

8 the future

GSE LEARNING OBJECTIVES

8A Dystopias and utopias

- **READING** | Read an extract from a short story about a dystopian future: dystopian and utopian societies
- Pronunciation: pausing when conceding a point
- Have a debate on technology and dystopia: concession

GSE INFORMATION

READING

70 Can understand inferred meaning in narratives.

VOCABULARY

59–75 Can use language related to social issues.

GRAMMAR

69 Can use a range of adverbials to introduce a concession (e.g. although, while, admittedly, at the same time).

79 Can use a wide range of structures to introduce a concession (eg. even if/though + clause, while/ whereas + clause).

SPEAKING

69 Can express an attitude, opinion or idea using idiomatic language.

73 Can evaluate arguments in a debate or discussion and justify the evaluation.

8B The science we need

- **LISTENING** | Understand a radio discussion about future technologies: science and technology
- Pronunciation: contractions and weak forms: the future perfect
- Evaluate solutions to future problems: future forms
- Write an opinion essay

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

LISTENING

72 Can understand most TV news and current affairs programmes.

GRAMMAR

67 Can use the future perfect passive.

SPEAKING

70 Can compare and evaluate different ideas using a range of linguistic devices.

WRITING

72 Can write a detailed, reasoned argument for or against a case.

8C Spend or save?

- **HOW TO ...** | maintain and end a discussion: money
- Pronunciation: intonation: ending a discussion

GSE INFORMATION

VOCABULARY

59–75 Can use language related to money.

HOW TO ...

68 Can initiate, maintain and end discourse naturally with effective turn-taking.

SPEAKING

67 Can use a suitable phrase to intervene in a discussion on a familiar topic.

70 Can compare and evaluate different ideas using a range of linguistic devices.

8D Science fiction

- **BBC PROGRAMME** | Understand a science-fiction TV drama
- Give a summary: machines
- Write a continuation of a narrative

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

SPEAKING

66 Can give a detailed summary of a film including information about the plot, characters and setting.

WRITING

71 Can demonstrate understanding of structure and conventions of different written genres.

► For full coverage of GSE Learning Objectives go to page 214.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and note down whether the speakers are optimistic or pessimistic and the reasons they mention, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

1 Most of the people are optimistic about the future.

Reasons mentioned:

Speaker 1: pessimistic; tends to worry about what could go wrong

Speaker 2: optimistic; believes science and technology can solve our problems

Speaker 3: optimistic; believes that people are innately good and challenges can be overcome; believes there's lots to enjoy in life

Speaker 4: pessimistic; believes we have not learnt from history and are not moving on

Speaker 5: optimistic; thinks technological developments will provide solutions to many problems; has a lot of confidence in younger generations and their ability to deal with any future issues

Speaker 6: optimistic; excited to see what happens in their career, their life, all the people they are going to meet and places they are going to. But admits it's easy to feel pessimistic about the future because of the climate crisis.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 8

Online Digital Resources

Videoscript Unit 8 Opener: BBC Vlogs

8A Dystopias and utopias

GRAMMAR | concession

VOCABULARY | dystopian and utopian societies

PRONUNCIATION | pausing when conceding a point

LESSON OVERVIEW

The aim of this lesson is for Ss to take part in a debate. The lesson begins with Ss reading an extract from a story. This introduces vocabulary related to dystopian and utopian societies. Ss then study and practise the grammar of concession and also practise pausing when conceding a point. The lesson ends with a speaking activity where Ss take part in a debate on the effect of the use of technology in our society.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3A:** Use a collaborative document with the empty table in. In feedback, ask different Ss to add words to the table.
- **Ex 5D:** Put Ss in pairs in breakout rooms to share their sentences. Monitor around the rooms and listen to how they are pronouncing the sentences.
- **Ex 7A:** Use an online poll for Ss to vote on whether they agree or disagree with the debate statement.

Additional Materials

For Teachers:

Presentation Tool Lesson 8A

Photocopiable Activities 8A

Grammar Bank 8A

For Students:

Online Practice 8A

Workbook 8A

TO START

Put Ss in small groups and ask them to discuss what they think are the best and worst things in their society/ies at the moment. When they have finished, ask them to share their ideas with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree. Don't confirm the definitions yet.
- B** Read the BBC Radio programme information with the class, or ask Ss to read it alone, then discuss the questions as a class.
- C**  **8.01** | Tell Ss they are going to listen to an extract from the programme they just read about. Read the first question with the class so they know what to listen for, then play the recording. In feedback, elicit the definitions from the class and ask Ss how they compare with their own.

EXTRA SUPPORT: TEACHER This listening is another authentic extract from a BBC Radio programme (see Unit 3, Lesson 3A and Unit 7, Lesson 7B) and, as a consequence, Ss may find it more challenging than other listening texts. Reassure Ss that they don't need to understand every word in order to complete the activities.

AUDIOSCRIPT 8.01

S = Shabnam Grewal G = Gregory Claeys

- S: What is a dystopia? The word was first used by the philosopher John Stuart Mill to mean an imaginary place or condition in which everything is as bad as possible. The opposite of utopia.
- G: If we think of utopia as a society in which people have much stronger engaged social bonds between one another, at the opposite end of the spectrum is precisely the negation or absence of these bonds.
- S: This is Gregory Claeys, an academic and a historian of the future, who's written a lot about dystopias and refines the definition to mean ...
- G: A society which is dominated by fear, so each individual is isolated from every other; every individual is made to feel paranoid about every individual, so the essential juxtaposition here is utopia's oriented towards a maximisation of friendship; dystopia's a maximisation of fear.

ANSWERS:

dystopia: a society which is dominated by fear, where people are isolated and paranoid

utopia: a society where friendship and social bonds are maximised

Ss may add that a dystopia is an imaginary place, often in the future, where life is extremely difficult and that it is often dominated by an authoritarian state.

