

GETTING STARTED**What could happen to Earth?**

1 Listen and read.

Duong: Do you know, Trang and I saw a very interesting film yesterday!

Nhi: What was it?

Duong: *Star Trek Into Darkness*.

Nhi: Oh, I like this series, but I've only seen *Star Trek 2009*. What's *Into Darkness* about?

Duong: Well, after their adventures on the journey to Nibiru planet in *Star Trek 2009*, Captain James Kirk and his crew return to Earth on the *Enterprise* in 2259. However, they then have to fight a dangerous terrorist John Harrison, who wants to destroy Earth.

Nhi: Sounds thrilling!

Duong: Yes, it was! Actually, Kirk dies trying to stop him, but fortunately, he comes back to life. It's just a film, after all!

Nhi: A happy ending! But it does make me think about the real world... Could Earth ever be in that kind of danger?

Duong: That's funny, Trang also asked me what I thought would happen to Earth in the future.

Nhi: And how did you answer?

Duong: I said I didn't know but that Earth might be run by aliens!

Nhi: Ha! That's true; nobody knows.

THIS UNIT INCLUDES:**VOCABULARY**

Life on Earth and other planets

PRONUNCIATION

Stress in words ending in *-ful* and *-less*

GRAMMAR

may and *might*: review

Reported speech: questions

COMMUNICATION

Predicting what other life forms might be like

Asking and answering questions about life on other planets



Objectives:

By the end of this unit, students can:

- pronounce correctly the words ending in *-ful* and *-less* in isolation and in context
- use the lexical items related to the topic 'Life on other planets'
- use *may* and *might* correctly
- report questions
- read for general and specific information about life on other planets
- talk about what life may be like on other planets
- listen for specific information about aliens
- describe an alien

GETTING STARTED

What could happen to Earth?

Introduction

Before Ss open their books, review the previous unit by asking them to play a game.

On the board, write the words *transportation*, *communication*, *housing* and *energy* and ask two groups of four Ss to list the future technologies they expect to see in these fields. Set a time limit and the game stops when the time is up. The team with more items wins.

Ask Ss where and how fast they think we can travel with new technology. Ask them if we could travel to other planets with those means of transport that they have listed.

- I** Ask Ss to look at the picture and the heading *What could happen to Earth?* and answer the questions as a class:

Where are Duong and Nhi?

What are they doing?

What might they be talking about?

Now have Ss listen to the conversation without reading the text to see if their predictions were correct. Follow up with the same questions.

a Tick (✓) true (T) or false (F). T F

1. Duong and Trang saw a boring film yesterday. T F
2. Nhi has seen *Star Trek 2009*. T F
3. *Star Trek* is a non-fiction film. T F
4. Nhi and Trang sometimes think about the future of the world. T F
5. Duong sounds sure about the future of the Earth. T F

b Read the conversation again and answer the questions.

1. Who is the captain of the spaceship?
2. Where did the crew go in *Star Trek 2009*?
3. When does the story in *Star Trek Into Darkness* happen?
4. What do you think is the *Enterprise*?
5. What does John Harrison want to do?

c Can you find the sentences in reported speech in the conversation? Underline them.



2 Use the words/ phrases in the box to label the pictures. Then listen and repeat.

aliens space buggy galaxy planet
weightless solar system spaceship UFO



1. _____



2. _____



3. _____



4. _____



5. _____

6. _____

7. _____

8. _____

3 Use the words/ phrases in **2** to fill the blanks.

1. The _____ were green and they had huge heads and big eyes.
2. The aliens came out of a _____, which looked like a disk.
3. A _____ is a vehicle used for travelling on the surface of the moon.
4. A moon moves round a _____ and a _____ moves round a star.
5. In a _____ environment, everything floats uncontrollably.
6. There are eight planets that move round the Sun in our _____.
7. We don't know how many solar systems there are in each _____.
8. *Vostok 1* is the name of the _____ in which Yuri Gagarin flew into outer space.

4 GAME: WHAT AND WHERE

Listen and follow the teacher's instructions to play the game.



- a** Play the recording and have Ss work independently. Ss do not read the conversation. Play the recording once or twice. Pause the recording at the appropriate places if Ss need help with comprehension. Then allow Ss to share their answers with a partner before discussing as a class.

Key 1. F 2. T 3. F 4. T 5. F

- b** First, ask Ss not to look at the conversation to answer the questions, then have them read the conversation again and check their answers. If time allows, have them show where to find the answers in the conversation.

Key:

1. James Kirk is the captain of the spaceship.
2. They went to Nibiru planet.
3. It happens in 2259.
4. It's the name of the spaceship that the crew travels on.
5. He wants to destroy Earth.

- c** Ask Ss to look at the conversation again and underline the sentences in reported speech. Have Ss read aloud the sentences.

Key: 1. That's funny, Trang also asked me what I thought would happen to Earth in the future.
2. I said I didn't know but that Earth might be run by aliens!

- 2** Have Ss work in pairs to match the words with the pictures. Then check their answers. Explain that UFO is an acronym, which stands for *unidentified flying object*. Afterwards, have Ss repeat the words chorally. Correct their pronunciation if necessary. Check their understanding if necessary.

