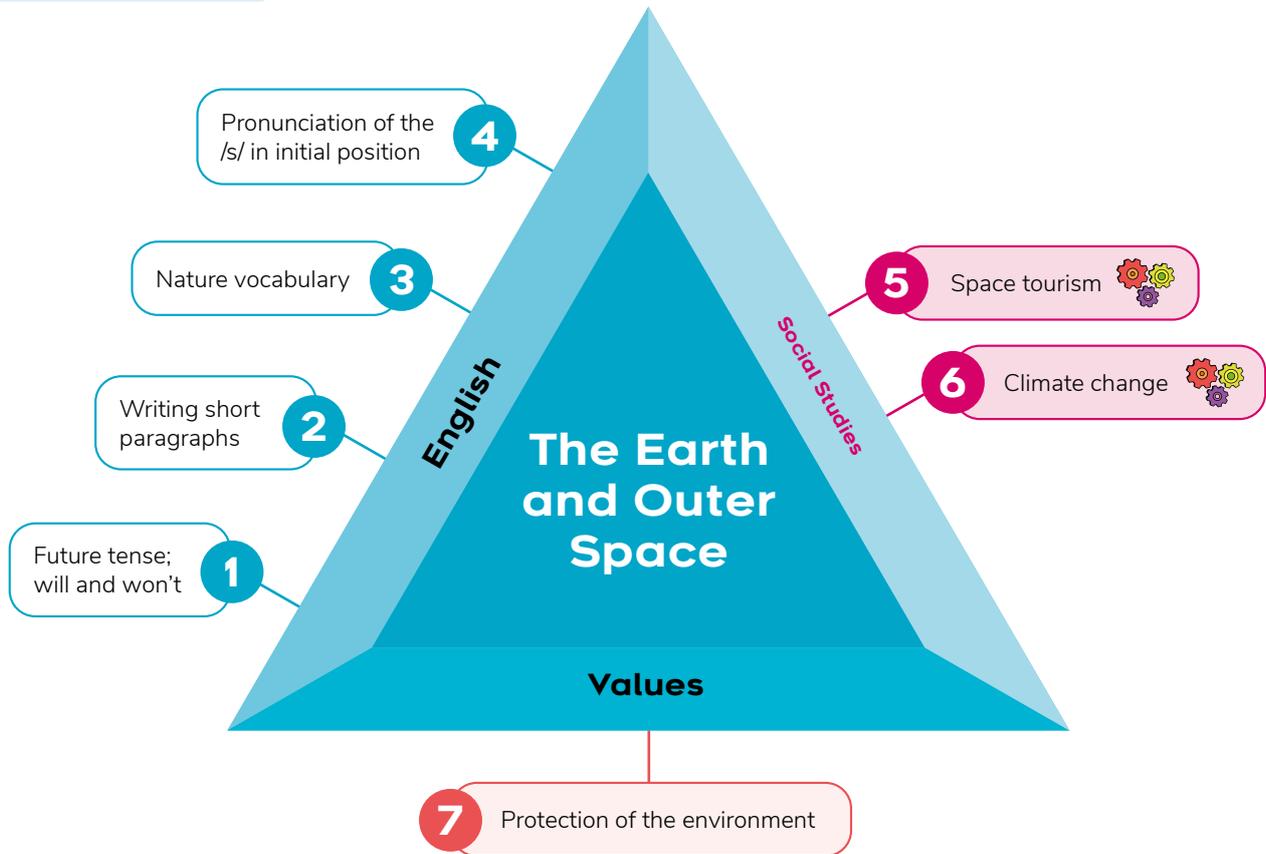


Curricular Threads: Communication and Cultural Awareness,
Oral Communication, Reading, Writing, Language through the Arts

Sixth Grade EGB



Life in the year 2050

What do you think life will be like in the year 2050? Will there be flying cars? Will people travel to space on vacation? It is fun to think about the new possibilities that will exist in the future but we also have to consider important things like, "Will we find a solution for climate change?"



What do you think the world will be like in fifty years?

Communication and Cultural Awareness

What will life be like in the future?

Future Achievements

Exercise 1. Pair work. Circle the predictions in the chart that you think will happen in the future. Then, compare your answers with a partner. Do you have similar or different opinions?



Transportation	Housing	Computers and Robots
Cars will fly.	Most people will live in skyscrapers .	Robots will take control of our planet.
Cars won't need a driver.	There will be a hotel in space.	Most people will have an assistant robot.
Everyone will travel to space in space crafts.		



Tip

We can use the phrase "I think you're right" to show we agree with someone. We use "I don't think so" to show we disagree.

A: I think that cars won't need a driver in the future but I do think they will control a lot of activities on the planet.

B: I think you're right, but I don't think that robots will take control of our planet.

Exercise 2. Group work. Get in groups of 2-3 students and discuss these questions: What will the world be like in 50 years? What about 100 years? What will be the same and what will change? Why? Remember to use the phrases "I think you're right" or "I don't think so."

