

8A | The futurological conference

WHAT THE LESSON IS ABOUT

Theme	Studying the future
Speaking	Pairwork discussion: talking about science fiction films
Reading	Monologue: giving a thirty-second talk <i>4th International Futurological Conference</i> . A conference programme: giving details about a conference on the future
Grammar	Predictions 1 (<i>may, might & will</i>)
Pronunciation	Contractions 2: 'll (dark /l/)

IF YOU WANT A LEAD-IN ...

Teach a key word: futurology

- Write the word *astrology* on the board. Ask students what it means. (They should remember from the last lesson.) Point out that it is made up of *astr* and *ology*. Elicit or explain that *-ology* means 'study of', so *astrology* means 'study of the stars' (*astr* is Greek for *star*). Now write up *futurology* and elicit what it means (study of the future).

Discussion starters

- ▶ **Methodology Builder 15: Using Discussion starters, page 63**
- *Have you ever seen Star Trek™*? (popular US science fiction TV series and films) or, name a TV programme or film that is popular locally. *Will life in the future be like that?*
- *What other things will happen in the future?*
Will people travel in space? Will people travel in time?
Will there be lots of robots? Will the world be better – or worse?
- *Is it possible to predict the future?*
Will there be more wars or fewer? Why? Will there be more crime or less?

SPEAKING

1

- Pairwork. Students discuss the three questions.
- The films in the box are all well-known science fiction films. You may prefer to use the first question with the whole class and clearly establish the term *science fiction* and its pronunciation.
- You could point out to students that they can use the present simple tense to narrate the story of the film (as practised in lesson 4C).

Language & cultural notes: science fiction

- Science fiction is a genre concerned with imagined future lives, events and technology. It often includes journeys in space or time, meetings with alien life, alternative realities and scientific advances.
NB It's /saɪəns 'fɪkʃən/ not /fɪktʃən! The term can be shortened to *sci-fi* – pronounced /saɪ faɪ/. (Don't say /sɪ fi/!)
- Some other famous science fiction films include: *2001 A Space Odyssey*; *Star Trek™*; *The Fifth Element*; *X-Men*; *Minority Report*; *Blade Runner*; *Close Encounters of the Third Kind*; *AI*; *Solaris*; *Mars Attacks*; *ET*; *Stargate*; *Children of Men*; *WALL-E*; *Inception*

- The following may be useful words for discussing sci-fi films:
ET (extra terrestrial) – a creature from somewhere that isn't Earth.
UFO (Unidentified Flying Object) – something in the sky that we cannot identify, ie it may be a flying saucer or it may be a weather balloon or a cloud.
AI (artificial intelligence) – a thinking machine.
Robot – an intelligent machine, eg an artificial creature with AI.
mutant – a creature that has changed in some ways and is different from all others of its species.
space station – a satellite in space where spaceships can dock.
- The title of this lesson *The futurological conference* is also the title of a science fiction book by Stanislaw Lem, a famous Polish writer.

READING

This programme gives details on the main talks at the 4th International Futurological Conference. They are on renewable energy; increasing lifespan and its effect on society; internet use; prisons in the future; automatic translation; time travel; laser weapons and their impact on the world.

1

- Ask students to look at the text, but not to read it in detail. Elicit what it is (*a conference programme*) and what the subject of the conference is (*futurology*). If you haven't already taught it, ask students to think what *futurology* might mean (Answer: *the study of the future*).
- Point out that items 1–7 are different talks at the conference and that the titles for the talks are missing.
- Students read the titles (a–j) and find the three titles they think would not apply to this conference.

The three titles that don't apply: b, e, j

2

- Students read the conference programme and match the titles to the talks.

1 h 2 c 3 d 4 f 5 i 6 a 7 g

Answer j is incorrect because the talk is not about the invention of the laser but about its future use on satellites, perhaps in wars.

3

- Students complete the sentences with the missing words from the box.

1 source	3 cures	5 technology
2 energy	4 theory	6 Satellites

4

- Students study the programme and select two or three talks they would like to go to.
- They can work in pairs and tell their partner about their choice, giving reasons.

GRAMMAR: predictions 1 (*may, might & will*)

Grammar box

- ▶ *Language reference, Student's Book page 84*
- ▶ *Methodology Builder 22: Using Grammar boxes, page 106*

1

- Students find and correct the grammatical mistakes in the sentences.
- They can compare answers in pairs.

- 1 ... our teacher ~~will~~s give ...
- 2 I ~~may~~ be go ...
- 3 I ~~may~~ not to get married.
- 4 ... ~~might~~ wins ...
- 5 I'll always remembering ...
- 6 I think that it will rains ...
- 7 I'll never living live ...
- 8 I won't to become rich ...

Language notes: predictions 1 (*may, might & will*)

- *Will, may* and *might* are all modal auxiliary verbs and follow the usual auxiliary rules, including:
 - 1 No third person -s.
 - 2 They are followed by verb infinitive without *to*.
 - 3 Questions are made by inversion.
 - 4 Negatives are made with *not* – and without *do*.
- The distinction mentioned in the notes (about *will* for certainty and *may/might* when we are less sure) is a useful guideline. It is also possible to modify these by adding other phrases. For example:

I think man will discover time travel is less certain than *Man will discover time travel*. Exercise 1 includes a number of *I think ...* sentences.
- *Might* sounds slightly less certain than *may*.

I may invite Jane. I might invite Pete.

In these two sentences Jane is more likely to go to the party than Pete!
- For stronger students, it may be worth mentioning that we can make our sentences sound more uncertain by stressing and lengthening the modal verb. We could help students to learn this by capitalizing the written word, eg *She MAY come to the party* or even by deliberately misspelling it, eg *She maaaaaay come to the party*.

2

- Students rewrite each of the eight sentences so that they are true for them.