Key: 1. aliens 2. space buggy 3. UFO 4. weightless
5. galaxy 6. spaceship 7. solar system 8. planet

- 3** Have Ss work independently to fill the words/ phrases in the blanks, then check with a partner. Elicit Ss' answers.

Key: 1. aliens 2. UFO 3. space buggy 4. planet; planet
5. weightless 6. solar system 7. galaxy 8. spaceship

- 4** Ask Ss to play the game.

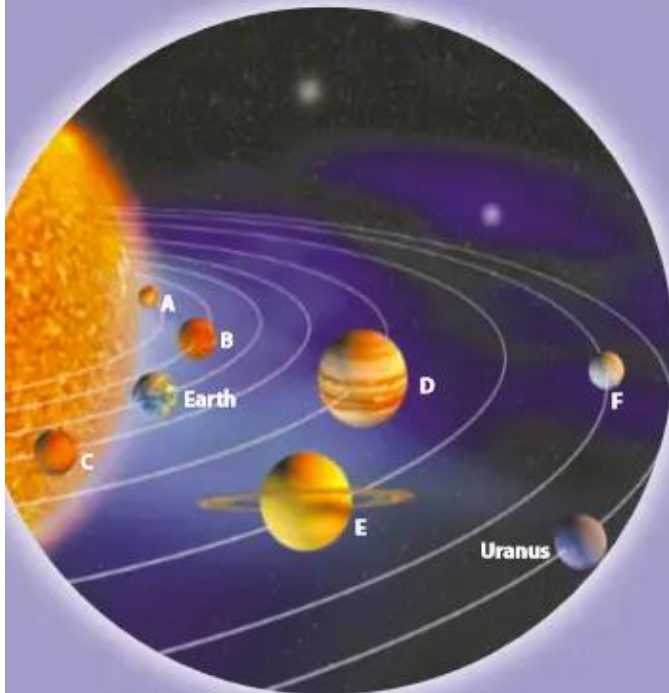
- Draw a word web with several circles on the board. Elicit the words/ phrases in **2** from the class and write them in the circles, one word per circle.
- When all the words/ phrases are written in the circles, give Ss one minute to remember the position of each word/ phrase.
- Now rub out the words as Ss say them out loud, leaving only the circles.
- Ss work in two big groups. Ask them to take turns to fill the circles with the correct words.
- The group that has more correct answers is the winner.

A CLOSER LOOK 1

Vocabulary

1 Use the names of the planets in the box to label the diagram of the solar system.

Mercury	Venus	Saturn
Mars	Neptune	Jupiter



2 Now scan the passage and check your answers.

The planets in the solar system are named after the Roman Gods. Mercury is the smallest and closest planet to the Sun. It is named after the Roman God Mercury, who was the fast-flying messenger of the Gods, because it moves very fast. Venus is the second planet from the Sun. It is named after the Roman Goddess of love and beauty. Mars is the fourth planet from the Sun and the second smallest planet. It is named after the Roman God of war. The fifth planet from the Sun is Jupiter. It is also the largest planet. The Romans named the planet after the Roman God of thunder and lightning. Saturn is the sixth planet from the Sun and the second largest planet. It is named after the Roman God of agriculture. Neptune is the eighth planet from the Sun in the Solar System. It is named after the Roman God of the sea.

3 Write the names of the planets that match the Roman Gods.

1. _____	God of sea
2. _____	God of agriculture
3. _____	God of war
4. _____	God of thunder and lightning
5. _____	God of love and beauty

4a Add suffixes *-ful* or *-less* to the words in the box. Note that some words can use either suffix.

weight	water	beauty
wonder	resource	air

-ful *-less*

b Now use the topic of space to make a sentence for each new word. Compare your sentences with a partner.

Example:

- Earth looks beautiful from space.
- Venus is a dry and waterless planet.

Pronunciation

Stress in words ending in *-ful* and *-less*.

When we add *-ful* or *-less* to nouns or verbs to form adjectives, the stress of the words remain unchanged.

Example:

'water → 'waterless
'hope → 'hopeless/ 'hopeful
fo'get → fo'getful

5 Put the stress in the correct place in the words. Then listen and check.

thoughtless	meaningful	helpless
meaningless	helpful	thoughtful
useless	plentiful	useful

6 Read the following sentences and mark the stressed syllable on the words in italics. Then listen and repeat.

- Her speech on the environment was *meaningful*.
- My teacher is so *helpful* when we don't understand something.
- I was *helpless* to stop the dog biting me.
- This dictionary is so *useful*.
- There is *plentiful* water for life on Earth.

A CLOSER LOOK 1

Introduction

Write letters *M, V, N, J, S* on the board and ask Ss to volunteer to write any name of any planet that they know beginning with these letters. Give them three minutes.

Vocabulary

1 Now have Ss open the books and work independently. Then, ask them to share their answers with a partner. If necessary, ask for translation of some words or phrases in the box to check their understanding.

