4 Blast off!

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OBJECTIVES

Reading

- Reading comprehension – Can understand basic factual statements relating to pictures or simple texts.
- Reading comprehension – Can follow simple stories with basic dialogue and simple narrative.
- Reading comprehension – Can understand the main ideas in simple informational texts, if supported by pictures.

Listening

- Response to spoken prompts – Can identify key information (e.g. places, times) from short audio recordings, if spoken slowly and clearly.
- Listening comprehension – Can understand the main information in short, simple dialogues about familiar activities, if spoken slowly and clearly.

Speaking

- Spoken production – Can reproduce words from taught vocabulary lists.
- Spoken process and strategies – Can say simple tongue twisters and other types of playful language.

Writing

- Writing production – Can write simple sentences to describe what's happening in a sequence of pictures.

KEY LANGUAGE

Key vocabulary	Phonics	STEAM	Grammar
astronaut breathe float launch live rocket satellite space space station study travel work	The sounds /oʊ/ as in *bone* and /ju/ as in *cube* bone cube cute stone	explodes gas rockets shuttle	He worked in space. I didn't travel in space. Did he travel to the Moon? Yes, he did. / No, he didn't. Where did you work? I worked on the ISS.

PROJECT: CREATE A PUPPET SPACE JOURNEY

Students will think about actions and words related to space travel. They will research an astronaut and find out what he/she did in space. They will create shadow puppets of the astronaut and his/her transport and destination. They will perform and narrate the space journey with their puppets.

Materials: card, scissors, glue, popsicle sticks or chopsticks

EXPERIMENT LAB: ROCKETS

Students will learn about rocket technology. They will create rockets and find out how to create thrust to launch them into the air.

Materials: plastic bottles (with sports lid), pitcher, water, fizzy antacid tablets

Pearson English Portal digital resources

Go to the Pearson English Portal and click on "Resources" for more teaching resources, including videos and games.

CODING: ALGORITHMS AND SEQUENCING

- Students will learn about events by putting a set of actions in order.
- Students will learn about data structures and use them to decipher codes.

MATH

Students will order years.

VALUES AND SOCIAL-EMOTIONAL LEARNING: SPEND TIME WITH FRIENDS

Students will appreciate the importance of spending time with friends and family.

Preparation: Have students record their screen time activity for a week before they have the lesson on page 67.

CREATIVE ACTIVITIES

Make your own picture dictionary.

This feature occurs in each Vocabulary lesson and encourages students to process new vocabulary through drawing and writing.



Act out the story in groups.

This feature occurs in each Story lab lesson and will help students revisit and produce core language learned so far in the unit, as well as collaborate with other students in a fun context.

Create an alien mask.

This encourages students to use their creativity and coding skills in a fun, collaborative situation.

GLOBAL AND CULTURAL CITIZENSHIP: SPACE EXPLORATION

Students will learn about Russia – the development of space exploration and cultural festivals. They will also reflect upon their own cultural heritage.

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How can I create a puppet space journey?

OPENER



Lesson flow

Warm up · Critical thinking · Lesson objective · Presentation · Practice · Practice · Song · Objective review

LESSON OBJECTIVE

I will learn about space and create a puppet space journey.

KEY LANGUAGE

breathe
eat
travel
walk
work

Warm up

- Point out the unit title, *Blast off!* Introduce the meaning of the words and the theme of the unit with a TPR activity. Count down from 10, say *Blast off!*, and have students jump up in the air.
- **Assist** Ask students what action words they know and write them on the board.
- Mime actions and elicit the words for *walk* and *eat* and pre-teach *breathe*, *travel*, and *work* using mimes. Have students copy the actions and repeat the words.

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- Play *Teddy says*. Explain to students that if Teddy says do an action, then they should do the action, but if Teddy does not say do the action, then they should not move.
- **Challenge** Repeat the game with a confident student leading.
- **Assist** If any students in your class have limited mobility, adapt the actions so they are achievable for everyone.

CRITICAL THINKING

- Ask students *How can I create a puppet space journey?* and elicit ideas. Tell them they will use what they learn in the unit to make a puppet show story about a space journey.
- **Involve** Next, ask students to think about what they will learn so that they can complete the project in English (words for actions and things in space). Ask them to discuss ideas with their partner.
- **Assist** Go around the class and ask each student to share one idea. Write the ideas on the board. Encourage students to use English, but also accept ideas in L1.

- **Involve** Students will learn about actions people do in space and how to describe things in space by learning action words for things people do in space and learning about items in space.

Lesson objective

- Introduce the unit objective. Say *In this unit I will learn about space and create a puppet space journey.*

COMMUNICATION CRITICAL THINKING

Presentation

1 Look at the picture. Discuss.

- This is a *See, Think, Wonder* visible thinking routine. Students follow the steps and discuss the questions in pairs.
- **Assist** Give an example of each step of the routine. See: *What can you see? I can see stars.* Think: *What's inside? I think there are computers inside.* Wonder: *What do you think you can see in the other direction? I think you can see the Earth.*
- **Challenge** Extend the visible thinking discussion by asking students who they think took the photos of the astronaut and space station and how.
- **Involve** It is useful to return to this activity near the end of the unit and see how much more students can say about each question.

CRITICAL THINKING

Practice

2 Which of these activities are different in space? Circle.

- Ask students to think about the question individually and then discuss their answers in pairs. They can then share their ideas with the class.
- **Assist** Give students English translations for their suggestions, but don't expect them to remember them at this point.
- **Extra** Have students mime the actions in pairs either as though they were doing the action in space or on Earth. Their partner has to guess what they are doing and where they are: Earth or space.

COMMUNICATION

Practice

3 Press out the cards. Play *Pairs*.

- Students use the cards to play a game of *Pairs*. They turn all the cards face down and take turns turning two cards over to find matching pairs (with the same activity done in space and on Earth), e.g., *walk* and *walk*. If they don't find a pair, they turn both cards back over and continue. The winner is the student with the most cards at the end.
- **Extra** Students can play other games such as *Snap* or *What's missing?* with the cards.

Song ♫

4 042 Listen and point. Then sing along and dance.

- Play audio 042. Have students listen and read along with the song quietly.
- Play the audio again. Have students sing along and show them the actions. You may need to repeat the song with actions a few times for students to remember.
- Actions are: First verse: crouch and jump up in the air for launch, Second verse: walk as if floating on the Moon, Third verse: wave goodbye.
- **Assist** If any students in your class have limited mobility, adapt the actions so they are achievable for everyone.

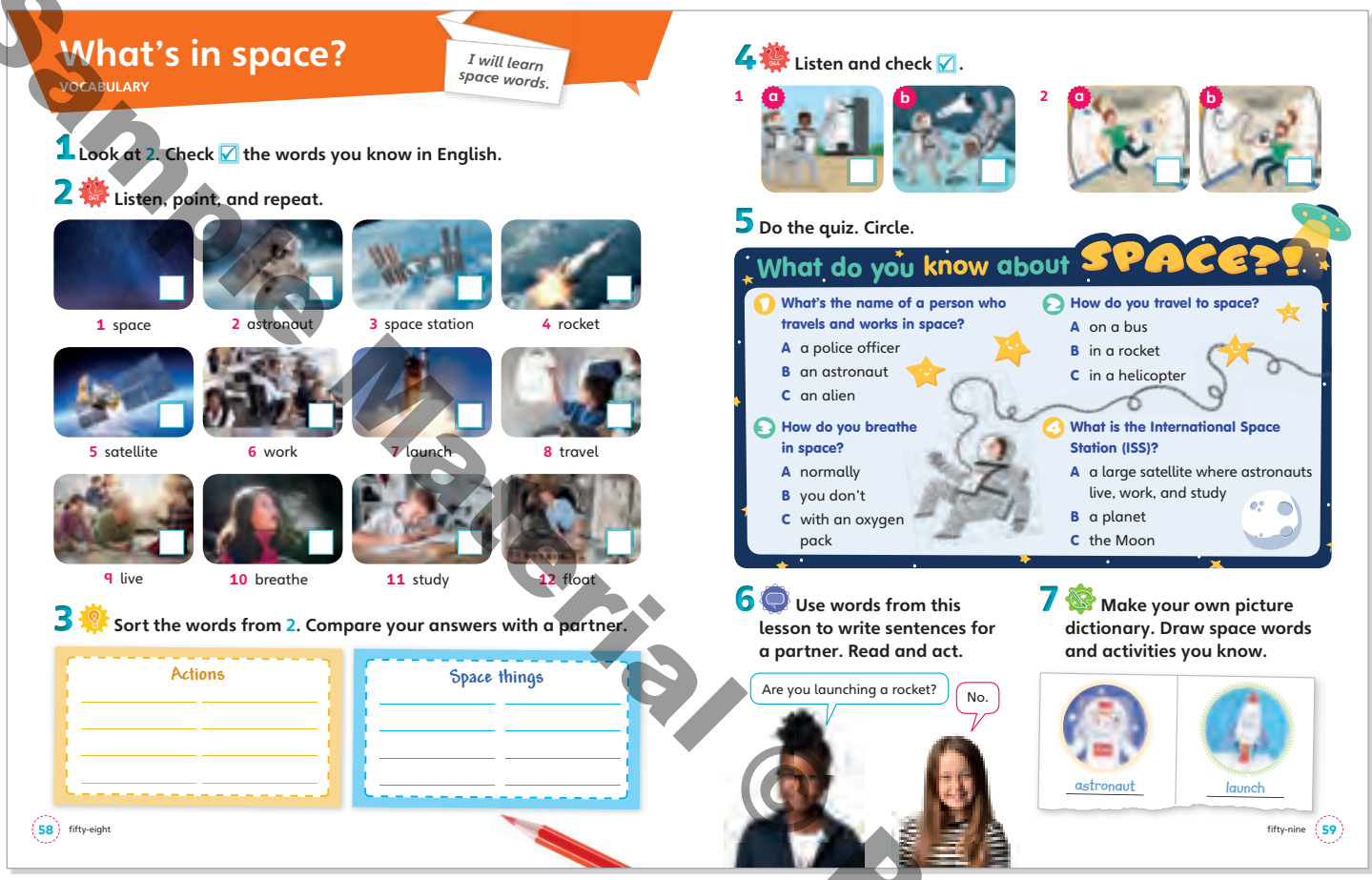
Objective review

- Revisit the lesson objective. Say *I'm starting to learn about space.*
- **Involve** Encourage awareness of what students already know and what they have learned about the topic so far.