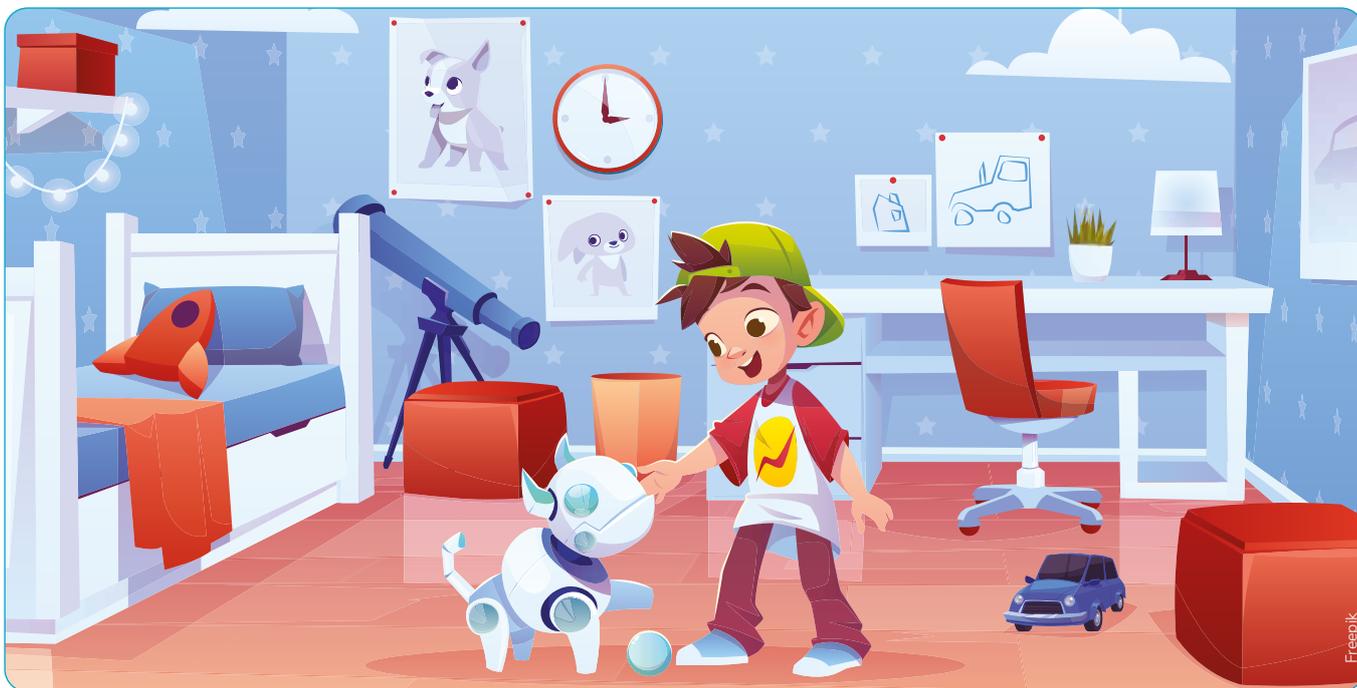
Vocabulary

skyscraper. a very tall building

Oral Communication

Would you like to have a dog that is a robot?

Pet Robots



Exercise 1. Pair work. Look at the picture and discuss these questions with a classmate: Is the dog real? Do you like it?

Exercise 2. Listen to an inventor talk about a robot dog. Complete the table with the actions the robot dog will perform in the future. Use the words in the box.

eat use come move

act drink make be

- He will _____ like a real dog.
- The sensors will _____ him learn, act and **develop** a personality.
- He will _____ his eyes and body to communicate his **feelings**.
- When he's sad, he will _____ slowly.
- When he's tired, his eyes will _____ half-closed.
- The robot dog will _____ running when his **owner** gets home.
- He won't _____ or _____.

Exercise 3. Group work. In groups of 3-4 students, imagine you have to design a robot pet. What pet would you like to make? What will it be able to do? What won't it be able to do?

Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.



Vocabulary

develop. to change or grow

feelings. sensations

owner. someone who possesses something

Reading

Have you ever seen a drone before?

Drones



A drone is a flying robot that has sensors, a **GPS** and even cameras to record videos or take pictures. People use them for different purposes like geographic analyses, road monitoring, or photography. The military uses them for observation. To operate a drone, you have to use a computer system and control them from the ground. Drones fly at different speeds, and some of them do flips in the air. Others have **LED** lights and can fly at night. They are built with **transmitters** that work over long distances and have **rechargeable** batteries. The material they are made from is very resistant to protect them from **crashes**.

Adapted from: <https://www.youtube.com/watch?v=xULKek0ZL38>

Exercise 1. Look at the image. Do you know what it is? Underline the words that you think describe it.

Small – Modern – Big – Old – Interesting
Expensive – Cheap – Strong

Exercise 2. Read the text and complete the chart with the missing information about drones.

Purposes	Functions	Parts
Geographic analyses.	Controlled with a computer system.	They have sensors and a GPS.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Exercise 3. Read the article again and come up with three other uses for drones. Write them on the lines below.

1. _____
2. _____
3. _____

Vocabulary

GPS. a radio system that uses signals from satellites to tell you where you are and to give you directions to other places

LED light. a type of light bulb that uses less energy than other light bulbs

transmitter. a device that sends out radio or television signals

rechargeable. a battery that can be used again and again

crash. to damage something by hitting or falling on it

Writing

How can we talk about the future?

Future Predictions

Exercise 1. Read the predictions about the future in the box. Put a check mark (✓) next to the predictions you think will probably happen.

- We will use flying cars.
- There won't be any more **pollution**. Robots will take people's jobs.
- We will find a solution to **climate** change. We will have assistant robots at home.
- People will travel to space on **vacation**.

Exercise 2. Write a paragraph about your own future predictions about the year 2050. Use the three ideas you selected in Exercise 1. Organize your ideas like this:

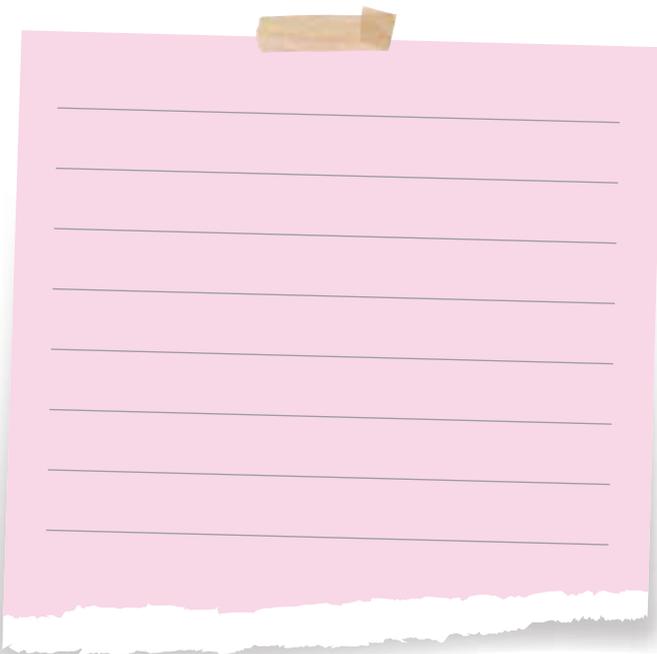
Topic sentence: Say that there will be important changes by the year 2050.

Supporting sentence 1: Write your first prediction.

Supporting sentence 2: Write your second prediction.

Supporting sentence 3: Write your third prediction.

Conclusion: Write the topic sentence again using different words.



Grammar Tip

We use the verb **will** with predictions about the future of things we think are going to happen.

We use **won't (will not)** with predictions about the future that we think are not going to happen.

E.g.: I think that we **will** have flying cars by the year 2050.

E.g.: I think we **won't** have a solution to climate change by the year 2030.



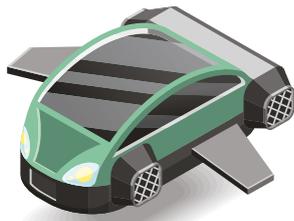
Vocabulary

pollution. things that make the land, water and air dirty like garbage, chemicals, and smoke

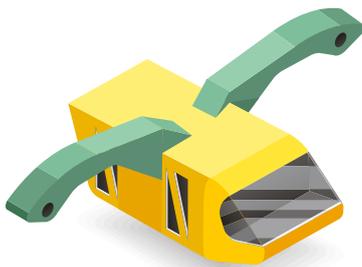
climate. the usual weather conditions in a particular place or region

vacation. a period of time that a person spends away from home, school, or work to relax or travel

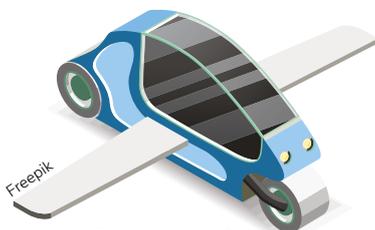
Language Through the Arts



Flying car 1



Flying car 2



Flying car 3

Exercise 1. Look at the three drawings of flying cars. How are they the same or different? Put a check mark (✓) next to the characteristics they all have.