- 2 A** Ss read the extract from the book and decide if they'd like to read the whole book, then share their answers and reasons in pairs. When they have finished, ask a few Ss to share their answers and reasons with the class.
- B** Read the list of things with the class, then ask them to read the extract and note down their inferences about each thing individually. Don't elicit any ideas yet.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the extract they are not working on to help reduce distraction.

- C** Put Ss in pairs to share their ideas and give their reasons. When they have finished, ask a few pairs to share their ideas and their reasons with the class.

POSSIBLE ANSWERS:

- 1** It's dirty and polluted and perhaps shabby and not well looked after.
- 2** It's unpleasant – he's isolated from others, watched by humans and computers and there's no joy at home.
- 3** These happened previously, possibly when citizens protested about the lack of justice from the Volters or the way they are governed by the Volters. But there haven't been any protests in recent months.
- 4** He looks back on it positively, maybe seeing it more positively than it really was.
- 5** They are machines with AI and were created by humans.
- 6** Machines with AI were created to make money. They developed greater intelligence than humans and now they control humans.
- 7** If brain implants are put into people's heads, the Volters will be able to read people's thoughts and may punish people for negative thoughts about them and their society.

- D** Put Ss in pairs to discuss the question and give reasons for their opinions. In feedback, elicit their ideas and have a brief class discussion.

VOCABULARY

dystopian and utopian societies

3A Point out the words in bold in the book extract in Ex 2A and divide the board into two sections. Elicit the first answer as an example and write it in the correct section on the board. Ss categorise the rest of the words individually, then check in pairs. In feedback, ask different Ss to come to the board to write the words in the correct place. With online classes, remember you can use a collaborative document for this.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the book extract in Ex 2A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

Describing dystopias: paranoia, surveillance, curfew, social unrest, greed, oppression

Describing utopias: paradise, harmony, justice, tranquillity, innocence, idealism

B Ss match the words with their meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one.

EXTRA: ALTERNATIVE IDEA As a challenge for stronger classes, you could ask Ss to cover Ex 3B and, in pairs, write their own definition for each word in Ex 3A. Elicit some of their ideas, then give the answers to Ex 3B so Ss can compare their own definitions with the meanings given to see how similar they are.

ANSWERS:

1 tranquillity	2 surveillance	3 greed
4 curfew	5 harmony	6 paranoia
7 justice	8 social unrest	9 paradise
10 idealism	11 innocence	12 oppression

C Put Ss in pairs to describe their chosen fictional societies (they can be from books, films, the TV or computer games) and discuss the question. When they have finished, elicit a few descriptions from Ss and discuss the question as a class.

EXTRA IDEA: DIGITAL If Ss can't think of any (or very few) fictional utopian societies, you could ask them to go online and research utopias depicted in fiction, then share what they found with the class.

GRAMMAR

concession

4A Ss read the forum discussion and decide which commenters are positive which are or unsure or not interested individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the comments with them.

ANSWERS:

Five are positive (kay92, nessieblue, foxylox, cal3 and wildcat).

Three are unsure or not interested (samrocks, ice2006 and akeem99).

B Tell Ss that only one of the purposes (a–c) is correct. They find and read the words and phrases in bold in the forum discussion and choose the correct option individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the purpose options with the class. Encourage dyslexic learners to read through each comment in turn to find the expressions in bold.

ANSWER:

c

C Answer the questions as a class, by looking back at the comments and concession clauses together and eliciting the answers.

ANSWERS:

The commenters usually start with the concession that an opposing opinion is true and then follow it with their opinion. This is to admit the opposing viewpoint but quickly move onto their own opinion, which they believe is more valid.

D The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 131 GRAMMAR BANK

This focuses on the form and use of concession clauses and phrases used to show concession. While the general area is unlikely to be new at this level, some of the phrases and expressions will be and Ss may also have difficulties using the form correctly. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how to form concession clauses with adjective + *though/as*.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises the form of concession clauses. Elicit the first answer as an example and write it on the board. Ss order the words to make the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by grouping more words together in order to reduce the number of items that need to be reordered, e.g. 1 – *It took a long time. / it was fun / same time, / At the.*

ANSWERS:

- 1 It took a long time. At the same time, it was fun.
- 2 While I don't like it, I can see it's useful.
- 3 Funny though she is, she can be serious.
- 4 Most of it's easy. The last part is hard though.
- 5 Although it's helpful, there are better resources.
- 6 True though that may be, I don't agree.

- 2** This exercise focuses on the form and use of concession clauses. Elicit the first answer as an example, illustrating how the concession comes first, and write it on the board. Ss link the rest of the sentences individually, then check in pairs. Point out to the class that some of the items will remain as two sentences. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 While the characters are strong, the story line is weak.
- 2 I don't appreciate your tone of voice. At the same time, I understand your point.
- 3 I'm strong. It's too heavy for me to lift though. / Strong though I am, it's too heavy for me to lift.
- 4 Admittedly, it wasn't their best match, but they're still the best in the world.
- 5 She's generally happy. That said, she has some challenges in her life.
- 6 You said it's expensive. True though that is / may be, it tastes delicious.

- 3** Ss use their own ideas to complete the sentences with an opposing viewpoint. Monitor and offer help with vocabulary where necessary. When they have finished, put them in pairs to compare their ideas. In feedback you could ask if any pairs completed sentences with the same viewpoints.

POSSIBLE ANSWERS:

- 1 pineapple on pizza is often criticised
- 2 have a phone call in English
- 3 they tell us stories of brave people
- 4 not everyone likes classical music
- 5 My favourite brand of coffee is really expensive.
- 6 I enjoyed visiting London

PRONUNCIATION

pausing when conceding a point

- 5A**  **8.02** | Ss listen to the sentences and mark the pauses, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

See answers to Ex 5B.