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What's in space?

VOCABULARY



What's in space?

VOCABULARY

I will learn space words.

1 Look at 2. Check ☑ the words you know in English.

2 Listen, point, and repeat.

1 space 2 astronaut 3 space station 4 rocket

5 satellite 6 work 7 launch 8 travel

9 live 10 breathe 11 study 12 float

3 Sort the words from 2. Compare your answers with a partner.

Actions

Space things

58 fifty-eight

4 Listen and check ☑.

1 a b 2 a b

5 Do the quiz. Circle.

What do you know about SPACE?!

1 What's the name of a person who travels and works in space?
A a police officer
B an astronaut
C an alien

2 How do you travel to space?
A on a bus
B in a rocket
C in a helicopter

3 How do you breathe in space?
A normally
B you don't
C with an oxygen pack

4 What is the International Space Station (ISS)?
A a large satellite where astronauts live, work, and study
B a planet
C the Moon

6 Use words from this lesson to write sentences for a partner. Read and act.

Are you launching a rocket? No.

7 Make your own picture dictionary. Draw space words and activities you know.

astronaut launch

fifty-nine 59

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Lesson flow

Warm up · Lesson objective · Presentation · Presentation · Practice · Practice · Practice · Production · Picture dictionary · Objective review

LESSON OBJECTIVE

I will learn space words.

KEY LANGUAGE

astronaut
breathe
float
launch
live
rocket
satellite
space
space station
study
travel
work

Warm up

- Put students in pairs and give each pair a bundle of small sticks (e.g., toothpicks). Tell them they are going to make letters with the sticks. Let them practice forming letters by having them write their names with the sticks.
- **Assist** Demonstrate spelling a word using sticks before students start and show them the easiest way to make each letter. Point out that they can only use uppercase letters and cannot break their sticks.
- Say one of the words from the Opener. Students race to be the first to write out the word using their sticks. Award points for correct spelling and speed. The pair with the most points wins.

- **Extra** Have students make a crossword with their sticks in pairs. They take turns making a word and then the next player makes a word using one of the letters in the previous word.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn space words.*

- **Involve** Students will learn and practice 12 new words that relate to actions we do in space and items in space.

Presentation

1 Look at 2. Check ☑ the words you know in English.

- **Activate prior knowledge** To activate prior knowledge, students look at the pictures and read the words and check any they already know in English.
- Have students compare the words they checked in pairs.

Presentation

2 043 Listen, point, and repeat.

- Point at each of the actions in the photos and encourage students to mime each one.
- Play audio 043. Students listen, point at the actions, and repeat the words.
- **Extra** After Activity 1, call out a number and encourage the class to respond with the corresponding word. Encourage students to do actions where possible. Talk about the verb *float* and ask students to name other things that float, e.g., bubbles, lanterns (in Unit 3).

CRITICAL THINKING

Practice

3 Sort the words from 2. Compare your answers with a partner.

(Answers: Actions: work, launch, travel, live, breathe, study, float; Space things: space, astronaut, space station, rocket, satellite)

- Have students sort the words individually into the categories and then compare their answers with a partner.
- **Differentiation** Make sure less confident students understand what each category means and give examples for the words that would go in each one. Ask fast finishers to think of any other words in English they know that could go into the categories and then share their ideas with the class.

Practice

4 044 Listen and check ☑.

(Answers: **1** b, **2** a)

- Point at each of the children and ask *What are they doing?*
- Play audio 044. Students check the pictures.
- **Challenge** Have students describe in pairs what's happening in the pictures they didn't check.

Practice

5 Do the quiz. Circle.

(Answers: **1** B, **2** B, **3** C, **4** A)

- Have students complete the quiz in pairs.
- **Challenge** Challenge fast finishers to write another question for the quiz for a partner to answer.

COMMUNICATION

Production

6 Use words from this lesson to write sentences for a partner. Read and act.

- This activity is based on the Benchmark "read and act" exam question-type.
- Students write a sentence using the vocabulary from this lesson. In pairs, students then read and act out their partner's sentences.
- **Digital literacy** If students have access to smartphones, digital cameras, or tablets, tell them to film each other acting out the sentences. Collate all the video clips and show them to the class.

CREATIVITY

Picture dictionary

7 Make your own picture dictionary. Draw space words and activities you know.

- Ask students to add to the picture dictionary they started in Unit 1 – see page 13 for reference.
- Show students the examples in the Student's Book, then write the new words on the board. Ask students to close their Student's Books and encourage them to use their imagination to draw the new words in their notebooks.
- Encourage students to copy the words neatly under the pictures they draw.
- **Differentiation** See TE page 12 for ideas.

Objective review

- Revisit the lesson objective. Say *Now I know space words.*
- **Involve** Encourage awareness of how students have used their knowledge to complete a quiz and write sentences related to space.

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Language lab 1

GRAMMAR: HE / SHE ___ED

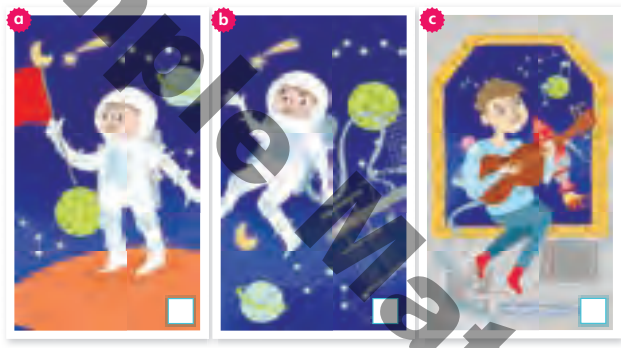
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Language lab 1

GRAMMAR: HE / SHE ____ED.

I will learn to talk about the past using -ed.

1 Watch. What did Chris Hadfield do in space? Check ☑.



2 Read and match.

1	Chris Hadfield walked	a	the guitar in space.
2	Chris Hadfield didn't	b	in space.
3	He played	c	walk on the moon.

3 Complete the sentences with the past of the action words.

1 She _____ (not study) Moon rocks.

2 They _____ (travel) to the Moon.

study – studied ☑

Now
He works in space.
I don't travel in space.
Past
He work**ed** in space.
I **didn't** travel in space.

4 Read and complete the paragraph with the correct form of the action words.

Dr. Mae Jemison

Dr. Mae Jemison is an astronaut and doctor. At the age of 16, Mae Jemison **1** _____ (start) at Stanford University, where she **2** _____ (study) engineering. She **3** _____ (not stop) there! She then **4** _____ (decide) to study medicine at Cornell University. She **5** _____ (work) as a doctor in Africa and then **6** _____ (return) to the United States and **7** _____ (train) as a mission specialist with NASA. She **8** _____ (travel) in space on a U.S. shuttle in 1992. She **9** _____ (not visit) the Moon, but she **10** _____ (be) the first African American woman in space!



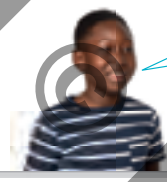
5 Put the years in order. Then listen, check, and repeat.

MATH ZONE

1999 1969 2012 1895 2025 1976 2106 1902

____ ____ ____ ____ ____ ____ ____ ____

6 Play *Story Chain*.



The rocket launched last week.

The rocket launched last week. Then the astronauts traveled to the space station.



Lesson flow

Warm up · Lesson objective · Video · Presentation · Practice · Practice · Practice · Math Practice · Production · Objective review

LESSON OBJECTIVE

I will learn to talk about the past using *-ed*.

KEY LANGUAGE

He worked in space.
I didn't travel in space.

Warm up

- Do a TPR activity. Have students stand in line in front of the board. Write *Yes* on one side of the board and *No* on the other. Make sentences using the Vocabulary lesson, e.g., *Astronauts travel in rockets. You don't float in space. You can live in space.*, etc. Students jump to the *Yes* side if the sentence is true and to the *No* side if it's false.
- **Involve** Ask more confident students to lead the activity in smaller groups.
- **Extra** Play the song from page 57 again, track 042, and encourage students to do the actions.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn to talk about the past using* -ed.

- **Involve** Students will learn how to talk about past actions using regular simple past verbs.

Video

1 045 Watch. What did Chris Hadfield do in space? Check ☑.

(Answers: b, c)

- Talk about each of the pictures before playing the video. Pre-teach the word *gravity*.
- Play the video *Famous Astronauts* or audio 045. Ask students to sit and watch or listen quietly.
- **Challenge** Pause the video or audio at different points and ask what is happening.

Presentation

- Show students the grammar box and read the examples.
- **Assist** Explain that the simple past form is the same for all persons, i.e., + *-ed* in the affirmative and *didn't* + infinitive in the negative. Explain that not all verbs take this past form and they will learn about irregular simple past verbs in Unit 5.
- **Challenge** Tell students to say the infinitive version of the verbs in the grammar box. Elicit the verbs from the Vocabulary lesson (the words that students sorted as "Actions"). Ask students to form the simple past of these words with *-ed*.

Practice

2 Read and match.

(Answers: **1** b, **2** c, **3** a)

- Tell students to watch or listen again and match the sentence halves. Play audio 045 again.
- **Differentiation** Pause the video or audio at the appropriate place for extra support. Ask confident students to do the task from memory and then use the video or audio to check their answers.