Weaker classes

- You may want to go over possible changes with students before they start. Changes may be:
 - Don't use *I think*.
 - Change *I think* to *I don't think*.
 - Make a positive sentence negative.
 - Make a negative sentence positive.
 - Change some words, eg country name, competition name, kind of weather, etc.

3

- Pairwork. Students discuss each of the four topics in the box. Make sure that they discuss the immediate future (ie the next year) and the immediate short-term (ten years' time).

PRONUNCIATION: contractions 2

1 2.6

- Students listen to the recording and repeat the words. All the words include the /l/ sound as used in the contraction of the word *will*.

2.6

I'll
it'll
there'll
we'll
what'll
you'll

Language notes: contractions

- In everyday language use (in most varieties of English), very few people fully pronounce every word one by one. To speak fluently, it's normal and natural to use contractions. It's not bad English or 'lazy' English. It's just real English, and so recognizing and using such contractions is important for language learners. Learners can very often sound unnatural if they de-contrast words too often.
- As well as 'll the other contractions in this part of the lesson are:
 - Aren't*: this cannot be successfully decontracted in normal spoken questions. ✗ *Are not you ready* simply isn't said in contemporary English and even ✗ *Are you not ready* is very unusual. However, in a negative sentence it is possible to say 'We are not happy'.
 - It's*: students (as well as many – or most – native speakers) regularly confuse the spelling of *it's* & *its*: the rule of thumb is easy enough, but seems to be tricky to recall and get right in use: *it's* is the contraction of *it is*.
 - Its* is not a contraction – but is the possessive form of *it*. This is probably particularly confusing as other possessives *do* have an apostrophe – compare *Jane's food, the dog's food, its food*.
- Students sometimes get confused because *it's* can be a contraction of both *it is* and *it has*.
- *Let's*. This is the contraction of the imperative *Let us* and is virtually never said in its decontracted form (unless you are a priest who needs to say *Let us pray ...*).

Language notes: dark /l/

- *Pronunciation* exercise 1 looks at one common contraction and raises a specific pronunciation problem.
- Although there is only a single phoneme shown in dictionary transcripts, the /l/ sound in fact has two distinctly different varieties. In words such as *love, close, live*, etc, the sound is known as *clear /l/*. But there is also another pronunciation known as *dark /l/*. The name is quite appropriate as the sound does seem to have a deeper, darker character to it! It can also have syllabic value – in some pronunciations the dark /l/ sound may make a syllable of its own. Students often cannot get the sound correctly because they try too hard to merge it into the preceding syllable, which will tend to lead to a light sound rather than a dark one.
- If your students have problems forming the dark /l/, you might find it helpful to ask them to say it as a separate syllable with a /ʊ/ sound in front of it. For example:
 - To pronounce *I'll*, tell students to say *I – ull*, ie /aɪ – ʊl/.
 - To pronounce *it'll*, tell students to say /ɪt – ʊl/.

- If students get the wrong /l/ sound, it won't matter too much as the word will still be recognizable.
- It's more important for students to get used to using and hearing contractions than to worry too much about any /l/ problems.

2 & 3

- This is a particularly interesting task which works on an area of English – discourse coherence – that coursebooks don't often look at. Most of the expressions in exercise 2 are fixed *chunks*, ie they are regularly used as complete phrases (and should be learnt as such).
- Students match spoken sentences (A) with the likely responses (B).
- Students then listen and check answers to exercise 2.

1 b 2 a 3 e 4 d 5 c

2.7

- 1 Aren't you ready yet? Hurry up! / I won't be long.
- 2 Be careful – it's very dangerous. / I'll be OK.
- 3 I wonder where they are. / They'll be here soon.
- 4 Let's have a drink before the film starts. / We'll be late.
- 5 What's this? I've never eaten that before. / You'll like it.

Language notes: discourse coherence

- How can students work out which are the correct answers to the questions in *Pronunciation* exercise 2? Although the sentences include possible grammar or vocabulary difficulties for students, the main problem is not essentially a grammatical or a vocabulary one, but one of *discourse* – a term that is typically somewhat unfamiliar to students (and teachers). Discourse refers to the ways that we understand the meaning of language when it is used in communication. Whereas a lot of language study stays focussed at the level of single sentences, a study of discourse features looks beyond the sentence and considers how a whole dialogue or text might hang together.

For example, consider what helps a learner to connect the sentence *Let's have a drink before the film starts* with the response *We'll be late*. There is a grammatical link between 's (us) and *We*, but beyond that, it's hard to find any other grammatical thread or vocabulary similarity. The only way to work out that this is the response is by imagining a possible context for the dialogue, and to think of a detailed possible reason why somebody might give a reply like this, and why it might make sense and seem coherent in this context. We have to work out that *We'll be late* might be given as a response by someone suggesting that there is not sufficient time to have a drink because the film will start before they can finish their drink.

- Thus, students who have problems with exercise 2 won't necessarily be helped by a focus on the language used in the sentences. In fact, this could even be confusing – as, for example, *Aren't you ready yet? Hurry up!* might seem to link linguistically to *We'll be late*, whereas it's only when you think through the possible contexts and dialogues that it is apparent that it doesn't work, and the response *I won't be long* makes a logical reply in the likely context.

4

- Pairwork. Students practise the exchanges from exercise 2.
- Most expressions in this exercise are fixed chunks, ie they are regularly used as complete phrases.

Extra activity: practising chunks with different intonation

- Write one of the responses from *Pronunciation* exercise 2 on the board (eg *I'll be OK*). Tell students that they must say these exact words, but must show different emotions by changing the intonation. Call out various feelings and get students (chorally or individually) to repeat the sentence according to the instruction. Feelings can include: *You feel very sad; You are angry; You don't really believe what you are saying; You're very happy*, etc. Continue by putting a new chunk on the board and trying again with this one.

SPEAKING**1**

- Ask students to look at the list of topics a–j. They listen and decide which of the speakers 1–3 is speaking about which topic.