	Flying car 1	Flying car 2	Flying car 3
Windows			
Wheels			
Wings			

What do you think cars will look like in the future? Children around the world like to **design** their own flying cars and they have very interesting ideas. Some kids think about alternative sources of **fuel** for their vehicles. One of them uses chocolate to run the vehicle. Others decide that the **wheels** can transform into **propellers** that make the car fly. Still other children design cars that can run on water. What all these children have in common is that they think of alternative energy sources and new **environment-friendly** materials.

Adapted from: <https://www.fastcompany.com/90155810/10-kids-designed-the-car-of-the-future-and-theyre-brilliant>

Vocabulary

design. make or draw plans for something source. the place something comes from

fuel. a substance that is used to provide power

wheel. a circular object used to make things move like cars

propeller. a device with blades that turn around to make the vehicle move

environment-friendly. something that doesn't hurt the planet

Exercise 2. Pair work. Design your own flying car! Discuss some ideas for your car with a classmate and draw it in the space below. You can say:

Student A: My flying car has special wings.

Student B: My flying car uses solar energy to fly.

Oral Communication



Social Studies

Would you like to travel to space on vacation?

Space Tourism



Exercise 1. Listen to a science teacher and a student talk about space tourism. Then, answer the questions.

a. Will it be cheap to travel to space?

b. Where will tourists stay?

c. How long will they stay?

Exercise 2. Pair work. Discuss the possibility of space travel in the future. Answer these questions with a classmate.

- a. Would you travel to space even if it was very expensive?
- b. Do you think we will be able to travel to other planets like Mercury or Mars?
- c. Do you think that traveling to space could be dangerous? Why or why not?

Tip

Remember to use **will** to talk about things you think are going to happen (affirmative) and **won't** for things you think are not going to happen (negative).

Exercise 3. Write three sentences about your predictions for space travel in the future.

1. _____
2. _____
3. _____

Vocabulary

outer space. the part of space that is very far away from Earth

flight. a journey in an aircraft

Communication and Cultural Awareness



Social Studies

What do you think climate change means?

Climate Change



Exercise 1. Look at the pictures and answer the questions below.

1. What do you see in the images?

2. What does the fire represent?

3. What does the ice represent?

4. What's happening to the world now?

Exercise 2. Mark these statements as **True (T)** or **False (F)**.

- Global warming means that the temperature of the Earth is getting colder every year.
- Global warming makes the weather on the planet more extreme.
- Fires cause a lot of destruction and release lots of oxygen into the atmosphere.

Climate change, or global warming, is a serious problem facing our planet. It means that the temperature of the Earth is getting hotter every year. This change makes our weather more extreme, and as a result, lots of animals and even humans won't be able to **adapt** to climate changes in the future. For example, warmer weather makes **forests** very dry and when a fire happens in an area where there is a lot of dry wood and grass, it is very difficult to stop it. These fires cause a lot of destruction and release lots of carbon dioxide into the **atmosphere** which is harmful to humans.

Adapted from: <https://www.fs.usda.gov/pnw/page/fire-effects-environment#:~:text=It%20plays%20a%20key%20role,greenhouse%20gas%E2%80%94into%20the%20atmosphere.>

Exercise 3. Pair work. Discuss some solutions to climate change with a partner.

- a. What are some solutions?
- b. What can we do ourselves to stop the problem?



Vocabulary

adapt. to change something so that it functions better for a certain purpose

forest. a lot of trees and bushes that covers a large area

atmosphere. the whole mass of air that surrounds the Earth; similar to the Spanish word "atmósfera"

Oral Communication

How do you think climate change is affecting the earth?

Effects of Climate Change



Freepik

Exercise 1. Listen to a science teacher talk about possible future problems in the environment. Then, match the beginning of each sentence with the correct ending. Write the correct letters in the blanks.

- | | | |
|-------------------------------|-----------------------|--|
| Glaciers | <input type="radio"/> | a. will move to colder places when their habitats get warm. |
| The ocean levels | <input type="radio"/> | b. will be more hurricanes, droughts and floods in different areas of the world. |
| Animals | <input type="radio"/> | c. will continue to melt in different places around the world. |
| Scientists predict that there | <input type="radio"/> | d. will probably disappear. |
| Some species | <input type="radio"/> | e. will rise causing floods in cities located at the coast. |

Exercise 2. Pair work. Think about some recent events that you have heard about or that have happened concerning nature (fires, floods, hurricanes, etc.) Discuss them with a partner. Do they show that climate change is getting worse?

Exercise 3. Write down five things that you think cause global warming.

1. _____
2. _____
3. _____
4. _____
5. _____

Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.



Vocabulary

- glacier.** a large mass of ice
- melt.** to turn from solid into liquid flood. To be covered with water
- habitat.** the place where an animal or plant usually lives
- hurricane.** a violent windx that has a circular movement
- drought.** a long period where there is little or no rain

Language Through the Arts

What would you do if you saw a flying car?

A Flying Car

Exercise 1. Listen to the song Mary Had a Flying Car. Then, answer the questions.

1. Where did Mary go on her flying car?

2. What did the children do?

Exercise 2. Listen to the song again and complete the missing parts with the phrases in the box.

- a. All the children laughed and played to see a car that flew
- b. Everywhere that Mary went, her car was sure to go
- c. School one day, school one day
- d. Mary had a flying car that soared so high and low

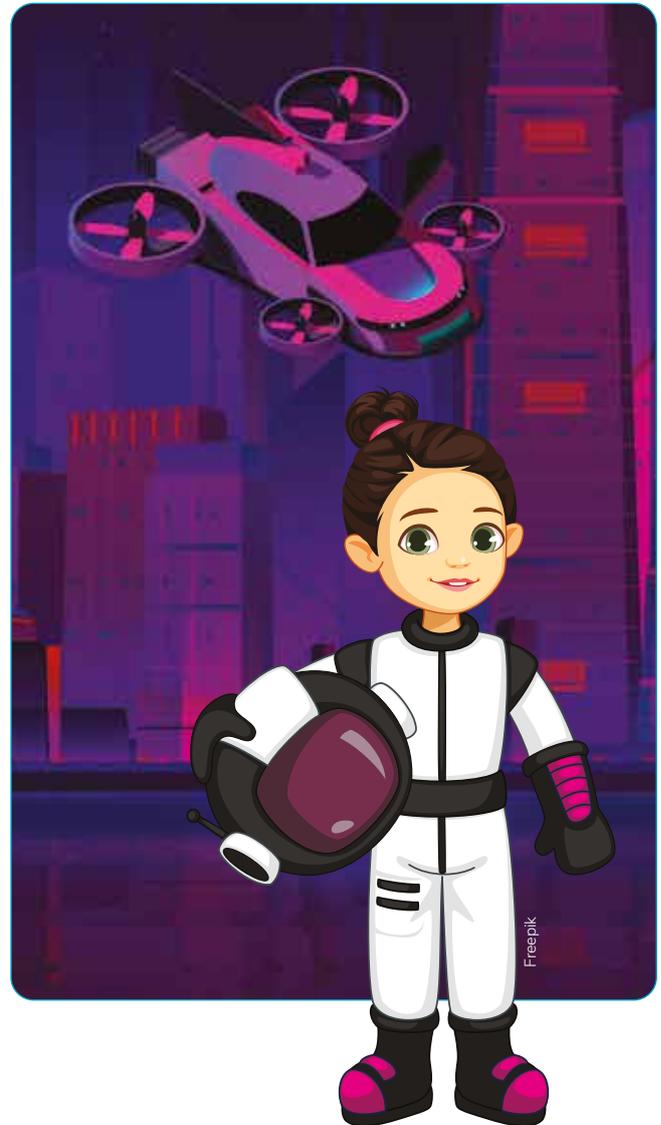
Mary had a flying car, flying car, flying car,

