 7 Earth – no, 8 Moon – no, 9 Engineer – yes

**CD 1, 27**

1 air, 2 businessman, 3 rocket, 4 astronaut, 5 space, 6 tourist, 7 Earth, 8 Moon, 9 engineer

**SB20. ACTIVITY 12.** *Read again and answer.*

- Check understanding of the Activity 12 instructions. Students work in pairs. They take turns asking their partner a question. They don't have to ask them in order. Check using open pairs.

**Key:** 1 NASA, ESA, and the Russian and Chinese space programs. 2 Two of the following: They take a long time to build / cost a lot of money / can fly only once. 3 Astronauts. 4 A "spaceplane." 5 In 2019. 6 Dennis Tito. 7 \$20 million. 8 Five or six passengers.

**WB20. ACTIVITY 9.** *Label the pictures.*

**Key:** 2 businessman, 3 astronaut, 4 engineer

**WB20. ACTIVITY 10.** *Sort and write the words.*

**Key:** 2 rocket, 3 Moon, 4 air, 5 space

**WB20. ACTIVITY 11.** *Complete the sentences.*

**Key:** 2 engineer, 3 air, 4 Earth, 5 astronaut, 6 Moon, 7 tourist, 8 businessman, 9 rocket

**WB20. ACTIVITY 12.** *Read and answer "yes" or "no."*

**Key:** 2 no, 3 no, 4 no, 5 yes, 6 yes

**Extra activities: see page T104 (if time)**

**Optional activities**

- Unit 2 Reinforcement worksheet 2 and/or Extension worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 22, 24, and 25).

**Ending the lesson**

- Ask students about some of the proper nouns in the lesson, e.g., *Tell me about Mir. Tell me about Neil Armstrong.* Students try to remember without looking in their Student's Book or Workbook.

**OBJECTIVES:** By the end of the lesson, students will have had further practice using *will* to make predictions.

### ● TARGET LANGUAGE

**Key language:** spelling out, *telescope*, *solar panel*, *last name*, *riddle*

**Review:** space, *What kind of ... ?*, *will* for predictions, simple past

### ● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 2*  
Extension worksheet 2 (page 26)

## Warmer

- Play the class game from Extra activity 2 in the previous lesson to review *will*. One student thinks of a job they'll have in the future. The students take turns asking ten questions to guess the job. Write useful questions on the board, e.g., *Will you wear a uniform? Will you work outside? Will you work with animals?*

### SB21. ACTIVITY 13. Listen and write the words.

- Tell students to open their Student's Book to page 21. Focus them on the Activity 13 instructions. Tell them to write the words in their notebooks. Play the CD. Students listen and write. They check in pairs. Play the CD again. Check with the class, asking students to spell out the words as you write them on the board.

#### CD 1, 28

1 s-p-a-c-e, 2 a-s-t-r-o-n-a-u-t, 3 a-i-r, 4 t-o-u-r-i-s-t,  
5 e-n-g-i-n-e-e-r, 6 M-o-o-n, 7 b-u-s-i-n-e-s-s-m-a-n,  
8 r-o-c-k-e-t, 9 E-a-r-t-h

### SB21. ACTIVITY 14. Look at the pictures. Complete the sentences. Use words from Activity 13.

- Focus students on the Activity 14 pictures and elicit some of the things they can see. Check that they have read the instructions and know what to do. Students complete the sentences and then check in pairs. Check with the class.

**Key:** 1 Engineers, 2 Tourists, 3 Moon, 4 Rockets

### SB21. ACTIVITY 15. Listen and answer. What does the man's store sell?

- Focus students on the activity instructions and check understanding. Play the CD. Students listen for the answer. They check in pairs. Check with the class.

**Key:** Toy rockets

#### CD 1, 29

**MR. SMITH:** Hello. My name's John Smith. Welcome to the European Space Agency. Could you tell me your name, please?

**MR. WINDSOR:** Certainly. My name's Robert Windsor.

**MR. SMITH:** Windsor?

**MR. WINDSOR:** Yes. W-i-n-d-s-o-r.

**MR. SMITH:** Uh, thank you. And what can we do for you, Mr. Windsor?

**MR. WINDSOR:** I'm interested in one of your special vacations. You see, when I was a boy, I wanted to be an astronaut, but I'm a businessman now. I have a small store that makes and sells toy rockets.

**MR. SMITH:** Toy rockets? What's the name of your store?

**MR. WINDSOR:** It's called My Space. So, you see, flying to the Moon is my dream vacation. I couldn't be an astronaut, but I'd like to be a space tourist.

