

MODULE 4 Life in the future

UNIT 1

Everyone will study at home.

Listening and vocabulary

Preparation

- Write some dates on the board from about 100 years ago, 50 years ago and this year.
- Draw typical school equipment on the board, or use real objects or pictures (e.g. chalks, pens, pencils, paper, a computer, a tape, a book, a CD).
- Ask students to match the items with the years. (e.g. Ask questions, “Do they use chalks? Do they use tapes? Do they use pens? Do they use the Internet?”) If you can find some pictures of old classrooms, bring them to show students and ask students to compare them. (e.g. They use chalks, but they don’t use computers. They use tapes, but they don’t use the Internet.)
- Write the date for 50 years in the future. Ask the same questions about school equipment, using “will”. (e.g. Will they use chalks? Will they use tapes? Will they use books?) Elicit yes/no and model the questions and the short answer form (e.g. Yes, they will. / No, they won’t.)

1. Work in pairs. Look at the picture and describe it. Use the words in the box to help you.

- Read through the words in the box. Use the picture to teach the meaning of the words.
- Model pronunciation of multi-syllable words exaggerating the first syllable stress and change of tone (e.g. **black**board, **email**, **Internet**, **ruler**, **telephone** etc). Repeat new words chorally paying attention to pronunciation.
- Do the same for “computer” and “eraser”, pointing out the stress is different.
- Tell students to look at the picture and describe it in pairs using the new vocabulary.

- Elicit descriptions from the whole class.

2. Listen and choose Lingling’s answers to the questions.

- Tell students that Lingling is talking to her teacher. Then ask students to look at the questions.
- Ask students if they are talking about now or the future. Elicit the answer “The future.”
- Ask those students to put their hands up if they think school will be the same in the future. Model and tell students to repeat chorally, “We agree. It will be the same.”
- Ask those students to put their hands up if they think it will be different. Model and tell students to repeat chorally, “It won’t be the same.” Explain that “won’t = will not”.
- Shake your head and say, “I’m not sure.” Ask if anyone else feels the same.
- Ask students to read the questions and answer choices in Activity 2. Ask them to repeat chorally.
- Play the recording through while students listen for the answers to the questions.
- Play it again for students to check the answers. And then they check with their partners.
- Elicit the answers from the whole class with students asking and answering the questions.

Answers

1. Yes, it will.
2. Yes, they will.
3. Yes, it will.
4. Yes, they will.
5. No, they won’t.

Tapescript

Ms Li: Do you often think about the future? What will change in 20 years? Will our lives be different? The weather? Our clothes? Our school?
Lingling: Yes, everything will be different. We’ll use computers, and they’ll be very small and light!

And we only need one book to carry to school!
Ms Li: Oh, good. Anybody else?

3. Listen and read.

- Introduce “everyone”, “someone” and “no one” by using a few examples that are true about the class.
- Ask four students to come to the front. You say, “Everyone has black hair. Everyone is wearing a uniform.” Ask the class to give examples about everyone in the group. (e.g. You say, “Who has blond hair?” Students answer, “No one has blond hair.” You say, “Someone is tall.” Students answer, “Two students are tall.”)
- Ask students to work in pairs. Make examples about the class.
- Tell the class they are going to listen to a conversation and answer this question, “How many people think school will be different in the future?”
- Play the recording through as the students listen, and then ask them to check their answers in pairs.

Now check (✓) the students’ ideas about the future.

- Read the statements in the table with the class.
- Ask students to cover the conversation in their books and listen only to what Daming, Betty and Tony say about schools in the future.
- Play the recording again and ask students to check (✓) the correct boxes.
- Play the recording for the third time and students can check their answers in pairs.
- Elicit answers from the whole class.

Answers

Ideas	Daming	Betty	Tony
Everyone will study at home in the future.	✓		
Students will talk to their teachers on the Internet.	✓		
School is good fun and you can make friends there.		✓	
No one will use pens, paper or erasers.			✓

4. Complete the passage with the correct form of the words and expression from the box.

- Read the words and expression in the box. Tell students to pay attention to pronunciation.
- Tell students to read the passage and then complete it with words in the box.
- Tell students to check with their partners.
- Elicit the answers from the whole class.

Answers

1. need 2. able 3. level 4. questions
 5. telephone 6. any more 7. maybe 8. free

Pronunciation and speaking

5. Listen and mark the stress.

- Say the five words and ask students to repeat them after you.
- Ask students to decide in pairs how many syllables there are in each word and which is the stressed syllable.
- Write the words on the board. Divide the words into syllables. Say the words and ask students to beat the stress with their hands.

Now listen and repeat.

- Play the recording without stopping and ask students to listen and check.
- Play the recording again. Stop after each word and ask everyone to repeat.
- Practise saying the words and beating the stress to make it visual.

Answers

Black/board com/**put**/er e/**ras**/er
In/ter/net tel/e/phone

Learning to learn

- Read the information in the box with the class. Repeat the words.
- Tell students to think about what they did in the first pronunciation activity.
- Write “pronunciation” on the board and ask students to work out the stress in pairs.