2 Have Ss work in pairs, read the passage and check their answers in **1**. Then check Ss' answers as a class.

Key: A. Mercury B. Venus C. Mars D. Jupiter E. Saturn F. Neptune

3 Have Ss work individually to fill the blanks without reading the passage again. Have them compare their answers in pairs. Ss read the passage again to confirm their answers. Afterwards, check Ss' answers as a class.

Key: 1. Neptune 2. Saturn 3. Mars 4. Jupiter 5. Venus

4a T can explain that to form adjectives, we can add suffixes *-ful* or *-less* to a noun or a verb. Ask Ss to work in pairs to form words with the ending *-ful* or *-less*. Ask Ss to swap pairs to check their answers, then check their answer as a class. Ask Ss to add some words that are formed in this way if time allows.

Suggested answers:

weightless waterless resourceful/ resourceless airless beautiful wonderful

b Ask Ss to work in pairs to write a sentence about the topic of space for each word. Then swap their sentences with another pair's to peer check. Afterwards, have some Ss read out loud their sentences and correct Ss' work if necessary.

If time does not allow, this can be done as homework. Remember to check Ss' answers in the next lesson.

Pronunciation

Stress in words ending in *-ful* and *-less*.

5 Explain to Ss that when we add suffixes *-ful* or *-less* to a word, the stress of the word remains unchanged. Play the recording and ask Ss to listen and stress the words. Check Ss' answers as a class.



Audio script:

'thoughtless	'meaningful	'helpless
'meaningless	'helpful	'thoughtful
'useless	'plentiful	'useful

6 First, have Ss work individually to mark the stress in each word. Then ask Ss to compare their answers with a partner. Have them practise reading the sentences. Play the recording and ask Ss to listen, check their answers and repeat the sentences. If time allows, call on some Ss to read out the sentences, paying attention to the stress in each italicised word.



Audio script:

1. Her speech on the environment was *'meaningful*.
2. My teacher is so *'helpful* when we don't understand something.
3. I was *'helpless* to stop the dog biting me.
4. This dictionary is so *'useful*.
5. There is *'plentiful* water for life on Earth.

A CLOSER LOOK 2

Grammar

May and might: review

REMEMBER!

1. We use *may/might* to say that something is possible at present or in the future.

Example:

He may/might be in the office.

2. Normally, either can be used. Although, using *may* slightly increases the chance that something will happen.

Example:

- *Tom may lend you the money. (This is unlikely.)*

- *Tom might lend you the money. (I think this is very unlikely.)*

3. *May* is sometimes used in formal English, meaning to be allowed. *Might* is NOT used in this case.

Example:

Lecturers may use projectors if they wish.



1 Use *may/might* to fill each of the blank.

1. You _____ have a little difficulty driving at night.
2. I _____ have an allergy to shrimp. I have never tried it.
3. We _____ go to London for a holiday, if we can still afford it.
4. The examiner says we _____ leave when we've finished.
5. I don't know, but I _____ go to the lecture about UFOs.
6. Students _____ only borrow four books at a time.
7. There _____ be life on other planets.
8. Students over fifteen _____ bring a phone to school.

Reported speech: questions

We use the verb *ask* when reporting questions. In reported questions we use the statement word order and the question mark is omitted.

1. To report a *Wh*-question, we use *Subject + asked (somebody) + question word + clause*.

Example:

'What were you doing at the time?'

She asked (me) what I was doing/ I had been doing at the time.

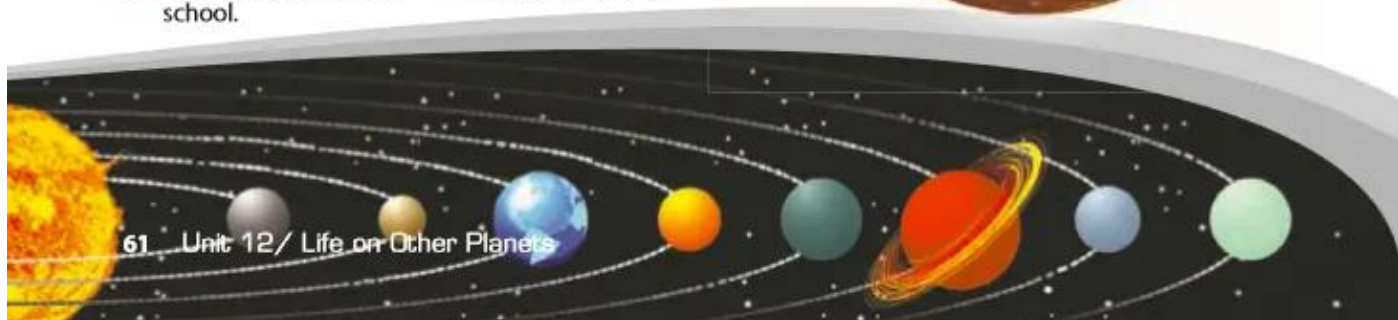
2. To report a *Yes/ No* question, we use *Subject + asked (somebody) + if/ whether + clause*.

Example:

'Did the alien talk to you?'

She asked me if/ whether the alien talked/ had talked to me.

