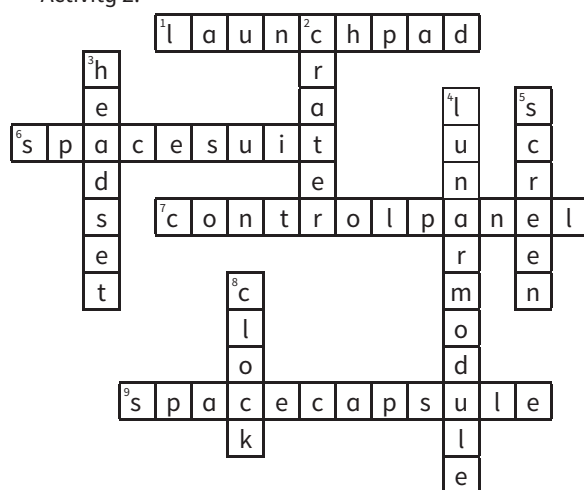


Worksheet 1: We have lift-off!

Using the worksheet

- This worksheet practises words related to the moon landing: *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, screen, headset*.
- Students work individually or in pairs to label the pictures using the words from the box.
- Students then use the pictures and clues to help them complete the crossword.

KEY: Activity 1: **2** control panel, **3** lunar module, **4** crater, **5** screen, **6** launch pad, **7** countdown clock, **8** space capsule, **9** spacesuit; Activity 2:



Optional follow-up activity: Demonstrate how to play Hit the word (see Introduction). Before starting the game, write words from this unit on the board in random places. Put students into two teams. Invite the teams to come up to the front of the class near the board. Give the first student in each team a rolled-up newspaper. Say one of the words on the board or give a definition. The first student to hit that word with their newspaper wins a point for their team, then passes the newspaper to the next person in their team. Continue until you have said all the words. The team with the most points at the end of the game wins.

Worksheet 2: My life

Using the worksheet

- This worksheet practises gerunds.
- Students work alone to write the gerund forms.
- Students then complete the notes with a gerund from Activity 1 before numbering the three things which are most important to them for their future life. They discuss their answers in small groups.

KEY: Activity 1: **2** studying, **3** learning, **4** having, **5** being, **6** getting, **7** travelling, **8** buying; Activity 2: **b** getting / being, **c** having / getting / making, **d** buying / having / getting, **e** being / getting, **f** learning / studying, **g** travelling, **h** studying; Activity 3: Students' own answers.

Optional follow-up activity: The whole class discuss which things on the list are the most important. They then vote on their top three.

Worksheet 3: Bizz Baldwin, astronaut

Using the worksheet

- This worksheet practises reported speech.
- Students work individually or in pairs to read and order the interview with Bizz Baldwin.
- Students then read the three articles and say which is the truest report of the interview with Bizz.

KEY: Activity 1: **2g**, **3d**, **4f**, **5b**, **6h**, **7c**, **8e**; Activity 2: *The Washington Post* (c)

Optional follow-up activity: Students write about an imaginary journey into space. Students write about the food they ate, the clothes they wore, the people they travelled with and the places they visited. You can set this activity for homework.

Worksheet 4: Constellation facts

Using the worksheet

- This worksheet builds on students' knowledge of constellations, using key *Think and learn* vocabulary.
- Students say what they already know about stars and constellations. They can look back over the Student's Book lesson, if helpful.
- Students read and complete the text with the words from the box.
- They then work in pairs to find two more interesting facts about constellations. They can use the Internet / encyclopaedias / school text books to do this. They write their two facts in the space provided. Choose students to tell the class their facts.
- Working individually, students imagine that they are astronomers who have discovered a new constellation. They draw it, name it and write where/when you can see it. Then they tell their partner about it.

KEY: Activity 1: **2** astronomer, **3** Earth, **4** farmers, **5** oceans, **6** sky; Activities 2 and 3: Students' own answers.

Optional follow-up activity: Students work in pairs to write a quiz about stars and constellations. They can use the text in Activity 1, the facts that they have found out in Activity 2, and the Student's Book. Tell them to include about eight questions in their quiz and to make sure that they have answers for each question. Pairs join up to make groups of 4–6 and do each other's quizzes.