1 i 2 e 3 f

2.8–2.10

- 1 Right, er, well, there'll be more and more supermarkets ... Er, you see more and more of the same kinds of shops everywhere, you know. Everywhere you go you see the same things, the same chains – so more supermarkets on the outside of the town. Er, the town centres will get quieter and quieter, no – there'll, there'll be less, um, less shops in the town centres and there'll be more bars and cafés and things like that, um, so people will ... er, use their cars, I guess, more. Is that thirty seconds yet?
- 2 Everybody says that, er, you know, everybody will need English in the future, but I ... I don't think this is true because, um, you know, you need, um, English for computers and the internet and that, but with ... with, um ... There's more and more Chinese people in the world, so, you know, we'll, maybe, we'll speak Chinese, we'll all need to speak Chinese because, um, 'cos ... 'cos we will, and, er, um ...
- 3 If you think about medicine now and you think about medicine, say one hundred years ago, the differences, um, are ... are incredible because we can ... we can do so many things now that we couldn't do then, like, you know, we've got a cure for polio, we've got a cure for lots of diseases, and ... and transplants and things, so I guess in the future we'll, you know, carry on and we'll find cures for more and more things and we'll, um ... That must be thirty seconds.

2

- Ask students to select one of the topics in exercise 1 and prepare a thirty-second talk on the topic.
- To reduce nerves and stress it might be a good idea to get students to give their talks to small groups (of four to six students) rather than in front of the whole class.

Stronger classes

- With stronger students you might want to try a more demanding game by adapting the long-running and very popular BBC programme *Just A Minute*.

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Just a Minute

- *This popular game helps students become more confident at speaking. It is similar to Speaking exercise 2. The basic task is the same but:*
 - 1 *Speakers must try to talk for one minute.*
 - 2 *Speakers should not hesitate (ie have long pauses, ers or other hesitations).*
 - 3 *Speakers must not repeat any words (except for those in the topic title they were given).*
 - 4 *Speakers must not deviate too far from the topic set.*
- *Organize small groups (of at least four people). Students appoint a speaker and a timer/judge – who will need to be able to time (eg using a digital watch).*
- *The judge sets the topic and asks the speaker to start. The speaker begins talking and the judge starts the 60-second countdown. The other players listen and try to spot one of the problems (hesitation, repetition or deviation). If they hear one, they call out “challenge”. The speaker stops talking, the judge stops timing and the challenger says their challenge. If the judge agrees, then the challenger wins one point and takes over speaking about the topic – but only has to talk for the remaining time on the timer, eg 29 seconds. If the challenge is wrong, the original speaker gets one point, takes up the topic again and tries to finish their minute. Speaking and challenging continue until someone finishes the 60 seconds.*
- *The rules given here may be too demanding for many classes. Feel free to vary them as appropriate, eg allowing repetition, allowing preparation time, shortening the time you have to speak, etc.*

IF YOU WANT SOMETHING EXTRA ...

- Straightforward Teacher’s Resource Disc *at the back of this book*

8B | Space tourists

WHAT THE LESSON IS ABOUT

Theme	Space tourists
Speaking	Groupwork discussion: deciding who is the best candidate for <i>Star Quest</i>
Listening	Radio programme monologue: a description of <i>Star Quest</i> , a TV game show
Vocabulary	Compound nouns with numbers
Grammar	Predictions 2 (<i>maybe, probably, certainly</i> , etc)
Pronunciation	Word stress 2: three-syllable words

IF YOU WANT A LEAD-IN ...

Teach a key word: game show

- Ask students directly if they know any game shows in their country. If they already understand the idea, students may call out names, which you can collect on the board. If they don't, you could suggest some local examples, eg *Who Wants to be a Millionaire?*
- Establish that a game show is a TV programme. It is a competition usually with prizes – sometimes very big amounts of money, a holiday or a car.

Discussion starters

- ➊ *Methodology Builder 15: Using Discussion starters, page 63*
- *Would you like to go on a game show?*
- *Which show would you enjoy being on?*
- *Would you win?*
- *What is the best prize you've ever seen on a game show?*
- *What prize would you like to win?*

LISTENING

This radio programme discusses a new TV game show with contestants from all over Europe, in which the first prize is a seat in a space ship and a visit to the International Space Station. They talk about why NASA might not be happy with this, and give details on how to apply.

1

- Tell students that they are going to listen to a radio programme and that all the words in the box will be in the programme. Ask students to predict from the words what the programme will be about. (See summary above.) Don't confirm or deny any of their ideas yet. However, you might want to note some key ideas from their predictions on the board, which you can refer to and check after they have listened to the recording.

2  2.11

- Students listen to the radio programme and work out the story. Ask students how close the story is to their predictions. Go back to the six vocabulary items, and to any notes you made on the board, and check how each of them fit in with the recording.
- It may be worth playing the recording two or even three times to ensure that the gist is clear.

Contestants in a new TV game show (which will be filmed in famous science museums) can win the chance to blast off in a rocket and become a space tourist.

 2.11

Back in 2001, American millionaire Dennis Tito became the world's first space tourist. He wrote a 20-million dollar cheque for the privilege. Since then, there have been another six space tourists, and they have all paid millions for the experience. Others will probably follow soon, but who will they be? One thing is for sure: it certainly won't be you, unless you have a few million dollars. Or perhaps it will be!

A European television consortium, Eurorbit, has announced plans for a new TV game show. The show, which will probably be called *Star Quest*, will have contestants from all the countries in the European Union. It will test the contestants' general knowledge, their skills and their ability to work in a team. Contestants will need to be fit and to speak English, but men and women of all ages are welcome to apply. The programme's organizers hope to film the thirteen-part show at different science museums around Europe – in London, Florence, Paris and at the New Metropolis Science and Technology Center in Amsterdam. And the prize? The winner of the show will take his, or her, seat in a space ship some time next year. After training at the European Space Academy, the winner will blast off for an eight-day trip to the stars and a visit to the International Space Station.