- Tell students to think of some more words. Elicit, write on the board and guess the stress with the class.

6. Listen and repeat.

- Explain that this activity is to focus on some English sounds that can be difficult to pronounce for Chinese speakers.
- Play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the whole class to repeat.
- Ask students to practise the sounds in pairs.

7. Work in pairs. Ask and answer the questions.

- Ask students to work in pairs.
- Call back the answers in pairs.

8. Work in pairs. Talk about what your school will be like in ten years.

- Ask students to think about individually and to make notes about their ideas about their school.
- Ask students about what they think, so they can say, "I think..." Put students in pairs to talk about what they think.
- Hand out chalks around the room. Ask students to write some of their ideas on the board.

- Elicit or teach some key words using pictures or drawings, or by writing them on the board (e.g. air, travel, robot, machine, cook).

- Ask students to draw their pictures, and go around encouraging and helping with ideas if necessary.

- Ask students to share their pictures and talk about them. (e.g. Robots will do all the work in the house. We won't cook.)

1. Work in pairs. Look at the pictures and describe what you see. Use the words and expression from the box to help you.

- Tell students to look at the pictures and describe them in pairs.
- Read the words and expression in the box with the students. Ask the students to match the vocabulary they know with the different pictures.
- Then use the pictures to teach the new vocabulary.
- Put students into groups of 4-6. Go around the class giving the groups a picture number to describe for the class to guess.
- Circulate and monitor as they work.
- Groups come to the front. Everyone says something about their picture while the class listens and guesses which one it is.

2. Read the passage and match the pictures in Activity 1 with the paragraphs.

- Write the following headings across the board: travel, clothes, jobs and weather.
- Ask students to brainstorm in pairs or groups of three what they think life will be like in each of these areas. Think of one thing that *will* happen and one thing that *won't* happen.
- Elicit their ideas and write them under the headings. Use the ideas as a prediction of what the passage will be about.
- Ask students to read the passage quickly first and decide on their own which picture goes with which paragraph.
- Tell students to look at the board, read again and check to see if their predictions about the future are the same or different from Tony's.

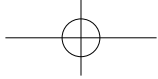
UNIT 2

Every family will have a small plane.

Reading and vocabulary

Preparation

- Choose a date of 20-50 years from now (or ask students to choose the year when they will be 40 years old) and write it on the board.
- Tell students you want them to draw a picture of a house built in this year in the future. Ask them to first think about what differences there will be compared to now. (e.g. In the kitchen, will we cook?)



- Ask students to check their answers in pairs.
- Elicit students' answers and ask them to say what is the same and what is different from their predictions.
- Leave students' predictions on the board.

Answers

1. C 2. B 3. A 4. D

3. Match the paragraphs with the headings.

- Ask students to read the paragraphs again to decide which heading is appropriate for which paragraph.
- Ask students to match the headings with the paragraphs individually. Then check in pairs.
- Elicit answers from the whole class.

Answers

1. B 2. A 3. D 4. C

4. Check (✓) the true sentences.

- Tell students to read the sentences and ask what traffic jams are. (e.g. There are lots of cars on the road and they can't move.)
- Then tell students to read the passage again and underline key information for each sentence.
- Ask students to decide which are true on their own, and then check in pairs.
- Ask students to read out the sentences. Say if they are true. If not, why not?

Answers

1. × 2. ✓ 3. ✓ 4. ✓

5. Complete the passage with the correct form of the words from the box.

- Go through the words in the box with the students. Ask them to find the words in the passage and revise their meaning.
- Tell students to read the passage and complete it with the words in the box.

- Elicit answers in full sentences from the class.

Answers

1. cheap 2. everywhere 3. rise 4. into
5. air 6. true

6. Match the words with their opposites. Use the passage in Activity 2 to help you.

- Ask students to work in pairs. Make a list of the adjectives from one box and write the opposites they know next to them. You can do an example with the class (e.g. easy—difficult).
- Then tell students to go to the passage to find the ones they are not sure of or use a dictionary to check.
- Tell students to do Ping-Pong practice in pairs with the opposites.
- Elicit answers and put them on the board.

Answers

easy—difficult;	expensive—cheap;
hot—cold;	large—small;
light—heavy;	long—short;
warm—cool	

7. Work in pairs. Talk about life in the future.

- Read the example sentences and have the students repeat them chorally. You can break the first sentence up into two clauses because it is long.
- Put students in pairs to talk about the future using the ideas from the previous activities (e.g. opposites).
- Circulate and monitor their production.
- Ask students to say what they think and respond in pairs.
- Ask the class if they agree.

Writing

8. Look at the sentences.

- Ask students to look at the two sentences and see how they are put together. The word “so” shows that Sentence A is the cause of Sentence B.