- B**  **8.02** | Play the recording again for Ss to listen for the stress. Check answers with the class and elicit the reason.

ANSWERS:

- 1 Even though it's said that young people don't read anymore, / many of them **do**.
- 2 Fiction can be shocking, / but at the same time true stories can be **more shocking**.
- 3 Admittedly, dystopian stories don't sound positive, / but they can be **very uplifting**.
- 4 True as that may be, / **not everyone** has the same taste in fiction.

The stress is on the contrasting point because it's the one the speaker wants to make.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording to check they are using pauses and stress correctly.

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary.
- D** Put Ss in pairs to share their sentences. Monitor and check Ss are using pauses and stress correctly. When they have finished, ask a few Ss to share their sentences with the class.

EXTRA IDEA In the same pairs as for Ex 5D, ask Ss to say whether or not they agree with each other's sentences, giving their reasons.

SPEAKING

- 6A** Tell Ss they are going to have a debate using the information in the infographic at the bottom of the page. Ss read the infographic and discuss which adjective they'd use to describe the statistics in pairs. When they are ready, ask a few pairs to share their ideas with the class.
- B** Read the statement with the class, then put pairs together to make groups of four. Ask them to decide which pair will argue for the statement and which against it. (If they can't make a quick decision on this, allocate a contrasting position, A or B, to each pair.) When they are ready, refer Ss to page 142 to read the extracts and put together their argument in their pairs. Remind Ss of the importance of predicting opposing viewpoints and to come up with potential counterarguments for use in the debate. You could tell them they will initially have one minute to present their arguments.
- C** Read the instructions with the class, then ask the groups to debate the topic. Monitor and make notes on Ss' language use for later class feedback.
- 7A** Hold a class vote via a show of hands to find out how many people agree and how many disagree with the statement in Ex 6B. With online classes, remember you can use an online poll for this. Give Ss feedback on their language use as a class using the notes you made while monitoring in Ex 6C.

FUTURE SKILLS | Self-management

- B** Read the Future Skills box with the class. Put Ss in pairs to reflect on their progress during the lesson, in particular how it affects their future goals.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that self-management and reflection is an important part of professional development. Put Ss in pairs to discuss how they can do this in practical terms in their current or future job.

TO FINISH

Put Ss in pairs to discuss what they think it would be like to live in one of the dystopian or utopian societies they learnt about in the lesson.

8B The science we need

GRAMMAR | future forms

VOCABULARY | science and technology

PRONUNCIATION | contractions and weak forms: the future perfect

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to science and technology. They then listen to a radio programme about inventions. This leads into the grammar, where Ss review and practise future forms. They also practise contractions and weak forms with the future perfect. Ss then do a speaking activity where they make predictions about future technology. The lesson ends with a writing activity where Ss write an opinion essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3C:** Display the statements on your device and share your screen with the class. Make sure the annotate function is on. In feedback, ask different Ss to write *F*, *A* or *S* for each statement.
- **Exs 7B and 8B:** Put Ss in breakout rooms to present and discuss their ideas.
- **Ex 8C:** Use an online poll for Ss to choose the invention most likely to be invented.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Grammar Bank 8B
Vocabulary Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Write on the board:

What are some inventions or discoveries from history that you wish had never been made?

Put Ss in small groups to discuss the question, giving their reasons. Monitor and help with vocabulary where necessary. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree. Write words and phrases for talking about science and technology on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

science and technology

1 A Put Ss in pairs to discuss inventions we need, giving their reasons. To help get them started, you could write *medicine, the environment, communication* and *transport* on the board and suggest they think about these areas. When they have finished, elicit Ss' ideas.

B Ss read the forum posts and choose which they'd most like to have and why. In feedback, elicit Ss' choices and reasons and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Read the forum posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the forum posts with them.

C Ss choose the correct words alone, then check in pairs. Remind them they can use the words in bold in the posts in Ex 1B for context. Check answers with the class.

EXTRA SUPPORT With weaker classes, before Ss do the activity, elicit the meaning of the words in bold. To help them work out the meanings, refer them to the posts in Ex 1B to see the words in context.

ANSWERS:

- 1 monitors, activates
- 2 modified, eliminate
- 3 detect, generate
- 4 convert, emitting
- 5 recharge, revolutionise

2 A Put Ss in pairs to discuss what they think of the products in Ex 1C, giving their reasons. When they have finished, elicit opinions and reasons from a few Ss and have a brief class discussion.

EXTRA IDEA In the same pairs as for Ex 2A, Ss discuss the products in Ex 1B in the same way as they did those in Ex 1C for Ex 2A.

B Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** science and technology

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the extracts with the class. Ask Ss to match the adjectives with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each definition (a correct one and a distractor) and asking them to choose the correct one. They can refer back to the reviews for context if they choose.

ANSWERS:

- | | |
|-----------------|--------------------|
| a recyclable | d hazardous |
| b user-friendly | e energy-efficient |
| c hand-held | f state-of-the-art |

2 Read the list of things with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LISTENING

3 A Read the example with the class, then put Ss in small groups to think of more inventions or discoveries. When they are ready, ask each group to share their ideas with the class.

B  **8.03** | Ss listen and identify the three inventions, then check in their groups. Check answers with the class.

AUDIOSCRIPT 8.03

P = Presenter S = Sian

P: Hello and welcome to *The Technology Show*. Now, there are plenty of examples of past inventions that have benefited individuals and societies on a great scale, like electric lights, for example, or satellite navigation. So, this week, we're talking about some possible new inventions that could have similarly huge benefits in the next ten years. With me is Sian Connor, who has written a book called *Inventions that could change the world*. Welcome to the show, Sian.

S: Hi.

P: So, you're interested in the idea that a fairly simple invention can have quite far-reaching advantages.