Practice

3 Complete the sentences with the past of the action words.

(Answers: **1** didn't study, **2** traveled)

- Students use the grammar box to complete the sentences with the verbs in the simple past form.

Practice

4 Read and complete the paragraph with the correct form of the action words.

(Answers: **1** started, **2** studied, **3** didn't stop, **4** decided, **5** worked, **6** returned, **7** trained, **8** traveled, **9** didn't visit, **10** was)

- Before students do the reading text activity, pre-teach the verbs *train* and *decide*.
- **Assist** Review the structure of the simple past of the verb *be* before students do the last gap.
- **Extra** Ask students to talk in pairs about other astronauts or space missions they know about.
- **Digital literacy** If students have access to the internet, they could try to find video clips or interviews with Dr. Mae Jemison. Help them decide on an appropriate sentence to write in the search engine to get the right results.

MATH ZONE

Practice

5 046 Put the years in order. Then listen, check, and repeat.

(Answers: 1895, 1902, 1969, 1976, 1999, 2012, 2025, 2106)

- Have students order the years. Then play audio 046 and have students listen and check their answers. Point out how we say the years in chunks of two numbers, e.g., *19–76* and not as thousands, with the exception of 2000–2009.
- Extend the activity by asking students what year they were born, what year they started school, what year it is now, etc.

COMMUNICATION

Production

6 Play *Story Chain*.

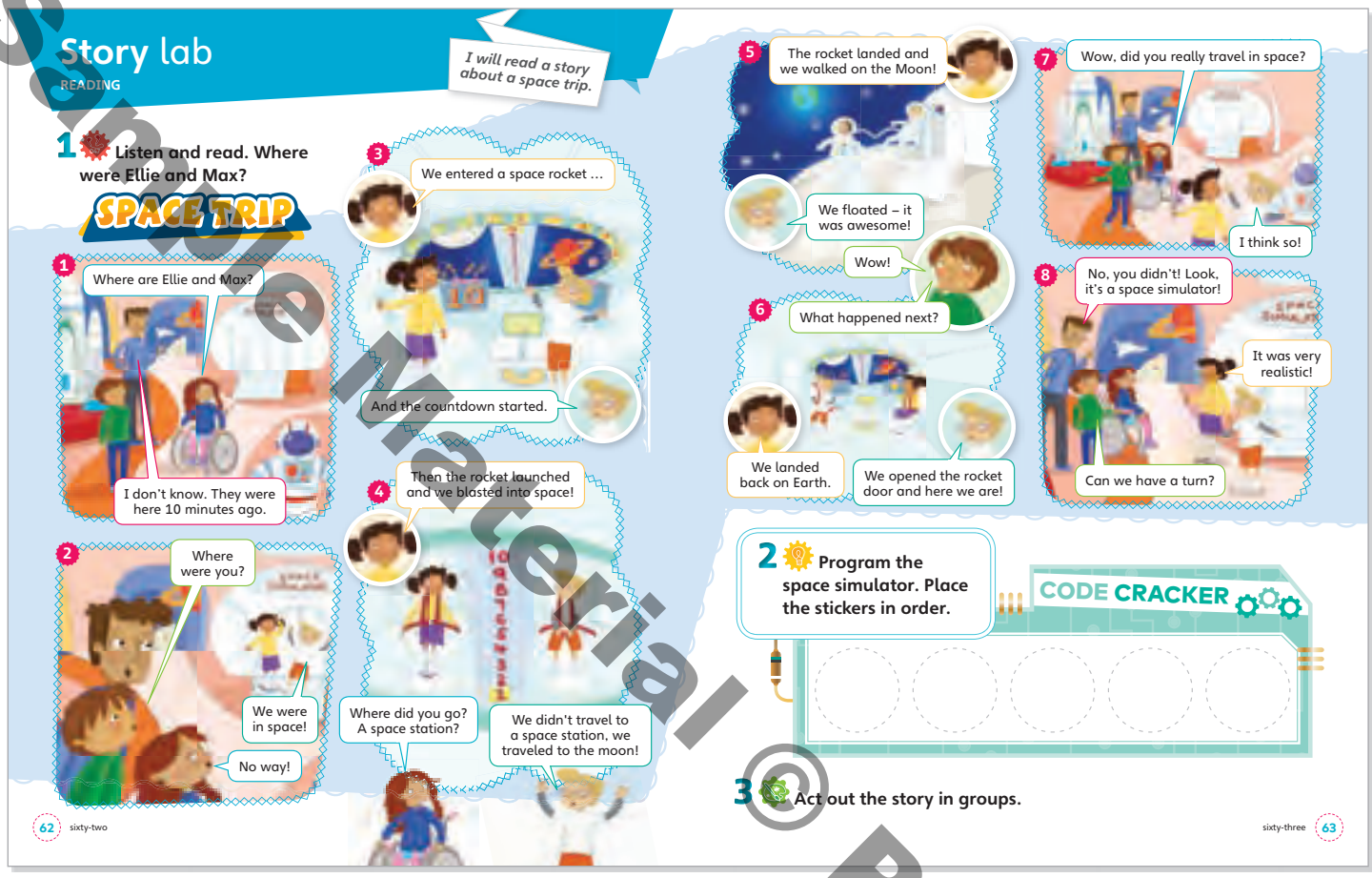
- Before playing the game, brainstorm verbs with the class. Put all the verbs suggested with a regular *-ed* past form on one side of the board and the irregular verbs on the other side. Briefly explain that the verbs in the irregular list have a different past form (don't go into detail, but say students will learn them in the next unit) and then erase them. Make sure there are enough regular verbs to do the activity. Suggested verbs: *visit*, *travel*, *walk*, *talk*, *study*, *float*, *launch*, *play*, *paint*, *live*, *like*, *look*, *breathe*, *jump*, *start*, *finish*.
- Students play the game in groups. The first player makes a simple past sentence about space travel. The next player repeats the sentence and makes a new one. They continue the story until someone forgets it.

Objective review

- Revisit the lesson objective. Say *Now I can talk about the past using* -ed.
- **Involve** Encourage awareness of what students can do by showing them flashcards of the actions from page 58 and having them make sentences with the simple past form.

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Story lab
READING



Lesson flow



LESSON OBJECTIVE

I will read a story about a space trip.

Warm up

- Play *Back to the board*. Invite one student to the front of the class to sit with his/her back to the board. Write one of the words from the Vocabulary lesson on the board. The rest of the class has to describe the word, without saying it, for the student at the front to guess.

- **Differentiation** Less confident students can act out the words as well as using simple sentences to describe them. More confident students can lead the activity.

Lesson objective

- Introduce the lesson objective. Say *Today I will read a story about a space trip.*

- **Involve** Students will listen to and read a story about a space simulator. Explain what a simulator is (an experience which offers an alternative reality). They will use the information from the pictures and the words to understand the story.

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Pre-reading

- Ask students to look at the pictures and guess what will happen in the story. Encourage them to say the verbs they think they will hear. Write some ideas on the board. Once you have read the story together, you can check these predictions.

Reading

1 047 **Listen and read. Where were Ellie and Max?**

(Answer: in a space simulator)

- Read the question and encourage students to predict the answer. Play audio 047 and have students listen and follow the story in their Student's Books. Check their predictions.
- **Monitor** Ask students questions to check their understanding. Point at each frame in the story and ask *Where are they? What happened?* Encourage students to use full sentences.
- **Challenge** Have students close their Student's Books. Hold up the story cards one by one and ask students to retell the story in their own words.

CODE CRACKER

Practice

2 **Program the space simulator. Place the stickers in order.**

(Answers: **1** a rocket taking off from the Earth, **2** the rocket landing on the Moon, **3** the space simulator door opening onto the Moon simulation, **4** a rocket taking off from the Moon, **5** the rocket landing back on Earth)

- Tell students that the space simulator always follows the same pattern of events as experienced by Ellie and Max. They have to give this information to the computer. This action is called *to program*.
- Students use their stickers to put the events in the correct sequence.
- **Extra** Have students work in pairs. Tell them to act out the sequence in a different order. Their partner says the new order. Have students discuss why the other orders wouldn't work.

CREATIVITY COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Act out

3 **Act out the story in groups.**

- Play the story audio 047 again. Pause after each line for students to repeat.
- **Differentiation** More confident students can act as narrators and say Ellie's and Max's lines while other students act them out.
- **Involve** Have groups act out their version of the story for the class. Encourage everyone to applaud for each group's efforts.
- **Extra** This would be a good place to use the *Bug Club* play, *One-way ticket to Mars*. Read the story several times with the class and encourage students to do actions as they listen. Then have students work in groups to practice a performance of the play. Have confident groups perform the play in front of the rest of the class.

