

**LEARNING OBJECTIVES****IN THIS UNIT YOU WILL ...**

Watch and listen	watch and understand a video about the Voyager space project.
Listening skill	understand meaning from context.
Critical thinking	find the best solution to a problem.
Grammar	use the second conditional.
Speaking skills	take turns in a discussion; show levels of agreement.
Speaking task	discuss how to get children interested in space exploration.



## UNLOCK YOUR KNOWLEDGE

Work with a partner. Look at the photo and answer the questions.

- 1 What is the machine in the photo? What does it do?
- 2 What types of things can we learn from studying the night sky?
- 3 Huge amounts of money are spent on studying space and space exploration. Do you think we should spend so much money on this research? Why / Why not?



## WATCH AND LISTEN



### PREPARING TO WATCH

- 1 Work with a partner. Answer the questions.
  - 1 What are the names of the eight planets in our solar system?
  - 2 What else is there in space?
  - 3 Do you think learning about space is important? Why / Why not?
- 2 You are going to watch a video about the Voyager space project. Look at the photos from the video. What are the people doing?

#### GLOSSARY


**NASA** (n) the National Aeronautics and Space Administration, the US government organization that plans and controls American space travel and studies space

**dish** (n) a round piece of equipment that receives information from objects in space

**speed of light** (n) how fast light moves (about 300 million metres per second)

**solar system** (n) the sun and the planets, such as Earth and Saturn, that move around it

### WHILE WATCHING

- 3  Watch the video. Complete the sentences with a number or word from the box. Then compare your answers with a partner.

11 17 1977 2012 space years


- 1 Voyager began its journey in \_\_\_\_\_ .
- 2 Almost 40 \_\_\_\_\_ later, Voyager still communicates with a dish.
- 3 It communicates with this dish over \_\_\_\_\_ billion miles away.
- 4 Voyager's message takes more than \_\_\_\_\_ hours to get to Earth.
- 5 The little green triangle shows Voyager in deep \_\_\_\_\_ .
- 6 In \_\_\_\_\_ , Voyager left our solar system.

ACTIVATING YOUR  
KNOWLEDGE

PREDICTING  
CONTENT USING  
VISUALS

UNDERSTANDING  
DETAIL

- 4 Read the questions and circle the correct answer.
- 1 Where does NASA communicate with Voyager from?  
a The Mojave Desert in California    b Kennedy Space Station in Texas
  - 2 Who is the scientist for the Voyager project?  
a Dr Edmund Halley                      b Dr Edward Stone
  - 3 What planets did Voyager fly by?  
a Mars, Venus, Jupiter                      b Jupiter, Saturn, Uranus  
and Mercury                                  and Neptune
  - 4 How fast does a message travel from Voyager to the dish?  
a at the speed of light                      b at the speed of sound
  - 5 Where did Voyager 1 become the first man-made object to ever travel to?  
a outside the solar system                      b inside the solar system

5  Watch again and check your answers to Exercise 4.

6 Answer the questions.

- 1 What was Voyager's goal when it flew by the planets?
- 2 Did the Voyager team know how long Voyager could survive?
- 3 What is NASA learning from Voyager?

## DISCUSSION

7 Work in small groups. Discuss the questions.

- 1 What are some things we learn from space organizations like NASA?
- 2 Do you think working for NASA would be exciting? Why / Why not?
- 3 Why might it be difficult to work for NASA?

8 Look at the ways to send messages in the box. Then answer the questions.

by phone    by post    by text    by email


- 1 What is the fastest way to send a message? What's the slowest way?
- 2 How do you know when someone gets your message?
- 3 Can messages be saved or deleted for each way? How?
- 4 Which way do you prefer to send messages? Why?

## UNDERSTANDING MAIN IDEAS

## LISTENING 1

### PRONUNCIATION FOR LISTENING

#### WORDS WITH EASILY-CONFUSED SOUNDS

1  8.1 Listen to the sentences. Underline two words in each sentence which sound the same.

- 1 When the sun is out, I make sure my son uses sunscreen so he doesn't get sunburnt.
- 2 Have you read the information about the Red Planet?
- 3 We are having a picnic, whether it is hot or not. It has been good weather recently, so we are hoping it will be nice.
- 4 She ate her dinner before she went out at eight o'clock.
- 5 There are two doctors in the family, and their daughter is also studying medicine.
- 6 Our guest was in the house for an hour.

