

# 9 The future is now

## Unit profile

**Vocabulary:** Technology: nouns

**Reading:** A student-built electric car that uses social media for fuel

**Grammar:** Future forms; future continuous

**Vocabulary:** *enough, too, very*

**Writing:** A short message (1)

## Warmer

Write the following items on the board: *mobile phone, smartphone, tablet, TV, laptop*. Set a short time limit for students, in pairs, to make comparative and superlative sentences about the items using the grammar from Unit 8, e.g. *A TV is bigger than a laptop*. Ask students to put the items in order of preference and explain their rankings to a partner. Take a class vote to see which item is the most popular.

## Your profile


Ask students to look at the photo and say where the people might be and what's happening. Write any useful vocabulary on the board and check understanding. Tell students to make notes to answer the questions before putting them into pairs to discuss the questions. Encourage them to extend their answers with reasons and examples. Monitor and join in with the discussions. Nominate individuals to share their answers with the class.

## VOCABULARY Technology: nouns

- Put students into mixed-ability pairs to read the text and discuss the question. Monitor and help with new vocabulary, e.g. *reliable* (able to be trusted), *giant* (extremely big), *properly* (in a satisfactory way). Discuss ideas as a class.

### Possible answer

It makes internet access reliable and cheap.

- Put students into pairs to do the quiz. Monitor and encourage them to guess the meaning of new words and phrases before explaining if necessary.
-  1.25 Play the recording for students to check their answers. If they found the listening challenging, play it again, pausing after each quiz answer is mentioned. Check answers and encourage students to comment on any facts they find surprising.

## Audioscript

It's quite surprising that in the twenty-first century, only around thirty-three percent of people in the world can get cheap access to the internet. If you live in the southern hemisphere, in New Zealand for example, you may have to pay a large sum for a reliable internet connection. Actually, it could be as much as a monthly salary. But this situation is about to change, thanks to Project Loon. This is a recent invention developed by Google, which uses the low-cost technology of giant plastic balloons, with solar power for fuel. Each balloon has a pump to increase or decrease the amount of air in it, which controls the balloon's height. A small box of electronic equipment is carried under each balloon. This contains the communication systems and a battery, which holds the solar energy from the day to keep things working at night.

## Mixed ability

Give weaker students the option of choosing three questions to answer. Stronger students answer all the questions.

## Answers

1 A 2 C 3 B 4 A 5 C

- Ask students to read items 1–10 and check any problem vocabulary as necessary, e.g. *substance* (a solid, liquid or gas), *provide* (supply), *store* (keep) and *space* (the area outside the Earth). Tell them to do the exercise individually before comparing their answers with a partner. Remind them that they can check their answers by substituting the word in bold for the meaning to see if the sentence still makes sense. Model the first item. Nominate individuals to give answers and see if the class agrees before confirming. Help with pronunciation where necessary.

## Fast finishers

Ask fast finishers to choose three words from exercise 4 and write a sentence using each one. Elicit these sentences as you check answers to exercise 4.

## Answers

1 experiment 2 fuel 3 pump 4 invention 5 power  
6 battery 7 torch 8 satellite 9 connection 10 access

- Put students into groups of three. Tell them to each find the answer to one of the questions before discussing their answers as a group. Check answers.

## Possible answers

1 provide reliable and affordable wireless internet access  
2 giant balloons and batteries  
3 more people will be able to access wireless internet

- 6 Put students into pairs to read the questions and to sequence them in order of interest. Remind them to expand their answers with examples and reasons as they discuss the questions, starting with the most interesting. Monitor and give positive feedback for detailed and/or interesting information and make a note of students' use of future forms. Bring the class together and report any interesting comments.

### Extension activity

Students write a short paragraph to summarise their partner's opinions. They tell a new partner, who responds, saying if they agree and why or why not. Discuss some opinions as a class.

## READING

- 1 Do the exercise as a class. Write key words and phrases from the discussion on the board, but do not give feedback at this stage.
- 2 Give students three minutes to read the text and nominate individuals to explain how the car uses social media. Check any new vocabulary as necessary.