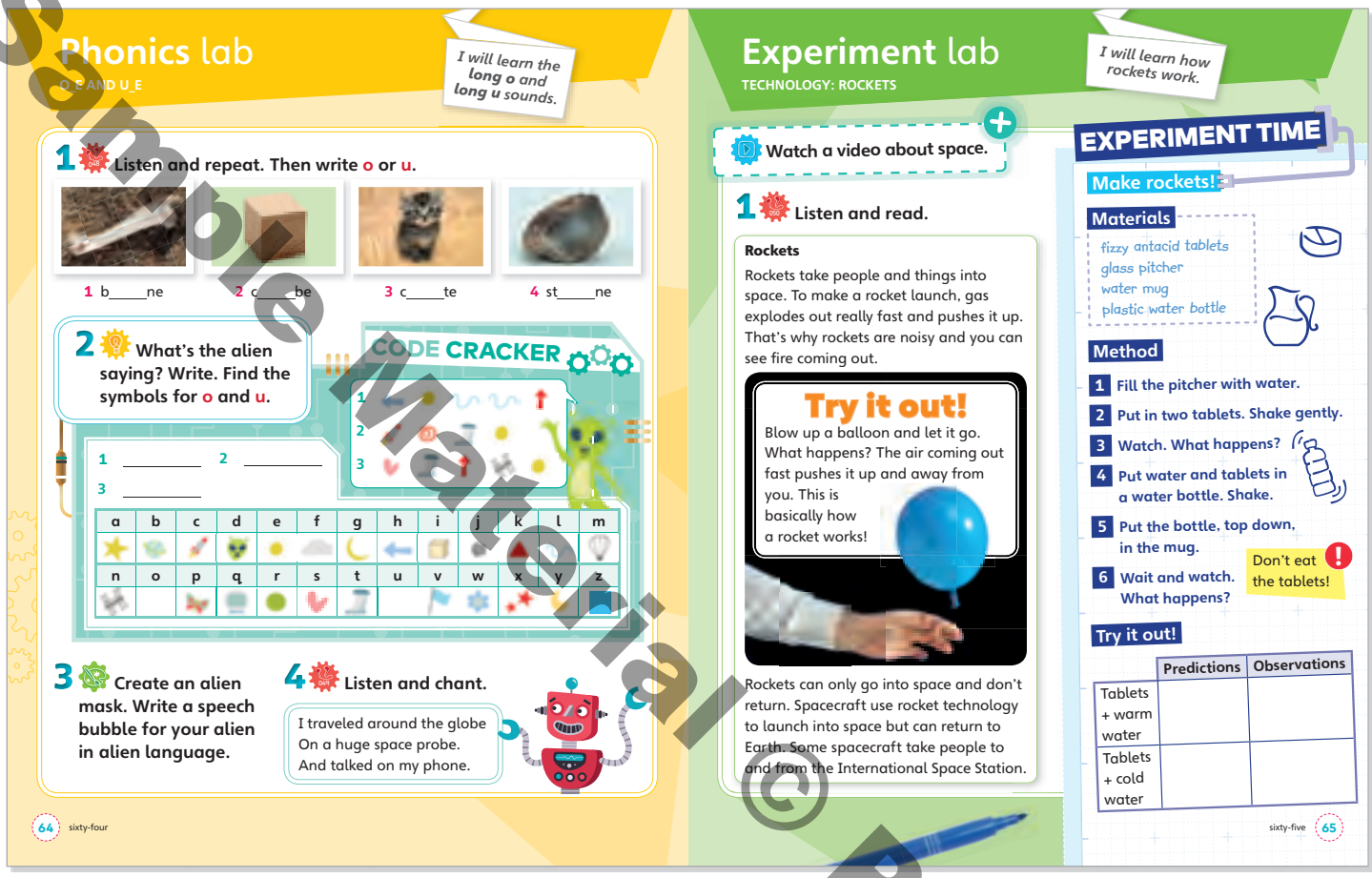
Objective review

- Revisit the lesson objective. Say *Now I can read a story about a space trip.*
- **Involve** Encourage awareness of what students can do by asking them what kind of simulator they would like to go in.

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Phonics lab

O_E AND U_E



Phonics lab
O_E AND U_E
I will learn the long o and long u sounds.
1 Listen and repeat. Then write o or u.
1 b____ne 2 c____be 3 c____te 4 st____ne
2 What's the alien saying? Write. Find the symbols for o and u.
CODE CRACKER
1 _____ 2 _____
3 _____
3 Create an alien mask. Write a speech bubble for your alien in alien language.
4 Listen and chant.
I traveled around the globe
On a huge space probe.
And talked on my phone.
64 sixty-four
Experiment lab
TECHNOLOGY: ROCKETS
I will learn how rockets work.
Watch a video about space.
1 Listen and read.
Rockets
Rockets take people and things into space. To make a rocket launch, gas explodes out really fast and pushes it up. That's why rockets are noisy and you can see fire coming out.
Try it out!
Blow up a balloon and let it go. What happens? The air coming out fast pushes it up and away from you. This is basically how a rocket works!
Rockets can only go into space and don't return. Spacecraft use rocket technology to launch into space but can return to Earth. Some spacecraft take people to and from the International Space Station.
EXPERIMENT TIME
Make rockets!
Materials
fizzy antacid tablets
glass pitcher
water mug
plastic water bottle
Method
1 Fill the pitcher with water.
2 Put in two tablets. Shake gently.
3 Watch. What happens?
4 Put water and tablets in a water bottle. Shake.
5 Put the bottle, top down, in the mug.
6 Wait and watch. What happens?
Don't eat the tablets!
Try it out!
Predictions | Observations
Tablets + warm water
Tablets + cold water
sixty-five 65

Sample Material © Pearson 2023

Lesson flow

Warm up | Lesson objective | Presentation | Code Cracker Practice | Production | Chant | Objective review

LESSON OBJECTIVE

I will learn the long *o* and long *u* sounds.

KEY LANGUAGE

The sounds o_e /oʊ/ and u_e /ju/
bone
cube
cute
stone

Warm up

- Review the sounds that students have learned in the Phonics lab lessons so far: /æ/, /e/, /ɪ/, /ɑː/, /ʌ/, /eɪ/, and /aɪ/. Elicit words for each sound and write them on the board. Have the class say each one and check pronunciation.
- Play *Bingo*. Tell students to divide a sheet of paper in four sections and write a word with a different target sound in each section. Go around the class and make a note of all the words students have put on their Bingo boards. Call out the words in random order. The first student to cross out all their words wins.

- **Assist** Leave the words you brainstormed as a class on the board for extra support.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn the long* o *and long* u *sounds.*

- **Involve** Students will learn the sounds /oʊ/ and /ju/ through words that have those vowel sounds.

Presentation

1 048 **Listen and repeat. Then write *o* or *u*.**
(Answers: **1** o, **2** u, **3** u, **4** o)

- Write the words *bone* and *cube* on the board. Point at each and ask students to say the words. Point at the photos and elicit the words and the missing vowel sound.
- Play audio 048 for students to listen and repeat. Play it again for students to check their answers.
- Play the *Phonics Pronunciation* video. Ask students to sit and watch quietly. Encourage students to practice sounding out and blending the words like the speaker in the video.
- **Challenge** Tell students to sound out and blend the words in Activity 1. Then ask them to think of other words they know with the target vowel sounds to sound out for a partner to guess and blend.

CODE CRACKER

Practice

2 **What's the alien saying? Write. Find the symbols for *o* and *u*.**
(Answers: **1** hello, **2** cute, **3** stone; The symbol for o is an up arrow. The symbol for *u* is a spiral.)

- Tell students that the alien speaks in an alien language. They have to use the code to find out what the alien is saying. Tell them to figure out and draw in the symbols for *o* and *u*.
- **Extra** Students write messages to each other using the alien language.

CREATIVITY

Production

3 **Create an alien mask. Write a speech bubble for your alien in alien language.**

- Students make alien masks out of paper plates or circles of card. They write a sentence in alien language on a speech bubble-shaped piece of card and attach it to their mask.
- **Differentiation** Students design their own alphabet code and then write a short sentence in their code on the speech bubble. For extra support, students can use the code from the book and just write one or two words in their speech bubbles.
- Students mingle around the classroom wearing their masks and figuring out each other's messages.

Chant

4 049 **Listen and chant.**

- Play audio 049. Have students listen and read along with the chant quietly.
- Ask students to underline each of the words with the target sounds. Explain that a *probe* is like a small rocket that doesn't orbit the Earth but goes to investigate other planets and sends information back to scientists on Earth.
- Play the chant again and have students do the actions. Play the chant another time and have students stand up when they hear words with *o_e* and clap when they hear words with *u_e*.