2 Work with a partner. Take turns saying the pairs of words aloud. What do you notice about the spelling and the sound of the words?

- |                  |                |
|------------------|----------------|
| 1 weather /weðə/ | whether /weðə/ |
| 2 our /aʊə/      | hour /aʊə/     |
| 3 sun /sʌn/      | son /sʌn/      |
| 4 read /red/     | red /red/      |
| 5 there /ðeə/    | their /ðeə/    |
| 6 sent /sent/    | scent /sent/   |
| 7 ate /eit/      | eight /eit/    |
| 8 mined /maɪnd/  | mind /maɪnd/   |
| 9 for /fɔ:/      | four /fɔ:/     |
| 10 too /tu:/     | two /tu:/      |

3  8.2 Listen and write the sentences.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

PREPARING TO LISTEN

4 You are going to listen to a radio programme about space travel. Read the definitions. Then complete the sentences with the correct form of the words in bold.

- beyond** (prep) on the other side of something
- explore** (v) to travel around a place to find out what is there
- journey** (n) a long trip from one place to another
- path** (n) the direction that a person or thing moves in
- planet** (n) a large, round object in space that moves around the sun or another star
- reach** (v) to arrive somewhere
- spacecraft** (n) a vehicle that can travel into space
- surface** (n) the top or outside part of something


- 1 Scientists are trying to develop a \_\_\_\_\_ that can carry people all the way to Mars.
- 2 In our solar system, Earth is the only \_\_\_\_\_ humans can live on. Some people think that Mars could be a home for humans one day.
- 3 Researchers want to go deep into space and \_\_\_\_\_ other solar systems. There is a lot we could learn from research in space.
- 4 It takes about three days for a spacecraft to travel the 386,400 kilometres from Earth to the moon. That's a long \_\_\_\_\_ .
- 5 Earth's \_\_\_\_\_ is made up of large masses of land and large bodies of water.
- 6 Scientists hope to \_\_\_\_\_ Mars by the year 2030. Right now, only robots and satellites have arrived there.
- 7 The moon follows a \_\_\_\_\_ around Earth. Similarly, Earth follows one around the sun.
- 8 Scientists sent a satellite \_\_\_\_\_ our own solar system. We now have more information about places farther away from Earth.

WHILE LISTENING

SKILLS


**Understanding meaning from context**

Some words sound the same or very similar. If the words sound the same, you have to guess from the context which word is correct. Also, think about which type of word it is. For example, *read* is a verb, but *red* is an adjective.

5  8.3 Listen to the first part of the radio programme. Complete the sentences with the words you hear.

- 1 We'll think about the planets people haven't visited yet and \_\_\_\_\_ we are likely to visit some of them in the future.
- 2 Let's begin inside our own solar system, which is made up of all the planets and the \_\_\_\_\_.
- 3 Mars is known as the '\_\_\_\_\_ Planet' because of its colour.
- 4 NASA, the US government organization that studies space, so far has only \_\_\_\_\_ robot explorers to Mars.
- 5 Even with the danger, many people want \_\_\_\_\_ travel to Mars.

6 Read the sentences in Exercise 5 again and check the spelling of the words you wrote.

7  8.4 Listen to the second part of the radio programme. Complete the student's outline.

TAKING NOTES  
ON DETAIL

1 NASA plans to send people to asteroid

A Send to asteroid by <sup>(1)</sup> \_\_\_\_\_ ; asteroid = very large rock goes around <sup>(2)</sup> \_\_\_\_\_