**MR. SMITH:** Of course, Mr. Windsor. Now, there's one thing I need to ask ... How old will you be on your next birthday?

**MR. WINDSOR:** I'll be 59. It's my birthday next week!

**MR. SMITH:** That's fine. Now, I also need some information from you about your health. Can you tell me ... ?

### SB21. ACTIVITY 16. Listen again and write. **F** toward

- Focus students on the Activity 16 instructions and on the example. Check that they know what to do. Check that they understand *last name*. Play the CD again. Students listen and write the information. They check in pairs. Play the CD again. Check with the class.

**Key:** 2 Windsor, 3 businessman, 4 My Space, 5 to the Moon, 6 59

#### CD 1, 30

### SB21. ACTIVITY 17. Write questions with "will."

- Focus students on the Activity 17 instructions and on the example. They write the questions in their notebooks. Monitor and help.

**Key:** 2 What kind of clothes will you wear in space? 3 What kind of food will you eat in space? 4 What will you take a picture of? 5 Who will you go with? 6 What will you take with you?

### SB21. ACTIVITY 18. Ask and answer.

- Students work in pairs. They imagine they are Robert Windsor and John Smith. They role-play a conversation using the questions from Activity 17. Monitor and prompt. Students swap roles and do the role play a second time. More confident pairs can perform their role plays for the class.

### WB21. ACTIVITY 13. Match the ideas about life on Zeron, the space city. Write sentences.

**Key:** 2e We'll have satellites to receive signals from space.  
3b We'll have solar panels to get energy. 4a We'll have robots to build new houses. 5c We'll have rockets to travel into space.

### WB21. ACTIVITY 14. Read and answer the riddles.

**Key:** 2 the letter "m," 3 N for *November* (these are the first letters of the months of the year), 4 one word (it's an anagram), 5 Harry, 6 his own son

### WB21. ACTIVITY 15. Read and complete the circle with names and jobs.

**Key:** Answers clockwise from Sarah:

Sarah will be an actress. She won't be a painter.

Dave will be a dentist. He won't be an actor.

Mary will be a photographer. She won't be a cook.

Lucy will be a mechanic. She won't be a photographer.

Mike will be a rocket engineer. He won't be an astronaut.

## Extra activities: see page T104 (if time)

## Optional activity

- Unit 2 Extension worksheet 2 from *Kid's Box AE Teacher's Resource Book 6* (see pages 22 and 26).

## Ending the lesson

- Play the CD from Student's Book Activity 15 again. Pause mid-sentence from time to time. Students complete, e.g., *Toy rockets? What's the name of your store? It's called* (pause) *My Space. So, you see, flying to the Moon is my dream vacation. I* (pause).

**OBJECTIVES:** By the end of the lesson, students will have practiced the pronunciation of contractions and completed a communication activity.

### ● TARGET LANGUAGE

**Key language:** contracted 'll, 'm, 't, 're, and 's, will future contrasted with simple present, *pill, spacesuit*, connectors: *when, because, then, after that, before*

**Review:** question forms, space travel

## Warmer

- Ask a question about the future, e.g., *What job'll you do in the future?* Get students to repeat it and focus them on the pronunciation of *job'll*. Ask them what the apostrophe and letters *ll* stand for (*will*). Tell students they will be practicing this and other contracted forms in today's lesson.

### SB22. ACTIVITY 19. Focus on phonics.

- Tell students to open their Student's Book to page 22. Focus them on Activity 19 and on the instructions. Play the CD. Students repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the contractions. Repeat the rhyme once or twice more as a class. In pairs, students practice the rhyme.

#### CD 1, 31

As in Student's Book

**SB22. ACTIVITY 20.** Listen to these sentences. Say "now" or "the future."

- Focus students on the Activity 20 instructions and check understanding. Give them an example for "now," e.g., *I am a teacher*. Play the CD. Students point to the words the first time. Play the CD again. Students write *now* and *the future* in their notebooks. Elicit the answers. Check that they understand why.

**Key:** 2 Now, 3 The future, 4 Now, 5 The future, 6 Now, 7 Now, 8 The future, 9 The future, 10 The future, 11 Now, 12 The future, 13 Now, 14 Now

#### CD 1, 32

- 1 We'll use rockets to travel.
- 2 I walk to school.
- 3 What'll they do next?
- 4 I'd like some water, please.
- 5 It'll be hot tomorrow.
- 6 He wants to be an engineer.
- 7 That bottle's open.
- 8 I'll do it tomorrow.
- 9 We'll make a rocket next week.
- 10 When'll you be home?
- 11 They have a metal box.
- 12 We'll see you at the movies.
- 13 I'd like a little salt, please.
- 14 The purple skirt's fifteen dollars.