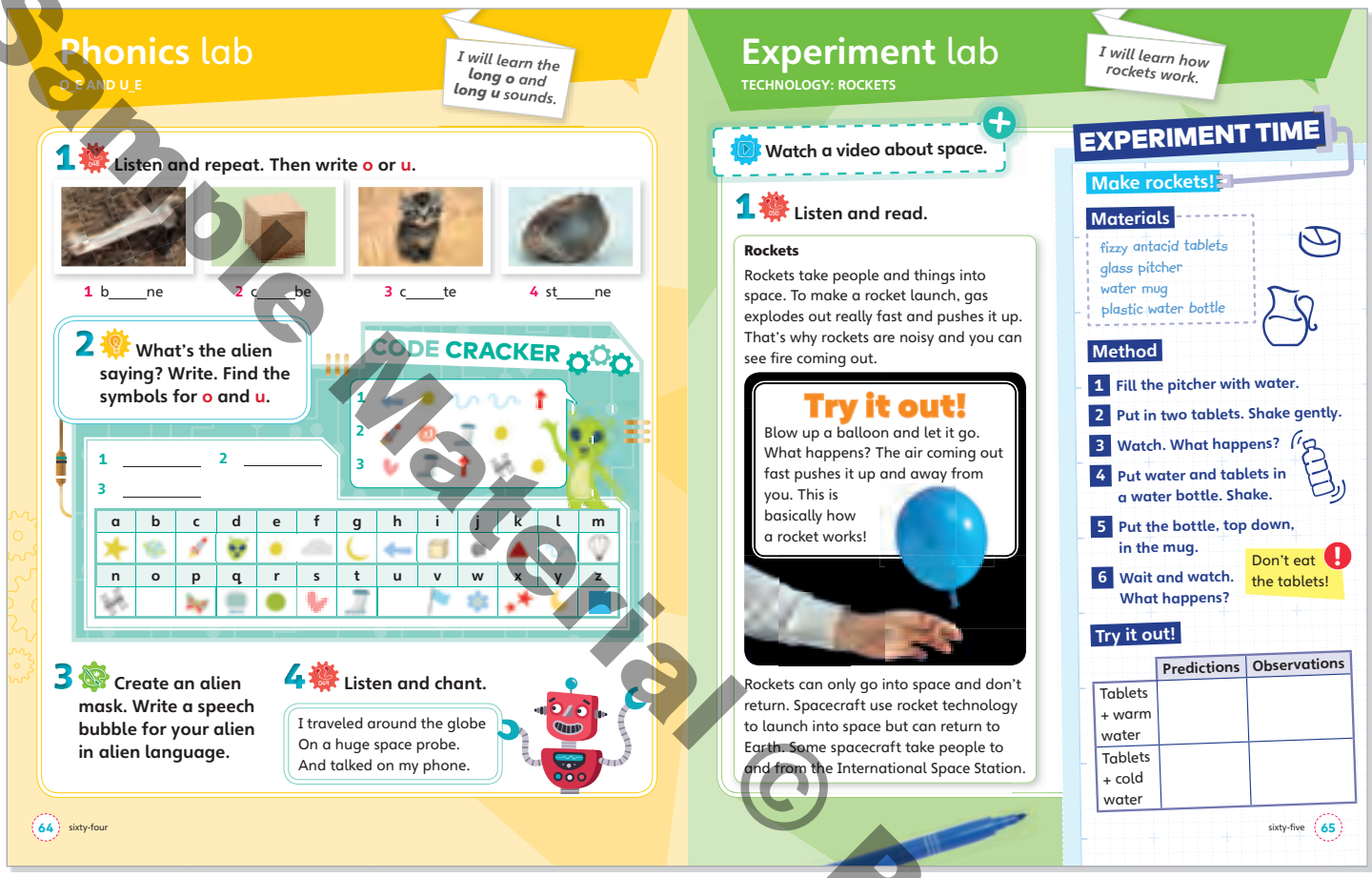
Objective review

- Revisit the lesson objective. Say *Now I know the long* o *and long* u *sounds.*
- **Involve** Encourage awareness of what students can do by eliciting words with the target sounds.

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Experiment lab

TECHNOLOGY: ROCKETS



Phonics lab

O_E AND U_E

I will learn the long o and long u sounds.

1 Listen and repeat. Then write o or u.

1 b____ne 2 c____be 3 c____te 4 st____ne

2 What's the alien saying? Write. Find the symbols for o and u.

CODE CRACKER

1 _____ 2 _____

3 _____

3 Create an alien mask. Write a speech bubble for your alien in alien language.

4 Listen and chant.

I traveled around the globe
On a huge space probe.
And talked on my phone.

64 sixty-four

Experiment lab

TECHNOLOGY: ROCKETS

I will learn how rockets work.

Watch a video about space.

1 Listen and read.

Rockets

Rockets take people and things into space. To make a rocket launch, gas explodes out really fast and pushes it up. That's why rockets are noisy and you can see fire coming out.

Try it out!

Blow up a balloon and let it go. What happens? The air coming out fast pushes it up and away from you. This is basically how a rocket works!

Rockets can only go into space and don't return. Spacecraft use rocket technology to launch into space but can return to Earth. Some spacecraft take people to and from the International Space Station.

EXPERIMENT TIME

Make rockets!

Materials

fizzy antacid tablets
glass pitcher
water mug
plastic water bottle

Method

1 Fill the pitcher with water.
2 Put in two tablets. Shake gently.
3 Watch. What happens?
4 Put water and tablets in a water bottle. Shake.
5 Put the bottle, top down, in the mug.
6 Wait and watch. What happens?

Don't eat the tablets!

Try it out!

	Predictions	Observations
Tablets + warm water		
Tablets + cold water		

sixty-five 65

Lesson flow



Warm up | Lesson objective | Pre-reading | Reading | Experiment time | Objective review

LESSON OBJECTIVE

I will learn how rockets work.

KEY LANGUAGE

explodes
gas
rockets
shuttle

Warm up

- Put the unit flashcards face down at the front of the class. Have students take turns to come up and choose a flashcard. Tell them not to show it to the class. The rest of the class has to ask questions to guess what it is, e.g., *Is it a rocket? Can it float?*, etc.
- Play the game in small groups. Students can secretly choose one of the items on page 58 rather than use flashcards.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn how rockets work.*

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- **Involve** Students will learn about rocket technology and how rockets work. They will make their own rockets and predict which variants will make them launch further.

Pre-reading

- If possible, project or show students a video clip of a rocket launch. Elicit what students can see. Provide any words needed, e.g., *fire*, *gas*, *explosion*.
- Play *Rockets* again with students. Have them crouch down as low as possible. Count down from 10 to 0. When you say *Blast off!*, students jump into the air. Elicit how students push themselves into the air. Accept answers in L1.
- Go to the Pearson English Portal and click on "Resources" for more teaching resources about this topic, including a video about space.

Reading

1 050 **Listen and read.**

- **Differentiation** Pre-teach vocabulary from the key vocabulary list if you think your students don't yet have the strategies for guessing unknown words in a text. Let more confident students try and figure out the meaning of unknown words from the text.
- Hand out balloons to the class to experiment with. Tell students to blow up the balloons and hold the opening closed. Before they release their balloons for the first time, ask them to say what will happen and what sound they'll hear. Ask how students think the balloons relate to rockets.
- Play audio 050 and have students listen and read and check their predictions.
- **Extra** If students have access to the internet, they could research rockets and shuttles further.

Experiment time

Make rockets!

- You need one (500 ml or less) glass pitcher, a mug or glass or jar that allows an upside-down bottle to fit inside, with the lid touching the bottom, and fizzy antacid or vitamin tablets. Keep the fizzy antacid or vitamin tablets at the front and put them in the bottles yourself. Give each student or pair a small plastic bottle with a sports lid. Go to an outdoor area. Do the experiment as a demonstration with the students' prepared bottles rather than letting students experiment on their own.
- **Monitor** Monitor students carefully and make sure they DO NOT eat the tablets. You should handle the tablets and put them in the bottles yourself.
- Ask students to look at the chart and make predictions. Then carry out the experiment (see below) with each different variable with the class. Students check their predictions.
- Ask students to come up with their bottles in turn. They can pour water in to half fill the bottle. Break two tablets in half and put all the pieces in, close the lid, making sure the pop-up sports lid is firmly pressed down, and give students the bottle to shake. Put it down in the jar, stand back and watch it launch. If it doesn't shoot up, allow at least three minutes to pass before checking the rocket.
- **Challenge** Ask students what happens when you drop a tablet into a glass of cold water (it bubbles). Explain that the bubbles are made because the tablet and the water react to make gas bubbles. Repeat this with a glass of much warmer water – you should see a difference in the way the tablet reacts with the water. Ask how students think that this reaction launches the bottle.

Objective review

- Revisit the lesson objective. Say *Now I know how rockets work.*
- **Involve** Encourage awareness of what students can do by explaining what links them jumping off the ground, the balloons flying around, and the bottles launching like rockets (gas and force pushing off the ground).

Sample Material © Pearson 2023

Language lab 2

GRAMMAR: DID HE / SHE ...?

Sample Material © Pearson 2023

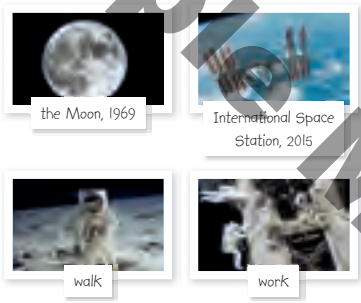
Language lab 2

GRAMMAR: DID HE / SHE ...?

I will learn to ask about the past using Did he / she ...?

1 Read and write N (Neil) or T (Tim).

Neil Tim



1 Did you walk on the Moon?
No, I didn't. ____

2 Where did he travel?
He traveled to the Moon. ____

3 Did you walk on the Moon?
Yes, I did. ____

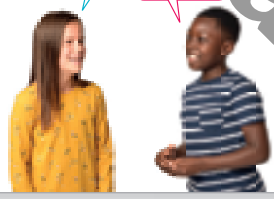
4 Where did he work?
He worked on the ISS. ____

Did he travel to the Moon?
Yes, he did./No, he didn't
Where did you work?
I worked on the ISS.

2 Match.

Question word	Answer about ...
1 Where	a a time
2 When	b a reason
3 What	c a person
4 Who	d the way to do something
5 Why	e a place
6 How	f a thing or an action

3 Look at 2. Ask and answer questions about 1 with a partner.

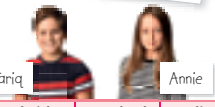


I like to ...

COMMUNICATION

I will learn to talk about the weekend.

1 Listen and complete. Check ☑ for Tariq and Annie.



	Visited family	Played sports	Painted	Played video games	Watched TV	Studied
Annie						
Tariq						
You						
Your friend						

2 Complete the table in 1 for you. Then ask a partner. Check ☑.

How was your weekend?

It was good! I visited family and played sports. I didn't play video games on my tablet.

Values Spend time with friends.

3 What do you like to do? How much time do you do it? Compare with a partner.

What do you like to do?

Play video games 😆 ☹ _____

Watch video clips on the internet 😆 ☹ _____

Look at social media 😆 ☹ _____

Text friends 😆 ☹ _____

Record how many hours you do each activity for a week.

Add up your total screen time. _____

Lesson flow

Warm up · Lesson objective · Presentation · Practice · Practice · Production · Objective review

LESSON OBJECTIVE

I will learn to ask about the past using *Did he / she ...?*

KEY LANGUAGE

Did he travel to the Moon?
Yes, he did. / No, he didn't.
Where did you work?
I worked on the ISS.

Warm up

- Play a drawing game. Slowly draw vocabulary items from this unit on the board and elicit what they are. Invite students who guess correctly to come to the front and draw.
- When all the items have been drawn, have students say which are verbs. Elicit the simple past form of the verbs.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn to ask about the past using* Did he / she ...?

