1. Read and complete.

astronauts  computer  control panel  gravity  handles

_________ have a long training before they go to space. They practice moving in a zero ________ chamber. They wear a heavy spacesuit for several hours every day. They use _________ when they practice space walks. They learn to use the ________ and to program the ________.

2. Listen and check ✓.

IN A SPACECRAFT, THE ASTRONAUTS ...

... play soccer.  ... do experiments.  
... eat three meals a day.  ... go on spacewalks.  
... cook.  ... do the cleaning.  
... take a shower.  ... sleep.

3. Read and number the instructions for a spacewalk.

CODE CRACKER

☐ Use the handles outside the shuttle.  ☐ Attach the safety rope.  
☐ Check the control panel.  ☐ Open the portal.  
☐ Put on a spacesuit.  ☐ Use the handles inside the shuttle.
Lift off!

VOCABULARY

1. Read and complete.

The spacecraft is traveling to another __________ .
The spacecraft has many parts. It has an __________ for firing the shuttle into space. There are __________ tanks for the engine. There are __________ tanks for breathing. There are a lot of __________ for seeing the controls. There’s a __________ for the computer and a __________ for communicating with __________ . There’s a __________ for checking supplies. There’s a __________ in front of the instruments for the astronaut. There are __________ for moving in zero __________ .

2. Listen and color.

EXTRA VOCABULARY

3. Look and write.

cable  camera  keyboard  screen  USB ports

4. Complete the riddles. Then check the answers.

You can _________ loud and _________ but it isn’t your _________ . What is it?

The new _________ is _________ . The old _________ is _________ .
What’s the date?

I can use words to describe a control panel.
Language lab

GRAMMAR: WILL AND WON’T

1 Listen and circle.

A city for the future

1 All buildings in the city will / won’t be six floors high.
2 People will / won’t grow food on the top of the buildings.
3 People will / won’t use water tanks to collect rainwater.
4 The air will / won’t be very clean. People will / won’t use oxygen tanks.
5 People will / won’t use cars. They will / won’t travel by bus.
6 People will / won’t use plastics. They will / won’t recycle food waste.

2 Check eight features for an apartment building in the future.

<table>
<thead>
<tr>
<th></th>
<th>bedroom</th>
<th>kitchen</th>
<th>living room</th>
<th>backyard</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>screen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>radio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>robot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>smart lights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Look at 2 and complete.

My apartment building

1 The [ ] [ ] have [ ] .
2 The [ ] [ ] have [ ] .
3 The [ ] [ ] have [ ] .
4 The [ ] [ ] have [ ] .
5 The [ ] [ ] have [ ] .
6 The [ ] [ ] have [ ] .

Key

1 Use the green words in 2.
2 Use will or won’t.
3 Use the blue words in 2.
Ask and answer with a partner. Take notes.

Name: __________

Features of building

<table>
<thead>
<tr>
<th>bedroom</th>
<th>kitchen</th>
<th>living room</th>
<th>backyard</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
<td>screen</td>
<td>radio</td>
<td>robot</td>
</tr>
</tbody>
</table>

Will your building have a robot? Yes, it will.

Will the robot be in the backyard? No, it won’t. It will be in the kitchen.

Choose a room from your apartment. Make a model and write a description.

1. Find a shoebox. Cut off the lid.
2. Cut out the door and the windows.
3. Paint the inside of the box.
4. Use recycled materials to make the furniture, for example, bottle tops, old card, aluminum foil.
5. Paint the furniture. Glue it into position.
6. Use modeling clay for extra features.

My __________
This will be the best __________ in the city.

I can talk about the future using will.
1 Read and answer.

1 Why are people living in a space colony? ________________________________
2 What is the problem in the space colony? ________________________________
3 Why are the Earth robots worried about the humans? _________________________
4 Why do the Earth robots open the secret door for the children? ________________
5 Where can the children play on Earth? ________________________________
6 What do the adults from Colony 369 promise? ________________________________

2 Read and complete with the number of days:

1 When there are 200 people in the space colony, they have oxygen for ____ days.
2 When there are 100 people, they have oxygen for ____ days.
3 When there are 400 people, they have oxygen for ____ days.
4 When there are 50 people, they have oxygen for ____ days.

3 Find words in the story that mean …

1 … to make very, very dirty. __________________________
2 … a new city a long way from the capital. __________________________
3 … a moving machine with a computer program. It does human tasks. __________
4 … to make something so bad it cannot survive. __________________________
5 … to send and receive a message. __________________________
6 … to find a solution. __________________________
4 Make a promise tree for the future.

1 Use marker pens to draw a big tree trunk with a lot of branches.
2 Use green paper and cut out leaves.
3 Write a promise for the future on the leaf.
4 Ask your friends and family to write promises on the leaves, too.
5 Glue the leaves on the tree.

5 Complete and circle the story review.

Title: __________________________

Main characters: ________________
Places: _________________________
Time: future / present / past
Problem: ________________________

Solution: ________________________

6 Write your opinion of the story.

• Do you like the children in the story? Why?
• What do you think of the story?
• Do you think this will happen in the future? Why?