**PB22. ACTIVITY 21.** Imagine your future. Ask and answer about the year 2050.

- Focus students on Activity 21 and on the example. Students work in pairs or small groups, asking and answering.

Encourage them either to tell the truth or to use their imagination. Monitor and help. Check by asking students to tell the class about their partner. Listen for correct use/ pronunciation of *will*.

### SB22. ACTIVITY 22. Write about your future.

- Focus students on the Activity 22 instructions and on the example text. They write a first draft in their notebooks, using ideas from Activity 21. They swap with a friend and check each other's work. Students then write a final version in their notebooks.

### SB22. Joke Corner

- Focus students on the Joke Corner and review the meaning of *joke*. Play the CD as students read the joke in their books. Play the joke a second time and explain if necessary.

#### CD 1, 33

As in Student's Book

### WB22. ACTIVITY 16. Match the rhyming words.

- Tell students to open their Workbook to page 22. Make sure they understand they need to match the rhyming words that are in columns next to each other. Do one or two more matches together if necessary.
- Students work in pairs. They match the rest of the words by saying them aloud.

Note: Since contractions are not a feature of many languages, students often want to pronounce them as the two words (e.g., instead of "I'm" they say "I am"). Using rhyming words is an excellent strategy to help students hear and say the contractions correctly.

### WB22. ACTIVITY 17. Listen, check, and say.

- Play the CD for students to check their answers. Check with the class. Play the CD again for students to listen and repeat.

**Key:** 2 a, 3 e, 4 d, 5 b, 7 i, 8 f, 9 h, 10 j

#### CD 1, 34

1 I'll, smile; 2 she'll, feel; 3 they're, air; 4 we're, here; 5 he's, knees; 6 I'm, time; 7 who's, choose; 8 who'll, rule; 9 won't, don't; 10 let's, gets

### WB22. ACTIVITY 18. Read the Tourist Space Schedule and answer.

**Key:** 2 They'll stop at the Milky Way Star Café. 3 They'll have hot chocolate and cake pills. 4 They'll put on spacesuits. 5 They'll walk around and take pictures. 6 They'll take them off to eat.

### WB22. ACTIVITY 19. Practice saying your answers with the "ll" form correctly.

### WB22. ACTIVITY 20. Use your answers to write the Space Schedule in your notebook.

- Before students do the activity, focus them on the Write it right box and check that they understand how to use connectors.

**Key:** Students' own answers

**Extra activities:** see page T104 (if time)

## Ending the lesson

- Do the rhyme from the beginning of the lesson again.

**OBJECTIVES:** By the end of the lesson, students will have read a story, reviewed language from the unit, and completed a self-evaluation.

● **TARGET LANGUAGE**

**Key language:** language from the story, *measure, months, seasons*

**Additional language:** *the last call, the Pleiades, Teotihuacan*

**Review:** language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: A video recorder if possible

Optional: *Kid's Box AE Interactive DVD 6: The school hall* "A day at the Space Center" episode

## Warmer

- Make groups of four. Give each group a character from the story: Emily, Sir Doug, Diggory, Iyam. Without looking at the Student's Book, they brainstorm the story so far from the point of view of their character. Elicit and check.

### SB23. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 23. Focus them on the story and elicit who they can see in the first picture, where they are going, and why. Set the gist questions: *Who sent them the tickets to Mexico? How many calendars did the Mayas have? What is special about June 21?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (Iyam Greedy, Two, It's the longest day). Play the CD again. Students listen and read. Pause after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *What are the Pleiades? Describe the man sitting next to Diggory. Do you think he's really asleep? What's he doing? Are they going to stay in Mexico City? Where do they want to get to before Iyam?*

### CD 1, 35

As in Student's Book

### WB23. ACTIVITY 21. Read and answer.

**Key:** 2 The Sun, the Moon, and stars. 3 When they could see the Pleiades in the early morning, before the Sun. 4 It'll be June 21. 5 It's June 18. 6 No, they won't.

### WB23. ACTIVITY 22. Read and order the text. Write the story in your notebook.

**Key:** 3 8  
5 4  
1 7  
10 9  
6 2

Diggory Bones is an archeologist who teaches at City University. He had the Sun Stone. This is the name for the Aztec calendar, which he had to talk about Mayan (and Aztec) technology and their ancient math system. Iyam Greedy, who's a pirate and only wants to get the Aztec gold and be rich, stole the Sun Stone and left a phone number for Diggory in a letter. When Diggory called the number, Iyam talked about Aztec mythology. Then he sent him two plane tickets in an email. On the plane to Mexico

City, Diggory and his daughter, Emily, looked at a notebook and talked about a group of stars. There was a man sitting next to them. He listened to them talking. When Diggory and Emily caught a bus to Teotihuacan, the man from the plane got into a car with Iyam Greedy and followed their bus.