- **Involve** Students will learn how to ask simple past questions and give short answers.

Presentation

- Show students the grammar box and how to ask questions using the simple past. Read the examples.
- Explain that the main verb stays in the infinitive form and, like with the negative form, it is the auxiliary verb *do* which takes the past form *did*.
- **Assist** Ask students to give you examples of simple present questions with *do*. Then show how they can make the sentences simple past just by changing *do* to *did*.

Practice

1 Read and write N (Neil) or T (Tim).

(Answers: **1** T, **2** N, **3** N, **4** T)

- Tell students to read about the two astronauts and then use the information to identify who the questions and answers are about.
- **Monitor** Check answers with the class. Refer students back to the grammar box if needed.
- **Extra** Have students work in groups. Ask students to act out each of the sentences for their group to guess.

Practice

2 Match.

(Answers: **1** e, **2** a, **3** f, **4** c, **5** b, **6** d)

- Brainstorm question words with the class. Write each one on the board. Ask students to make a question with each of them.
- Tell students to think about what information each question word is asking about. Then have them do the matching activity.
- **Differentiation** Leave example questions for each of the question words on the board for extra support. As an extra challenge, focus on *How* and elicit what other words can follow to change the question word's intent (*old*, *long*, *many*, etc.).

COMMUNICATION

Production

3 Look at 2. Ask and answer questions about 1 with a partner.

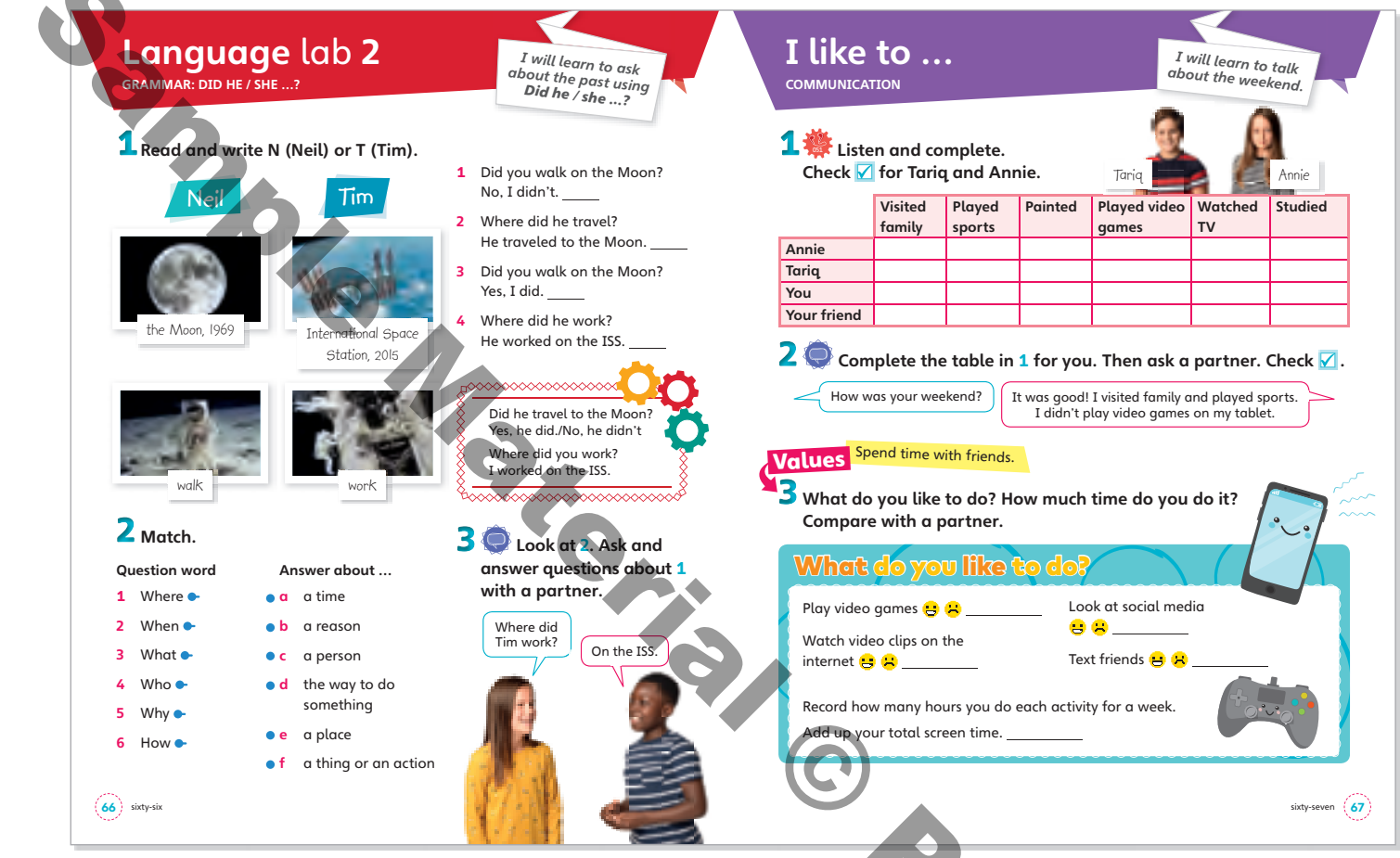
- Tell students to work with a partner and ask and answer about the astronauts in Activity 1.
- **Digital literacy** If students have access to the internet, tell them that the information in Activity 1 is based on astronauts called Neil Armstrong and Tim Peake. In pairs, one student can research more information about Neil Armstrong and the other about Tim Peake and then ask and answer one another's questions about what they discovered.
- **Extra** Play *20 questions*. Students work in small groups. Tell students to think of a famous person. They have to ask questions to discover the identity of the person. Alternatively, write the names of famous people students all know on sticky notes. Place the sticky notes on students' foreheads. They have to ask questions to discover who they are.
- **Monitor** Monitor students' question formation as they play. Encourage them to ask questions about the past using the simple past.

Objective review

- Revisit the lesson objective. Say *Now I can ask about the past using* Did he / she …?
- **Involve** Encourage awareness of what students can do by having them ask each other questions in the simple past.

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I like to …
COMMUNICATION



Language lab 2
GRAMMAR: DID HE / SHE …?

I will learn to ask about the past using Did he / she …?

1 Read and write N (Neil) or T (Tim).

Neil Tim

1 Did you walk on the Moon?
No, I didn't. ____
2 Where did he travel?
He traveled to the Moon. ____
3 Did you walk on the Moon?
Yes, I did. ____
4 Where did he work?
He worked on the ISS. ____

Did he travel to the Moon?
Yes, he did./No, he didn't
Where did you work?
I worked on the ISS.

2 Match.

Question word	Answer about …
1 Where	a a time
2 When	b a reason
3 What	c a person
4 Who	d the way to do something
5 Why	e a place
6 How	f a thing or an action

3 Look at 2. Ask and answer questions about 1 with a partner.

I like to …
COMMUNICATION

I will learn to talk about the weekend.

1 Listen and complete.
Check ☑ for Tariq and Annie.

	Visited family	Played sports	Painted	Played video games	Watched TV	Studied
Annie						
Tariq						
You						
Your friend						

2 Complete the table in 1 for you. Then ask a partner. Check ☑.

How was your weekend?
It was good! I visited family and played sports. I didn't play video games on my tablet.

Values Spend time with friends.

3 What do you like to do? How much time do you do it? Compare with a partner.

What do you like to do?

Play video games 😫 ☹ _____
Watch video clips on the internet 😫 ☹ _____
Look at social media 😫 ☹ _____
Text friends 😫 ☹ _____

Record how many hours you do each activity for a week.
Add up your total screen time. _____

Lesson flow



LESSON OBJECTIVE
I will learn to talk about the weekend.

KEY LANGUAGE
I visited family.
He painted a picture.
Did you play sports?

Warm up
- Play the song audio 042 again. Encourage students to sing along and do the actions. Use the song to play *Musical statues* while students pretend to walk as if floating on the Moon around the classroom.

Lesson objective
- Introduce the lesson objective. Say *Today I will learn to talk about the weekend.*

- **Involve** Students will learn how to ask and answer about what activities they did on the weekend.

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Practice

1 051 **Listen and complete. Check ☑ for Tariq and Annie.**

(Answers: Annie: Visited family, Played sports, Painted, Studied; Tariq: Visited family, Played video games, Watched TV)

- Brainstorm with the class the different activities they do on the weekend. Write their suggestions on the board.
- Play audio 051. Students listen to the children asking and answering about each other's weekends. Ask students to listen and think about their answers. Then play the audio again for them to check.
- **Differentiation** Point at each verb in the chart and elicit the present form. Have students say what question they would ask to find out whether someone did that action in the past: *Did you …?* Pause the audio after each question and answer for extra support and to give students more time to think about what they hear.

COMMUNICATION

Production

2 Complete the table in 1 for you. Then ask a partner. Check ☑.

- Tell students to complete the chart in Activity 1 for them. They then work with a partner to ask them if they did each activity and complete the chart for them.
- **Monitor** Go around the class listening to students' exchanges.
- **Assist** Play audio 051 from Activity 1 again for students to use as a model.
- Have students share what they learned about their partner's weekend with the rest of the class.
- **Extra** Do a class survey to find the activity that most students in the class did on the weekend.

Values

Production

3 What do you like to do? How much time do you do it? Compare with a partner.

- Students explore the value of spending time with friends by looking at their screen time habits and thinking about how they can increase their real-time interaction with friends.
- Students read and answer the questions in the survey. If you like, you can ask students to keep a screen time diary for the week preceding this lesson. They then compare their answers with a partner.
- Discuss screen time and why it isn't a good idea to have too much screen time, especially before bed. Talk about the importance of doing a healthy mix of activities, including meeting and spending time with friends, going outside, and getting exercise.
- **Digital literacy** Talk about e-safety on public sites and games and how it's important to keep accounts private, only let people you know follow you, etc.