And everywhere that Mary went, Mary went, Mary went,

She flew the car to school one day,

She flew the car to school one day, which was against the rules,

All the children laughed and played, laughed and played, laughed and played,



Exercise 3. Imagine Mary brings her flying car to your school! What do you think it would look like? Describe it with a partner.

The original version of this song is called Mary Had a Little Lamb. It's a children's song that originated in the U.S.A. in the nineteenth-century.

Vocabulary

soar. to go up very quickly to a high level

against. in opposition to

laugh. to smile and make sounds with your voice

Retrieved from: <https://www.youtube.com/watch?v=CmqsbGNwEMg>

Oral Communication

Have you ever heard about polar bears?

Polar Bears



Exercise 1. Pair work. Look at the picture of the map and answer these questions with a partner. Where do polar bears live? What do you think is happening to polar bears?

Exercise 2. Now, listen to an expert talk about the extinction of polar bears. Underline the sentences that are true.

- They can't hunt for food because the ice is melting.
- They are the smallest carnivores on Earth.
- There is too much ice in the sea.

Tip

Learn and practice the words in the *Vocabulary* before you listen to the audio.

Vocabulary

freezing (freeze). when the temperature of an area goes below 0 degrees Celsius seal. a large mammal that lives in the sea and on ice

hunt. to chase and try to catch and kill

melting (melt). to turn from something solid into something liquid

Exercise 3. Complete the sentences with the words below. Then, listen to the audio again and check if you were right.

melting

bodies

hunt

global warming

carnivores

ice

Canada

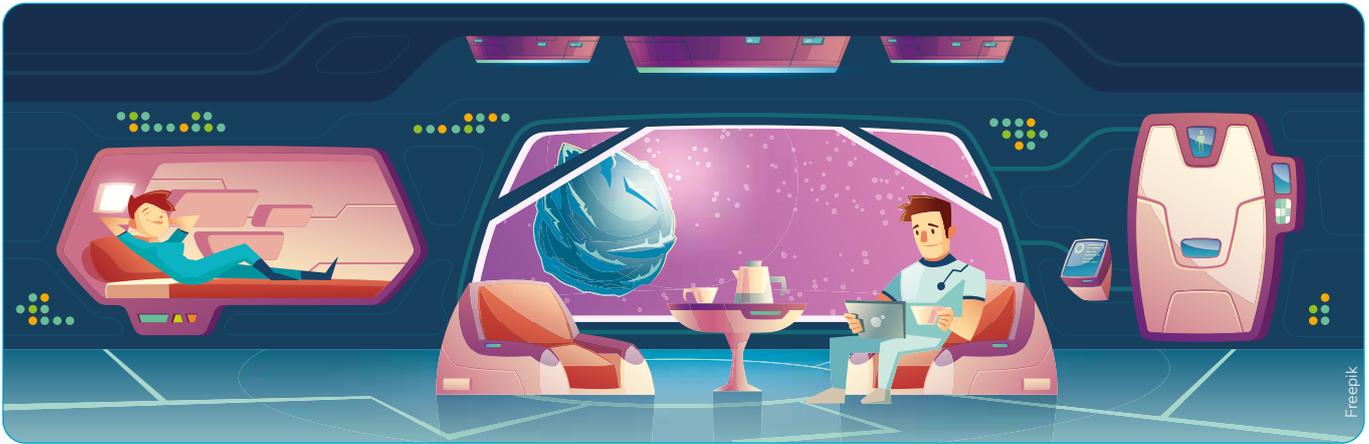
air

Polar bears live in places like the Arctic, (1) _____, Alaska, Russia and Norway. They survive in the coldest areas because their (2) _____ protect them from the freezing (3) _____ and water. They are the largest (4) _____ on Earth. They eat seals, and they depend on the (5) _____ to hunt for food. Because of (6) _____, the ice in the sea is (7) _____ earlier than it used to and forming too late. For this reason, polar bears have less time to (8) _____ and it's difficult for them to survive.

Reading

How many types of space trips do you think will exist in the future?

Space Travel



Exercise 1. Pair work. Look at the picture and check the predictions that describe it.

1. In the future people will travel to space on vacation.
2. They'll travel in a rocket.
3. They'll wear space suits.
4. They won't take big suitcases.
5. They won't have to pay much money.

In the future there will be three kinds of space travel: parabolic, suborbital and orbital.

Parabolic flights are also known as “Zero-gravity flights.” In these trips, passengers will travel on special aircrafts and will experience **weightlessness**. They will pay about \$5,000 per person.

Suborbital flights will take passengers to outer space, but they won't complete an entire **orbit** of Earth. These flights will cost about \$200,000 per passenger.

The orbital flight will complete one orbit of Earth, and it will be very expensive. Each tourist will pay about \$40 million for the flight.

Adapted from: http://factsfornow.scholastic.com/article?product_id=nbk&type=0ta&uid=10806633&id=100019_41

Exercise 2. Read the text about space travel. Then, answer the questions in small groups of 2-3 students.

- a. How will passengers travel in parabolic flights?

- b. How much will a suborbital flight cost?

- c. Will a suborbital flight complete one orbit of Earth?

- d. Which will be the most expensive space flight?

- e. In which trip will tourists only experience zero gravity?

Exercise 3. Pair work. Imagine you got an invitation to travel to space. Which of the three space flights would you choose and why? Discuss it with a partner.



Vocabulary

weightlessness. not being affected by gravity; to have no weight

orbit. the curved path in which a spacecraft moves around another body

Writing

Would you buy a flying car?

Advantages of Flying Cars



Freepik

Exercise 1. Read the advantages of having a flying car. Put a check (✓) next to the three ideas that you like the most.