Name:

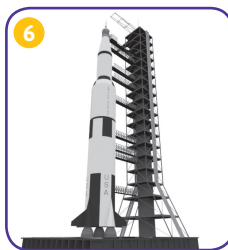
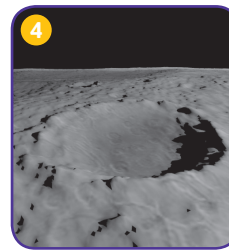
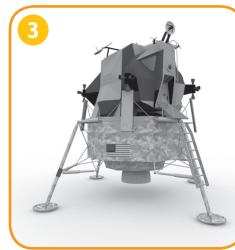
Class:

1 Look and write the words from the box.

control panel spacesuit countdown clock screen headset
 launch pad crater space capsule lunar module



headset



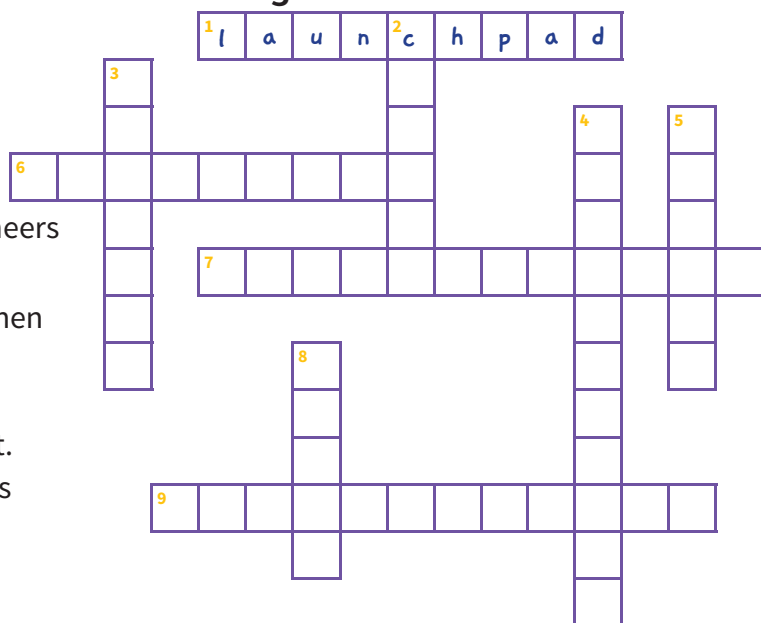
2 Do the crossword with the words from Activity 1.

Across

- 1 This is what a spaceship sits on before it goes into space.
 6 This is what astronauts wear.
 7 This has special buttons that engineers use to control the spaceship.
 9 This is what astronauts travel in when they are in space.

Down

- 2 A big hole in the surface of a planet.
 3 Astronauts wear this on their heads to hear and speak to Earth.
 4 This is the small spaceship that the astronauts used to land on the moon.
 5 This is what the engineers look at in ground control to see the astronauts in space.



- 8 When the countdown _____ gets to 'zero', the spaceship starts its journey into space.

Vocabulary: Moon landing

Name:

Class:

