

PRIMARY  
READERS

level

6

teacher's book

  
mm  
publications

# *FROM THE EARTH TO THE MOON*



**Jules Verne**

Retold by

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The Teacher's Book is written in American English. Where appropriate, the British English (**BrE**) equivalent of certain words and phrases appears in brackets.

e.g. colored [BrE coloured]



It was 1865, and the American Civil War was over. A group of talented inventors of guns and cannons met in the Gun Club in Baltimore, USA. The world was at peace, so there was no longer any need for weapons. The Club members had nothing to do. One of them, J.T. Maston, had an idea.

**Maston:** Didn't America once belong to England?

**Major Elphinstone:** It certainly did!

**Maston:** Well, now it's our turn to take England! We will have a war!

**Colonel Bilsby:** But the President of the United States will never agree to this!

**Maston:** Gentlemen, I'm afraid we're going to have to close down the Gun Club.



The Gun Club's president, Impey Barbicane, was the most famous designer of weapons in the USA. One night, as he was sitting looking up at the night sky, he had an idea.

**Barbicane:** Well.... Perhaps it is now time for a completely new project. I must call a meeting for the Gun Club immediately!



The next day, all members of the Gun Club received invitations to attend an important meeting on 5 October at 8 p.m. When the day came, Barbican stood up to speak.

**Barbican:** I know that we all want to continue using our skills of invention.... Until now we believed war was the only way to do this. But I've thought about it and I have an idea. I think you will like it.

**Club members:** Hurrah for your idea!

**Barbican:** Well, here's the plan. I suggest building an enormous cannon. We will call it the Columbiad and use it to fire a capsule to the Moon. It will not be easy, but, with your help, it might be possible.

**Club members:** Hurrah for Impey Barbican! Hurrah for the Columbiad! Hurrah for the Moon!



The cheering and applause lasted for ten minutes. Eventually, Barbicane was able to speak again.

**Barbicane:** Yes, my friends, we will put our flag there and the Moon will become the thirty-seventh state of America!

The Gun Club members lifted Barbicane up and carried him around the streets of Baltimore until late into the night.

The next day, all American newspapers wrote about the extraordinary plans of the Gun Club. Soon, the only things people talked about were the Moon and how to get there. Everyone was moon mad!

# Activity Page

**1** Label the pictures.



1. \_\_\_\_\_



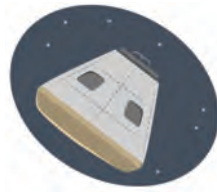
2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_

**2** Complete the sentences using the words in the box.

close

peace

state

group

build

idea

1. A(n) \_\_\_\_\_ of talented gun and cannon makers met in the Gun Club in Baltimore.
2. They had nothing to do because the world was at \_\_\_\_\_ and no longer needed weapons.
3. They were afraid the Gun Club would have to \_\_\_\_\_ down.
4. The club president, Impey Barbicane, had a(n) \_\_\_\_\_ after looking at the sky.
5. They should use their skills to \_\_\_\_\_ a cannon to fire a capsule to the Moon.
6. They would make the Moon the 37<sup>th</sup> \_\_\_\_\_ of the USA.

# Activity Page

**3** Answer these questions.

1. Who did J.T. Maston want to go to war with?

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2. Why could this never happen?

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3. What did Barbicane send to all the members of the Gun Club?

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4. What was the Columbiad?

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5. What did the Gun Club want to put on the Moon?

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6. What was everyone talking about after they learned of the Gun Club's plans?

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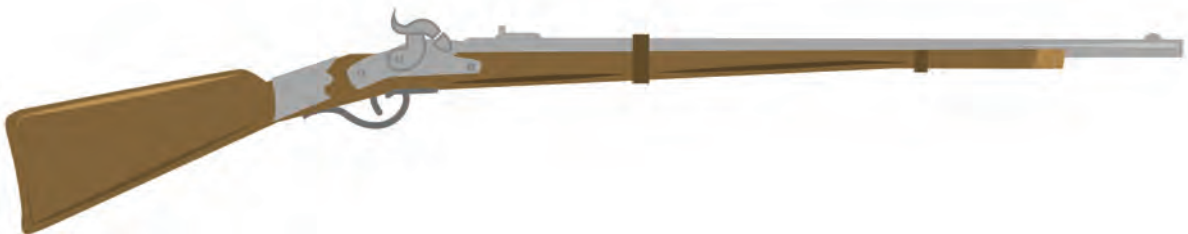
**4** What will happen next? Answer these questions and discuss.