Advantages of a flying car

- 1. It has wings that fold up when you want to drive on the ground.
- 2. You travel long distances in a short time.
- 3. There is no traffic in the sky.
- 4. Flying is safer than driving.
- 5. Some flying cars do not need a driver.

Retrieved from: <https://www.online-sciences.com/robotics/future-flying-cars-advantages-disadvantages-design-ty pes-developments/>

Exercise 2. Write a paragraph about the advantages of having a flying car. Use some of the ideas from Exercise 1.

Grammar Tip

Use the words **first**, **also**, and **finally** to join your ideas in a paragraph.

Use **and** to make join two sentences or to add extra information.

E.g.: A flying car takes you quickly where you want **and** it is a safe way of moving around.



Vocabulary

advantages. benefits of something

wings. horizontal structures that are on the side of an aircraft and support it when it is flying

fold up. to bend something so that one part of it lies on the other part

Assessment

Listening / Reading

Listen to an audio about Artificial Intelligence. Complete the text with the words from the box.

search

feelings

learn

fast

scientists

machine

Artificial intelligence is the ability of a
(1) _____ or a computer program
to learn. In the future, machines will
(2) _____ and solve problems.
They will do some tasks better than humans can.
For example, they will (3) _____
information and will calculate things
(4) _____ and easily, but computers
won't be able to do everything. They won't
perceive their environment the way people do.
(5) _____ want to create artificial
intelligence that will feel emotions. For example,
they want robots to create art. Do you think
machines will have (6) _____ in
the future?

Retrieved from: <https://www.factmonster.com/dk/encyclopedia/science/artificial-intelligence>



Writing

Look at the image? What will a toy robot do in the future? What won't the robot do? Write five sentences using the will / won't verb construction.



Freepik

A large yellow notepad with horizontal lines and a hole-punch edge on the left side, intended for writing answers.

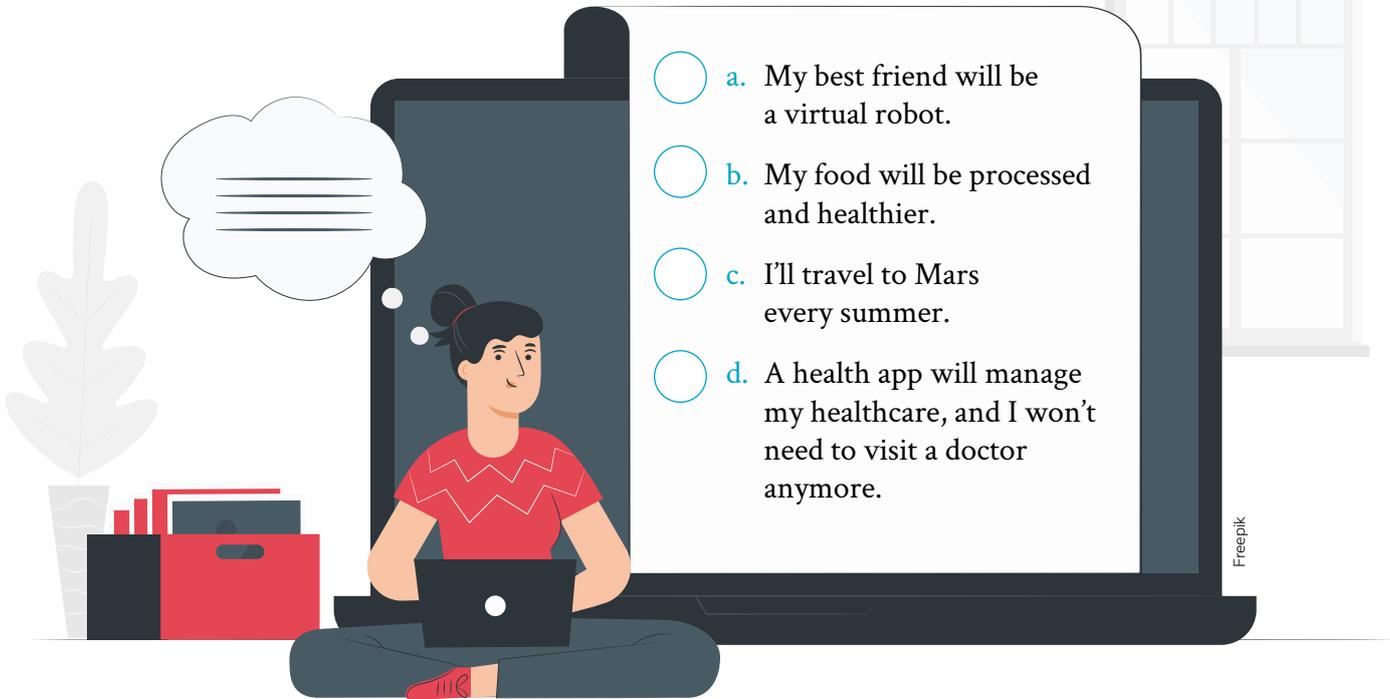
Speaking

Pair work. Read your sentences to a partner. Are your ideas similar or different?

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Reading

Johanna is predicting what her life will be like by the year 2050. Read her online post and put a check (✓) next to what you think will happen.



- a. My best friend will be a virtual robot.
- b. My food will be processed and healthier.
- c. I'll travel to Mars every summer.
- d. A health app will manage my healthcare, and I won't need to visit a doctor anymore.

Listening / Grammar

Listen to a girl predict what will happen in her life when she gets older. Underline the correct answers.

- a. I'll live / I won't live in a big house when I get older.
- b. My family and I will / won't have lots of pets.
- c. I will / won't forget my friends when I grow up.
- d. People will / won't drive flying cars 10 years from now.

Writing / Speaking

Pair work. Write three predictions about what your life will be like in the year 2050. Then, share your predictions with a partner.

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation Topics	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can understand academic information about space.				
I can write a paragraph to show sequence.				
I can understand and use words about space.				

Communication and Cultural Awareness

What can we do to protect our environment?

Our Environment at Risk



Exercise 1. Pair work. Read these tips on **conservation** and discuss them with a partner. You can ask: How many of these tips do you do? How do they help the planet?

Here are some important recommendations we have to consider to help control climate change.

1. Use energy-saving **light bulbs**.
2. Walk or ride a bike to **nearby** places. Don't use cars everywhere you go.
3. Turn-off electrical items when you are not using them.
4. Say "no" to plastic bags. They take a long time to **disintegrate**.

Exercise 2. Think of three other tips that can help the planet and write them below.

1. _____
2. _____
3. _____

Exercise 3. Group work. Get into groups of 3-4 students. Share the ideas you wrote in Exercise 2 with your group. You can say, "I think that's a great idea because..." if you agree or "I don't think that will work because..." if you disagree.

Did you know that cookies can be bad for our planet? That's because producers make most cookies with palm oil. People are destroying rainforests to have more palm oil plantations. These plantations are one of the biggest reasons for **deforestation** around the world.