Or perhaps not. Not everyone is happy with the idea. Will scientists in America at NASA refuse permission for the winner to visit the space station? They were unhappy with Dennis Tito's trip and say that this kind of space tourism is too dangerous. 'This idea is so stupid,' said one expert at New York University. However, a spokesman for Eurorbit said that the Americans will probably agree some kind of deal. Whatever happens, he said, the winner of the competition will definitely go into space. But it's possible that they won't be able to visit the space station.

The organizers of the programme are taking applications now. So if you want to be the next space tourist, send your request to contestant@eurorbit.com. That's contestant@eurorbit.com. And good luck!

3  2.11

- Ask students to listen to the recording again and answer the eight questions.

Stronger classes

- Ask students to predict answers before listening again. Then they listen to the answers and check.

- 1 seven
- 2 millions
- 3 Eurorbit – A Eurovision television consortium
- 4 The European Union
- 5 European science museums (in London, Florence, Paris and Amsterdam)
- 6 an eight-day trip into space
- 7 Maybe! The prize includes a promised trip to the International Space Station, but NASA is against the idea and may refuse permission
- 8 NASA

4

- Students could discuss the question in small groups, giving reasons for their opinions.

Extra discussion

- Would you apply for this competition? Do you think you are the kind of person the TV show is looking for?
- If you were the producer of the show, what kind of contestants would be good for getting high audience figures? Do you want bright, funny, attractive people? Fit, sporty people? Serious academics and scientists? Ordinary people – ie the man or woman in the street?
- Do you think you will ever go to the Moon in your lifetime? When will it be possible to buy a holiday in space?

Some more serious questions

- Why do you think NASA is nervous?
- What sort of problems do you think the other astronauts may have if they have a tourist on their space shuttle?

Cultural notes: space tourism

- It's not easy to become a space tourist. It's very expensive. And it's potentially very dangerous.
- The second space tourist, after Tito, was a South African businessman called Mark Shuttleworth. Since then, only a handful of people have gone into space as fee-paying customers.
- Some writers believe that one million people a year will be travelling into space very soon. That may sound like a lot but remember that over a billion passengers fly on scheduled aeroplane flights every year.
- Japanese scientists aim soon to be able to offer trips into space for as little as \$10,000.
- If you are determined to get into space, but don't have the money, you could get a job with one of the many companies that will soon need to work in space: electrical suppliers; chemists; vehicle repairers; hotel staff, etc.

VOCABULARY: compound nouns with numbers

▶ *Language reference, Student's Book page 85*

1

- Ask students to look at the phrases 1–3. Ask if they know which of the options is correct, but don't confirm or deny their guesses. Ask students to look at the audioscript 2.11 on page 140, and to find the items and check which option is correct.
- When students have found the answers, ask if they can work out a rule for the formation of these nouns (ie we do not use the plural *s* in the first part of the compound).

- 20-million dollar cheque
- thirteen-part show
- eight-day trip

2

- Elicit from students some possible compounds that they could make from the two columns.
- Students select the best possible compounds to fill the gaps in the six sentences.

- | | |
|-------------------|------------------------|
| 1 two-week course | 4 ten-minute break |
| 2 20-euro note | 5 eight-hour day |
| 3 five-star hotel | 6 million-dollar house |

Language notes: compound nouns with numbers

- Some other compounds are possible (but do not fit the meaning of the exercise sentences). These are noted below. The tick ✓ indicates a probable compound in everyday English and (✓) indicates a possible but less likely compound.

	break	course	day	hotel	house	note
eight-hour	✓	✓	✓			
five-star	(✓)			✓		
million-dollar	(✓)	(✓)	(✓)	✓	✓	(✓)
ten-minute	✓					
twenty-euro	(✓)	(✓)	(✓)	(✓)		✓
two-week	✓	✓				

GRAMMAR: predictions 2 (maybe, probably, certainly, etc)**Grammar box**

- ▶ *Language reference, Student's Book page 84*
- ▶ *Methodology Builder 22: Using Grammar boxes, page 106*

1

- Students put the word in brackets into the correct place in the sentence.
- When students have completed the sentences, they can check in pairs and then discuss whether they think each sentence is true or not.

- We probably won't discover ...
- China will possibly be ...
- Ordinary people definitely won't be able to travel ...
- Perhaps there will be hotels in space ...
- Engineers will certainly build factories ...
- Maybe we will stop spending money ...

Language notes: predictions 2 (maybe, probably, certainly, etc)

- In addition to the information in the Student's Book, it's worth noting that:

Perhaps can also go in other places in the sentence including: (1) after the auxiliary verb, eg *He will perhaps arrive before ten.* (2) After main verb *be*, eg *She is perhaps a future President of the US.*

Perhaps is usually two syllables /pə'hæps/, but is also often pronounced as a single syllable /præps/, and *definitely* is usually three syllables, rather than four. *Probably* is in the middle of the coursebook diagram, but this doesn't mean that it represents a 50% chance. If something will *probably* happen, then there is a strong likelihood of it happening, say 70% to 90%. *Maybe* sounds slightly more informal than *perhaps*.

2

- Students choose one of the questions 1–5. Make sure that questions are evenly distributed, so that all students do not select the same one. The simplest way to do this would be by going round the class and giving each student a number from 1 to 5.
- Get students to walk around the class and ask the question to as many people as possible, keeping brief notes about the different answers they hear.
- Remind students about how they can answer when they are asked one of the questions. Point out the words in the box below the questions.

3

- Students report what they discovered with the rest of the class and compare their results.

Alternative procedure

- Ask students to form groups that include members who can report back on different questions.