Remember that pronouns, possessive adjectives, verb tenses, and time expressions change in reported questions just as in reported statements. Look back at Unit 11 for a review of how they change.



A CLOSER LOOK 2

Grammar

May and might: review

Draw Ss' attention to the **REMEMBER!** box. Then ask some more able Ss to give examples.

- 1** Ask Ss to work individually to fill the gaps. Have them compare the answers with a partner and explain their answers. Check the answers as a class and ask for Ss' explanations. Note that in relation to points 1 and 2 in the **REMEMBER!** box, *may* and *might* are both equally correct in this activity. Ss must only distinguish between these and point 3 in the box: *may* for permission.

Key:

1. *may/ might*

2. *may/ might*

3. *may/ might*

4. *may*

5. *may/ might*

6. *may*

7. *may/ might*

8. *may*

Reported speech: questions

Ask Ss about the rules of changing statements from direct into reported speech that they learnt in the previous unit. Tell them that in this lesson they are going to learn about reported questions.

Ask Ss to read again the conversation between Duong and Nhi in **GETTING STARTED** to find the question in reported speech. Then have a student read aloud the reported question and write it on the board. Get a student to come to the board to rewrite the question in direct speech. Correct it if necessary.

Ask Ss to look carefully at the two questions (one is reported and one is direct) to compare them in terms of the verb tense, order of verb and auxiliary. Then ask them what verb is used as the reporting verb. Have some Ss answer, give feedback or correction if necessary.

Write the question that Nhi asked Duong in **GETTING STARTED**: *Could Earth ever be in that kind of danger?* on the board. Ask a volunteer to come to the board to write that question in reported speech. If student can write the reported question correctly, ask all other Ss to look at it and the direct question to compare them in terms of verb tense, order of verb and the connection between the reporting verb and the question part. If student does not write the reported question correctly, ask the whole class to give comments and correct it.

Now draw Ss' attention to the language box on reported questions. Ask them to read the box carefully.

- 2** Nick claimed that he had seen a UFO. Read the interview between a reporter and Nick, and finish the following sentences.



Interviewer: So, what exactly did you see?
Nick: I saw a UFO. It landed in a grassy area.
Interviewer: What were you doing when you saw it?
Nick: I was going for a walk.
Interviewer: What did it look like?
Nick: It was very big and bright and it looked like a big disc in the sky.
Interviewer: And what else did you see?
Nick: I saw an alien coming out of the UFO.
Interviewer: Did the alien see you?
Nick: I don't know. When I saw it, I hid behind a big tree.



1. The interviewer asked Nick _____ exactly he had seen.
2. Nick answered that he _____ a UFO. He said it _____ in a grassy area.
3. The interviewer asked _____ Nick had been doing when he saw the UFO.
4. Nick said that he _____ for a walk.
5. The interviewer asked what it _____ like.
6. Nick said it _____ big and bright and it _____ a big disc in the sky.
7. The interviewer also asked if the alien _____ him.
8. Nick told the interviewer that he _____ behind a tree.

- 3** Circle the correct word in *italics* to complete each sentence.

1. The reporting verb in the reported question is *ask/ say/ tell/ answer*.
2. We use *if/ that* when we report Yes/ No questions.
3. In reported questions, the subject comes *before/ after* the verbs.
4. The tenses are *the same/ different* in direct and reported speech.

- 4** Read other questions by the interviewer. Rewrite them as reported questions.

1. "Do you go for a walk every day?"
2. "How did you feel when you saw the alien?"
3. "What did the alien look like?"
4. "Why didn't you take a photo of the alien?"
5. "How long did the UFO stay there?"
6. "Have you seen any UFOs since then?"

- 5** Work in groups of three. One is Nick and the others are Nick's friends. Ask and answer questions about what Nick saw. Then report the friends' questions and Nick's answers to the whole class.



- 2** Have Ss work in pairs and do the exercise. Ask some Ss to read out their answer, and correct the answers as a class.

Key:

- | | | | |
|---------------|------------------------------|-------------|-------------------|
| 1. what | 2. had seen; had landed | 3. what | 4. had been going |
| 5. had looked | 6. had been; had looked like | 7. had seen | 8. had hidden |

- 3** Let Ss work individually and check their answers with a classmate. Then check the answers as a class.

Key:

- | | | | |
|--------|-------|-----------|--------------|
| 1. ask | 2. if | 3. before | 4. different |
|--------|-------|-----------|--------------|

- 4** Ask Ss to work individually to write questions in reported speech. Have one student write the answers on the board and get feedback from other Ss. Afterwards, check the answers as a class. For a class which needs more support, have Ss write the first two reported questions and correct these carefully with the whole class. Have Ss explain the changes they have made. Have them do the rest for homework.

Key:

1. The interviewer asked if he went for a walk every day.
2. He asked how Nick had felt when he had seen the alien.
3. He asked what the alien had looked like.
4. He asked why Nick hadn't taken a photo of the alien.
5. The interviewer asked how long the UFO had stayed there.
6. The interviewer asked if Nick had seen any UFOs since then.