1 Robot reaches asteroid and takes a large <sup>(3)</sup> \_\_\_\_\_

2 Robot sends it on a path around <sup>(4)</sup> \_\_\_\_\_

3 People <sup>(5)</sup> \_\_\_\_\_ asteroid piece in 2020s; travel on Orion spacecraft

B Other uses for Orion

1 No travel to Mars

2 <sup>(6)</sup> \_\_\_\_\_ new spacecraft

2 Lucy - BPM 37093

A <sup>(7)</sup> \_\_\_\_\_ star = white dwarf star

1 Doesn't burn, shines with <sup>(8)</sup> \_\_\_\_\_

2 Huge diamond

3 It is <sup>(9)</sup> \_\_\_\_\_ our solar system

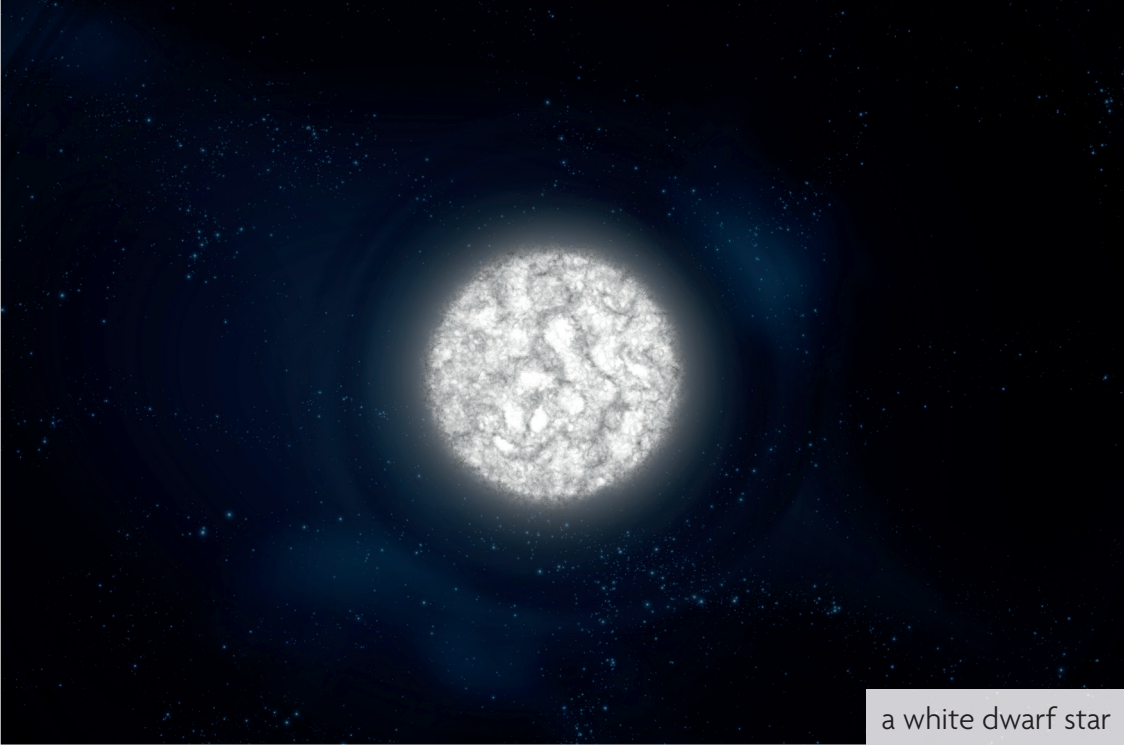
B Facts about Lucy

1 About <sup>(10)</sup> \_\_\_\_\_ kilometres across

2 Smaller than Earth - half as wide

3 Hot, with temperature of about 2,700 °C

4 Only half as <sup>(11)</sup> \_\_\_\_\_ as our sun



a white dwarf star

8 Write *T* (true) or *F* (false) next to the statements below. Then correct the false statements.

\_\_\_\_\_ 1 NASA plans to have robots take a boulder from an asteroid and send it around the moon.

\_\_\_\_\_

\_\_\_\_\_ 2 White dwarf stars are found in our solar system.

\_\_\_\_\_

\_\_\_\_\_ 3 Lucy is larger than Earth.


\_\_\_\_\_

\_\_\_\_\_ 4 Lucy is bigger than all of the diamonds found on Earth.

\_\_\_\_\_

\_\_\_\_\_ 5 A human trip to Mars is planned for the 2020s.

\_\_\_\_\_

9  8.4 Listen to the second part of the programme again. Write down one more piece of information about NASA's plans for Mars exploration and one more piece of information about the dwarf star Lucy.