Objective review

- Revisit the lesson objective. Say *Now I can talk about the weekend.*
- **Involve** Encourage awareness of what students can do by asking each student to tell you one thing they did last weekend as an exit pass.

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Project and Review

CREATE A PUPPET SPACE JOURNEY



Lesson flow



LESSON OBJECTIVE

I will create a puppet space journey.

Warm up

- **Involve** Talk about the different astronauts and space journeys students have learned about in this unit. Have a class vote on the class's favorite space traveler.
- Write the following verbs on the board: *float*, *walk*, *travel*, *work*, *land*, *launch*. Have students work in pairs to put them in the sequence of a space journey. They can then invent a space travel story using the verbs.

Lesson objective

- Introduce the lesson objective. Say *Today I will create a puppet space journey.*

- **Involve** Students will learn how to make a shadow puppet show of a space journey. They will use the language learned from the unit to create a narrative for their show.

Step 1

Research

- Students use the internet and books to research an astronaut and write five interesting facts about his/her career as an astronaut.

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- Students then tell the rest of the class about the astronaut they researched.
- **Differentiation** For extra support, put students who researched the same astronaut into groups to share information with the class together.

Step 2
Plan

- Students list the astronauts they researched. They write questions for the astronauts and do an interview. They choose their favorite astronaut.
- **Challenge** Have students perform their astronaut interview to the rest of the class.

Step 3
Create

- **Materials:** construction paper, scissors, markers, glue, craft sticks
- Students create shadow puppets for a shadow puppet show about their chosen astronaut. They write the narrative of their astronaut's journey.
- Students use construction paper to cut out the shapes of the astronaut, rocket, space station, etc. that they need to tell their space journey story.
- Students work together to write the narrative of their puppet show using the information they found out about their chosen astronaut.
- Give students time to practice acting out their shadow puppet show while their narrator reads the narrative.
- **Monitor** Take time to make sure that the groups are working well together and distributing the roles fairly.

COLLABORATION

This activity encourages Collaboration. For further support download our Collaboration checklist.

Step 4
Show and tell

- Students perform their puppet show. They describe their astronaut's journey and activities in space.
- **Involve** Encourage students to ask questions about each group's puppet show and their chosen astronaut.
- **Digital literacy** If students have smartphones or tablets, have them film the puppet shows. They can record a soundtrack with the narration and music as well.

At home
Visit a space center with your parents.

- Find out if there is a space center nearby which students can visit and suggest that they visit with their families. If not, they could watch a space movie or documentary together in English.
- **Extra** Ask students to ask family members to share their memories of the Moon landing in 1969 or any other important space event from the past. They can then share what they found out with the class.

Now I can …
- Show students the *Now I can …* box and read the examples. Ask students to repeat and then check understanding.
- **Involve** Ask students to think about how they feel about these statements. Have students draw four light bulbs in their notebooks and for each light bulb draw light lines coming from them to show how confident they are about each statement. The more light lines they draw, the more confident they feel.
- **Monitor** Have students choose the statement they are the most confident about. Then have students tell the rest of the class. Make notes of the statements that the fewest students choose and make sure you review this content in the future.

Objective review
- Revisit the lesson objective. Say *Now I can create a puppet space journey.*
- **Involve** Encourage awareness of what students can do by returning to the *See, Think, Wonder* questions in Activity 1 in the Opener and seeing how much more they can say about the picture.

Assessment pack
- For grammar and vocabulary assessment, have students complete the Practice and Unit tests in the Assessment Pack.

Pearson English Portal games
Go to the Pearson English Portal Presentation Tool, choose the unit and the Project and Review lesson for a Class game.

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2 Checkpoint
UNITS 3 AND 4

Sample Material © Pearson 2023

2 Checkpoint
UNITS 3 AND 4

1 Listen and follow. Say the reference.



2 Read and complete the sentences. Use the references in 1 to write the words.

A: Hi! What's your job?
B: I'm an 1 _____ (A5).
A: What was it like when the rocket 2 _____ (C2)?
B: It was the 3 _____ (B5) experience ever!
A: Where did you travel?
B: I traveled into 4 _____ (B4).
A: What did you do?
B: I worked on a 5 _____ (B3).
A: How did you 6 _____ (C3)?
B: I 7 _____ (C3) with an oxygen pack outside.
A: Was it noisy in space?
B: No, it was really 8 _____ (D3). It was 9 _____ (D3) than Earth.
A: Did you like the food in space?
B: No, I didn't. It was 10 _____ (D2)!
A: Was it your first time in space?
B: No, I 11 _____ (B1) to the International 12 _____ (D1) last year.

3 Find the references. Complete.

A3 It was the _____ holiday ever!
C1 Let me have a drink first – I'm _____ than you!
C4 The lanterns _____ high in the sky at the Yi Peng festival last night.
A2 I didn't _____ for my exam.

4 Use the maze in 1 to play a game. Say.

- Use a counter with one red side and one yellow side.
- Flick it on the maze.
- Make a sentence with the word.
- Land on an action:
  yellow = past
  red = past question
- Land on a describing word:
  yellow = comparative
  red = superlative

C5 yellow: The show was more boring than last night.



Test your progress with English Benchmark Young Learners

Lesson flow



LESSON OBJECTIVE

I will review Units 3 and 4.

Warm up

- Ask students to look at their picture dictionary and review the new words from Units 3 and 4. Have them work with a partner and ask and answer using *What is she/he doing?*, *What's the weather like?*, and *What's this?*

- **Extra** Choose either the Unit 3 or Unit 4 story and ask students to reread the story quietly. Give them time to read it on their own. Next, ask them to close their Student's Books and hold up the story cards one by one. Then you can ask students to retell the story in their own words.
- **Challenge** Play *Backs to the board* with the Unit 3 and Unit 4 flashcards. Have one student sit with their back to the board and put a flashcard on the board. The rest of the class has to describe or act out the flashcard without saying the word for the student to guess.

Lesson objective

- Introduce the lesson objective. Say *Today I will review Units 3 and 4*.

- **Involve** Students will review all of the language learned in Units 3 and 4. They will consolidate their knowledge in a series of activities to test all four skills.

Listening

1 052 Listen and follow. Say the reference.

(Answers: study, A2)

- The grid activities practice the coding skill of algorithms. Students understand that a task can be broken down into steps in an order.
- To help students get into a good mindset for this activity, ask them to crouch down. Count down from 10 to 0, and as you do encourage students to gradually stand taller. After zero, shout *Blast off!* and have students jump up in the air.
- **Assist** Before you play the audio, remind students how grid references work: they say the letter along the bottom first, and then travel up to find the number of the row. Give some examples: float = C4, space station = D1, etc.
- Play audio 052. Students listen carefully and follow the path of the pictures.
- **Monitor** Check answers with the class. Play the audio again if needed. You could pause the audio after each sentence to check students are following the correct path.

Reading

2 Read and complete the sentences. Use the references in 1 to write the words.

(Answers: **1** astronaut, **2** launched, **3** noisiest, **4** space, **5** satellite, **6** breathe, **7** breathed, **8** quiet, **9** quieter, **10** disgusting, **11** traveled, **12** Space Station)

- Tell students that the missing words in the dialog relate to the pictures on the maze.
- Students read the dialog. Elicit that it is an interview with an astronaut. They then complete the missing words using the grid references.
- **Monitor** Remind students that they will need to write the correct form of the words, e.g., simple past, comparative form, etc. where necessary.
- **Extra** Have students role-play the interview in pairs.

Writing

3 Find the references. Complete.

(Answers: A3 most relaxing, C1 thirstier, C4 floated, A2 study)

- Students read and complete the sentences by following the grid references at the beginning of each line.
- **Assist** Tell students that they will need to write the adjectives and verbs using the correct form.
- **Differentiation** Fast finishers can write their own sentences with missing words and grid references in their notebooks and give it to their partner to find the answer.

COMMUNICATION

Speaking

4 Use the maze in 1 to play a game. Say.

- Have students prepare a counter or a coin per group before they play. They stick a sticker on each side of the coin or counter and color one side yellow and the other side red.
- Have students read the instructions and make sure they understand the game.
- **Assist** Model the activity with a student at the front of the class. Make sure students are clear on which of the words in the grid are actions (verbs) and which are describing words (adjectives).
- **Monitor** Watch students and provide support if needed. Listen to each group in turn. Take notes on any general issues with pronunciation and intonation.

Objective review

- Revisit the lesson objective. Say *Now I know Units 3 and 4*.
- **Involve** Encourage awareness of what students know by eliciting the new language from Units 3 and 4 and ask and answer about the pictures on page 70.
- Have students go to the *Progress chart* in their Workbooks and stick on their *Now I can* stickers.

Assessment pack

- For grammar and vocabulary assessment, have students complete the Checkpoint test in the Assessment Pack.
- For skills assessment and GSE, have students complete the Progression test in the Assessment Pack.
- For a general progress test, have students complete the English Benchmark for Young Learners.

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Space Exploration

CULTURE 2: RUSSIA



Lesson flow

Warm up · Lesson objective · Pre-reading · Reading · Comprehension · Practice · Production · Production · Objective review

LESSON OBJECTIVE

I will learn about an exchange visit to Russia.

KEY LANGUAGE

Asia	Moscow
bread	Russia
burn	pancakes
capital city	pizza
continent	straw doll
Europe	theme
explore	winter
launch	

Warm up

- Ask students to look at their picture dictionary and review the new words from Units 3 and 4. Have them work with a partner and make sentences using *He's floating*, *It's exciting*, etc.
- **Extra** Choose either the Unit 3 or Unit 4 video or audio and ask students to watch the video or listen quietly. Play the video or audio. Ask students questions to check their understanding, e.g., *What are Ellie and Nadir talking about?* (different festivals/a famous astronaut).