Extra practice: making predictions

- Remind students about the horoscopes from lesson 7C. Write the following words on the board: *career; house; job; famous; rich; happy; space; travel*.
- Ask students to write a text for their partner with predictions about their future life. Give them a time limit of ten minutes. They must use at least four of the words on the board. Emphasize that the texts should be encouraging, positive predictions (not terrible warnings about sudden death). Encourage students to use language from the lesson. When they have finished, they can read their personal horoscope. Students may also enjoy swapping and sharing other people's texts.

Methodology Builder 22 Using Grammar boxes

In every lesson of the Student's Book in which new grammar is introduced, you will find a grammar box. These boxes summarize information about the new language being studied. In most cases, no methodological instructions or exercises are offered, so the teacher has many options about how to use them. This Methodology Builder suggests a number of typical ideas for using these, as well as a few more unusual possibilities. In every case, you can mix and match ideas to suit your class.

- Ask students to quietly read through the information to themselves.
- Ask one or two students to read the information aloud to the rest of the class.
- Ask students to work in pairs and read the information aloud to each other.
- Ask students to work in pairs, read and then discuss or ask each other questions about the contents.
- The teacher reads aloud the information to the class.
- The teacher allows quiet reading time and then asks questions based on the material in the box.
- The teacher uses material in the substitution tables (which feature in many of the grammar boxes) to give students simple repetition or substitution drills.
- Ask students in pairs to drill each other.
- Books closed: before students look at the grammar box, read it aloud to them. At various key points pause and elicit what the next word or words might be. Clearly confirm right answers. When you have finished, allow students to open books and read the information through quietly.
- Books closed: write the information from the grammar box on the board, trying to keep the same layout as the book. Leave gaps at key places. Ask students to either copy the diagram and fill it in or come to the board and fill in the information there. Allow students to discuss the suggested answers before they check with the printed version.

- *Books closed: use the information in the grammar box to inform your own question-making. Elicit the information, item by item, example by example, from students and note it on the board. When the information is complete, allow students to open their books and find the same content printed there.*

SPEAKING

1

- Remind students of the proposed TV game show *Star Quest*. Ask them if they can think of a possible good candidate – either a friend or colleague or maybe a famous person. Collect and discuss briefly a few suggestions.
- Students write the name of a possible contestant and make notes about why he/she would be good – using the four headings.

2

- Groupwork. Put students into groups. Each student describes their choice and gives reasons. Then the group should select the best candidate.

PRONUNCIATION: word stress 2

1 & 2 2.12

- *Methodology Builder 17: Working with word stress, page 75*

- Students decide where the main stressed syllable is in each word. They underline the word with the different stress pattern.
- Students listen to the recording and check their answers: (underlined in audioscript 2.12 below)

2.12

1	certainly	energy	probably	<u>unhappy</u>
2	businessman	<u>engineer</u>	president	scientist
3	dangerous	internet	<u>invention</u>	satellite
4	advantage	computer	<u>conference</u>	contestant
5	equipment	exciting	<u>possible</u>	remember

- Rather than having the teacher instantly confirm each answer, it is a good idea to let students listen to each word enough times so that they are certain of the answers themselves. They may well have trouble hearing the stress patterns, but it's worth persevering as this is a very awareness-raising thing to do.
- The table below shows you the answers and the stress patterns for all words in the exercise.

The stress patterns are:

1	unhappy	□□□	□□□	□□□	□□□
2	engineer	□□□	□□□	□□□	□□□
3	invention	□□□	□□□	□□□	□□□
4	conference	□□□	□□□	□□□	□□□
5	possible	□□□	□□□	□□□	□□□

IF YOU WANT SOMETHING EXTRA ...

- *Straightforward Teacher's Resource Disc at the back of this book*

8c | Great ideas

WHAT THE LESSON IS ABOUT

Theme	New products & new businesses
Speaking	Pairwork discussion: discussing & choosing gadgets on a website
Reading	<i>A great idea?</i> Magazine article: a new business
Listening	Radio advertisements: descriptions of gadgets
Vocabulary	Adjectives with infinitives
Grammar	Present tense in future time clauses (first conditional)

IF YOU WANT A LEAD-IN ...

Teach a key word: essay

- Read out the following definition and ask students to tell you what it is: *You write this at school or college to show that you understand something and to give your opinions about a particular subject.* (Answer: *essay*)
- It is possible that students will not know the word *essay*, in which case give them the answer and write it on the board. Ask some check questions. For example:
 - 1 *When did you last write an essay? What was it about?*
 - 2 *Do people usually write essays in everyday life outside school or college?* (Answer: *Not usually, unless they are a professional writer.*)
 - 3 *Is an essay the same as an article?* (Answer: *No. An article is intended for publication in a newspaper or magazine. An essay may be published, but is usually just for a teacher to read and mark.*)

Introducing the theme: new ideas

- Write the following on the board: *Films on your mobile phone; Computers under our skin; Flying cars; Free 24-hour doctor on the internet.*
- Explain that these are some recent ideas. Point out that three are products (things you could buy and own) and one is a service (something people do to help you).
- Ask students if they think these are 'great ideas' or not. Ask for reasons. Which ones would students want to have themselves? Ask if students have any great ideas for new products or services. Discuss which ones would be popular.

LISTENING & SPEAKING

In this listening, there are five short radio advertisements giving details about unusual products.

1 2.13

- Ask students to look at the website page and focus on the five products listed. They can work in pairs and briefly tell each other what they think each item might be.
- Students listen to the five advertisements and note down which one goes with which product.

1 C 2 A 3 E 4 D 5 B

2.13

- 1 Looking for a laugh? Get one of these gooey balls and throw it at a window. Just watch your colleagues' faces as it slides down the window making strange shapes.
- 2 Now you can write secret messages with our invisible ink. With a special ultraviolet light reader, you can read them, too!
- 3 You can't find your keys? Again! Just whistle and it will flash and beep. You'll find your keys in an instant ... and losing them will be fun!
- 4 Feeling thirsty? Well, here's your own personal water machine for your desk in the office. It holds eight cups. With this in front of you, you can be sure you'll drink all the water you need.
- 5 Did you know that colours can change the way you feel? Do you sometimes wake up in the morning feeling (and looking!) grey? With one of these, you can wake up in the morning to a bright, colourful tomorrow.