### WB23. DO YOU REMEMBER?

- Students try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

**Key:** 2 won't, 3 Astronauts, 4 Earth, 5 "will," 6 When

### WB23. CAN DO.

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Elicit what this means with examples and remind them of / elicit the activities they did in this unit when they used 'I. Review what the three faces mean (not very well / OK / very well). Remind students they circle the one they think is true for them. Repeat for the second sentence, reminding them of / eliciting the activities when they talked about travel in the future. Students circle the appropriate face. Repeat for the third sentence, eliciting what they wrote about space travel.
- Say *Now show and tell your friends*. Students work in groups of three and take turns showing their work for / talking about each one.

**Extra activities: see page T104 (if time)**

### Optional activity

- "A day at the Space Center" episode from *Kid's Box AE Interactive DVD 6 (The school hall section)*. See pages 8–10 of the Teacher's Booklet for the Interactive DVD.

### Ending the lesson

- Ask students which chant/song they'd like to do again from the unit. Do it together to end the lesson.

**OBJECTIVES:** By the end of the lesson, students will have read about the stars and the planets.

● **TARGET LANGUAGE**

**Key language:** *star, planet, orbit, solar system, gases, made of, billion, dwarf, speed, spin, daytime, facing the Sun, large numbers*

**Additional language:** *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, Ceres, Eris, planetary year*

**Review:** simple present

● **MATERIALS REQUIRED**

Extra activity 2: Dictionaries

Optional: *Kid's Box AE Teacher's Resource Book 6* Unit 2 Topic worksheet (page 28)

**Warmer**

- Ask students what the name of our planet is (Earth). Brainstorm with students the names of any other planets they know. Supply the English names.

**SB24. FACT**

- Tell students to open their Student's Book to page 24. Focus them on the top of the page. Ask a student to read the fact to the class. Elicit how long a day lasts on Earth. Ask students if they know why a day on Jupiter is shorter. (They can find out from reading the text on the Student's Book page.)

**SB24. ACTIVITY 1.** *Read and match the titles with the paragraphs.*

- Focus students on the Activity 1 pictures. Elicit what the names of all the planets are (from the diagram). Focus students on the activity instructions and check that they know what to do. Tell students to read quickly and silently to do the matching task. They check in pairs. Check with the class. Elicit reasons for their choices.
- Read the text through with the class, with students taking turns reading sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words and the numbers. Elicit how the sentence helps them remember the order of the planets. In pairs, students practice the sentence until they can say it without looking.

**Key:** 1 The Sun, 2 The planets, 3 Moons, 4 Days and years

**SB24. ACTIVITY 2.** *Find the answers.*

- Focus students on the Activity 2 instructions. Students work in pairs. They read the questions and then re-read the text to find the answers. Pairs check with pairs. Check with the class. Students write the answers in their notebooks.

**Key:** 1 There are eight planets in our solar system. 2 No, it doesn't. 3 The Sun is about five billion years old. 4 A day is 18.2 hours on Saturn. 5 The Sun is at the center of our solar system. 6 Mercury is closest to the Sun. 7 There are more moons than planets. 8 A day on Venus.

**WB24. ACTIVITY 1.** *Write the planets in order (1 = closest to the Sun).*

**Key:** 2 Venus, 3 Earth, 4 Mars, 5 Jupiter, 6 Saturn, 7 Uranus, 8 Neptune

**WB24. ACTIVITY 2.** *Read and complete the fact sheet.*

**Key:** Position from the Sun: Fourth

Often called: The red planet

Orbits the Sun every: 687 days

How many moons: Two

Interesting facts: Has the biggest volcanic mountain:

Olympus Mons; no rivers or lakes, but possibly water under the ground.

**WB24. ACTIVITY 3.** *Write about Neptune in your notebook.*

**Key:** Students' own answers

**Extra activities:** see page T104 (if time)

**Optional activity**

- Unit 2 Topic worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 22 and 28).

**Ending the lesson**

- Review with students what they have done and what they have learned about in today's lesson.

**OBJECTIVES:** By the end of the lesson, students will have read more about the stars and the planets and completed a project.

### ● TARGET LANGUAGE

**Key language:** stars and planets, large numbers with decimal points, *diameter*

### ● MATERIALS REQUIRED

**Project:** For each student, thin and thick cardboard, string, Scotch tape; for the class, scissors, different colored markers. Make a solar system mobile before the lesson to use as an example. Follow the instructions in the Student's Book.