1 \_\_\_\_\_

2 \_\_\_\_\_

## DISCUSSION

10 Work with a partner. Discuss the questions.

1 What are some possible reasons why people want to go to Mars?

2 What would be some of the benefits of being able to go there?

3 What do you think about a robot bringing an asteroid boulder to orbit the moon? What could be dangerous about that?



## VOCABULARY FOR PROBLEMS AND SOLUTIONS

- 1 Read the sentences. Then complete the table with the words in bold.
- We will talk about the **issue** of paying for space exploration.
  - What is the **impact** of space exploration on people today? Does it make our lives better?
  - What **options** do we have for paying for things like going to Mars? Is there more than one way to pay?
  - One **alternative** to the government paying for space research is private companies doing it.
  - If we don't have enough money for space exploration, it is a **problem** because then scientists cannot continue the very important research they are doing.
  - It seems that a **solution** to the problem of not having enough money could be to tax the companies that make a profit from space exploration.
  - When people stay in space for a long time, what **effects** are there? Do they get sick more or do they have trouble when they come back to Earth?

A word	B definition
a <u>option</u>	(n) a choice
b <u>effect</u>	(n) a change, reaction or result that is caused by something
c _____	(n) the answer to the problem
d _____	(n) the effect that a person, event or situation has on someone or something
e _____	(n) a situation that causes difficulties and needs to be solved
f _____	(n) an important topic or problem that people are discussing
g _____	(n) one of two or more things you can choose between

- 2 Which words in the table have similar meanings?

3 Complete the sentences with the words from Exercise 1. In some items, more than one answer is possible.

- 1 One \_\_\_\_\_ with going to Mars is that we don't have enough information about how to survive once we get there.
- 2 What is the \_\_\_\_\_ that we will discuss in class on Friday? I want to read more about it before then, so that I have enough support for my ideas.
- 3 In the future, will there be a(n) \_\_\_\_\_ to travel to space as a tourist or will only scientists be able to go?
- 4 What type of \_\_\_\_\_ would there be if we stopped exploring space? What do you think would happen?
- 5 There are about 500,000 pieces of space junk (old broken things in space) orbiting Earth that could harm a spacecraft. But the only \_\_\_\_\_ for a spacecraft to not get hit is to try to move out of the way of the junk.
- 6 I don't see any \_\_\_\_\_ to having governments pay for at least part of space research. Companies only want to pay for things that will make money, not for things that are just interesting to know.
- 7 What \_\_\_\_\_ does the moon have on people? Does a full moon cause things to happen on our planet or affect things in nature?



## THE SECOND CONDITIONAL

Use the second conditional to describe imagined situations that would happen under certain conditions in the present or future.

Use the past simple in the *if*-clause to describe the imagined situation. Use a modal verb (e.g. *would* / *could*) in the main clause to describe the predicted result or possible outcome.

The *if*-clause can come before or after the main clause. Use a comma between the clauses when the *if*-clause comes first.

*if*-clause | main clause  
If we **had** the right spacecraft, we **would send** people to Mars.

main clause | *if*-clause  
We **would send** people to Mars **if** we **had** the right spacecraft.

Notice that in the *if*-clause, the past form *were* (*be*) is used for all persons (*I, you, we, they, he, she, it*).

If a very light spacesuit **were** invented, people could walk around on Mars easily.



4 Complete the second conditional sentences with the words in brackets. Use *would* or *could* in the main clause.

- 1 If I became (become) an astronaut, I could go (go) to the moon.
- 2 If I \_\_\_\_\_ (meet) the president, I \_\_\_\_\_ (not / know) what to say.
- 3 I \_\_\_\_\_ (become) an astronaut if I \_\_\_\_\_ (study) Astrophysics.
- 4 If I \_\_\_\_\_ (be) more patient, I \_\_\_\_\_ (get) a PhD in Physics.
- 5 If I \_\_\_\_\_ (not / be) busy next week, I \_\_\_\_\_ (go) to the meeting.
- 6 Robyn \_\_\_\_\_ (think) of good solutions if she \_\_\_\_\_ (understand) the issue.
- 7 The programme \_\_\_\_\_ (be) more likely to succeed if the government \_\_\_\_\_ (give) more money.
- 8 If more interesting things \_\_\_\_\_ (happen), more people \_\_\_\_\_ (be) willing to give money to the project.

5 Complete the predictions about the future with your own ideas (1–4). Then write two of your own predictions (5 and 6).

- 1 If NASA sent people to Mars in the 2030s, \_\_\_\_\_
- 2 If more people studied Astrophysics and Astronomy, \_\_\_\_\_
- 3 If space travel were as easy as travelling on a plane, \_\_\_\_\_
- 4 If the government stopped paying for space exploration, \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

6 Work with a partner. Compare your sentences from Exercise 5. Are your predictions similar or different? Which do you think are more likely to happen?