Unit 8 | Lesson B

S: Yes. Technology is a tool that we use to solve problems and the world is facing a lot of very significant issues at the moment, such as the climate crisis, to mention the most obvious. And I'm interested in the fact that the solutions to these problems won't necessarily come from ground-breaking inventions that completely revolutionise our lives, but from fairly small, simple inventions that can make quite a significant difference.

P: OK. So, I know you want to talk to us about three ideas in particular today. You're going to tell us about each one and speculate on how far it could transform our lives. What's up first?

S: The first one is a type of fabric that generates electricity from your body heat when you touch it. Now, we know that finding alternative energy sources to fossil fuels is one of today's real challenges, so anything that can generate clean energy is clearly a great idea.

P: And how could something so simple have such a huge impact?

S: Well, quite simply, it could be used in so many different situations. For example, it could be used on car seats, so when you sit on it, the fabric could generate sufficient electricity to run the car's air-conditioning, or on furniture in the home, where it could power the lights in the room. Or you could have a jacket made of the fabric, which would then generate electricity to power your phone. These sound like small amounts of energy – and they are – but if the fabric was used widely enough in day-to-day situations, they could add up to substantial amounts.

P: And how likely is it that it will actually be developed?

S: Well, the technology is already there in theory, so it's already possible to produce the fabric, but there are still a couple of technical obstacles and the costs of large-scale production are currently too high. But I'm fairly optimistic that within the next ten years, these technical issues will have been addressed. I'm also hopeful that the costs will have come down by then and we'll be wearing clothes and sitting on furniture that generate power for us.

P: That sounds interesting. And what's your next invention?

S: Well, this is an app that you can use to scan your food and detect and measure its nutritional content. We're all used to reading nutritional information on food packaging we buy in supermarkets, but what about when we eat street food? There's no way of knowing exactly how many calories are in what we're eating or what it contains in terms of protein, vitamins, etc. The idea would be that you would take a photo of the food you're planning to eat and get information on how healthy or unhealthy it is before you buy it. There are so many foods out there that are high in calories but low in nutrition, so an invention like this would be incredibly useful in

helping people to make better food choices. In the longer term, this could even translate into much less pressure on health services in many countries.

P: Ooh, no more tasty treats?

S: Well, it might encourage food sellers to improve the nutritional make-up of their dishes, which would benefit all of us.

P: That's true. And how likely is this one?

S: Well, a couple of companies have tried producing and selling apps like this, but they haven't been that reliable and they haven't caught on at all. If I'm honest, I don't think the technology is quite there yet and I'm not sure it ever will be. It would require some incredibly complicated software to be able to analyse all the different ingredients in a dish. And also, people don't necessarily want to make sensible choices when they're out relaxing and enjoying themselves! So, my guess is we won't be using food-scanner apps any time soon.

P: That's a shame – it's a nice idea!

S: Yes. But the third technology I want to talk about might be more achievable – a shower that recycles its own water. Water is a resource that's under a lot of pressure in some parts of the world already and it's going to become much more of an issue over the next ten years. Daily showers mean that a lot of water is wasted, so how about a shower that collects the waste water, passes it through a cleaning system to purify it and then recycles it back into the system to be used again? The idea is also that as the water is cleaned, it is heated slightly, which means it's ready for your next shower.

P: That sounds like such a simple idea, impressive. And how likely do you think it is to be developed?

S: Well, some systems are already being developed and it's likely that they'll have made it to the market within the next few years. A shower system like this could save up to ninety percent of the water we use when we shower, and the great news is that a small version of this technology could be used in individual homes or larger versions could be used for whole apartment blocks, so even bigger savings on water could be made.

P: Amazing. So, in ten years' time do you predict this invention will be in use?

S: Yes. I think by then, architects will have been building these kinds of systems into new homes for a while. But it will obviously take a bit longer for them to be installed in existing homes.

P: Well, it's good to end on a hopeful note. Thanks, Sian, for talking us through these three ...

ANSWERS:

fabric that generates electricity, a food-scanning app, a shower that recycles its own water

C  **8.03** | Read the statements with the class so they know what to listen for. Ss listen again and match each statement to one of the inventions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by pausing the recording after each invention to give them the opportunity to read through the statements again and select the two that apply to the invention they have just heard about.

ANSWERS:

1 F 2 S 3 A 4 S 5 F 6 A

4A Read the comments with the class. Make it clear that the comments paraphrase what is said in the recording. Ss match each comment to an invention (fabric, app or shower) individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the statements they are not working on to help reduce distraction.

ANSWERS:

1 the shower 2 the fabric 3 the app
4 the app 5 the shower 6 the fabric

B Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs and have a brief class discussion.

GRAMMAR

future forms

5A Ss choose the correct forms individually, then check in pairs. Check answers with the class and elicit why they chose each form.

ANSWERS:

1 will have been addressed
2 will have come down
3 won't be using
4 will have been building

B Ask Ss to match the correct forms in Ex 5A with the future forms in the box in pairs, then check answers with the class.

ANSWERS:

1 future perfect 3 future continuous
2 future perfect 4 future perfect continuous

Sentence 1 uses a passive form.

C Ss complete the rules alone, then check in pairs. Check answers with the class.

ANSWERS:

1 future continuous
2 future perfect continuous
3 future perfect

D The Grammar Bank on page 132 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 132 **GRAMMAR BANK**

This focuses on the form and use of future forms. Ss should have met all of these forms by now at this level, so this is a good opportunity to bring them all together in order to compare and contrast their use. Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

EXTRA SUPPORT: TEACHER Future forms in English are notoriously difficult as there are so many different forms and their use by speakers is often subjective. It's worth noting that the form we use is often down to how we want a decision to be seen rather than how we actually see it. For example, at a family gathering someone might know a sports game is on TV and that they want to watch it. But instead of it sounding like a plan (e.g. *I'm going to watch the tennis.*) and appearing rude, they might want it to seem like an unplanned decision (e.g. *I'll just see what's on TV. Oh look! it's the tennis!*).

