What's new?

Subject: Future developments
Language: *will* future for predictions
Functions: **LB 16** Giving and following instructions
LB 17 Informing about and predicting the future

1 *The BIG question:* WHAT WILL CHANGE THE WORLD NEXT?

The theme of this unit is future developments. ***The BIG Question*** is: What will change the world next? Have we invented everything important? Are new developments always positive? Does the future look good?

Picture / background information

Thomas J. Watson (1874–1956) reportedly said this in 1943. It is possible that this is in fact a misquote – he may never have said it. However, at that time nobody could predict computers would ever become so cheap, so powerful and so essential to every aspect of life and business. Watson was the founder of International Business Machines (IBM), which made the mass-produced PC available throughout the world and at one time was the most important computer company in the world. It has now become more of a business services company. In 2004 IBM sold its PC business to a Chinese company, Lenovo.
en.wikipedia.org/wiki/Thomas_J._Watson

- Read out ***The BIG Question***. Elicit a few initial reactions.
- Read through the **FACT** box with students. Ask: Have you heard this before? Are you surprised? Why do you think he said this?

2 FOCUS ON…

Words

Photo and background information

The photo of the wheel shows the first recorded picture of a wheel on a Sumerian tablet. The wheel was made of wood. Originally from southern Iraq, the tablet was found in a large grave and dates from 2600 to 2400 BC. Referred to as the Standard of Ur, it now resides in the British Museum in London.
www.zyworld.com/Assyrian/Inventing_the_wheel.htm

The telephone was invented by Alexander Graham Bell. He was born in Scotland in 1847. He went to America before he started his career as an inventor. He died in 1922. The picture shows Bell inaugurating the New York-Chicago telephone on 18 October 1892. The mobile telephone was invented in 1946.
sln.fi.edu/franklin/inventor/bell.html
The printing press was invented in the West by Johannes Gutenberg (1397-1468). However, the art of printing was invented in China much earlier.
www.gutenberg.de/english/erfindun.htm
en.wikipedia.org/wiki/Printing_press
Information on other inventions:
corporate.britannica.com/press/inventions.html
library.christchurch.org.nz/Childrens/FactSheets/WhoInventedIt.asp
Funny inventions:
www.totallyabsurd.com/archive.htm

2 A 1

- Look at the pictures and the captions with the class. Ask students if they know anything else about these inventions.
- Brainstorm five or more inventions with the class on the board. Students can use a dictionary to help them.

2 A 2

- Have students work with a partner to discuss the inventions on page 46 and also those on the board. Which ones have had the most effect on the world?
- Students then report back to the class. Ask them to explain their choices and encourage other students to agree or disagree.

2 FOCUS ON…Words A 2 Suggested answers
computer, the internet, television, mobile telephone, camera

2 B 1

- Students label the picture with the words in the box.
- Check the answers with the class.
- Ask: Does this plug and this socket look like the ones you use? How are they different?
- Ask: Can you change a plug? Do you like doing things like that?

2 FOCUS ON…Words B 1	**Answers**
(from left to right) switch, socket, plug, cable	

2 B 2

- Read out the verbs in the box. Illustrate the meaning (or ask students to illustrate the meaning) by using electrical items in the classroom (eg switch the light on and off).
- Students complete the sentences. Check the answers.

2 FOCUS ON…Words B 2	**Answers**
1 Switch off **2** plug in **3** switch on **4** Press	

2 C

- Tell students they are going to read a story about the future. Read out the words from the text. Check that students can pronounce them correctly.
- Ask students to match the words with the correct definitions. Check the answers.

2 FOCUS ON…Words C	**Answers**
1 d **2** c **3** e **4** b **5** a	

2 D

- Read through words in the boxes to check that students understand them.
- Ask students which time words are largest and which are smallest. Write these on the board. Then ask students to organise them from smallest to largest using the scale 1–8.
- Check the answers.

2 FOCUS ON…Words D			**Answers**
1 second	**2** minute	**3** hour	**4** day
5 month	**6** year	**7** decade	**8** century

2 FOCUS ON…

Ideas

- Read out the questions and make sure students understand them.
- Students discuss the questions in pairs. They should give reasons for their answers.
- Students report back briefly to the class.