## LISTENING 2

### PREPARING TO LISTEN

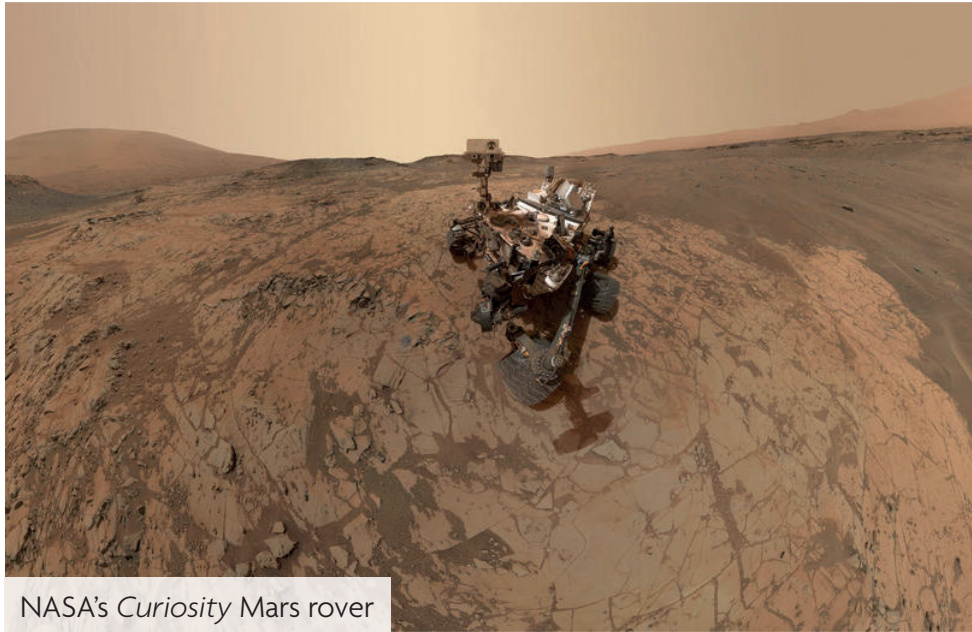
- 1 You are going to listen to a discussion about the ways to pay for space exploration. Read the sentences (1–6). Then choose the best definition (a or b) for the words in bold.
  - 1 We have two **options** for exploring Mars – we can send robots or we can send people.
    - a choices
    - b opinions
  - 2 The American space organization NASA has a **public** part of their website where anyone in the world can see their projects and offer ideas for how to use some of their inventions.
    - a only for one person or group and not for everyone
    - b open to everyone to see or use
  - 3 **Private** companies want to do research into space exploration. They do not receive money from the government and they pay for the research themselves.
    - a controlled by a person or a company and not by the government
    - b controlled by the government and not by a person or company
  - 4 An astronomer is an **expert** in the study of space. He or she often has a PhD degree in the field.
    - a someone who does not have enough knowledge about something
    - b someone who has a lot of knowledge about something
  - 5 The company hired a recent university graduate who had a lot of **talent**. The company was very happy that its new employee could do the job so well.
    - a a natural ability to do something
    - b good grades, e.g. in your university exams
  - 6 The supervisor **evaluated** the project to see if it was good enough for the company to continue to spend money on it.
    - a fixed something so that it was of the appropriate standard
    - b considered or studied something carefully to decide how good or bad it was

