

Tomorrow's world

UNIT
6

- OBJECTIVES**
- Listening** Listening for specific information
 - Grammar** Future forms
 - Reading** Reading for gist and inference
 - Critical thinking** Analysing implications and consequences
 - Functions** Discussing consequences; giving reasons for and against an argument
 - Writing** Writing ideas for and against the use of cars in modern society

Listening

1 Look at this photograph of the inside a modern car. What do you think parts a and b do?



- a Satellite navigation system
- b Airbag

2 Listen to five people discussing a future event. Match the speakers with the correct pictures.



3 Listen again and complete these sentences.

- a A car satellite navigation system tells the speaker *the quickest route and ...*
- b Soon Leila's sister and her husband will have children.
- c The inspector is arriving at o'clock on morning.
- d Lucy and Paul are probably staying for this evening.
- e The speaker thinks it's going to rain because

4 In pairs, talk about four things that you are going to do this week.

SKILLS FOR LIFE

Do not worry if you do not understand every word in a listening text. If you have completed the task, you have done well!

WORKBOOK
PAGE 25

Objectives

Listening

Listening for specific information

Grammar

Future forms

Reading

Reading for gist and inference

Critical thinking

Analysing implications and consequences

Functions

Discussing consequences; giving reasons for and against an argument

Writing

Writing ideas for and against the use of cars in modern society

LESSON 1

SB page 31

WB page 25

Before using the book:

- Ask the students what they think is the most important invention of the last hundred years. If they are slow in coming up with ideas, suggest

a few things, such as television, the jet engine, the computer, etc.

Listening

1 Look at this photograph of the inside of a modern car. What do you think parts a and b do?

- 1 Focus attention on the photograph of the interior of a car.
- 2 Put the students into pairs and ask them to discuss what parts a and b do.
- 3 Check answers with the whole class.

Answers: _____

- a It tells you where to go/your route.
- b It helps you if there is an accident.

2 Listen to five people discussing a future event. Match the speakers with the correct pictures.

- 1 Give the students a minute or two to look at the pictures. Then tell them that they are going to listen to five speakers and they should match them to the pictures by putting the number of the speaker into the correct box.
- 2 Play the recording or read the script, pausing after each speaker to allow the students time to think and choose the correct picture.
- 3 Check answers with class.

Answers: _____

- a 3 b 5 c 1 (given) d 2 e 4

TAPESCRIPT

Narrator: 1
Mr Abd El-Aziz: *Next month I'm going to buy a new car – a really modern one with a computer that controls the engine and reports any problems. It will also have a satellite navigation system which will show the quickest route and tell me about any traffic jams.*

Narrator: 2
Leila: *Hi, it's me. We've just had some fantastic news. My sister is going to have a baby. All the family's really excited about it. She and her husband already have a daughter, so they hope it will be a boy.*

Narrator: 3
Mr Fahmy: *The school inspector is coming on Thursday. He's arriving at ten o'clock. So your students must all bring in their books. I'll give the inspector some tea in my office, then we'll visit the classrooms.*

Narrator: 4
Mrs Zakariya: *Don't forget that Lucy and Paul are coming this evening. I expect they'll stay for dinner. Oh, that's them – I'll get it.*

Narrator: 5
Mrs El-Shazli: *Look at the sky. It's really dark. I think it's going to rain. Take your umbrella with you or you'll get wet*

3 Listen again and complete these sentences.

- 1 Go through the gapped sentences with the class and make sure they understand what information they need to listen out for. Tell them to listen to each speaker and make a quick note of their answers. Read the Skills for Life box with the class before they listen.
- 2 Play the recording or read the tapescript again, pausing after each speaker to allow the students to make notes.
- 3 Ask the students to use their notes to produce complete sentences to complete the task.

Answers: _____

- a the quickest route (given) and about any traffic jams.
- b two c 10 o'clock, Thursday
- d dinner e the sky is really dark

4 In pairs, talk about four things that you are going to do this week.

- 1 Tell the class about four things you are *going to* do this week, Using *going to*. Write them on the board. For example:

I am going to buy a sweater this week.

I am going to have dinner with my mother on Wednesday.

I am going to come to school every day.