3 READING CD 2 (Red) track 11, page 47 SB

Picture / background information

The text is an extract from a science fiction book called *Eager* by Helen Fox (Hodder Children's Books, 2004). The photo shows the cover of the book with a picture of Eager the Robot. Eager is a new type of robot that can think and feel. In the book, a group of robots threaten humans. The book has a sequel called *Eager's Nephew* (Hodder Children's Books, 2005). There is a third book in the series called *Eager and the Mermaid*.
www.madaboutbooks.com/index.asp?url=authordetails.asp&author=23496
www.kidsreads.com/reviews/0385746725.asp

3 A

- Read out the task.
- Look at the picture of Eager with the class. Ask them to describe him and say what they think is special about him.
- Note students' ideas on the board. Give help with vocabulary where necessary.
- Play the CD while students read.
- Check if the students' ideas about Eager were correct.
- Discuss students' first impression of their reading of the extract. Ask: Did you enjoy reading it? Why? / Why not?

3 B

- Students read the extract again more carefully and answer the questions.
- Check the answers.

3 READING B	**Answers**
1 At Professor Ogden's house.	
2 He is trying to find them a new robot.	
3 They can see, hear, reason and move around.	
4 He learnt it.	
5 They will teach him about life: about feelings and right and wrong.	

3 C

- Read out the quotes. Ask students to find them in the text and underline them. What is the professor referring to when he says these sentences? (The door that can see; Eager).
- Discuss the questions about the quotes with the class. Encourage them to give reasons for their answers.

3 READING C **Suggested answers**

1 Some people think that things they don't understand are 'magic'. But there is usually a technological or scientific explanation for how things work.
2 They're a dream because they can do lots of jobs people do, make everyday life a lot easier and save a lot of money. But thinking robots can also be dangerous and harm people or destroy things.

- Ask students if they enjoy reading science fiction. Discuss why students like or dislike this type of fiction. Ask students who enjoy science fiction to tell the class about a good book they have read.

4 LANGUAGE: *will* future for predictions

4 A

- Read out the examples and the question. Check that students understand the word 'predictions'. Students answer orally.
- Ask: Which form do we use for definite plans and intentions? (*going to*). Write examples on the board which contrast the use of both forms. For example: *I'm going to see a new comedy film tonight (definite plan). I think the film will be good* (prediction, but it isn't certain that the film will be good).
- Ask students for more examples of *will* and *going to*. Write them on the board in columns.

4 LANGUAGE A **Answer**

predictions

4 B

- Read out the questions. Ask students to find examples in the text.
- Check the answers.

4 LANGUAGE B **Answers**

Short form: 'll
Examples: We*'ll* find out if it can do all the things we think it can (line 2 ; You*'ll* be its family (line 68).
Negative form: will not / won't.
Example: You *won't* be its teachers. (line 67)

- Refer students to the explanation about the *will* future in Workbook Unit 10. They can read the explanation and do the exercises in class or for homework.

5 LISTEN IN CD1 (Blue) track 15, page 48 SB

5 A

- Look at the photos and captions with the students. Point out the remote control and give or elicit the name of this in English. Ask students if these appliances are something most people have in their country. Ask: Do you have these things? How important are they?
- Write the words on the board under the heading 'machines and appliances in the home'. Ask students if they can add the names of other machines and appliances. You could also prompt them with pictures cut from magazines, catalogues or advertising brochures.
- Read out the questions in **A**. Students answer orally.

5 B

- Tell students they are going to listen to a conversation between Leo, an American teenager, and his father. Read out the questions. Remind students they are only listening for the answers to these questions and not to understand every word.
- Play the CD. Students listen and answer the questions.
- Check the answers.

5 LISTEN IN B **Answers**

Leo's dad has a new computer and it isn't working. Leo notices that his dad hasn't plugged the computer into the socket and switched it on.

5 C

- Read out the sentences and check that students understand them.
- Play the CD again. Students listen and write the correct names.
- Check the answers or ask students to check their answers in the listening script.

5 LISTEN IN C **Answers**

1 D **2** D **3** D **4** B **5** D **6** L

5 D

- Students read the sentences in **5C** again and discuss them with a partner.
- Discuss students' opinions with the class. Is the class generally positive or negative about technology? Ask: Do you think older people are more negative about technology than younger people?

6 YOUR TURN TO SPEAK

A Role play

- Read the task with the class and make sure they understand.
- Look at the phrases in **LB 16** with the class. Check that their meanings are clear.
- Divide the class into pairs. Students each choose an appliance (but don't tell their partner) and make notes on how it works.
- Students give instructions, using their notes to help them. Their partner guesses the appliance.
- Ask for volunteers to give instructions in front of the class so that the class can then guess the appliance.
- To consolidate the language used in this activity, do the exercise in **LB 16** with the class. Alternatively, ask students to review the phrases in **LB 16** at home and do the exercise for homework.