- 5** Have Ss work in groups of three for 5 to 10 minutes. Go around to see if Ss need help. Then ask the student who plays Nick's role to report orally the questions he was asked. Get another student in the group to report what Nick answered. Ask the whole class to listen carefully and give feedback. Correct this group's work if necessary. Ask other groups to do the same if there is enough time.

COMMUNICATION

Extra vocabulary

appropriate

powerful

NASA

LIFE ON OTHER PLANETS

- 1** Five teenagers are discussing the possibility of other life forms in our galaxy. Read the comments they have posted on an online forum.



Duong

@ Duong: There might not be life on Mercury 'cause it's too close to the Sun so it would be too hot to live there. And it moves very fast, so the daytime would be too short. At least, humans couldn't stand such short days.



Nhi

@ Nhi: I agree. I also think to be able to live on a planet, we need water; appropriate temperatures, and breathable air at the very least. But whether the planet travels fast or not is unimportant.



Duc

@ Duc: You are right. Do you know NASA has found two new planets, Kepler-62e and Kepler-62f, which are very similar to Earth? I believe life may be possible there... How about on Jupiter or Venus?



Trang

@ Trang: I imagine Jupiter is a powerful planet because Jupiter is the God of thunder and lightning. The planet is not too close to the Sun, so it's not too hot, and life may be possible there. People there may feel very proud of the power of the planet.



Anh

@ Trang and Anh: So Venus may be a good place for lovers 😊. Actually, it's nearer to the Earth, so it may be easier to travel there.

- 2** Work in groups to decide if you agree or disagree with each of the opinions and ideas in **1**. Say why or why not.

Example:

- I'm not sure if I agree with Anh because the name of the planet doesn't tell us anything about the living conditions.
- I totally agree with Duc because ...
- I partly agree with Trang because ...

- 3a** Work in pairs. Imagine you are going into space. Decide together what you will take with you. You can add any item you think necessary. Remember to give reasons.



space suit



food tablets



space buggy



oxygen tank



boots



gloves

Example:

A: I will wear a spacesuit because it may be very cold there and I won't be able to breathe.

B: I will bring hand washing gel to clean my hands.

- b** Report your decisions to another pair or to the class.

COMMUNICATION

Life on other planets

Introduction

Before Ss open their books, ask them which planet they would like to go to if they had a chance. Ask them to give the reasons why. Then tell Ss that they will join a teenagers' blog to read some discussions on whether they believe in the existence of other life forms in the galaxy.

Check if Ss understand the meanings of the words in **Extra vocabulary**. If they do not, quickly teach the words by using synonyms or even translation. Tell them that NASA stands for *National Aeronautics and Space Administration*.

1 Have Ss read the comments. Ask them to do the reading as fast as possible and remember the ideas. Move around the class. Bring everyone together if there are ideas or words that need clarifying.

2 Ask Ss to work in groups. Tell Ss that they can look back at the blog and use the example to discuss the five ideas.

If Ss agree, ask them to add any details from their imagination about the planet. Elicit the reasons why there may be inhabitants there, what those inhabitants may look like, how they can communicate, how they can travel...

If Ss disagree, ask them to justify their choice.

Suggestions for disagreements:

- I disagree with Nhi because the inhabitants there may be able to live in high temperatures. They may have bodies which can resist heat. Or they may have a special machine to cool down the atmosphere of the place where they live.

- I disagree with Duc because the inhabitants there may be able to extract liquid from underground to survive. Their bodies may be adapted to the environment there. They may not need oxygen but hydrogen or nitrogen to breathe.

- I disagree with Anh. Any planet can be considered powerful. Any inhabitant is proud of his/her own planet.

3a Put Ss in pairs. Make sure that Ss work with a new partner for a change. Ask them to use the suggestions in the pictures and the example. Encourage them to add any items they may think necessary. Remind them to give a reason for each choice. Go around to help Ss. Note this is not meant to be serious; Ss can suggest silly or funny things as long as they justify them.

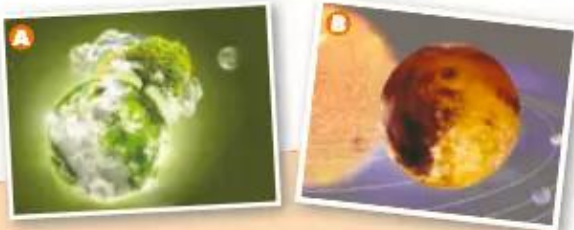
b Ask Ss to report their decisions to the class or to another pair. Give feedback if necessary.

SKILLS 1

Reading

1 a Look at the pictures and discuss the questions.

1. What are the names of the two planets in pictures A and B?
2. How do you think the pictures are different?



b Read the text below and check your answers.