2

- Pairwork. Students discuss the questions and agree the order on how successful they think the products will be.

READING

This magazine article is about Ash Sharma. He explains why his father should give him a loan for his new business idea and why he should postpone his studies to get his business started. In the second half of the article, his father explains why he won't lend his son the money.

1

- Students read the magazine article and answer the three questions. Tell them not to worry about the eight numbered gaps.

- 1 By improving his website and selling university essays to students.
- 2 Because there will be too much work to start the website and study at the same time. He is also worried that someone else may use the same idea before him.
- 3 He thinks it may not work. There might be other websites offering the same service. He has serious doubts about its success and profitability. He is not sure if it is legal. He thinks Ash should make a business plan and finish his studies before he starts.

2

- Students read the article again and decide where the phrases (a–h) could go in the text.

1 d 2 f 3 b 4 e 5 h 6 g 7 c 8 a

3

- Pairwork. Students discuss the three questions in pairs.

Extra discussion

Business ideas

- *Imagine that you want to start a new business and make a lot of money in a short time. What would you do?*
- *What would be the biggest difficulties in starting a successful business (eg money to start it)?*

- Do you think that school children and young people can be good business people?

Essays

(NB These questions raise moral issues and need to be used carefully and sensitively.)

- Do/Did you ever cheat when writing essays? Do/Did you ever copy sections from a book? Do/Did you ever copy things off the internet?
- Imagine that you need to write an essay for a very important qualification. A friend says they will sell you a first class essay for a reasonable price. Would you buy it?

VOCABULARY: adjectives with infinitives

▶ Language reference, Student's Book page 85

1

- Ask students to cover up the article and choose items from the box to fill the five gaps in the sentences.
- When they have finished, ask students to look back at the article on page 80 to find the items and check their answers.

1 to use	3 to help	5 to get
2 to say	4 to finish	

2

- Students could work in pairs and take it in turns to make new sentences from the table. Tell them to try and make sentences that are both grammatically correct and also meaningful. Sentences can be about things that typically happened in the past, what happens in the present or predictions about the future.

Language notes: adjectives with infinitives

- There are many language pairs in this exercise. The patterns are:

It is	easy/difficult	+ infinitive with <i>to</i>
It will be	possible/impossible	
It used to be	legal/illegal	
	important	
	usual/unusual	
	safe/dangerous	
	healthy/unhealthy	

GRAMMAR: present tense in future time clauses (first conditional)

Grammar box

- ▶ Language reference, Student's Book page 84
- ▶ Methodology Builder 22: Using Grammar boxes, page 106
- ▶ Methodology Builder 27: Grammar auction, page 131

1

- Students fill the gaps in the text with the correct form of the verbs in brackets. You may want to do the first one together as a class to raise awareness about the kind of problems students will face (no. 1 is both an *if* sentence and a negative).
- Remind students that not all sentences are *if/when/before/after* ones – so students will need to be very careful when deciding whether they need *will* or not.

1 don't take	7 arrive
2 won't get	8 will be
3 goes	9 is
4 'll have	10 will give
5 say	11 'll be
6 'll be	12 have

Language notes: present tense in future time clauses (first conditional)

- For teaching purposes this rule reduces neatly into one simple guideline and a workable board diagram:

When	...	+	will	+	present	+	...
After							
Before							
If							

ie the main guideline is that after these four words we do not use *will*. Instead the present tense is used.

- It's important for students to realize that the meaning remains about the future even though the tense is the present.
- Although the guideline is relatively straightforward, it does seem to be very hard for learners to remember and apply, so don't be too upset if they continue to get it wrong. You're sure to hear your students saying *If I will ...* for months or years to come.
- The structure *If + present + future* is commonly referred to as the *first conditional*.

2

- Check that students have understood the story from exercise 1. Ask them: *Who is Emily? Where is she going? Why? How do you think her boyfriend will feel about this?*
- Students make sentences about what Emily's boyfriend feels about her trip from the prompts. Some extra words and grammatical changes will be needed. Remind students to use the pronoun *she* for each sentence.

- 2 If she can't/doesn't speak the language, she won't make friends.
- 3 If she doesn't make friends, she'll feel very lonely.
- 4 If she feels very lonely, she'll want to come home.
- 5 When she comes home, she won't have any qualifications.

NB Other variations are possible in some answers, eg using 'going to' in the main clause.

3

- Students can discuss other problems. Remind them to use the grammar they have been studying.

Extension task

- You could extend the discussion by asking students to imagine that they are planning to go to Japan or Mexico for a new job. What do they think will happen to them?

4

- Students write four sentences that are true about themselves using the questions.

IF YOU WANT SOMETHING EXTRA ...

- ▶ Straightforward Teacher's Resource Disc at the back of this book

WHAT THE LESSON IS ABOUT

Theme	Using computers
Speaking	Pairwork discussion: talking about how you use computers
Listening	Informal dialogue: a dialogue about how to send an email
Vocabulary	Computer actions
Functional language	Giving instructions
Did you know?	Computer games in the US

IF YOU WANT A LEAD-IN ...

Discussion starters: using computers

➤ *Methodology Builder 15: Using Discussion starters, page 63*

- Do you regularly use a computer? For work? For communication? For games?
- Do you enjoy computers – or are they a necessary evil?
- Why is English the international language of computing? Will this change?
- What annoys you about computers?
- Why do some people find computers so difficult, when others find them very easy?