B Conversation

- Go through the phrases in **LB 17** with the class.
- Students work in pairs and take turns to make predictions, using **LB 17** to help them. Their partner should comment on their predictions.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 17** with the class. Alternatively, ask students to review the phrases in **LB 17** at home and do the exercise for homework.

7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind students to make notes about each point.
- Ask students to bring photos, pictures or diagrams to illustrate the development they are talking about.
- Students can present their development to the class or smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and say if they also think it is an important development. If students work in groups, ask them to briefly report back to the class.

8 *INFORMATION TECHNOLOGY in English* Page 49 SB

Picture / background information

Sony's QRIO robot:
www.sony.net/SonyInfo/QRIO/
www.newscientist.com/article.ns?id=dn4845
Honda's ASIMO robot:
world.honda.com/ASIMO/
electronics.howstuffworks.com/asimo.htm
Robots with personalities:
www.guardian.co.uk/life/science/story/0,12996,1403780,00.html?gusrc=rss
How robots work:
electronics.howstuffworks.com/robot.htm

- Look at the photos with the class. Ask: Are you surprised that robots can do these things?
- Students read the text quickly. Ask: What other activities can robots do? (talk, walk upstairs, dance and conduct an orchestra).

8 A

- Read out the definitions. Students read the text again and find the words which match the definitions.
- Check the answers.

8 *INFORMATION TECHNOLOGY in English* A **Answers**

1 software **2** hardware **3** process
4 program **5** data

8 B

- Ask students to read the sentences and decide if they are true or false.
- Students check their answers in the text and correct the false sentences.
- Check the answers. Discuss any answers where students have differing opinions.

8 ***INFORMATION TECHNOLOGY in English*** **B** **Answers**

1 True
2 True
3 False. Some computers can solve problems but in a different way to humans.
4 False. They can only communicate with humans on a simple level.
5 False. A Korean professor says his software will give robots personalities and feelings in the future.

Optional project: Robots

- Students work in small groups. They find out more information about ASIMO, the QRIO robot or another interesting robot. They should concentrate on its special features and what it can do.
- Each group makes a short presentation to the class. They should show photos if possible.

9 PORTFOLIO WRITING

- Remind students of their discussion about thinking robots (page 47). Ask students to give their opinion on the developments in robotics. Make brief notes on the board in two columns: positive and negative ideas.
- Look at the phrases to express opinion with the class. Encourage students to use these in their emails.
- Students write their emails in class or for homework.
- When students have written their emails, ask them to swap with a partner and read their partner's work. Do they agree with their partner?
- Collect the emails. Select a few to read out to the class.

10 *Your answer*

- Finish the unit with a final whole class discussion of ***The BIG Question****: What will change the world next?* Discuss the questions given.
- Refer students to the Workbook Unit 10 exercises.

Last word

- After doing the workbook exercises, students evaluate their performance in the three areas. Check if any students feel they need extra practice in a particular area.

WORKBOOK answers Pages 24–25 WB

1 Language: *will* future for predictions

1 A

In five years, I'll live in London.
I'll be a teacher.
I'll travel a lot.
I won't be rich.
I won't have my own flat.
I won't be married.

1 B

1 will happen
2 won't take
3 won't discover
4 will probably happen
5 will take place
6 will get
7 won't be
8 will be / 'll be

1 C

(Individual answers)

1 D

1 'm going to buy
2 Are you going to see
3 will develop
4 won't change
5 're going to do

2 Vocabulary

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

2 B

1 b **2** b **3** a **4** b **5** b

2 C

1 d **2** b **3** c **4** e **5** a

2 D

1 d **2** e **3** c **4** a **5** b

3 Word Building

3 A

1 invention **2** develop **3** information
4 solve **5** communication **6** scientific
7 technology **8** optimistic **9** magic
10 ignorant

4 Use of English

4 A

1 I *don't think* intelligent robots will ever exist.
2 Futurists make *predictions* about the future.
3 Everybody will *definitely* have wireless technology soon.
4 Alexander Bell invented the telephone *X years* ago. [depending on the current year]

5 Portfolio Writing

(Individual answers)