1 Ss match the verb forms in bold with the descriptions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide Ss with dyslexia with the descriptions as a vertical list on a separate piece of paper that they can hold next to the sentence they are working on.

ANSWERS:

1 d 2 a 3 c 4 b 5 e

2 Ss choose the correct forms individually, then compare ideas in pairs. Check answers with the class.

ANSWERS:

1 have finished
2 be flying
3 have been repaired
4 may still be working
5 will have been living
6 might have been found

GB

- GB 3** Elicit the first answer as an example and write it on the board. Then ask Ss to complete the rest of the sentences, then check in pairs. Monitor while they work and offer help where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- 1 will have left
- 2 will be watching
- 3 will have been delivered
- 4 might/may/could be working
- 5 will have been waiting
- 6 will have been informed

PRONUNCIATION

**contractions and weak forms:
the future perfect**

- 6A**  **8.04** | Ss listen and underline (or highlight) the contractions and weak forms, then compare in pairs. Check answers with the class.

ANSWERS:

- 1 'will have' is contracted
- 2 'they will have' is contracted
- 3 'will have' is contracted, 'been' is weak
- 4 'it will have' is contracted, 'been' is weak

- B** Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 usually
- 2 pronoun

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check their use of contractions and weak forms. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then listen to their recording to check they are using contractions and weak forms correctly.

SPEAKING

- 7A** Read the ideas in the box and the questions with the class, then ask Ss to think of three technologies or inventions and make notes. They could refer back to their ideas in Ex 1A, if relevant.
- B** Put Ss in pairs (in breakout rooms with online classes) to present and justify their ideas together, then choose three they'd like to present to the class.
- C** Ss take turns to present their ideas to the class and predict how likely they are to have been developed by 2100. Ask Ss to make notes on what they hear while they are listening to their classmates' presentations.

FUTURE SKILLS | Critical thinking



- 8A** Read the Future Skills box with the class, then put Ss in pairs to make a list of more useful phrases. When they have finished, ask each pair to share their phrases with the class and write them on the board.
- B** Put Ss in small groups and ask them to compare all the ideas presented to the class and choose the two most likely.
- C** Ask each group in turn to share their ideas and reasons with the class. Hold a class vote via a show of hands to choose the most likely technology. For online classes, remember you can use an online poll to do this.

WRITING

an opinion essay

- 9A** Read the statement with the class, then elicit whether Ss agree or disagree with it and why in a brief class discussion.
- B** Ss read the essay and identify the writer's opinion and if any of their ideas in Ex 9A were mentioned, then compare in pairs. Check the answers with the class.

ANSWERS:

The writer believes that governments should fund research into new technologies.

- C** Ss complete the text with the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 b
- 2 c
- 3 a

- D** Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 They introduce the topic of each paragraph.
- 2 The writer uses two ideas or examples in each paragraph.

EXTRA SUPPORT When checking the answer to question 2, you could elicit the different ideas and examples in each of the paragraphs to help illustrate more specifically how the writer constructs their argument.

Paragraph 1

Topic sentence: New technologies are vital to the future of us all.

Ideas/examples: significant global problems to which solutions must be found; it is fair that governments should pay

Paragraph 2

Topic sentence: Research into new technologies is expensive.

Ideas/examples: research requires large labs, costly equipment and lots of scientists; most companies cannot afford this

Paragraph 3

Topic sentence: Research requires long-term investment.

Ideas/examples: projects may take a long time to produce results or may eventually be abandoned; private companies need to produce and sell the results of their research quickly in order to pay for it

10 A Read the essay question with the class, then put Ss in pairs to discuss whether they agree or disagree with it, giving their reasons. When they are ready, elicit ideas and reasons from the class and have a brief class discussion.

B Ss plan their essays individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Ss write their essays individually. Monitor as they work, checking they are using topic sentences and presenting their arguments clearly. They should aim to write around 250 words.

EXTRA IDEA When they have finished, put Ss in pairs to read each other's essays and offer suggestions on how to improve them. Ss can then write a second draft for homework.

TO FINISH

Put Ss in pairs to discuss what they think governments can do to encourage people to come up with new inventions and discoveries.

8C Spend or save?

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion

LESSON OVERVIEW

In this lesson, Ss learn functional language for maintaining and ending a discussion. The lesson starts by introducing vocabulary related to money. The context is a listening where Ss listen to a discussion about money. This leads into the functional language, where Ss also practise intonation for ending a discussion. The lesson ends with a speaking activity where Ss have a discussion in groups about giving money away.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type their ideas in the chat box so they can compare them.
- **Ex 5C:** Put Ss in groups in breakout rooms to discuss and compare their ideas. Monitor round the groups with your video turned off.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Vocabulary Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Tell the class to imagine they have £100 to spend on something which will benefit the class as a whole in some way. Some of it, but not necessarily all, should be spent on something which will help the class with learning English. They must spend the whole £100. Ask them to make suggestions for what to spend it on. If you have time, you could have a brief discussion about different opinions on how to spend the money (what kinds of thing to spend it on, how much of the £100 to allocate to different uses, etc.).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

money

1 A Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

B Ss read the texts and answer the questions individually, then compare ideas in pairs. In feedback, elicit the advantages and disadvantages of each approach that Ss came up with. With online classes, remember you can ask them to type their ideas in the chat box so they can compare them.

EXTRA SUPPORT: DYSLEXIA Read the texts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the texts with them.

2 A Ss decide if the meanings are correct and correct those which aren't individually, then check in pairs. Encourage them to refer back to how the words are used in the texts in Ex 1B to help them.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not working on to help reduce distraction.