1. What are some of the **problems** the Gun Club might face?

2. How long will the **journey** to the Moon be?

3. What will they **make** the capsule of?

4. How **will** they build a cannon that is large enough?



# TEACHER'S NOTES

Primary Readers are designed to provide young learners at Primary Level with enjoyable reading material. They are carefully graded and the language has been carefully chosen to ensure that the Ss'\* understanding of the text is not impeded by vocabulary and grammatical structures which are too advanced for their level. The story has been divided into four parts with two Activity Pages at the end of each part. A variety of activities such as comprehension, vocabulary, matching, as well as games, are included. This Reader can be exploited in various ways, depending on the Ss' needs, the teacher's priorities and the time available. Some ideas on how to approach the Reader, including a suggested lesson plan and a number of extra pre-reading and post-reading activities are presented below. The use of L1 is recommended, whenever necessary, in an EFL (English as a Foreign Language) classroom.

## FROM EARTH TO THE MOON PRIMARY READER LEVEL 6

### SUGGESTED PRE-READING ACTIVITIES

It is advisable to get the Ss interested in the story and arouse their curiosity about the characters, places and themes before they actually start reading it. It is also a good idea to spend one lesson doing some pre-reading activities. You can select the activities that suit you best from the ideas presented below.

- Write the title of the story on the board. Ask the Ss some general questions about the title and encourage them to guess what the story may be about.
- Have the Ss look at the cover of the Reader and ask them some general questions about it, e.g.:
  - Describe what you see.
  - Do you think there are people in the capsule?
  - When do you think the story takes place?
  - What do you think is happening?
  - What kind of story is this?
  - Is this a real story or not?

It is important to remember that, at this stage, you should not confirm or reject any of the Ss' hypotheses, nor reveal what actually happens in the story.

### SUGGESTED LESSON PLAN

It is suggested that one lesson should be devoted to each part of the story and the corresponding Activity Pages. However, a more flexible approach determined by the Ss' level and their specific needs can be followed. If time is limited, you can have Ss do some of the activities at home.

#### Before reading

- 1 At the beginning of each lesson, revise the previous part of the story by asking the Ss questions about the story so far.
- 2 Ask the Ss to guess what will happen in the part they are about to read.
  - Ask the Ss to look at the pictures and describe them. You may also ask them questions in order to help them, e.g.:
    - What can you see in the picture?
    - Where is he/she/it?
    - Is anyone in it?
    - How do they feel?
  - Afterwards, they should be encouraged to guess what is going to happen next. Remember that all the Ss' answers and predictions should be accepted at this stage and make sure you don't reveal what actually happens in each part of the story.
- 3 Ask the Ss to keep their books closed and to listen carefully to the recording. Provide them with a reason to listen. For example, tell the Ss to listen in order to find out the name of a character or to focus on an event that takes place in the story. This will help them to concentrate. Play the recording. Then ask the Ss a few general questions about the part of the story that they have just heard, e.g.:
  - Who are the characters?
  - What are they doing?
  - Where are the characters?
  - What are they talking about?
- 4 After the Ss have listened to the story once, refer them to the word list at the end of the book and **familiarize** [<sup>BrE</sup> familiarise] Ss with the vocabulary.

#### While reading

Ask the Ss to open their books. Play the recording again and pause at the end of each line to allow them to repeat it. Stop the recording whenever you feel it is necessary

\*Ss = students

## FROM EARTH TO THE MOON - STAGING DIRECTIONS

Once all the lessons in *From Earth to the Moon* have been completed, the Ss should read the book again and discuss the story. Special attention should be paid to any ideas Ss may have about adventures, having goals and facing challenges, and dealing with jealousy. There are several characters in *From Earth to the Moon*, so a number of Ss will have the opportunity to take part in the play. The main parts are those of J.T. Maston, Impey Barbicane, Captain Nicholl, Michael Ardan and the Narrator. The narrator's parts can be given to a number of Ss, which would encourage greater involvement. There are many characters with a few lines and there are, of course, many extras so lots of students could be involved. The students without a part can participate in the song at the end of the play.