1. Mars is called the Red Planet because of its reddish **surface**. There have been many explorations to Mars by humans since the mid-20th century. Scientists hope that we can find another planet to **accommodate** human life.
2. There are major reasons why the **climate** on Mars is unsuitable for human life. Temperatures on Mars can be as low as -87 degrees Celsius and rarely get above 0 degrees Celsius. But the bigger problem is the lack of oxygen. 95% of the atmosphere is carbon dioxide (CO₂), and this is **poisonous** to breathe. Moreover, there is no water on Mars even though scientists have found **traces** of it.
3. However, as early as the mid-19th century, scientists discovered that Mars had some similarities to Earth. A day on Mars is 24 hours, 39 minutes and 35 seconds, almost the same as a day on Earth. Mars also **experiences** seasons just as Earth does. However, the seasons are twice as long because a year on Mars lasts about **twice** as long as an Earth year.

2 Find words in the text that have similar meanings to these words or phrases.

1. causing death or illness
2. two times
3. has, goes through
4. marks or signs showing that something happened
5. the outside or top layer of something
6. weather conditions of a particular place
7. provide a place to live

3 Match the headings with the paragraphs (1-3). There is one extra.

- A. Reasons why we may be able to live on Mars.
- B. Reasons why we may not be able to live on Mars.
- C. Explanation for the name of Mars.
- D. Reasons for explorations of Mars.

4 Read the text again and answer the questions.

1. What is the other name for Mars?
2. What are the lowest and the highest temperatures on Mars?
3. Why is it poisonous to live on Mars?
4. Which is longer, a day on Earth or a day on Mars?
5. How long is a year on Mars?

Speaking

5 Work in pairs. One is a human and the other is a Martian. Use the suggestions below to ask and answer about life on Earth and life on Mars.

	Human	Martian
Food	rice, bread, meat...	tablets, rocks, ...
Drink	water, juice, ...	liquid from under the rock...
Sleep	6 - 8 hours/ night...	2-3 hours/ night...
Travel	bicycle, car...	flying car, space buggy, UFO...
Environment	forests, lakes, oceans, mountains, cities, ...	dry, desert, rocky landscape, caves...
Problems	diseases, pollution, overpopulation...	survival, loneliness...

Example:



6 Now swap pairs. The human of one pair works with the Martian of the other pair. Take turns to report what your previous partner said about life on their planet to your new partner to see if he/ she said similar things.

SKILLS 1

Reading

- 1 a** Ask Ss to cover the reading passage, look at the pictures of the two planets and answer the questions. Ask them: *What else can you infer from the pictures?*
- b** Give Ss two minutes to skim the passage and check their answers.
- 2** Have Ss scan the passage to find the words in red and match them with the definitions. Ss should check the meanings of the words from the context. Then check their answers as a class.

Key:

1. poisonous 2. twice 3. experiences
4. traces 5. surface 6. climate 7. accommodate

- 3** Tell Ss that to finish this part, they should underline keywords in the headings. Next, ask Ss to skim the text again, using the keywords in the headings to do the matching.

Key: 1. C 2. B 3. A

- 4** Set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them answer the questions. Ss can compare answers with a partner before discussing them as a class. For a class which needs more support with the previous exercises, let them do this exercise as homework. Remember to check their answers in the next lesson.

Key:

1. It is also called the Red Planet.
2. The lowest temperature is -87 degrees Celsius and the highest may be a bit higher than zero.
3. Because 95% of the atmosphere is carbon dioxide.
4. A day on Mars is a bit longer.
5. It is twice as long as a year on Earth.

Speaking

- 5** First, have Ss read the table of information carefully. Answer their questions if they have any. Ss work in pairs to ask and answer questions based on the suggested information in the table and the example. Set a time limit of 5 to 10 minutes. When they finish, ask the student who plays the role of the human from one pair, and the student who plays the role of Martian from another pair to role-play in front of the whole class. Have them ask and answer questions about *food* and *drink*. Have another pair do the same, asking and answering about *sleep* and *travel*. Then have a third pair to finish with *environment* and *problems*.
- 6** Ask the ‘humans’ and ‘Martians’ to form new pairs. This time they use reported speech to report their previous partner’s answers:
- New human:* What kind of food did the human say she ate?
New Martian: She said that she ate rice, bread, meat and fruit and vegetables.
New human: Yes, that’s right!

SKILLS 2

Listening

ALIENS

1 Work in pairs. Describe the pictures and answer the questions.

1. What do the pictures show? Do you think they really exist?
2. What do you want to know about them?
3. What would you do if you saw one of them?



2 Listen to Tom's imagined description of what an alien from another planet may be like. Fill each blank with no more than three words from the recording.

Which planet are they from? They are from (1) _____

What are they like? They may be (2) _____ and (3) _____ than human beings

What do they look like? They may have (4) _____, a lot of (5) _____, and (6) _____.

What are their senses like? Very good. They may be able to sense (7) _____, or (8) _____.

What do they live on? (9) _____, from the (10) _____

3 Listen again and tick (✓) true (T), false (F) or not given (NG).

- | | T | F | NG |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. The inhabitants may be very similar to human beings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. They may be able to fly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. It is very cold there. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. They may be far-sighted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. They may need air for their existence. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. They may need lots of food and drink. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Writing

4 Work in pairs. Imagine what an alien may be like. Use your imagination to fill the web below.



5 Now use the notes to write a description of your alien.



6 Swap your work with your partner. How different is your description from your partner's?

SKILLS 2

Introduction

Ask a couple of Ss to come to the board and draw their versions of an alien. Ask Ss how they would feel if they saw an alien. Ask Ss if they think aliens are very different from humans, and what differences there may be.