## Warmer

- With books closed, review the mnemonic for the planets.
- Play a quick bingo game to review large numbers, some with decimal points.

### SB25. ACTIVITY 3. Listen and complete the chart.

- Tell students to open their Student's Book to page 25. Focus them on the Activity 3 instructions. Give them time to read through the chart and the numbers. Tell them that the information doesn't come in the same order as the chart. Play the CD. Students listen and write. They check in pairs. Play the CD again.

**Key:** (a) 57.9 (d) 142,796  
(b) 12,104 (e) 1,427  
(f) 2,871

## CD 1, 36

**PRESENTER:** Welcome to tonight's *Solar System Quiz*. Tonight we have three players, and they will answer my questions about the planets and moons in our solar system. We gave them the numbers. They looked at them. But can they remember them? Let's see, shall we? Don't forget – press the button to answer the questions. Here's our first question. Can you tell me how far Earth is from the Sun?

**PETER:** Uhhh, a very long way. Er, I think it's a hundred and forty-nine point six million kilometers.

**PRESENTER:** That's right, Peter. Good job. Two points. Next question. Which is the closest planet to the Sun?

**KATY:** That one's easy. Mercury is closest to the Sun, and it's fifty-seven point nine million kilometers away.

**PRESENTER:** Good. Two points to Katy. Now, can you tell me which is the biggest planet?

**MICHAEL:** I think that's Jupiter.

**PRESENTER:** That's right, Michael. Two points. And that's an extra point question! So, can you tell me how big it is?

**MICHAEL:** Well, I think the diameter of Jupiter is a hundred and forty-two thousand seven hundred and ninety-six kilometers. Is that right?

**PRESENTER:** Yes, it is. So you now have three points, Michael. OK. Which planet has a diameter of twelve thousand one hundred and four kilometers?

**KATY:** I think that's the second planet. That's Venus.

**PRESENTER:** Good job, Katy. Two more points for you. OK. Next question. Which planet is one thousand four hundred and twenty-seven million kilometers from the Sun?

**PETER:** Is that Uranus?

**PRESENTER:** No, I'm sorry, it isn't, Peter.

**KATY:** Then it's ... it's Saturn!

**PRESENTER:** Good job, Katy. You're at six points! Now another distance question. How far is Uranus from the Sun?

**MICHAEL:** Is that eight thousand two hundred and ... and ... No, sorry. I can't remember.

**PRESENTER:** Anyone else?

**PETER:** I think it's two thousand eight hundred and seventy-one million kilometers from the Sun.

**PRESENTER:** You're right, Peter. Two more points. Now, the results at the end of round one ...

### SB25. ACTIVITY 4. Ask and answer. Check your answers.

- Focus students on the Activity 4 prompts. Also model the question *What is the diameter?* Demonstrate the activity using open pairs. Students then continue the activity in pairs, taking turns asking and answering. Monitor and help.

### SB25. ACTIVITY 5. Write some quiz questions for a "Class Planet Quiz."

- Focus students on the Activity 5 instructions. Use the two examples to give them some ideas about questions to ask. Suggest other ideas: *What color ... ? How far ... ? How wide ... ? How many moons ... ?* Remind students that they must know the answers to their questions. In pairs, students write at least four questions. Circulate to monitor and correct. Make four teams. Teams pool their questions. Teams take turns asking another team a question. They have to answer in a given time limit (without looking in the Student's Book). Teams get a point for a correct answer. Make sure that different students answer the questions each time for their team.

### SB25. PROJECT. Make a solar system mobile.

- Tell students that today's project is making a solar system mobile. Show them the one you have made. Read the project information through with the class, showing the materials as they are mentioned. Put students in groups or pairs to work together (although they each make their own mobile). Hand out the materials. Remind students to follow the instructions. Monitor and help where necessary.

### WB25. ACTIVITY 4. FLYERS Reading and Writing, Part 1. Look and read. Choose the correct words and write them on the lines. There is one example. **F**

- Tell students to open their Workbook to page 25. Focus them on the activity instructions and the example. They write the word to match each definition by choosing from the words around the edges of the box. Make sure they realize they do not need to use all the words. They check in pairs. Elicit answers. Ask students to explain their choices.

**Key:** 1 a highway, 2 rockets, 3 a pilot, 4 Thursday, 5 a lion, 6 an island, 7 a theater, 8 stars, 9 planets, 10 gold

## Extra activities: see page T104 (if time)

## Ending the lesson

- Review with students what they read about and which activities they liked best from this and the previous lesson.