ANSWERS:

- 1 correct
- 2 incorrect; you save it
- 3 incorrect; they are things that you need to buy
- 4 correct
- 5 incorrect; you are not generous
- 6 incorrect; it is certain and secure
- 7 correct
- 8 correct
- 9 incorrect; you spend it all
- 10 correct

B Ss share their information in pairs. Monitor to ensure they have understood the target vocabulary correctly.

C Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** money

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the statements about saving money with the class (or ask them to read them alone), then ask Ss to answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives in bold as a vertical list. They can refer to the statements for context if necessary.

ANSWERS:

- a overpriced, pricey
- b economical, cost-effective, discounted
- c complimentary

2 Ss discuss which of the sentences in Ex 1 are true for them in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

How to ... maintain and end a discussion

3 A ▶ 8.05 | Read the summaries with the class, then play the recording for Ss to match the speakers with the summaries. Check answers with the class.

▶ AUDIOSCRIPT 8.05

A = Alina O = Oscar B = Beth

- A: I was reading something this morning about the FIRE movement – have you heard of it?
- O: Oh, yeah. Isn't that when people try to save as much as they can while they're young, so they can retire early?
- A: That's right. I'm not sure what to make of it. What do you think, Beth?
- B: Well, frankly Alina, I think it's a stupid idea! As I see it, the future is completely unpredictable. I mean, you could spend your twenties and thirties never doing anything fun and just saving all your earnings, then find you aren't fit and well enough to travel or do exciting things when you're older.
- O: Point taken, Beth. But the other side of the coin is that it's very easy to waste all the money you earn in your twenties – pricey meals out, holidays, things like that. You could end up at the age of fifty having worked for thirty years, but with nothing to show for it.

- B: I guess that's one way of looking at it, but on the other hand, if you focus all your efforts on the future, there's a danger you won't enjoy the present. I'm all for living in the moment and enjoying life while you can!
- A: That makes two of us. It's definitely important to enjoy yourself while you're young and I certainly couldn't give up going out and having holidays. But I can see what Oscar's saying and I dare say most young people could save a small amount each month if they put their minds to it. They wouldn't have to give up fun completely!
- O: I'm with Alina here. I reckon most people our age could save a lot of money if they were just a bit more careful about their spending.
- B: Well, you'll never convince me that I should give up all the things I enjoy. But it's been great talking to you. I guess we're all different.

ANSWERS:

1 c 2 a 3 b

- B**  **8.05** | Ss complete the extracts individually, then check in pairs. Play the recording again for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 frankly 2 As 3 the coin
 4 looking 5 makes 6 see
 7 dare 8 with 9 great
 10 guess

- C** Ss discuss the questions in pairs. When they have finished, check answers with the class.

ANSWERS:

- a** frankly; As I see it, ...; I dare say ...
b That makes two of us.; I can see what ... is saying.; I'm with ... here.
c But the other side of the coin is ...; I guess that's one way of looking at it, but on the other hand, ...
d It's been great talking to you.; I guess we're all different.

- D** The Grammar Bank on page 133 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 133 GRAMMAR BANK

This focuses on the form and use of functional language for maintaining and ending a discussion. Read the notes with the class or give them a few minutes to read alone then answer any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not reading if they want to refer back to the notes to help them with this exercise.

ANSWERS:

1 of 2 way 3 dare 4 see 5 with 6 guess

- 2** Ss complete the conversations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in the boxes as vertical lists.

ANSWERS:

- 1 As I see it
 2 I dare say
 3 I guess that's one way of looking at it, but
 4 I'm with
 5 Frankly, I think
 6 But another way of looking at things is
 7 That makes two of us
 8 I guess we're all different

PRONUNCIATION**intonation: ending a discussion**

- 4A**  **8.06** | Ss read and listen to the sentences and decide which speaker ends with a flat tone and falling intonation. Check the answer with the class and elicit why the speaker does this.

ANSWER:

The person in extract 3, because they are ending the discussion.

- B** Put Ss in pairs to take turns saying the extracts for their partner to identify whether they use a flat tone and falling intonation when they say extract 3 to indicate they want to end the discussion. Monitor and check Ss are using intonation correctly.

EXTRA CHALLENGE Ask Ss to write their own sentences: one expressing an opinion, one agreeing or disagreeing and one ending a discussion. They then practise saying them with a partner, focusing on their intonation. Alternatively, they could record themselves and listen to their recording to check their intonation.

SPEAKING

- 5A** Introduce the topic by giving your own answer to the question, e.g. 'I give a small amount of money to my favourite charity every month. The amount is based on how much I can afford.' Elicit Ss' answers and have a brief class discussion.

- B** Read the opinions and questions with the class, or ask Ss to read them themselves. Ss then answer the questions individually. You could ask them to make notes on their answers.

- C** Put Ss in small groups (in breakout rooms with online classes) to discuss the questions. Monitor and encourage them to use the functional language from the lesson to maintain and end their conversations.

- D** Nominate a student from each group to report back to the class on what ideas they agree on.

EXTRA: HOW TO ... Write on the board:

*How important is it to save money for the future?
How can you do this?*

Put Ss in pairs to discuss the questions. Encourage them to use the language from the lesson. When they have finished, ask each pair to share their ideas with the class.

TO FINISH

Put Ss in pairs to discuss a charity they like and come up with ideas to raise money for it. When they have finished, ask each pair to share their ideas with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 211

8D **BBC** Entertainment Science fiction

VOCABULARY | machines

SPEAKING | a summary

WRITING | a continuation of a narrative

LESSON OVERVIEW

In this lesson, Ss watch an extract from a BBC science-fiction drama. They also learn some vocabulary related to machines. Ss then do a speaking activity where they summarise a science-fiction film or series. The lesson ends with a writing activity where Ss write a continuation of a narrative.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4D:** Put groups in breakout rooms to present their summaries and discuss the films or series.
- **Writing Bank 8D, Ex 2B and 2C:** Ask Ss to write their narratives in a collaborative document so they can share them easily in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D
Online Digital Resources
Videoscript 8D: BBC Entertainment
Writing Bank 8D

For Students:

Online Practice 8D
Workbook 8D

TO START

Write on the board:

If you could travel back in time, which time would you go to?