Test before you teach: computer words

➤ *Methodology guidelines: Test before you teach, page xxi*

- Write *undo*, *save* and *paste* on the board. Ask students where they would find all these words (*on a computer*).
- Ask students to work in pairs and think of as many more computer words/phrases as they can (but not names of machines or programs). After two minutes, collect all the words on the board. If you wish, ask students to explain what some of them mean.
- Now tell students to look at all the words and suggest a group of words and the order they would happen in real life. For example:
switch on > log on > open program > close program > log off > shut down
select > cut > paste
open > type > save > close
- There are many possible answers. Students may be able to suggest some you haven't thought of.

SPEAKING

1

- You could go into this task following straight on from *Discussion starters*.
- Pairwork. Students discuss the six questions.

Extra task: further internet questions

- Is the internet a good thing? Why?
- Is the internet dangerous? How?
- Will everyone in the world soon be on the internet?
- How do you think the internet will develop over the next ten years?
- Will the internet completely replace TV, cinema, letters, etc?

VOCABULARY: computer actions

➤ *Language reference, Student's Book page 85*

1

- Students label the icons A–L with the words in the box. All these words are verbs describing actions on a computer except for *cursor*, which describes the little pointer that a user moves around the screen.
- With computer literate students, you could see if they can name the icons without reference to the words in the box.

A cursor	E save	I undo
B open	F paste	J attach
C copy	G send	K delete
D find	H print	L close

Answers K and L could arguably be swapped.

2

➤ *Methodology Builder 29: Gap-fill exercises, page 150*

- Students use seven of the twelve computer words to fill the gaps in the sentences.

1 send	4 paste	7 save
2 print	5 cursor	
3 delete / undo	6 attach	

LISTENING

In this listening, a young woman called Karen gives her grandfather instructions on how to attach a photo to an email and send it.

1 2.14

- Ask students to look at the photo and say what they think is happening. Listen to their suggestions, but don't confirm any yet.
- Students listen to the dialogue and answer the three questions. They can then compare answers in pairs.

1 not very much
2 send an email
3 yes

2.14

G = Grandfather K = Karen

G: Karen, could you give me a hand with this?

K: Sure. What are you trying to do?

G: I want to send an email.

K: Yes, OK. Are you online?

G: Erm, not sure.

K: Here, look, first of all, click on that button there. That connects you to the internet.

G: Oh, right. Like this?

K: Yes, that's right. But do it twice, a double click. OK, now you're online. Right, now click on that email icon. There.

G: OK, got it.

K: OK, then click on 'Write Mail'. OK?

G: Yes, OK. There's a lot to remember, isn't there?

K: You'll soon pick it up. Oh, you see the little picture of an address book? You type the address there next to the icon. You're writing to Dad! What are you writing to Dad for?

G: Just to surprise him. And I want to send him one of those pictures you took.

K: Oh, OK.

G: Anyway, what next?

K: Well, next you write your message. In the big space there.

G: It's a short message! S-U-R-P-R-I-S-E. That's it. And the photo?

K: OK, first of all, click there on 'attach'. OK, good, and then we have to find the photo. Here, I'll do it for you. OK, that's it.

G: That's it. So, I just click on 'send'?

K: Yes. And don't forget to log off.

G: OK. Wonderful. Thanks. When will he get it? Does it take long to arrive?

2 2.14

- Students listen to the recording again and number the instructions in the correct order for sending an email.

Correct order: 6, 2, 1, 3, 8, 7, 4, 5

You could also type the address after writing your message!

Alternative procedure

- Computer-literate students should easily be able to work out a possible order before listening to the recording. They can then check with the recording if Bella gives the same instructions.

3

- Students compare their way of sending an email with a partner.

One common difference might be that some people will choose to connect to the internet after writing their email. And if the student uses broadband then they are likely to be permanently online and not need to log off.

FUNCTIONAL LANGUAGE: giving instructions

• *Language reference, Student's Book page 84*

1

- Students look at audioscript 2.14 and underline all examples of instructions and sequencing adverbs.

In audioscript 2.14 on this page, the instructions and sequencing adverbs and imperatives have been underlined.

Language notes: giving instructions

- Grammatical imperatives are made using the base form of the verb (the infinitive without *to*).
- Imperatives do not change tense (eg there is no past form), and they do not alter to indicate different persons (eg there is no third person *s*).
- You can add *always* in front of an imperative, eg *Always check that you've typed the address correctly*.
- To make an imperative more polite (ie more of a request or invitation than an instruction) we can add *Do* in front of it, eg *Do come in!* This can also indicate impatience or exhaustion with someone who is not doing what they are told, eg *Do press that button, Bella!*
- You can give a negative instruction (ie a warning) by adding *Don't* or *Never* in front of the imperative sentence. *Don't* usually gives an immediate instruction about the present situation, whereas *Never* gives a general instruction that will apply over a longer time. Examples are: *Don't do that!* or *Don't press that key* or *Never open email attachments from people you don't know*.
- As well as the grammatical form called imperatives, other grammatical structures can have the function of giving an imperative-type instruction.
- Instructions can become a little less direct by using a normal present simple sentence instead of an imperative, eg *You type your address there next to the icon*. The context makes it act as an instruction. But be careful, this is different from simply adding the word *You* in front of an imperative which can sound ruder and more forceful – especially if you use more aggressive intonation, and put a pause between the *you* and the imperative, eg *You get over here!* or *You send that email now!* or *You be quiet!*
- You may feel clearer about this difference if you compare these two examples:
You type your address there.
You! Type your address there!

2

- Students read the instructions and number them in the correct order.

Correct order: 5, 3, 6, 7, 1, 4, 2

3

- Write on the board: *Dictionary ... Thesaurus*, and ask students if they know what the difference is between the two. Almost everyone will be familiar with a dictionary, but fewer may have used a thesaurus. Elicit or give a definition:
A *thesaurus* is a reference book (or computer program) that lets you find words that have a similar meaning to a word you already know. This can be useful when you are writing, if you can't find exactly the right word, or if you want to avoid repeating words too many times.
- Tell students that the pictures show how to use a computer thesaurus program. Tell students to imagine that their friend wants to write *The world is getting older* but feels that the word *world* isn't quite right. How can they find a better word?
- Pairwork. One student looks at the pictures in order and gives instructions to their partner. The partner listens and at the end gives feedback on how clear the instructions were.