Listening

- 1 Ask Ss to work in pairs to describe the pictures and answer the questions.
- 2 Before Ss listen, ask them to read the information in the table carefully and try to predict the answers. Tell them that to do this they should highlight keywords in the questions and decide the part of speech of the words they will need to fill in the blanks, then listen carefully to find the words from the recording. Play the recording twice. Have two Ss write their answers on the board. Confirm the correct answers.

Key:

- | | | | | |
|--------------|----------------|------------------|-----------------|---------------|
| 1. Jupiter | 2. much bigger | 3. more powerful | 4. lots of hair | 5. thick skin |
| 6. four eyes | 7. happiness | 8. fear | 9. Energy | 10. rocks |

- 3 Have Ss work individually to underline the keywords in the statements. Ask Ss to do the exercise without listening to the recording first. Write their answers on the board without confirming the correct answers. Play the recording again for Ss to check. T may pause at the sentences that include the information Ss need for their answers.

Key: 1. F 2. NG 3. T 4. F 5. F 6. F



Audio script:

I think the inhabitants of Jupiter may be very different to human beings. This is how I imagine them: They may be much bigger and more powerful than humans. Jupiterians may have eight legs and be able to move very fast. They may have a lot of hair all over their bodies and their skin might be very thick so they can live in temperatures of around -145 degrees Celsius. They may have four eyes and be able to see very far. They may also have a very good sense of smell and they may even be able to sense others' feelings like happiness or fear. And I don't think they eat and drink like us. Instead, they get all their energy from the rocks. They may charge their bodies by plugging their feet into the rock, just like charging a battery. That way, they don't even need to breathe air.

The only way they may be similar to us is they live in family units of parents and children. They may also use language to communicate with each other.

Writing

- 4 Set a time limit for Ss to brainstorm ideas and write their notes. Move around and help Ss if necessary. Ask Ss to refer back to the speaking in **5**, SKILLS 1 and listening in **2** and **3**, SKILLS 2 for useful language and ideas.
- 5 Now have Ss work individually to write descriptions of their alien. Give Ss a time limit for this. For a class which needs more support, make copies of the audio script and give each student one. The script can act as a writing model, but make it clear that Ss should change the content to match their own ideas.
- 6 Ss swap their writing with a partner. They comment on each other's work. Ss revise and edit their writing in class if time allows, or else as homework.

LOOKING BACK

Vocabulary

1 Rearrange the letters to label the pictures.



2 Fill each gap with a suitable word from the box.

surface traces	climate experienced	NASA accommodate
----------------	---------------------	------------------

- The Earth seems too small to _____ the increasing population.
- Water covers 75% of the Earth's _____.
- Attempts have been made to find _____ of aliens.
- Astronauts _____ difficulties when they first landed on the moon.
- The _____ on other planets is very different to that on Earth.
- _____ stands for National Aeronautics and Space Administration.

Grammar

3 Underline the correct answers.

- He asked me *when/ if* there were people living on Venus.
- They wanted to know when the first spacecraft *had been/ was* launched.
- She asked them *how/ who* had been the first to step onto the moon.
- They asked me which spacecraft *was/ had been* the first to explore Mars.
- Students asked *how/ who* the scientists explored other planets.
- He asked me what food people on other planets *had eaten/ ate*.
- She asked her teacher *if/ what* UFO stood for.

4 Put the words/ phrases in the correct order to make reported questions.

- He/ would react/ asked me/ an alien/ how/ if I saw/.
- most suitable/ The teacher/ which planet/ asked me/ was/ for human life/.
- on the moon/ My friend/ had first landed/ asked me/ when/ humans/.
- a planet/ a star/ She asked me/ the difference between/ what/ and/ was/.
- if/ was/ They asked/ on Mars/ there/ water.

5 Change the following questions into reported questions.

- 'What are the essential conditions for human life?' the teacher asked her students.
- 'Have humans been able to communicate with people on other planets?' Samuel asked the scientist.
- 'Did the Roswell UFO incident take place in the U.S. in June 1947?' Nick asked the journalist.
- 'Who was the witness in the Roswell UFO incident?' Vanessa asked her uncle.
- 'When will humans be able to travel from one planet to another more easily?' The son asked his father.
- 'Why can't people move to Mars immediately?' Diane asked her mother.

LOOKING BACK

Encourage Ss not to refer back to the unit pages. Instead, they can use what they have learnt during the unit to help them do the exercises.

Ss should record their result for each exercise to complete the Finished! Now I can... box at the end of the unit and identify areas to review.

Vocabulary

1 & 2 Ask Ss to work individually, then compare their answers with a partner. Ask some Ss to write their answers on the board.