### Answer

The car's computer has been programmed to control the electricity used for fuel. It will only move if it gets enough interest on social media.

## ● Prepare for Preliminary for Schools Reading and Writing, Reading Part 4

### Task description

Reading Part 4 tests students' ability to understand both the detailed and global meaning of a text. Students also need to demonstrate understanding of the writer's purpose, attitude and opinion. This part consists of a long text followed by five four-option multiple-choice questions.

### Tip

Tell students to read the text quickly to get an idea of its general meaning and why the writer has written it. After that, they should read each question and underline the part of the text that gives them the answer.

→ See Exam Profile 3, Student's Book page 124

- 3 ● Note that in the actual exam task there are five questions. In this Unit 9 task, the three questions focus on the writer's purpose, opinion, and global meaning. Do the exercise with the class. Read each tip and tell students to read the options and the text carefully. Ask students to give answers and see if the class agrees before confirming. For each question, get students to explain their answer by referring to the text.

### Fast finishers

Ask fast finishers to say why the other options in the multiple-choice questions are wrong. Encourage them to share their ideas during feedback to exercise 4.

### Answers

- 1 A. The writer focuses on a description of the Minddrive project. B is wrong because the writer is not complaining; C is wrong because the writer is not addressing schools in particular; D is wrong because there is no information about repairing an electric car.
- 2 C. The answer lies in Rees's quoted words in the second paragraph: 'It gives them the sense of being able to go back to school and do anything.' A is suggested by the phrasing 'go back to school', but the true meaning in the text is of returning to school after the experience of building the car; B is wrong because no qualification is involved; D is wrong because they replaced the petrol engine with an electric battery.
- 3 B. The third paragraph mentions 'the need for a different kind of education' and the whole text confirms that the students were positive about the project; A is wrong because the students aren't taught the same way in school; C is wrong because the 'fuel' is only generated by new Twitter followers and the speaker here is already on Twitter; D is wrong because none of the students involved in Minddrive has left school yet.

### EP Word profile

Write the following sentence on the board: *Actually, we went to the shopping mall, not the beach.* Erase two words at a time for the class to say the full sentence from memory. Continue until the entire sentence has been erased, but rewrite it on the board at the end. Direct students to page 134, and ask which of the uses of *actually* the sentence contains (opposite). Tell students to complete the exercise and check answers.

### Possible answers

- 1 Well, you're actually a very nice person.
- 2 We didn't actually think our team could win.
- 3 Do you actually mean you paid money for this?
- 4 It wasn't actually Simon you met but his brother.
- 5 By the way, did you actually try the other café?

### Talking points

Put students into same-ability pairs to discuss the question. Bring the class together and nominate individuals to share their ideas and opinions.

### Extension activity

Students write a paragraph about their use of social media. They say what they use and what they like and don't like about it. Demonstrate the activity by giving the class your own opinion. Put them into pairs to discuss their ideas before whole-class feedback.

### Cooler

Put students into pairs and set a short time limit. Tell them to find two sentences including the word *actually* in the text and say what the uses of the word are from memory, before checking in the Word profile on page 134.

## GRAMMAR Future forms

Books closed. Write the following words on the board: *I, 'll, after, phone, 'm, tonight, phoning, him, going, to, later, lunch*. Put students into small groups and set a short time limit for them to make three sentences. Tell them they can use the words more than once. (Possible answers: 1 *I'll phone him tonight*; 2 *I'm phoning him later*; 3 *I'm going to phone him after lunch*). Invite two or three students to write their sentences on the board and the class to decide if they are grammatically correct. Ask *In which sentence is the speaker making an offer or a promise?* (1), *In which sentence is the speaker talking about a definite future arrangement?* (2) and *In which sentence is the speaker talking about a plan or intention?* (3).