Possible answer:

- 2 Then go to the menu and click on 'Tools'.
- 3 Select 'Language'.
- 4 Next select 'Thesaurus'.
- 5 You will see a list of synonyms for the word. Choose the word you like best and click on 'replace'.

Students could add: Finally you will see your chosen word appear in your text instead of the original word.

Extension task

Other computer instructions

- Computer-literate students may enjoy repeating the instruction-giving task with different computer tasks using their own knowledge rather than pictures. Remind them to use the sequencing adverbs.

How can I put a picture at the top of my text document?

How can I put some of my favourite music tracks onto a CD?

How can I download and use a new screensaver?

How can I get a free internet email account?

How can I protect my computer against viruses?

Non-computer instructions

- For further practice, extend the task to other situations. Ask students to tell someone else:
 - How to make a cup of tea.
 - How to make a piece of toast.
 - How to mend a flat tyre.
- Instructions will be much more interesting when the listener doesn't already know how to do the task being described. For this reason, and for fun, you could try a few imaginary tasks such as the following ones. NB It will be best to allow two or more minutes of preparation time before students give their instructions. Students can tell each other:
 - How to rob a bank.
 - How to become President of the US.
 - How to win the Eurovision Song Contest.
 - How to be happy.
 - How to become a millionaire.
 - How to find the perfect wife/husband.
 - How to own an airline.

Methodology Builder 23 Total Physical Response (TPR)

- *Total Physical Response (TPR) is a teaching method often used with beginners. The teacher works with a volunteer student and gives a long list of instructions which the student follows (eg 'Stand up.' 'Walk over to the window.' 'Open the window.' etc). The student is not required to speak at all, but learns a lot by understanding the meanings in context and then doing the actions. If the student misunderstands, the teacher can mime or show the correct action. Later on, (possibly many lessons later) when a student is ready, they may start to give instructions themselves.*
- *The method is also interesting with students at Pre-intermediate level. Try the following instruction sequence with some of your students. When they have had a go, and understood the idea, ask each student to prepare their own instruction list, which they can then read out to their partner who does the actions.*
 - *First of all stand up.*
 - *Then walk over to the other side of the room.*
 - *After that study the poster on the wall.*
 - *Read aloud one line from the poster.*
 - *Next borrow a book from a nearby student.*
 - *Put the book on your head.*
 - *Then put your hands by your side.*
 - *After that walk across the room without dropping the book.*
 - *Finally give the book to someone you like and say 'Happy Birthday'.*

DID YOU KNOW?

1

- Students read the text and discuss how similar the US situation is to their own country.

2

- Pairwork. Students discuss the questions about computer games.

Extra discussion: computer games

- *What features make a good game?*
- *What is your favourite game? Describe what happens in it.*
- *If you don't play, why not? Can you imagine any game that might start you playing?*
- *Some computer games make more money than Hollywood films. Why do you think they are so popular?*
- *Are games too violent? Do they have a bad effect on people?*
- *Why do men play more games than women?*

IF YOU WANT SOMETHING EXTRA ...

- [Straightforward Teacher's Resource Disc at the back of this book](#)

Answer key

8 REVIEW

▶ *Student's Book page 155*

1

- 1 The telephone will not be a popular way of communicating. (1876)
- 2 Heavy machines will never be able to fly. (1895)
- 3 People won't want to hear actors talking in films. (1927)
- 4 It might be possible to sell four or five computers. (1943)
- 5 Computers in the future may weigh no more than 1.5 tons. (1949)
- 6 We will never use the television for entertainment. (1955)
- 7 I don't think people will want a computer in their homes. (1977)

2

- 3 It ~~won't be possibly~~ possibly ~~won't be~~ necessary ...
- 5 Maybe scientists ~~maybe~~ will find ...
- 7 There probably won't be ~~probably~~ another world war.
- 8 Perhaps we ~~perhaps~~ will make contact ...

3

- 1 plan – Are you going to
- 2 prediction – will
- 3 plan – I'm going to
- 4 prediction – It will
- 5 prediction – will
- 6 plan – We're going to
- 7 plan – is she going to
- 8 prediction – You'll never

4

- 1 He won't like it if you do that.
- 2 If I have time, I'll come and see you.
- 3 If I need some money, I'll ask the bank.
- 4 I'll help you if you like.
- 5 They'll be very sad if you go away.
- 6 If we don't leave soon, we'll be late.
- 7 We'll miss the plane if we don't hurry.
- 8 You'll be ill if you eat that.

5

- 1 continues
- 2 will become
- 3 know
- 4 will happen
- 5 grow
- 6 use
- 7 will need
- 8 use
- 9 will be

6

Correct order: 2, 6, 5, 3, 8, 1, 7, 4

7

- 1 important
- 2 unusual
- 3 easy
- 4 usual
- 5 possible
- 6 difficult
- 7 legal
- 8 dangerous

8

Students' own answers

8 WRITING

▶ *Workbook page 79*

Model answer

Dear Irena,

I hope you arrived safely! This is a quick note to tell you some things about the flat.

Firstly, I took some food out of the freezer before I left and it's on the side. Please help yourself to anything you find. The closest food shop is on Roman Road opposite the train station. While you're here could you please water the plants and feed the cat? Feel free to use the iMac if you want to.

Finally, if you have any problems, call my mother on 0393 774 843. The man next door at No. 12 (Ralph) is very friendly and he will help you with any problems in the flat: water and electricity. When you leave, could you leave one light on and switch the gas off? Have a good time while you're here!

Kristina