Key:

1

- | | | | |
|-----------|----------------|------------------|-----------------|
| 1. aliens | 2. space buggy | 3. weightless | 4. solar system |
| 5. planet | 6. spaceship | 7. flying saucer | 8. galaxy |

2

- | | | |
|----------------|------------|-----------|
| 1. accommodate | 2. surface | 3. traces |
| 4. experienced | 5. climate | 6. NASA |

Grammar

3, 4, & 5 Ask Ss to do them individually first. Then have Ss check their answers with a partner before having them discuss as a class. Remind Ss to keep record of their original answers so that they can use that information in their self-assessment.

Key:

3

1. if 2. had been 3. who 4. had been 5. how 6. ate 7. what

4

1. He asked me how I would react if I saw an alien.
2. The teacher asked me which planet was most suitable for human life.
3. My friend asked me when humans had first landed on the moon.
4. She asked me what the difference between a planet and a star was.
5. They asked if there was water on Mars.

5

1. The teacher asked her students what the essential conditions for human life were.
2. Samuel asked the scientist if humans had been able to communicate with people on other planets.
3. Nick asked the journalist if the Roswell UFO incident had taken place in the U.S. in June 1947.
4. Vanessa asked her uncle who the witness in the Roswell UFO incident had been.
5. The son asked his father when humans would be able to travel from one planet to another more easily.
6. Diane asked her mother why people couldn't move to Mars immediately.

Communication

- 6 Choose the right sentences (A-E) to put into the dialogue.



Interviewer: Do UFOs really exist, Prof. Kent?
Prof. Kent: (1) _____
Interviewer: Yes. When was the first post-war UFO sighting in the US?
Prof. Kent: (2) _____
Interviewer: Wow! Very long ago! How about notable sightings in the 21st century?
Prof. Kent: (3) _____
Interviewer: So... were all sightings in the USA?
Prof. Kent: (4) _____
Interviewer: Incredible!
Prof. Kent: (5) _____

- A. In 2001, at least 15 people, including two police officers saw UFOs in the night sky in New Jersey.
 B. Well, there have been many UFO sightings reported.
 C. Not at all. On April 23, 2007, Captain Ray Bowyer and his passengers gained clear views of two UFOs when they were flying in the English Channel.
 D. On June 24, 1947. Kenneth Arnold, a private pilot spotted nine shiny discs flying past Mount Rainier.
 E. Yes, and in 2008, according to media reports, a police helicopter was almost hit by a UFO...

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> talk about life on other planets report questions pronounce words ending in <i>-ful</i> and <i>-less</i> correctly in isolation and in sentences describe an imaginary inhabitant of another planet 			

PROJECT

SPACE EXPLORATION

- 1 Write the phrases in the box under the pictures, and then answer the questions.

space buggy space shuttle Vostok spacecraft



A. _____



B. _____



C. _____

- What are the things in the pictures?
 When might they be used?
 Who might use them?
- Work in groups. Choose a space vehicle or machine you like from the pictures or elsewhere.
- Search for information about the vehicle or machine.
 - What is the vehicle/ machine called?
 - Where and when might it be used?
 - What energy does the vehicle/ machine use?
 - Who can control the vehicle/ machine?
 - What is special about this vehicle/ machine?
- Present the information to the class. Vote for the best presentation.



Communication

- 6 First, ask Ss to do the task in pairs. Then check Ss' answers as a class. Set a time limit of two minutes for Ss to re-read and to remember the dialogue as much as they can. When they finish, ask some pairs to rehearse the dialogue.

Key: 1. B 2. D 3. A 4. C 5. E

Finished! Now I can...

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

Space exploration

- 1 First, have Ss work in groups to ask and answer the questions.

Suggested answers:

1. A. space buggy B. space shuttle C. Vostok spacecraft

2 & 3.

- A space buggy may be used by astronauts to travel on the surface of the Moon and carry out research.
- The space shuttles were used by NASA to bring astronauts on missions in space. They were also used to help assemble the International Space Station. There were five space shuttles built in total.
- Vostok 1, a spacecraft which was launched on 12 April 1961, taking Yuri Gagarin, a cosmonaut, from the Soviet Union into space.

* cosmonaut is astronaut. The word is used by the former Soviet Union.

- 2, 3, & 4 Ask Ss to work in bigger groups to do the project. Ss follow the instructions in the book. Answer Ss' questions if there are any. Ss may need to complete the project out of class. Remember to have Ss present their work, then ask the whole class to vote for the best planned and presented project.

Notes for teachers:

Vostok 1 was the first spaceflight in the Vostok programme and the first human spaceflight in history. The spaceship in picture 3 is Vostok 3KA, a spacecraft launched on 12 April, 1961, taking Yuri Gagarin, a cosmonaut from the Soviet Union into space. This was the first time a human entered outer space and also the first orbital flight of a manned vehicle.

Pronunciation of some pronouns

Enterprise	/'entəpraɪz/	tên con tàu
Mars	/mɑ:z/	sao hỏa
Mercury	/'mɜ:kjəri/	sao Thủy
Kirk	/kɜ:k/	tên thuyền trưởng
Kepler	/'keplə/	tên hành tinh
Jupiter	/'dʒu:pɪtə(r)/	sao Mộc
Saturn	/'sætɜ:n/	sao Thổ
Venus	/'vi:nəs/	sao Kim