- 1 Do the exercise as a class. Read each sentence in turn and tell students to select the appropriate rule from a–d. If they find some of the rules challenging, give further examples as you check answers (*She's leaving next week; We'll do the washing up; I'm going to watch a film tonight; Travelling abroad will be cheaper in the future*). Also, you could point out that *going to* for personal plans and the present continuous might be interchangeable. The context, and whether or not something is certain (e.g. what is implicit), will indicate which verb form is best. For example, in sentence 3, meetings have to be arranged, and people will make plans to attend, so the present continuous is the best form in this context. Stress that *will* is rarely used in these contexts.

### Answers

a present continuous b will c be going to d will

→ Grammar reference Student's Book page 153

- 2 Put students into mixed-ability pairs. Do the first item as a class. Ask them to say which of the situations from a–d it is before they complete the sentence. Monitor and help as necessary and check they are using short forms where appropriate. Nominate individuals to give answers and see if the class agrees before confirming. Alternatively, ask one student to choose a question and to nominate another student to give the answer.

### Answers

1 'll try (rule b) 2 's borrowing (rule a) 3 'll (rule b)  
4 is visiting (rule a) 5 're going to come (rule c)  
6 'll be (rule d)

## Future continuous

- 3 Do the exercise as a class. If students need extra help, ask individuals what they will be doing at different times during the day, or at specific times in the next couple of days, and tell the class what you will be doing. Write two or three examples on the board, e.g. *This time tomorrow I'll be working*.

### Answers

a -ing b certain

- 4 Ask students to do the exercise individually. Advise them to decide on the correct verb for each sentence before changing its form. Monitor and give students the verbs to use in each of the sentences if they are struggling. Nominate individuals to give answers.

### Mixed ability

Give weaker students the verbs which aren't needed for exercise 4 before they start (*break* and *make*).

### Extension activity

Students write five true/false sentences predicting what they will be doing at the times in sentences 1–5 in exercise 4. Demonstrate the activity by giving a true and a false sentence for yourself, and asking students to guess which is true. Put them into pairs or small groups to read their sentences and guess which ones are true and which are false. Discuss the most interesting sentences as a class.

### Answers

1 'll be waiting 2 will be studying 3 'll be holding  
4 will be taking 5 won't be seeing 6 will be driving

- 5 Tell students that this exercise reviews all the uses of future forms. Remind them to use short forms where appropriate. Monitor and indicate where students need to check the rules again as they do the exercise individually. Invite students to give answers and to explain their choice.

### Answers

1 will replace 2 'll get 3 'll be working 4 's going to sing  
5 'll collect 6 We're leaving

## Corpus challenge

Put students into pairs to correct the mistake. Remind students that we use the present continuous for definite future arrangements.

### Answer

On Saturday we're going to a football match.

- 6** Look at the first sentence as a class. Invite students to say what they will be doing for their next birthday, and model the activity by giving your own answer. Students continue individually. Monitor for accuracy as they complete the sentences. Invite two or three students to share their information with the class. As an alternative, feed back in open pairs. Nominate an individual to choose a sentence stem and name another student to complete it from memory. The second student chooses a sentence stem and nominates another. Continue until several students have had a turn.

## VOCABULARY *enough, too, very*

- 1** Read the options a–c and check students understand each one. Do the first item as a class before putting students into mixed-ability pairs to complete the exercise. Monitor and help as necessary and check answers. Point out that *too* with the meaning 'more than is wanted or necessary' is used to describe problems.

If students are unsure of the difference between *too* and *enough* when used to talk about quantity, write the following on the board: *6 chairs/8 people – There are too many people; There aren't enough chairs.* Give these cues for students to make more sentences using *too/enough*: *4 people/3 apples; shoes small/feet big; smartphone expensive/no money.* Monitor and help as necessary with the pronunciation of *enough* /ɪˈnʌf/.

### Extension activity

Tell students to write sentences that are true for them using *enough, too* and *very* and invite two or three students to share these with the class.

### Answers

**a** enough **b** too **c** very

- 2** Ask students to look at the picture and describe Matt. Tell them to read the paragraph and ignore the spaces and find out if Matt made money out of his dancing (No, the person who put the film on YouTube did). Check any new vocabulary before reading the text aloud and pausing for students to call out the answers. If they give a wrong answer, ask them to decide which of the meanings, a–c, is needed for each space.