Put Ss in pairs discuss the question, giving their reasons. When they have finished, ask each pair to share their ideas with the class and have a brief class discussion. Write words and phrases for talking about time travel and science fiction in general on the board in preparation for their discussions in the lesson. Tell Ss they will be watching a clip from a science-fiction drama about a time traveller.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW

- 1 A** Discuss the questions as a class, eliciting the names of science-fiction films, series and books they know, which are their favourites and why.
- B** Put Ss in pairs to discuss the questions. You might want to point out the abbreviation *sci-fi* for 'science fiction'. When they have finished, elicit Ss' ideas and have a brief class discussion. Note their ideas on the board to refer back to later.
- C** Read the programme information with the class or ask Ss to read it individually. When they have finished, find out if Ss have heard of *Doctor Who* and if they have watched any similar programmes.

EXTRA SUPPORT: TEACHER If Ss did the B2 level of the course, they will have seen another extract from *Doctor Who*, where the doctor was played by a different actor with a different gender. If they ask, tell them that after every few seasons the doctor 'regenerates' and takes a different form. (This is a feature of the Doctor's race, the Time Lords.)

VIEW

- 2 A** ▶ Ss watch the BBC video clip and see if it mentions any of their ideas from Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. When they have finished, refer back to their ideas on the board and tick any that were in the video clip.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

- B** ▶ Read the questions with the class so they know what to watch for. Ss watch again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 There is a note asking for help inside the delivery.
- 2 They decide to disguise themselves as new employees.
- 3 The scan decides which job they should do.
- 4 They are people.
- 5 She wants to have access to the packing stations.
- 6 cleaning

VOCABULARY

machines

- 3 A** Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|-------------------|-----------|------------|
| 1 delivery bot | 2 shuttle | 3 robots |
| 4 fully automated | 5 scan | 6 conveyor |
| 7 teleport | | |

- B** Ss match the words and phrases with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one. Alternatively, provide Ss with dyslexia with the answers to Ex 3A as a vertical list on a separate piece of paper which they can hold against the meanings to help them find the correct answers.

ANSWERS:

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

- C** Put Ss in pairs to discuss the questions. When they have finished, elicit ideas and reasons from a few Ss and find out if others agree.

SPEAKING

a summary

- 4 A** ▶ **8.07** | Ss listen to the summary to find out if they recognise it. Elicit the answer from the class (or tell them if nobody knows it).

▶ AUDIOSCRIPT 8.07

The story is set in the near future and the plot is fairly straightforward. During a mission to Mars, astronaut Mark Watney is injured by a piece of flying metal during a fierce storm. Believing him to be dead, his crew leave him behind and set off back to Earth. But Watney survives his injuries and awakes to find himself alone on Mars. Watney then has to use all his skills and ingenuity to survive and find a way to signal to Earth that he's still alive and in need of rescue. It's a race against time because he cannot survive forever with limited food supplies and in such hostile conditions. The authorities back on Earth are unwilling to send a mission back to Mars to rescue him, but his own crew decide to go it

alone and head back to pick him up. The tension rises as Watney's living conditions deteriorate and he starts to run out of food, while the crew have to overcome many obstacles on their return flight to Mars. As the film builds to its climax, Watney becomes a media sensation back on Earth, with the whole world watching the daring rescue attempt. Of course, it's successful and Watney returns to Earth to a hero's welcome!

ANSWER:

The Martian

EXTRA SUPPORT: TEACHER *The Martian*, directed by Ridley Scott (who also directed *Blade Runner* which features in Writing Bank 3A), was released in 2015 and stars Matt Damon as Mark Watney.

- B**  **8.07** | Read the Key phrases with the class and check understanding. Ss listen again and tick the phrases they hear.

ANSWERS:

The plot is fairly straightforward.
It's a race against time because ...
The tension rises as ...

- C** Ss work individually to choose a science-fiction film or series and make notes on how to summarise it, using the Key phrases where possible.

EXTRA IDEA: DIGITAL If Ss have trouble thinking of ideas, you could ask them to use their devices to research science-fiction films and series online to get inspiration.

- D** Put Ss in small groups (in breakout rooms with online classes) to share their summaries and discuss the questions. When they have finished, ask a few Ss to share their summaries with the class.

WRITING**a continuation of a narrative**

- 5A** Read the words and phrases in the box with the class, then ask a few Ss to share which media they find most enjoyable and why.

- B** Ss could discuss the statements in pairs or, if you're short of time, discuss them as a class. Elicit Ss' reasons for their answers.

ANSWER:

statement 2

- C** Refer Ss to the Writing Bank on page 109.

▶ page 109 WRITING BANK

- 1A** Ss read the narrative and answer the questions, then compare their ideas in pairs. In feedback, elicit ideas from a few Ss.

EXTRA SUPPORT: DYSLEXIA Read the narrative to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the narrative with them.

ANSWER:

They are in the packing station.

- B** Ss read the text again and identify the features included, then check in pairs. Check the answer with the class.

ANSWER:

It includes all the features mentioned.

- 2A** Ss think about what they would like to happen next and make notes individually, using the list of features in Ex 1B to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their paragraphs individually. They should aim to write 180–200 words. Encourage them to use language from the lesson and from the narrative in Ex 1A in particular. With online classes, remember they can write their paragraphs in a collaborative document so they can share them easily in Ex 2C.

- C** Put Ss in pairs to swap paragraphs and find out how similar they are. In feedback, ask a few Ss to share their ideas with the class and discuss how they think the story finally ends.