- Look at students' earlier predictions. (e.g. It will be hot.) Ask students why this will be good. Write their ideas on the board. (e.g. Everyone will be happy. / We won't need warm clothes.) Show students how to put the two ideas together with "so". (e.g. It will be hot so everyone will be happy. / It will be hot so we won't need warm clothes.)

- Ask students to make some more examples from their own predictions in pairs.

- Ask several students to write their examples on the board.

Now complete the sentences with *so*.

- Ask students to read the sentences and decide a possible result for each on their own.

- Compare their answers in pairs.

- Elicit examples from the whole class in full sentences.

Possible answers

1. Every family will have a plane so travel will be fast.
2. The weather will get hot so we won't need warm clothes.
3. Machines and robots will do the heavy and difficult jobs so we will have more time.

UNIT 3

Language in use

Language practice

Preparation

- Go through the practice box with the students and ask if they agree with the statements about the future.

- Monitor students for pronunciation and ask students to ask each other across the room.

- Ask students if we know for sure or if it is just a prediction/possibility.

- Use an example to contrast "will" with "be going

to". (e.g. I'm going to visit my grandmother today.) Ask students if this is certain and why. Students answer, "Yes, it's certain because it's a plan/an intention."

1. Complete the questions about the future.

- Ask students to read the questions first to decide what is missing.

- Tell students to complete the questions individually, and then check with their partners.

- Ask two pairs to come up and each student writes the questions on different parts of the board while the others are checking.

- Check answers as a class, correcting any errors.

Possible answers

1. Will students use pens and paper?
2. Will students read books?
3. Will people travel by small planes?
4. Will students send emails to teachers?

2. Work in pairs. Ask and answer the questions in Activity 1.

- Ask students to work in pairs and make a note of each other's answers.

- Then put students into groups of 4-6 to ask each other the questions and decide the majority opinions.

- Groups report back to the class.

3. Put the words in brackets in the correct place in the sentences.

- Read through the example with the class. Ask where "free" is in the sentence and what it is describing.

- Ask students to read the sentences, think about the adjectives and what they are describing before they write.

- Ask students to rewrite the sentences on their own and check with their partners.

- Elicit the answers in complete sentences and write them on the board.

Answers

1. People won't have any difficult jobs.
2. Robots will do heavy work on farms.
3. People will have long holidays.
4. There will be light rain this evening.

4. Put the words and expressions from the box into the correct column.

- Have the students read the words and expressions, and beat the stress with you. Tell students that all of the expressions (e.g. heavy **rain**) have the main stress on the second word except “**traffic jam**” which has the main stress on the first word.
- Ask students to put the words and expressions in the right columns on their own, and then check answers in pairs.
- Ask different students to run up at the same time and write the words and expressions in the right columns.
- Correct errors together once the table is full.

Answers

Weather	Computer	Job	Travel
heavy rain	email	heavy work	small plane
hot summer	Internet	interesting job	traffic jam
warm winter			
wind			

Around the world: Robots in Japan

- Ask students to look at the picture and say what they can see.
- Tell students to read the description and check to see if they understand.
- Ask students if they like robots or not. Ask students if robots are useful and if they think robots are good or bad. Encourage students to think of their own ideas. (e.g. Robots are good for jobs you don't like. / Robots will do all the work and there won't be any jobs. Then people won't have money.)
- Ask students to imagine they have a robot that can do something for them (e.g. a homework robot, a cleaning robot).
- Ask students to draw a picture of their robot and

give it a name (e.g. Mike the homework robot, Jean the cleaning machine).

Module task: Making a poster about life in the future in your home town

5. Think about life in the future. Write down your ideas.

- Ask students to think about life in the future in relation to the headings below.
- Tell them to make notes in the appropriate columns below. They can do this in pairs or individually.

Schools	Homes	Travel	Weather

- Check with the class.

6. Work in groups of four. Talk about your ideas. Decide on five good ideas.

- Put students into groups of 4-6. Tell each group to appoint a secretary/writing monitor.
- Tell them to look at the ideas in the book, then ask questions and brainstorm their own ideas. Everyone gives at least one idea and they tell their writing monitor what to write. The monitor writes them all down. Then they should discuss which ideas are the top five.
- Circulate and monitor their production and make a note of their language for delayed feedback/remedial work after.

7. Make a poster. Include five of your good ideas.

- Ask students to design a rough sketch of a poster for *Life in the future*.
- Provide each group with A3 paper or poster paper.
- Tell them to think of the lettering, the layout and illustrations.
- Everyone contributes to the making of the poster. Make sure students have coloured pens or pencils, and good markers.

- Display the posters and ask the students to walk around and look at each other's.
- Describe the ones they like.

Possible answer

Life in the future

Life in the future will be very different. We'll have robots to do everything. They will cook, and clean the house and drive buses. People will travel by plane a lot. Children will have a lot of free time. At school, we won't have books or pens, and we won't have teachers. We'll learn from robots and the Internet. Working hours will be short and people will have long holidays. In the future, the weather will change. It will be hotter and there will be more rain. Life in the future will be very interesting!