### UNDERSTANDING KEY VOCABULARY




PREDICTING  
CONTENT USING  
VISUALS

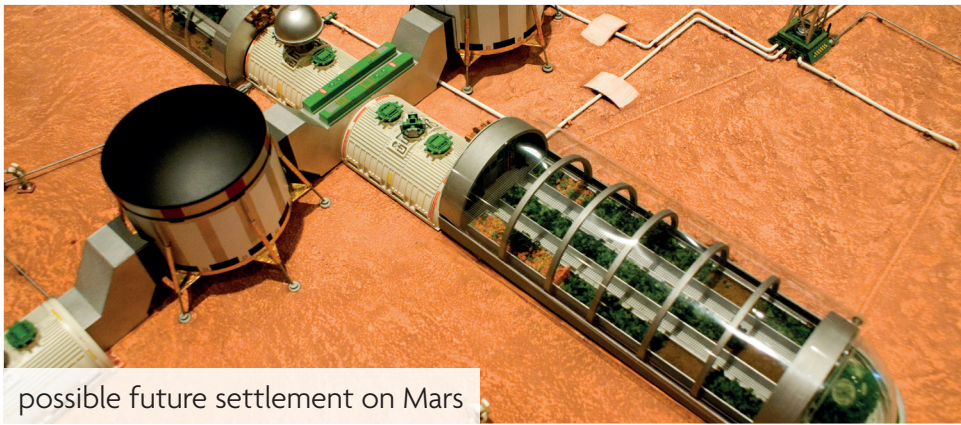
- 2 Work with a partner. Look at the photo and answer the questions.
  - 1 Do photos like these make you feel interested in learning more about space exploration? Why / Why not?
  - 2 Who do you think pays for exploring space?




WHILE LISTENING

- 3  8.5 Listen to the first part of the talk introducing the discussion. Complete the sentences.
  - 1 We'll begin today's discussion with a look at how to pay for space \_\_\_\_\_.
  - 2 We'll also evaluate the \_\_\_\_\_ of space exploration and whether the money we spend is worth it. We will first look at the \_\_\_\_\_ for paying for space exploration.
- 4 You are going to listen to the second part of the discussion. What do you think the purpose of the discussion will be? Choose the most likely option.
  - 1 to describe what space exploration is like
  - 2 to think about options for paying for space exploration and the good and bad points of exploring space
  - 3 to make a new plan for future space exploration and for humans living on other planets
- 5 Work with a partner. Compare your predictions from Exercise 4. Do you agree?

LISTENING FOR  
MAIN IDEAS




possible future settlement on Mars

- 6 Work with a partner. Predict the topics that you think will be included in the second part of the discussion.
- 1 time taken to travel to other parts of space
  - 2 the benefits of space exploration
  - 3 current space exploration projects
  - 4 money spent on space exploration
  - 5 the number of people working in space exploration
  - 6 who pays for space explorers
- 7  8.6 Listen to the second part of the discussion. Complete the student's notes.

TAKING NOTES  
ON DETAIL

speaker	opinion	reason
Dr Jun Wu	Wants funding from (1) _____	Space exploration is (2) _____ Space explorations shows us how (3) _____, what stars do, the effects on people in space
Raj Padow	Wants funding from (4) _____	Because companies get (5) _____ from discoveries made in space exploration
Dorota Loy	Wants (6) _____ money for exploration	Because (7) _____ benefits from space exploration Get funding from governments, private companies and private (8) _____ People around the world giving money on (9) _____

- 8**  **8.6** Listen again. Use your notes to check your answers to Exercises 4 and 6.

## DISCUSSION

- 9** Work in small groups. Use ideas from Listening 1 and Listening 2 to discuss the following questions.
- 1 Do you think people should try to go to Mars? Why / Why not?
  - 2 Who do you think should pay for space exploration? Why? Have you changed your mind based on what you have learnt in this unit?
- 10** Work with a partner. Look at the pictures below and on pages 180 and 181 and discuss the questions. Use your notes to support your answers.
- 1 Do you think people will live on Mars in the future? If yes, in what year?
  - 2 What would be the advantages or disadvantages for people?
  - 3 Would you like to visit or live there? Why / Why not? If you lived there, what would you do in your free time?

## SYNTHESIZING



# SPEAKING

## CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Discuss how to get children interested in space exploration.

SKILLS

### Finding the best solution to a problem

When you are trying to work out a solution to a problem, you are unlikely to find the best answer right away. A good strategy is to think of several solutions. Then evaluate them, to decide which is the best.

- 1 Work with a partner. Look back at your notes from Listening 2. What is the main problem that the speakers discuss? Write your answer in the *problem* column of the table.

problem	possible solution 1
	possible solution 2
	possible solution 3
	possible solution 4

- 2 What solutions did the speakers suggest? Write your answers in the *possible solution* sections in the table.
- 3 Which of the four possible solutions do you think is best? Why? Compare your answer with a partner.