EXTRA SUPPORT: TEACHER If Ss are interested in how it actually ends, you can share this information:

The Doctor and Ryan find out that a lot of employees have disappeared recently. After thinking the system is broken, we find out that one of the maintenance workers, Charlie, is responsible. He sees himself as an activist against robots stealing jobs from people and plans to kill thousands of customers with explosive bubble wrap delivered by the robots to destroy trust in automated workforces. The robots teleport away with their deadly packages, but the Doctor manages to reprogram them to deliver the packages to themselves and then pop the bubble wrap, thus destroying themselves. It seems the note asking for help was sent by the system itself as it was aware it was being hacked. The company decides to employ more 'organic' personnel in future.

TO FINISH

Put Ss in pairs to recommend other sci-fi books, films or series to each other.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4, 5A, 6A, 7A, 8A, 9A, 10 and 11A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 5A:** Ask Ss to type their answers in the chat box so they can compare them.
- **Exs 1B, 2B, 3B, 5B, 6B, 7B, 8B, 9B and 11C:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: concession, future forms; Vocabulary: dystopian and utopian societies, science and technology, money, machines; How to ... maintain and end a discussion). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

concession

1 A Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the sentence endings on a separate piece of paper that they can move up and down next to the sentence beginnings to find the matches.

ANSWERS:

1 f 2 b 3 a 4 e 5 d 6 c

B Put Ss in pairs (in breakout rooms with online classes) to discuss whether they agree with the statements and give their reasons. When they have finished, ask a few Ss to share their opinions with the class and find out if others agree.

2 A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 Although	5 That said
2 Even though	6 Admittedly
3 though	7 While
4 as	8 At the same time

B Put Ss in pairs (in breakout rooms with online classes) to discuss which statement they agree with the most and why. In feedback, elicit answers and reasons from a few Ss and find out if others agree.

3 A Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs (in breakout rooms with online classes) to share their sentences. Encourage them to expand on each one, giving more information. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

future forms

- 4** Explain that each sentence is missing one word and elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia, highlight the verb phrases from which the words are missing (e.g. 'I'll sitting here').

ANSWERS:

- 1 I'll **be** sitting here waiting for you when you come out.
- 2 By ten o'clock, we'll **have** been waiting for an hour.
- 3 The concert will **have** ended by the time we get there.
- 4 I hope that by the time I'm thirty, I'll have **been** running my own company for at least a year.
- 5 Hopefully, the food will have **been** delivered by the time you get home.

- 5A** Put Ss in pairs to choose the correct verb forms individually, then check in pairs.

ANSWERS:

1 b 2 c 3 b 4 a 5 c 6 c 7 a 8 b

- B** Put Ss in pairs to answer the question. When they are ready, check answers with the class.

ANSWERS:

a future action in progress: sentences 1 and 6
 a finished future action: sentences 2 and 5
 the length of an action seen from a future time: sentences 3, 4, 7 and 8

- 6A** Elicit the first answer as an example and write it on the board. Ss complete the rest of the questions alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 will you have done
- 2 will you be doing
- 3 will you be talking
- 4 will you have been studying
- 5 will you have achieved
- 6 will you have been living
- 7 you will be living
- 8 you will be doing

- B** Ss discuss the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

- 7A** Read the words in the box and elicit what Ss can remember about what they mean. Explain that the quotes (1–6) are things that might be said by people experiencing the words in the box. Ss match the words with the quotes alone, then check in pairs.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each quote (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 paranoia | 4 greed |
| 2 oppression | 5 surveillance |
| 3 curfew | 6 social unrest |

- B** Give Ss an example, using Ex 7A as a model, e.g. 'We're working together hand in hand.' – *harmony*. Put Ss in pairs (in breakout rooms with online classes) to come up with what people might say about each thing. When they have finished, elicit their ideas and find out if others had similar ideas.

POSSIBLE ANSWERS:

harmony: 'We all live peacefully together in one house.'
 innocence: 'I had no idea that the world could be so cruel.'
 paradise: 'This holiday island is perfect in every way.'
 justice: 'She got what she deserved.'

- 8A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the article they are not working on to help reduce distraction.

ANSWERS:

- | | |
|--------------------|-------------|
| 1 state-of-the-art | 4 detect |
| 2 monitor | 5 eliminate |
| 3 revolutionise | 6 generate |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss their ideas. When they are ready, elicit ideas from around the class.

9A Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find having the initial letters in the gaps confusing. You can make this activity more accessible providing the gapped sentences without the initial letters and giving them two options for each gap (a correct one and a distractor) instead.

ANSWERS:

- | | | |
|----------|--------------|----------|
| 1 steady | 2 aside | 3 frugal |
| 4 pricey | 5 discounted | 6 splash |
| 7 stingy | 8 blow | |

B Put Ss in pairs to discuss whether the sentences are true or false for them, giving their reasons. In feedback, elicit answers from a few Ss and have a brief class discussion.

10 Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list on a separate piece of paper which they can hold next to the sentences. Alternatively, give them two options for each gap (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | | |
|------------------|--------------|--------------|
| 1 innocence | 2 overdraft | 3 activate |
| 4 overpriced | 5 recyclable | 6 economical |
| 7 recharge | 8 essentials | 9 allowance |
| 10 user-friendly | | |

11 A This activity reviews both the grammar and vocabulary of Unit 8. Ss choose the correct options individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 11A. You can also make this activity more accessible for dyslexic learners by breaking up the article into sections and placing the relevant options below each section.

B  **R 8.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 2 A | 3 A | 4 B | 5 C |
| 6 C | 7 B | 8 A | 9 C | 10 A |

C Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

TO FINISH

Write on the board:

What are some of the most useful and most interesting things you learnt in this course?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each unit and choose a few things to discuss. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use them in the future.