1 Write the gerunds.

1 make making

5 be _____

2 study _____

6 get _____

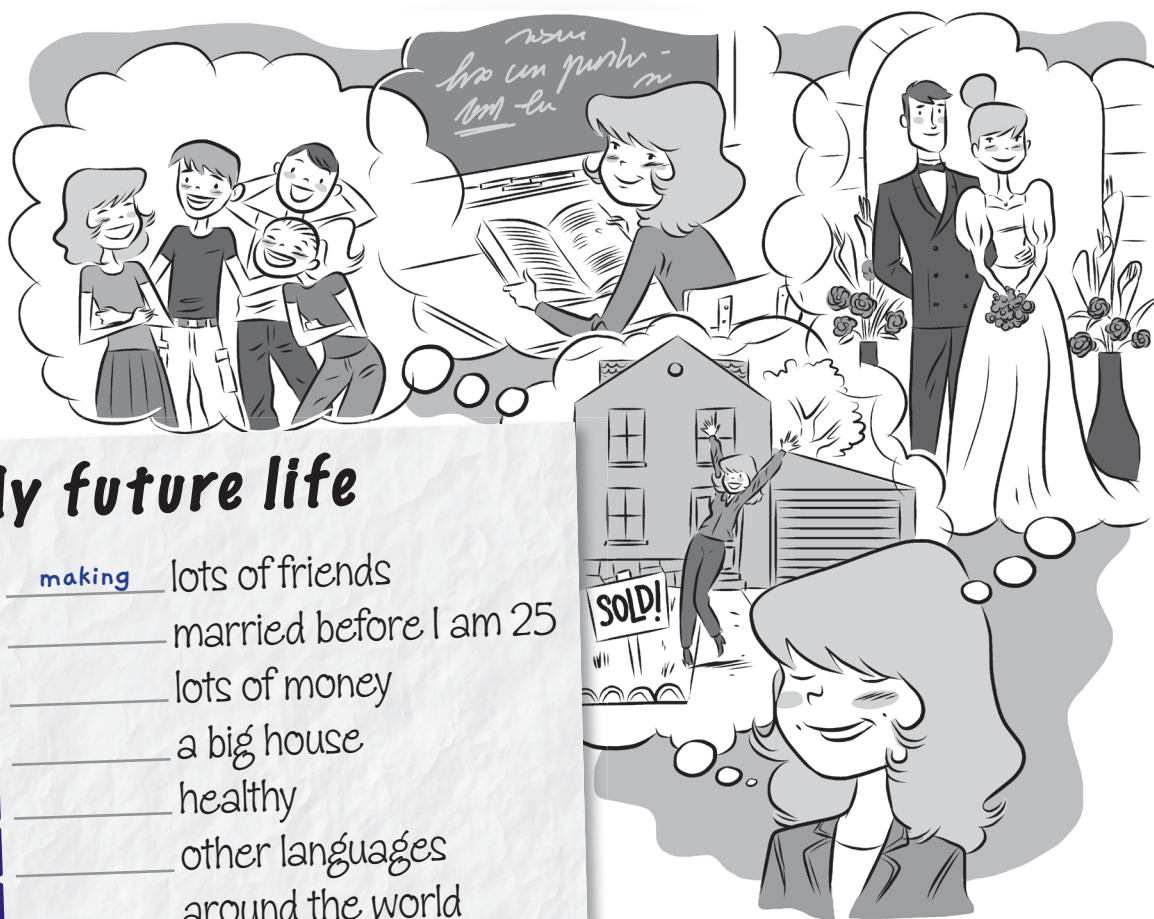
3 learn _____

7 travel _____

4 have _____

8 buy _____

2 Complete the notes with the gerunds from Activity 1. Then choose three things which are important to you. Number them 1, 2 and 3 (1 = the most important).



3 Work in groups. Discuss and explain your answers to Activity 2.

Learning other languages is my number 1 because it's fun.

I don't think that buying a big house is important.

Language focus 1: Gerunds

Name:

Class:

1 Put the interview in order.



- a ☐ **Reporter 1** Hi, Bizz. Thanks for agreeing to speak to us today.
- b ☐ **Reporter 3** I'm sure it will be. How long will you be in space?
- c ☐ **Reporter 2** Well, good luck with the trip. What do you enjoy most about being an astronaut?
- d ☐ **Reporter 1** I'll go first. Are you looking forward to the trip?
- e ☐ **Bizz** I love it all. I'm the Christopher Columbus of space – finding new worlds. OK. I have to go now. Thanks and goodbye!
- f ☐ **Bizz** Of course I am. I think it will be great.
- g ☐ **Bizz** You're welcome. I'm happy to answer your questions.
- h ☐ **Bizz** For two years.

2 Read the three reports of the interview. Which is the most accurate?

a **Bizz Baldwin** is the most famous astronaut in the world. When I met him yesterday, he wasn't very happy. That is probably why he was wearing sunglasses. He said that he wasn't looking forward to going to Mars and that he didn't enjoy being an astronaut. And then he left without saying goodbye.
The Los Angeles Times

b Everyone knows Bizz Baldwin, the incredibly handsome American astronaut. He walked into the hotel, where I met him yesterday, like a true star. He was wearing a beautiful jacket and jeans. He said that he was looking forward to going to the moon and compared himself to Christopher Columbus.
The New York Times

c I met Bizz Baldwin in the Beverly Hills Hotel. He said that he was looking forward to his trip and that he would be in space for two years. But he saved the best for last. What did he enjoy most about being an astronaut? He said he loved it all. 'I'm the Christopher Columbus of space,' he said!
The Washington Post

Language focus 2: Reported speech

Name:

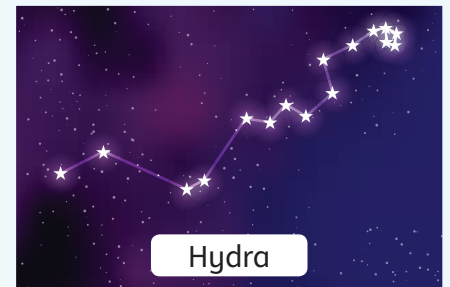
Class:

1 Read about constellations and complete the sentences.

astronomer oceans Earth farmers ~~stars~~ sky

Fun facts about constellations

- From Earth, the (1) stars in a constellation look like they are close together, but in space they are very, very far apart.
- There are 88 constellations. 48 were found by the Greek (2) _____ Ptolemy thousands of years ago!
- We can't see all the constellations from one place on (3) _____. We can use star maps to help us find them.
- There are some constellations that we can only see in spring, summer, autumn or winter. This is why in ancient times (4) _____ used the constellations to help them know when to plant fruit and vegetables.
- Stars and constellations were very important to sailors for hundreds of years. They used them to find their way across the (5) _____.
- Hydra is the largest constellation. It covers around 3% of the (6) _____.



2 Find and write two more interesting facts about constellations.

3 Create your own constellation. Draw it and write a name for it.

 A large, empty rectangular box with a rounded border, intended for a student to draw their own constellation.

My constellation is called

_____.

You can see it in

_____.