Vocabulary

conservation. the careful use of natural resources like trees, water, etc., to prevent them from being lost or wasted

light bulb. a rounded glass container that produces light with an electric current

nearby. close, not far away

disintegrate. to break apart into many small parts or pieces

deforestation. the act or result of cutting down or burning all the trees in an area

Oral Communication

How can we help our planet?

Tips to Help the Environment

Exercise 1. Listen to an audio that explains some tips on how to protect our environment. Put a check (✓) next to the things you hear.

- 1. Use plastic water bottles instead of aluminum bottles.
- 2. Donate things that you don't use anymore like toys or clothes.
- 3. Donating unnecessary items helps the planet by producing less things and reusing them instead.
- 4. Few things we use have batteries.
- 5. Batteries release good chemicals that help the environment.

Exercise 2. Listen to the audio again and pay attention to the tips. Write them down and discuss some of them with your partner. You can ask questions like: How do these tips help the environment? What devices can use rechargeable batteries?

Exercise 3. Make a list of five items that you can donate to charity.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____



Freepik



Vocabulary

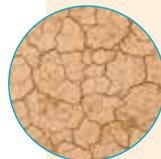
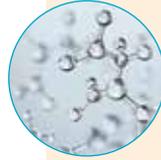
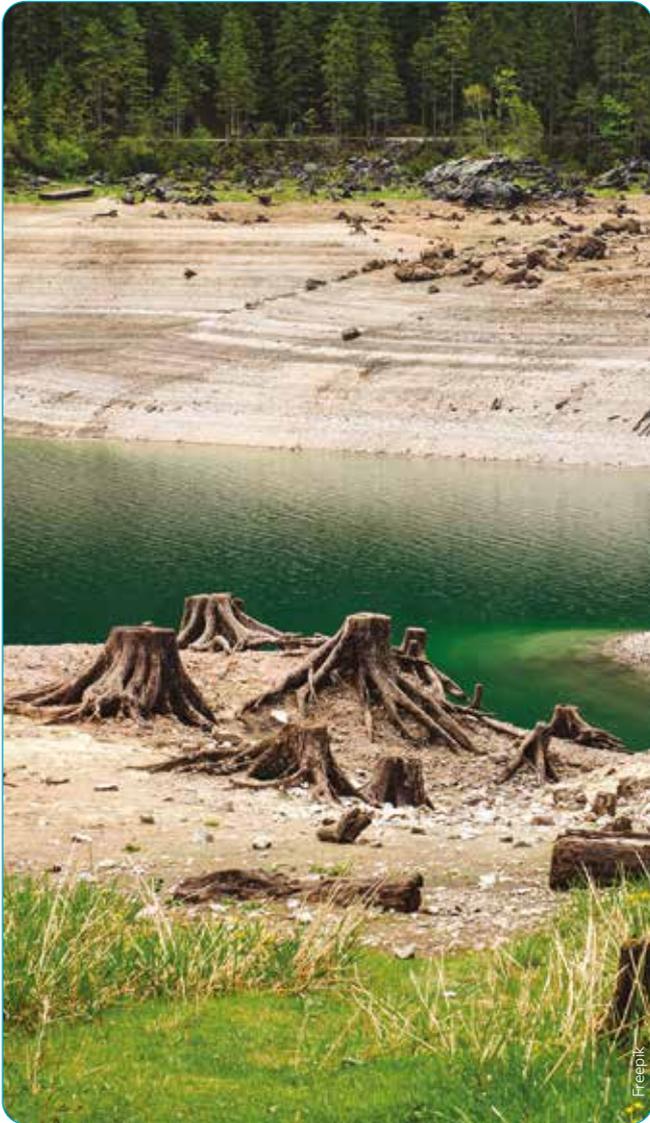
rechargeable. able to be filled again with electricity; similar to the Spanish word "recargable"

faucet. a device that is used to control the flow of water from a pipe

Reading

How does deforestation affect global warming?

Deforestation and Global Warming



If we want to control global warming, it is very important to learn about forests and the impact of deforestation. Eighty percent of the world's plants, animals, and insects live in our world's forests. Deforestation is when large amounts of forests are cut down. This is making our planet sick and putting our lives in danger. When trees are cut down, the carbon dioxide traps the **heat** from the Sun. This is known as the greenhouse effect which makes our planet's temperature **rise**, and causes climate change. Forests are important for people's health because the plants and trees that live there release oxygen and absorb carbon dioxide which keeps our air clean.

FreePik

Adapted from: <https://onetreeplanted.org/blogs/stories/deforestation-facts-kids>

Exercise 1. Look at the picture and answer these questions in pairs. What happened to the trees? What effects does this have on wildlife?

Tip

If you know what forest means (lots of trees), what do you think deforestation means?

Vocabulary

heat. something that is hot or warm

rise. to go up

Exercise 2. Read the text and answer these questions.

a. How much of the world's plants, animals, and insects live in forests?

b. Why are the plants and trees in forests important?

c. How is the greenhouse effect produced?

d. Are there forests in Ecuador that are being deforested?

Exercise 3. Group work. In groups of 3-4 students, do some research on forests that are being deforested around the world. Find the answers to these questions: What are the reasons they are being deforested? What can be done to stop it?

Writing

What do you think are some causes of climate change?

Causes of Climate Change

Exercise 1. What are some of the causes of climate change? Match the pictures with the causes.

- a. We burn **fossil fuels** like **coal**, gas and oil.
- b. We grow cows and pigs for meat and generate gas.
- c. We cut down trees and they can't absorb the **carbon dioxide** that cleans our air.

Grammar Tip

Use the words **first**, **second**, and **third** to introduce each supporting idea in the paragraph.

Exercise 2. Write a paragraph about three causes of climate change. Use the information in Exercise 1 and organize your ideas as follows:

Topic sentence: Say that there are three important causes of climate change.

Supporting sentence 1: Explain the first cause.

Supporting sentence 2: Explain the second cause.

Supporting sentence 3: Explain the third cause.

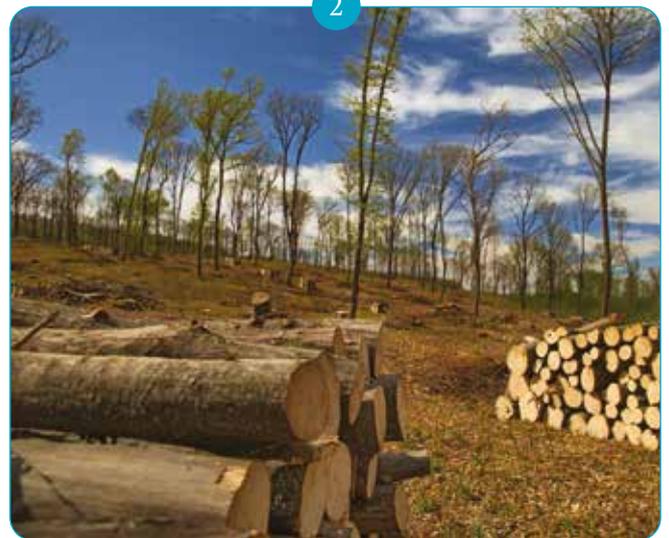
Conclusion: Say the topic sentence again with different words.