Key

1 = very bad
5 = very good

My opinion

1 2 3 4 5

I can read a story about a space colony.
1. Read and match.

WE CAN SHOW SOUND WAVES IN GRAPHS

1. Sound can have a high frequency or pitch. We hear this as a high sound, like a bird. There are a lot of waves in the graph for a high sound.

2. Sound can have a low frequency or pitch. We hear this as a low sound like the bark of a big dog. There aren't a lot of waves in the graph for a low sound.

3. Sound can be very loud with a high volume. When a sound is loud, the lines on the graph are taller.

4. Sound can be very quiet with a low volume. When a sound is low, the lines on the graph are shorter.

2. ✪ Listen and circle.

1. Pitch: high / low  Volume: loud / quiet
2. Pitch: high / low  Volume: loud / quiet
3. Pitch: high / low  Volume: loud / quiet
4. Pitch: high / low  Volume: loud / quiet

3. Draw graphs for the sounds in 2.
4 Read and check ✗.

When you speak to a deaf person, ...

- a  ... look at the person.
- b  ... speak clearly.
- c  ... shout.

5 Sign your name to a partner.

---

**EXPERIMENT TIME**

**Report**

1 Check ✗ the correct picture and complete the sentences.

1 Tying a knot was difficult because I'm not good with my fingers.

2 Read and circle. Then discuss with a partner.

How difficult was the experiment?

- 1 Making a hole in the cup.  
  Difficult / OK / Easy
- 2 Tying a knot.  
  Difficult / OK / Easy
- 3 Connecting the paper clip.  
  Difficult / OK / Easy
- 4 Hearing my partner.  
  Difficult / OK / Easy
- 5 Talking into the cup.  
  Difficult / OK / Easy

I know how to make a telephone.
There are three Eco groups. They all make promises for the future. All the promises are different. All groups will recycle two things. They will only travel one way. They won’t use one thing.

- Group A won’t recycle glass. Group C will recycle food and glass. Group B won’t recycle food.
- Group B won’t travel by foot or by bus. Group A will travel with Group B. Group C won’t use a vehicle.
- Group C will use plastic. Group A will use plastic bags, but they won’t use plastic bottles. Group B will use plastic bottles, but they won’t use plastic bags.

<table>
<thead>
<tr>
<th>Recycle</th>
<th>Travel by</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>glass</td>
<td>paper</td>
</tr>
<tr>
<td>foot</td>
<td>bike</td>
<td>bus</td>
</tr>
<tr>
<td>plastic</td>
<td>bags</td>
<td>cars</td>
</tr>
<tr>
<td>plastic</td>
<td>bottles</td>
<td></td>
</tr>
</tbody>
</table>

1. Read and check ✓ or cross ❌.

2. Complete your plan. Then ask a partner and take notes.

FUTURE PLANS

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop using</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What will you recycle in the future?

I’ll recycle plastic and paper.

I can ask and answer about the future using will.
Writing lab

A BROCHURE

1 🎨 What will it be like in the future? Choose one and discuss.

- a street
- a school
- a park
- a shopping mall

What equipment will there be at a school in the future?

I think there’ll be computers for all the students.

2 🎨 Make a brochure and draw a picture for the place you chose in 1.

FOR THE FUTURE

Name: ________________
Location: ________________
Indoor features: ____________________
______________________________
Outdoor features: ____________________
______________________________

3 Write about the place you chose in 2.

______________________________, there will be ____________________.

______________________________
______________________________
______________________________

I can write a brochure.
1. Check the features on your vehicle.

- computer
- engine
- handles
- lights
- radio
- screen
- seats

2. Read and answer.

1. How long will the vehicle be?

2. How much will the vehicle weigh?

3. How fast will it go?

4. What will be on the control panel?

3. Write a description of your vehicle.

Name: __________

My vehicle is __________.

On the outside, __________.

On the inside, __________.

It can __________.

4. Complete the sentences and answer.

- It is ________ drawing a blueprint.
- It is ________ following instructions.
- It is ________ talking in English.

What did you learn?

1. I learned __________.

2. __________

3. __________
5 🎈 | **Listen and write the names.**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Anna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simon</td>
<td>Tessa</td>
</tr>
</tbody>
</table>

6 | **Look at 5. Read and circle T (True) or F (False). Then correct the false sentences.**

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mark will wear a spacesuit.</td>
<td>T / F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Anna won’t work in the control room.</td>
<td>T / F</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Tessa will play outdoors.</td>
<td>T / F</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Simon won’t wear a swimsuit.</td>
<td>T / F</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Mark won’t grow vegetables.</td>
<td>T / F</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Anna will wear a spacesuit.</td>
<td>T / F</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Tessa won’t work in a control room.</td>
<td>T / F</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Simon will live underwater.</td>
<td>T / F</td>
<td></td>
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</tbody>
</table>

7 | **Complete the plans for your future.**

<p>| | | | | | | | |</p>
<table>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>WILL YOU LIVE IN THIS CITY?</td>
<td>What work will you do?</td>
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</table>

8 | *Ask and answer with a partner.*

Now go to your Progress Chart on page 4.