REMEMBER



EVALUATE

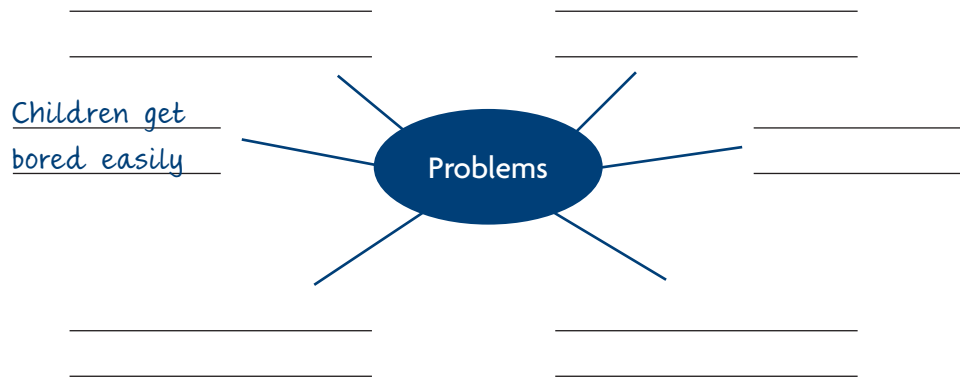






APPLY

- 4 Look at the speaking task on page 183. What problems do you think you might face in getting children interested in space exploration? Add them to the ideas map below.



EVALUATE

- 5 Compare your problems from Exercise 4 with a partner. Which of the problems do you think is the most serious? Why?



ANALYZE

- 6 Choose one of the problems you identified in Exercise 4, or one from the list below (1–4). Then complete the table with the problem and possible solutions. You will use this information in the speaking task at the end of this unit.

- 1 We are in a city and in cities it is hard to see the stars.
- 2 Children these days want fast-moving entertainment, like video games and television, so they might get bored.
- 3 Equipment like telescopes can be expensive and we don't have much money.
- 4 Our astronomy club is in a small town far away from astronomy experts, such as university professors. How can we find an expert to help us?

problem	possible solution 1
	possible solution 2
	possible solution 3
	possible solution 4

- 7 Work in small groups. Take turns sharing your solutions to the problem you chose. Does your group agree with your possible solutions?
- 8 Work in the same group. Discuss the questions about problem solving.
  - 1 Can you think of any other ways to organize your ideas about problems and solutions? Look back at the different tables in the units of the book to help you.
  - 2 What kind of information can you give to support your ideas for possible solutions? Think of supporting ideas you can add to the table in Exercise 6 to help you.



## PREPARATION FOR SPEAKING

### TURN-TAKING

- 1 People often use fixed phrases to invite others to speak, interrupt or continue speaking when someone has stopped them. Complete the table with the turn-taking phrases.

- a What is your opinion?
- b Could I finish?
- c I'd like to finish my point.
- d Could I just say something?
- e Sorry, but I have to interrupt you and say ...
- f You haven't said much. What do you think?
- g Why don't you start us off ... ?
- h Sorry, but can I just say ... ?
- i Would anybody like to say anything else about ... ?
- j Let me just finish what I was saying.

inviting someone else to speak	interrupting	continuing to speak
Let's get your thoughts on this.	Could I just say something here?	Could I finish my point? Please allow me to finish.

2 Complete the dialogue with phrases from Exercise 1. In some items, more than one answer is possible.

Halil: We are discussing the best way to travel.  
(1) \_\_\_\_\_, Ramona?

Ramona: For me, it is definitely by train. You can relax and watch the world go by as you travel and ...

Shin: (2) \_\_\_\_\_? Doesn't that depend on the train?  
In many cities, you can't sit down. Trains are too crowded and ...

Ramona: (3) \_\_\_\_\_. You can relax and watch the world go by, but that's in a city where the trains are not too busy.

Halil: (4) \_\_\_\_\_ trains?

Lisa: No, but I'd like to talk about bikes. They are the cheapest way to travel.

Ramona: I agree. It is another good way to travel.

Halil: And Roberto, (5) \_\_\_\_\_? (6) \_\_\_\_\_?

Roberto: Sorry! I wasn't listening!



3 Work in small groups. Read the dialogue aloud.

4 Divide the phrases into those we use to start a discussion and those we use to finish a discussion. Write *S* (start) or *F* (finish).