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- **Challenge** Start drawing an activity or a thing in space or a describing word on the board. Draw it slowly and have students try to guess as quickly as possible what you are drawing. More confident students could draw the objects for other students to guess, too.

Lesson objective

- Introduce the lesson objective. Say *Today I will learn about an exchange visit to Russia.*

- **Involve** Students will learn about a space museum in Russia and a festival in Russia. They will compare the festival to one in their own country and think about the similarities and differences.

Pre-reading

- Read the information about Russia in the *Fun Fact!* box with the class. Take out a world map or globe and see if students can find Russia. Show them how big it is!
- Tell students that a boy called Leo is on an exchange visit to Russia. Remind students that all the children they will meet in the Level 3 Culture lessons are on an exchange visit.

Reading

1 053 **Listen and read. Which countries were in the Space Race?**

(Answer: Russia and the United States)

- Ask students the gist question and ask them to make predictions.
- Play audio 053 and have students listen and follow the text in their Student's Book. Check their predictions.
- **Challenge** Ask students if they know of any space museums or centers in their country. If so, ask them what they can see there.

Comprehension

2 Read again. Number the events in order.

(Answers: **a** 4, **b** 2, **c** 1, **d** 3)

- Students look at the events of the space race and number them in order according to the information in the text.
- **Extra** Have students close their Student's Books and retell what they can remember about the space race between the USA and Russia.

Practice

3 054 **Listen. What do they eat during Maslenitsa? Check ☑.**

(Answer: pancakes)

- Students listen to Leo talking about a festival in Russia.
- **Assist** Name the foods in each of the photos. Pre-teach *pancakes* using the photos.
- Play audio 054. Students listen and check the correct photo.

CRITICAL THINKING **COMMUNICATION**

Production

4 Think about a festival from your country. Compare it to Maslenitsa. Talk with a friend.

- Encourage students to look back through Unit 3 before discussing the question.
- Brainstorm local and national festivals with the class and list them on the board. Ask students to say which festival is their favorite.
- Have students discuss their ideas in pairs and then share with the class.

MY CULTURE

What festivals are in your country?

CREATIVITY

Production

5 Plan a space theme festival. Design a poster.

- **Materials:** poster paper, markers, paint (optional), glue, photos (optional)
- In groups, students talk about ideas for a space theme festival.
- They create a poster for their idea with a name for the festival, pictures, and a few sentences to describe it. They then display their posters and show and tell.
- **Digital literacy** If students have tablets or computers, they can create their posters digitally using design programs.

Objective review

- Revisit the lesson objective. Say *Now I know about an exchange visit to Russia.*
- **Involve** Encourage awareness of what students know by asking them to talk about what they have learned about space history and festivals in Russia.

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Workbook answer key and notes

UNIT 4: BLAST OFF!

1 Label the pictures.

(Answers: **1** walk, **2** travel, **3** eat, **4** breathe, **5** work)

2 Read the instructions. What's the problem? Correct.

(Answer: There needs to be a "Stop putting fuel in the rocket" stage.)

- In this coding activity, students look at the pictures and find what is wrong with the data code.

3 035 Listen and match.

(Answers: **1** rocket launching, **2** walking on the Moon, **3** floating in space, **4** wave goodbye)

What's in space?

1 Read and match. What space words on page 58 of the Student Book are missing?

(Answers: **1** d, **2** g, **3** a/e, **4** h, **5** a/e, **6** b, **7** f, **8** i, **9** c; missing: breathe, work, travel)

2 036 Listen and match.

(Answers: **1** studying, **2** rocket launch, **3** space station)

Extra vocabulary

3 037 Look and label. Then listen and check.

(Answers: Earth c, Jupiter e, Neptune h, Mercury a, Saturn f)

- New vocabulary is presented and practiced in this activity to stretch students (*Mercury*, *Earth*, *Jupiter*).

Language lab 1

1 Complete the sentences with the past of the action words. Read the article again and circle T (True) or F (False).

(Answers: **1** started – F, **2** studied – F, **3** didn't study – F, **4** worked – T, **5** traveled – T)

- For the second part of the activity, students read the text on Student's Book page 61 again.

2 038 Listen to information about four astronauts. Complete the sentences.

(Answers: **1** traveled, **2** lived, **3** studied **4** walked)

3 Rewrite the sentences in the negative form.

(Answers: **1** She didn't travel around the Earth., **2** They didn't work on the space station., **3** We didn't launch the rocket., **4** He didn't breathe with an oxygen pack.)

4 039 Listen to the three pronunciations of *-ed*. Sort the words.

(Answers: /id/ – started, floated, visited; /d/ – rained, lived, studied; /t/ – worked, looked, launched)

- Students can find pronunciation of the different *-ed* endings tricky, so take time for them to listen, notice, and practice the differences.

5 Find the way to the Moon. You can only go on */id/* endings.

(Answers: started, wanted, landed, visited, floated)

- In this coding activity, students follow the sound patterns to find the sequence. Encourage students to say the verbs out loud. They could can also plot a course on /t/ endings and /d/ endings.

Story lab

1 040 Listen and number in order. Then match.

(Answers: Order: **1** c, **2** b, **3** h, **4** a, **5** d, **6** g, **7** e, **8** f; Match: **1** c, **2** b, h, **3** a, d, **4** g, e, f)

2 Retell the story in pairs.

3 Read and circle T (True) or F (False).

(Answers: **1** F, **2** F, **3** T, **4** F, **5** T)

4 Think of a simulator experience. Draw and write.

- Brainstorm different experiences you could have in a simulator before students do the writing.

5 Describe 4 to a partner. Compare.

6 Write a new ending. ➔ page 124

- Students draw and write an alternative ending to the story.
- Students can retell the story to their families and friends.

Phonics lab

1 041 Listen and check ☑. Then say.

(Answers: **1** b, **2** a, **3** a)

2 042 Listen and say the chant again. Then circle the words with *o_e* and underline the words with *u_e*.

(Answers: Circle: globe, probe, stone, phone, home; Underline: huge, cute)

3 Complete the tongue twister. Then say.

(Answers: cube, cone, phone, home)

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Experiment lab

1 043 **Read the fun facts and circle. Then listen and check.**

(Answers: **1** kilometers, **2** 356,000, **3** 100, **4** 8, **5** satellite)

2 **Read and answer.**

(Answers: **1** 480 km, **2** 8,544,000 km)

- For this math activity, students calculate speeds and distances. Allow students to use calculators but to write down their working out by hand.

Experiment time

1 **Think about your experiment. Answer, then compare with a partner.**

2 **Write your report.**

- Students can use the information from the experiment in their Student's Books to write their report.
- Students use the example text as a model.

Language lab 2

1 **Read and number the pictures in order.**

(Answers: **a** 2, **b** 3, **c** 1)

2 **Read again. Look at the answers and write the questions.**

(Answers: **1** What did she, **2** did she visit, **3** did they launch the rocket, **4** Where did she land?)

3 **Use the words to write your own alien story.**

- Students use the story in Activity 1 as a model. Encourage them to be as imaginative as possible. Tell them to write their story in the past tense.

4 **Read your story to a partner. Ask and answer questions.**

I like to …

1 044 **Listen and number the projects in order.**

- There is one picture students don't need.

(Answers: **a** 3, **b** 2, **c** 1, **d** –, **e** 4)

2 **Play a game. Choose a project from 1. Ask and answer with a partner to guess.**

3 **Do a class weekend survey. Think of six activities. Ask the class.**

- Students can use the chart on Student's Book page 67 as a model or they can think of other activities (make sure they use regular verbs from the unit).

4 **What activity is most popular in your class?**

PROJECT AND REVIEW

1 **Think of your astronaut. Read and answer.**

- Students think about the project they completed in their Student's Books and answer the questions.

2 **Complete your project report.**

- Students can use the information in Activity 1 to complete their report.
- Have students read the example report.
- Students can take a photo of their shadow puppets and add it to their report.

3 **Present your report to your family and friends.**

- Students describe their space journey to their family and friends.

4 **Think about your project and color.**

5 **Read and answer about this unit.**

(Answers: **1** Ellie and Max, **2** in space/in the ISS, **3** 1992, **4** No, she didn't., **5** Jose M. Hernandez, **6** Mercury, **7** Anne McClain and Christina Koch, **8** Yes, he did., **9** on Neptune, **10** in Rio de Janeiro (Carnival))

- Make the quiz collaborative and competitive. Students work in pairs or small groups and race to be the first to finish the quiz (with all correct answers).

6 **Use the pictures to write a story.**

CHECKPOINT 2

1 045 **Listen. Where are they? Check ☑.**

(Answer: At a festival)

2 **Read and circle the odd one out.**

(Answers: **1** breathe, **2** hungry, **3** fun)

3 **Draw paths and write. Then compare sentences with a partner.**

- Students make a path through the maze in either direction to make comparative sentences. Use the example sentence as a model and ask students to trace the path of the example sentence.

SPACE EXPLORATION

1 **Read about Russia again. Complete.**

(Answers: **1** 17.1 million, huge (very big), **2** Moscow, **3** cold, summer, **4** 144.5 million)

- Students read the *Fun Fact!* box in the Student's Book again to answer the questions.

2 **Complete the sentences about World Space Week in Russia.**

(Answers: **1** Watch, **2** Look, **3** Moon)

3 **Research World Space Week in your country. Answer, then talk to a partner.**

4 **Read Min's diary entries. Which day was the best?**

(Answer: Day 2)

5 **Think about a festival. Write diary entries for you.**

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