Vocabulary

fossil fuels. gas, coal and oil formed from animal or plants

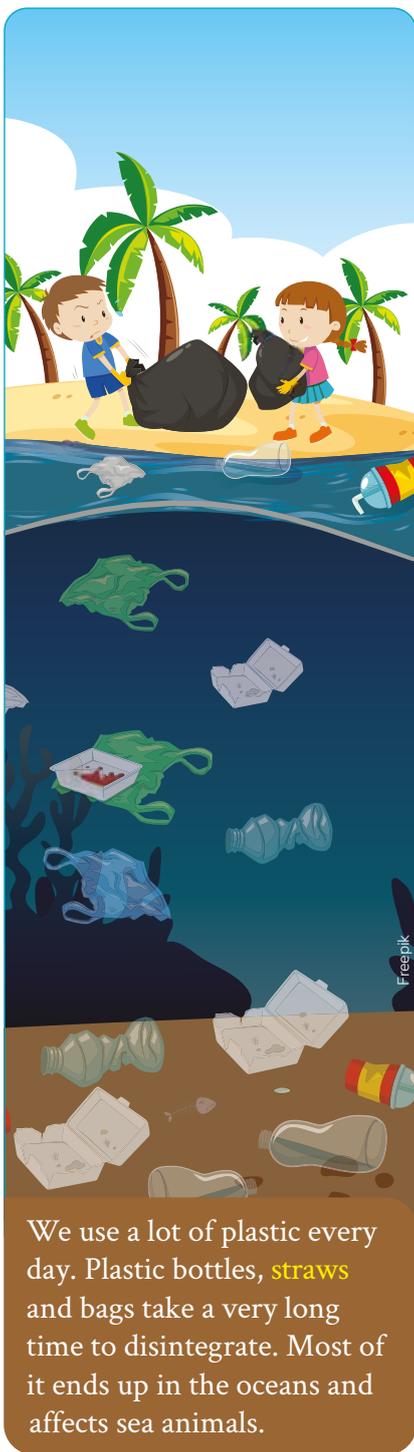
coal. a hard black substance that can be burned to produce heat or power

carbon dioxide. the gas formed when carbon is burned, or when people or animals breathe out



Language Through the Arts

Let's Make a Memory Game



We use a lot of plastic every day. Plastic bottles, **straws** and bags take a very long time to disintegrate. Most of it ends up in the oceans and affects sea animals.



Vocabulary

cardboard. thick paper used for making boxes

lay. to put something in a horizontal position

straw. a thin tube made of plastic used to suck liquid



Exercise 1. Do you know how to play the game Memory? Read the following instructions on how to make a homemade plastic free memory game.

Eco-Friendly Memory Game

1. Cut 20 squares of **cardboard** from cereal boxes (or any other box you have). Each square should be about 5 by 5 cm.
2. Find 20 pictures in old magazines. Look for images that go together in pairs, like a foot and a shoe, or two shoes.
3. Glue the pictures to one side of the cardboard.
4. Play the game! To play, **lay** the cards face down and take turns flipping two cards to find a match.

Adapted from: <https://kids.nationalgeographic.com/explore/nature/kids-vs-plastic/>

Exercise 2. Make an environment-friendly memory game with a partner and have fun playing the game. Who has the best memory?

Oral Communication

Do you celebrate Earth day?

Earth Day

Exercise 1. Look at the picture. What do you think Earth Day is? What do you think people celebrate?

Exercise 2. Listen to Thomas talk to his mother about Earth Day. Does she know about this celebration?

Tip

When a word begins with an "s," it is not pronounced with an "e" before the "s", as in Spanish. In Spanish, "es" is a separate syllable. Practice saying "ssssssss" like a snake!

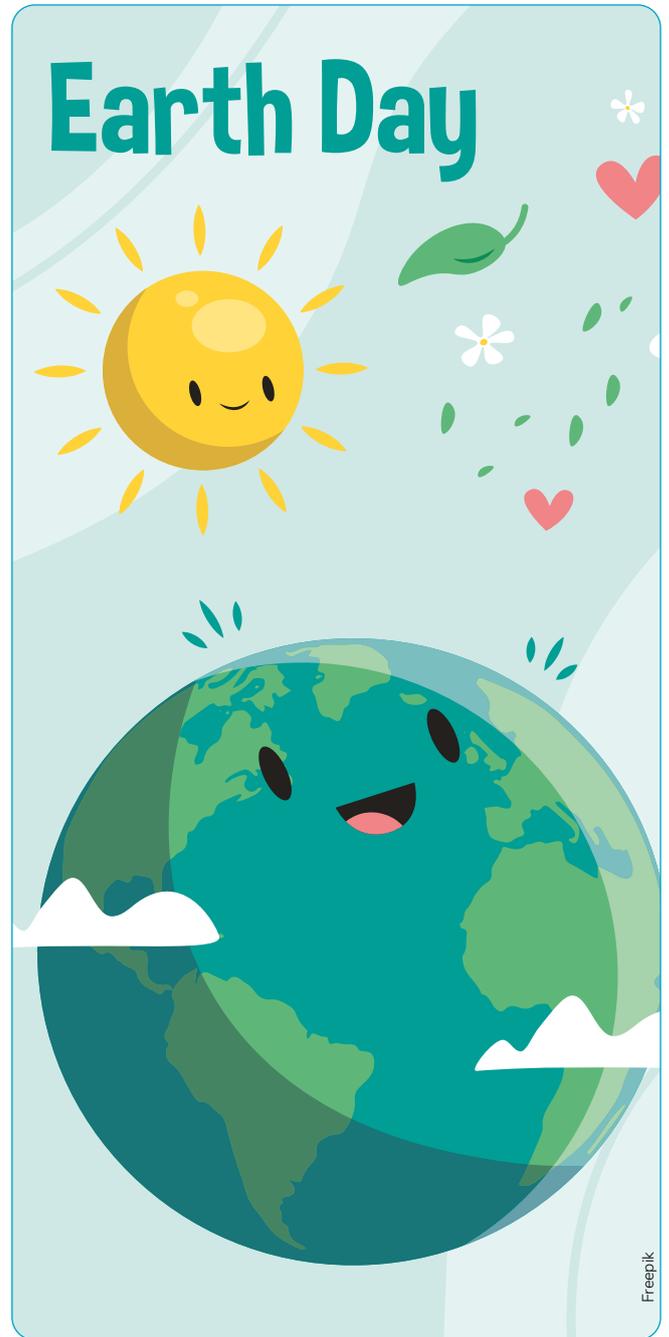
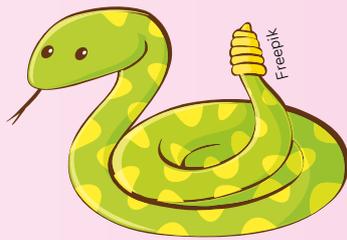
Practice saying these words:

Esteban/Steven

Espia/Spy Escuela/
School

Practice other words that begin with "s": sky, see, stop.