1 Let me begin by asking ... \_\_\_\_\_

2 Let me end this by saying ... \_\_\_\_\_

3 We'll begin today's discussion by ... \_\_\_\_\_

4 Would you like to start? \_\_\_\_\_

5 So, to conclude ... \_\_\_\_\_

6 Finally, ... \_\_\_\_\_

## SHOWING LEVELS OF AGREEMENT

In discussions it is important to let others know that you understand their points and how much you agree with them. You can show you agree with someone by using these phrases:

### Phrases showing strong agreement:

*I agree with you completely / 100 percent.*

*You're absolutely right.*

*I feel exactly the same.*

*That's a good point.*

You can let others know that you have understood their points, even if you don't agree with them, by using these phrases:

### Phrases showing weak agreement or understanding (but maybe not agreeing):

*I suppose / guess so.*

*You could / might be right.*

*You have a point.*

*I see your point.*

*I hear what you're saying, (but) ...*

- 5 Complete the dialogue with phrases from the box. Use the words in brackets to help you choose phrases for strong or weak agreement. In some items, more than one answer is possible.

**Ela:** I think that it is really important for children to have an interest in space exploration – we need to make sure these important programmes continue into the future.

**Carlos:** <sup>(1)</sup>\_\_\_\_\_. (weak) But do you think we really need a lot of kids interested in space?

**Hao:** Hmm. Carlos, <sup>(2)</sup>\_\_\_\_\_, (weak) but Ela has a good point. Even if people don't work on space exploration, we still need engineers so we have satellites in orbit for our phones and GPS.

**Ela:** <sup>(3)</sup>\_\_\_\_\_, (strong) Hao. And we have satellites for predicting the weather, too.

**Carlos:** <sup>(4)</sup>\_\_\_\_\_. (strong) I don't want to lose those things. But I don't think kids need to get interested in living on Mars.

**Ela:** Hmm. <sup>(5)</sup>\_\_\_\_\_. (weak) Well, who knows what will happen with global warming and our future. Don't you think it would be good to have some options?

**Hao:** I think both of <sup>(6)</sup>\_\_\_\_\_. (weak) Still, maybe it is good to at least ensure children know about space exploration.



## SPEAKING TASK

Discuss how to get children interested in space exploration.

### PREPARE

- 1 Look back at your notes on page 184 in the Critical thinking section. Add any new information to the table.
- 2 Work in small groups. Share your ideas for how you can get children interested in space exploration. Follow these steps:
  - Use the table in Exercise 6 in the Critical thinking section to help you.
  - Make sure that you discuss possible problems and solutions.
  - Use the language from the Preparation for speaking section to take turns in your discussion, to show different levels of agreement and to acknowledge other people's ideas.
- 3 You are going to discuss your ideas with another group. Choose which points from your discussion in Exercise 2 you will discuss.
- 4 Refer to the Task checklist below as you prepare for your discussion.

TASK CHECKLIST	<input checked="" type="checkbox"/>
Use phrases to acknowledge and agree with others' points.	<input type="checkbox"/>
Use vocabulary for problems and solutions.	<input type="checkbox"/>
Use the second conditional correctly.	<input type="checkbox"/>
Use phrases for turn-taking.	<input type="checkbox"/>

### DISCUSS

- 5 Work with another group. Take turns discussing your ideas. Take notes on other people's ideas and any problems you see with their plans. Ask follow-up questions.
- 6 In the same group, decide which ideas are best.
- 7 Compare your final plan with other groups. Which is the best plan?

## OBJECTIVES REVIEW

- 1 Check your learning objectives for this unit. Write 3, 2 or 1 for each objective.

3 = very well   2 = well   1 = not so well

### ***I can ...***

watch and understand a video about the Voyager space project. \_\_\_\_\_

understand meaning from context. \_\_\_\_\_

find the best solution to a problem. \_\_\_\_\_

use the second conditional. \_\_\_\_\_

take turns in a discussion. \_\_\_\_\_

show levels of agreement. \_\_\_\_\_

discuss how to get children interested in space exploration. \_\_\_\_\_

- 2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.



### WORDLIST

alternative (n)

beyond (prep)

effect (n)

evaluate (v)

expert (n)

explore (v)

impact (n)

issue (n)

journey (n)

option (n)

path (n)

planet (n)

private (adj)

problem (n)

public (adj)

reach (v)

solution (n)

spacecraft (n)

surface (n)

talent (n)

The words which are noted with a are among the most frequent words in the Cambridge Academic Corpus.