### Answers

**1** enough **2** very **3** too **4** enough **5** very **6** very **7** enough

## WRITING A short message (I)

- 1** Tell students to look at the pictures and to compare the phones to their own. Invite two or three students to describe their phone. Model the activity by giving your own answer, e.g. *My phone has a big screen and a green leather case. I like downloading apps and playing games on it.* Students can invent an answer if they don't have a phone at the moment.
- 2** Read the task aloud and ask students to read Jo's email to answer the question. Allow them to compare their answers with a partner before checking as a class. See if the class agrees before confirming.

### Answer

She doesn't ask Sam about the favourite types of phone in Canada

- 3** Monitor as individuals write a sentence to answer the missing point. Invite two or three students to make suggestions and take a class vote on the best one.

### Possible answer

What are the most popular Canadian phones?

- 4** Direct students to the *Prepare* box and check they understand each of the points. Tell them to tick the mistakes they don't usually make, and to highlight the mistakes they need to work on.
- 5** Put students into mixed-ability pairs. Do the first sentence as a class and monitor and help as students continue in pairs. Read each sentence aloud and nominate an individual to identify the type of mistake and another to correct it.

### Answers

**1** punctuation – battery's **2** word order – fast enough  
**3** incorrect pronoun – it **4** vocabulary – bigger  
**5** spelling – Canadian **6** grammar – hearing  
**7** agreement – is

- 6** Set a short time limit for students to find and correct the mistakes. Put students into mixed-ability pairs to compare answers before checking as a class. Read the email aloud, asking students to say 'Stop!' when a correction is needed. See if the class agrees before confirming.

### Fast finishers

Ask fast finishers to categorise the types of mistake using the list in the *Prepare* box.

### Answers

**1** Im – I'm **2** becous – because **3** he – it  
**4** What ... is? – What's **5** is – are **6** number – amount  
**7** to take – taking

- 7** Read the task with the class and put students into pairs to brainstorm ideas. Monitor and check students are making notes to cover all the points.

## **Prepare for Preliminary for Schools**

### **Reading and Writing, Writing Part 2**


#### **Task description**

In Writing Part 2, students write a short message of between 35 and 45 words, e.g. a postcard, note or email. They are given a task including three bullet points, which they have to respond to. Students are assessed on their communication of these three points and on the clarity of their message.

#### **Tip**

Tell students to plan how they will write about each content point before they start writing. When they finish writing, they should read their message and check that they have clearly covered each point.

→ See Exam Profile 1, Student's Book page 121

- 8**  Tell students to write their email and to follow the tips in the *Prepare* box to check their writing. Remind them to pay particular attention to the points they need to focus on. Students swap with a partner and check each other's writing carefully for the tips in the *Prepare* box.

### **Sample answer**

Hi Jackie

I'm going to buy a cool action game set in the past, to play with my friends. I know it'll be great fun selecting characters and the soundtrack is awesome. By the way, which game do you like best at the moment?

Love

### **Cooler**

Put students into pairs to write three gap-fill sentences with *enough* / *too* / *very* for another pair to complete. Write this example on the board: *My mum thinks I'm ... young to live on my own.* Monitor and help as necessary and ask students to write their answer key. Make sure sentences are correct before pairs swap sentences. They can swap back to check their answers.

## **Project**

Put students into small groups and ask them to choose one of the topics in the unit, either Minddrive or Project Loon. Tell them to make a note of three pieces of information they expect to find when they research the project further on the internet, e.g. information about its aims, how it gets money, its history. They complete the research at home and compare their predictions with what they found out. Tell students to choose three interesting facts about the project to present in the following class.

## **Teacher's resources**

### **Student's Book**

Grammar reference and practice page 153

Vocabulary list page 140

### **Workbook**

Unit 9, page 36

### **Go online for**

- Pronunciation
- Corpus tasks