Remember, don't pronounce an "e" sound before the "s" with English words!



Exercise 3. Listen again and complete this table with the missing information.



Vocabulary

yard. an area of land

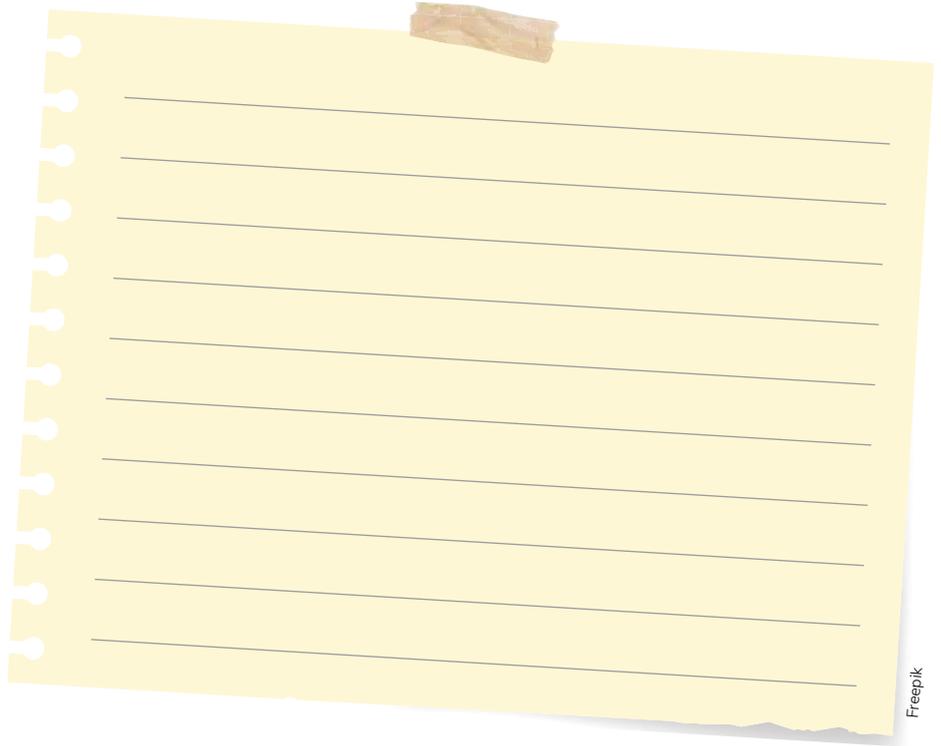
What is the date of the celebration?	_____
What activity do people do on that day?	_____
What is Thomas' school going to do?	_____
What does Thomas need to bring to school?	_____

Assessment

Reading / Writing

Read the text. Then, write three effects of deforestation. Use *will* or *won't* in your sentences.

People cut down so many forests that the planet and animals are in danger. When we cut down trees, the carbon dioxide that the trees once stored is released. Carbon dioxide is a greenhouse gas which traps heat from the Sun and causes temperatures to rise. When temperatures rise, icebergs melt. This can cause ocean levels to rise and cause the extinction of many animals and plants because their homes will be destroyed.



Freepik



Listening / Speaking

Listen to a teacher talk about deforestation. What is the most serious effect of cutting down trees? Discuss your answer with a partner.

Listening / Writing

Listen to some facts about space travel and mark the sentences as **True (T)** or **False (F)**. Correct the False sentences.

a. Tourists will walk on other planets and visit other stars.

b. Tourists will not see the round shape of the Earth out of the window of the spacecraft.

c. Space travel will be cheap.

d. Tourists will feel zero gravity when they are in space.

e. Tourists will wear normal clothes in space.

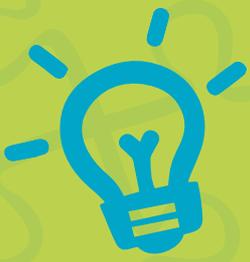


Speaking

Pair work. Compare your answers with a partner. Do you have similar or different answers?

I'm completing this self-evaluation based on what I learned in the module.

Self-evaluation	I check ✓ the box that most applies to me			
	I do it very well.	I do it somewhat well.	I can improve.	I can't do it without help.
I can write a paragraph to show sequence.				
I can understand vocabulary about the planets and the moon.				



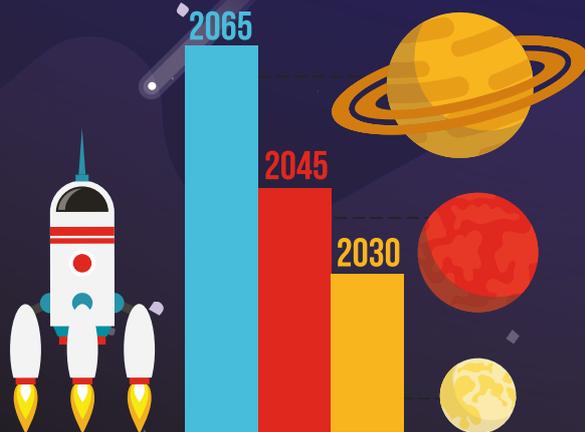
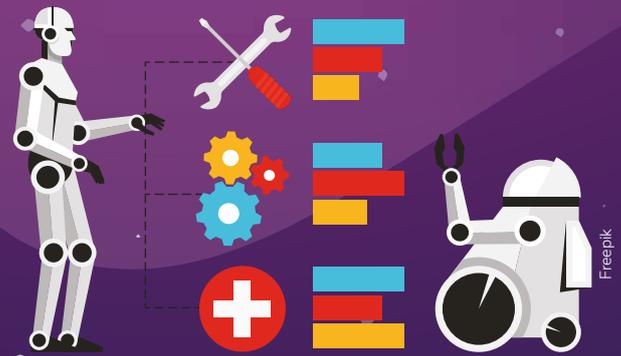
Project

A Poster About the Future

Pair work. Create a poster with your predictions about the future with drawings, photographs, or magazine cutouts.

1. Make a **draft** to organize your ideas: analyze where to put all the images and important information.
2. Get the reader's attention: put the most important pictures or words at the top of your poster.
3. Think of short and clear messages for your poster: choose the types of letters and colors that the reader can easily read.
4. Select some pictures: remember they have to **relate** to the message.
5. Present your poster to the class.

Adapted from: <https://classroom.synonym.com/teach-kids-make-posters-7497240.html>



Tip

You can create posters with **visual aids**. Think carefully about the images that you want to include, what you want to say and how you want to organize your message.

Vocabulary

draft. the original text or drawing before it is developed

relate. to show the connection between two or more things

visual aid. visual help