Once all the parts have been allocated, the Ss have to **memorize** <sup>[BrE memorise]</sup> their lines. Each S should be given photocopies of the scenes and stage directions. The teacher should help the Ss underline or highlight their parts in order to help them remember their lines. The Ss who are not acting in the play can form a choir in order to sing the song at the end of the play with the rest of the cast. Hours of rehearsal should be avoided; the aim of the activity is to have fun. There is no need to produce a professional performance.

The Ss should try to be as confident and expressive as possible when they deliver their lines. They should also be taught that differences in intonation and pitch help to express different emotional states. The teacher should also point out the difference between the narrator's manner of expression and the different style required for the exchange of dialogue. Ss can also be involved in the play in other ways, for example, making costumes, setting up the stage, collecting all the props and acting as prompters in order to help cast members who may have forgotten their lines.

### COSTUMES

The Ss should be encouraged to be as creative as possible when designing their costumes. Costumes should be as **colorful** <sup>[BrE colourful]</sup> and as detailed as possible. Below are some suggestions for costumes:

- **J.T. Maston:** Dark **colored** <sup>[BrE coloured]</sup> **pants** <sup>[BrE trousers]</sup>, **vest** <sup>[BrE waistcoat]</sup>, shirt, tie, dark coat, a hat and dark shoes.
- **Impey Barbicane:** Dark **colored** <sup>[BrE coloured]</sup> **pants** <sup>[BrE trousers]</sup>, **gray** <sup>[BrE grey]</sup> **vest** <sup>[BrE waistcoat]</sup>, shirt, tie,

long dark coat, a tall hat and dark shoes. A long dark beard.

- **Captain Nicholl:** Dark blue **pants** <sup>[BrE trousers]</sup>, **vest** <sup>[BrE waistcoat]</sup>, shirt, tie, dark **colored** <sup>[BrE coloured]</sup> boots. A long light brown beard.
- **Michel Ardan:** Light **colored** <sup>[BrE coloured]</sup> **pants** <sup>[BrE trousers]</sup>, shirt, brown **vest** <sup>[BrE waistcoat]</sup>, long brown coat and brown boots. A thick **mustache** <sup>[BrE moustache]</sup>.
- **Major Elphinstone:** Long dark blue jacket with gold **epaulets** <sup>[BrE epaulettes]</sup> on the shoulders, light blue **pants** <sup>[BrE trousers]</sup>, dark blue hat, dark boots.
- **Colonel Bilsby:** Same as the major's, but also with red and gold belt.
- **Murchison:** Baggy, light **colored** <sup>[BrE coloured]</sup> pants <sup>[BrE trousers]</sup>, light **colored** <sup>[BrE coloured]</sup> loose shirt, **suspenders** <sup>[BrE braces]</sup> and boots.
- **Club members:** Long dark **colored** <sup>[BrE coloured]</sup> jackets, light or dark **colored** <sup>[BrE coloured]</sup> **pants** <sup>[BrE trousers]</sup>, shirts, ties and dark **colored** <sup>[BrE coloured]</sup> shoes or boots.
- **Astronomer:** Light **colored** <sup>[BrE coloured]</sup> **pants** <sup>[BrE trousers]</sup>, dark **colored** <sup>[BrE coloured]</sup> jacket, **vest** <sup>[BrE waistcoat]</sup>, tie and shoes.
- **Man (countdown):** Dark **colored** <sup>[BrE coloured]</sup> jacket and **pants** <sup>[BrE trousers]</sup>, **vest** <sup>[BrE waistcoat]</sup> shirt, tie and black shoes.
- **Alligator:** Green **tights** <sup>[BrE leggings]</sup> and top. Green gloves and socks. A long alligator tail made of cardboard or felt and worn around the waist with a belt. A big alligator mask made of cardboard. The mouth should be open and have exaggerated teeth.

### SPACE

There are several scenes in the play. The Ss should be encouraged to design and create their own sets. They might consider painting on both sides of large pieces of cardboard, which can be put on the back of the stage, like room dividers and serve as backgrounds for each scene. Below are some suggestions.

- **Gun Club:** A cardboard wall with several guns and swords of different kinds and a fireplace drawn on it.
- **Barbicane's house:** A cardboard wall with windows and a door made to look like the front of a house. The moon should be visible from the window.
- **Captain Nicholl's office:** A cardboard wall with paintings of warships.
- **Stones Hill:** A hill with a view of a small town and its port.