I am going to watch television this evening.

Point out that *going to* is one way of talking about the future. (This and other ways will be examined in more detail on the next page).

- 2 Put the students into pairs and ask them to take turns to tell each other about four things they are going to do this week. Go round monitoring and helping. Encourage the use of *going to*.
- 3 Ask several students to report their partner's plans for this week.

Students' own answers

Tomorrow's world

UNIT
6

1 Match these phrases with their meanings.

- a fantastic news 1 eat at someone's house
- b really excited 2 the way which takes the least time
- c stay for dinner 3 vehicles which are not moving
- d really dark 4 information we are pleased about
- e the quickest route 5 not at all bright
- f traffic jam 6 very happy



2 Put the words into the correct order.

- a a new car/going to buy/I'm/next month
I'm going to buy a new car next month.
- b in my office/I'll give/some tea/the inspector
I'll give the inspector some tea in my office.
- c are coming/don't forget/for dinner/Lucy and Paul/that/this evening
Don't forget that Lucy and Paul are coming for dinner this evening.
- d a baby/is going/my sister/to have
My sister is going to have a baby.
- e or/take/you'll get/your umbrella/wet/with you
Take your umbrella with you or you'll get wet.

25

Answers: _____

- b 6
- c 1
- d 5
- e 2
- f 3

2 Put the words into the correct order.

- 1 Read the first sentence with the class as an example. Then ask the students to work individually to put the remaining words in the correct order to make sentences.
- 2 Check the answers as a class. Then ask the students to underline all the ways of talking about the future that they can see in these sentences. They should find *going to*, *will* and the present continuous. Explain that they will be studying the difference between these on the next Student's Book page.

Answers: _____

- b I'll give the inspector some tea in my office.
- c Don't forget that Lucy and Paul are coming for dinner this evening.
- d My sister is going to have a baby.
- e Take your umbrella with you or you'll get wet.



1 Match these phrases with their meanings.

- 1 Point out to the students that these phrases all occurred in the listening or in the exercises on page 31 of the Student's Book. Ask them to match them with their meanings.
- 2 Check answers with the class by asking one student to read out a phrase and another student to read out the correct meaning. You might like to point out the irregular superlative form the *least* in sentence 2, which means the smallest amount.

LESSON 2

SB page 32

WB page 26

Grammar

Future forms

1 Underline the future verb forms in sentences 1–6. Then match each sentence with the correct use.

- 1 Read sentences 1 to 6 aloud, or ask several students to read them. Ask the class whether these sentences are about the past, the present or the future (*the future*).
- 2 Ask the students to underline the future verb forms in the sentences. Go round, monitoring and making sure everyone does this correctly. Check answers with the class before moving on to the next part of the exercise.
- 3 Focus attention on the Use column of the table. Go through the items in this column and answer any vocabulary questions, making sure that everyone understands the uses. Ask the students to match the uses to the sentences. Check answers with the class and make sure everyone understands. Note that there are some circumstances where more than one of the future forms may be acceptable, but these rules will give them a rough guide to how the forms are used. If the students need more practice, ask them to go through the Focus on Grammar box or to turn to the Grammar Review on page 126.

- Answers:**
- 2 I expect Lucy and Paul will stay for dinner. (a future prediction)
 - 3 Oh, that's them. I'll get it. (a quick decision or offer)
 - 4 Next month I'm going to buy a new car. (a future plan or intention)
 - 5 It's really dark. I think it's going to rain. (a future prediction when there is evidence)
 - 6 It's my birthday next Tuesday. I'll be 17. (a future fact)

2 Choose the best replies.

- 1 Ask the students to work in pairs and to look at the dialogues. In each case, they should decide which is the correct future form, based on the

UNIT 6

Grammar Future forms

GRAMMAR REVIEW PAGE 126

1 Underline the future verb forms in sentences 1–6. Then match each sentence with the correct use.

Sentence	Use
1 The school inspector <u>is coming</u> on Thursday. <u>He's arriving</u> at 10 o'clock.	<input type="checkbox"/> a future fact
2 I expect Lucy and Paul will stay for dinner.	<input checked="" type="checkbox"/> a future arrangement
3 Oh, that's them: I'll get it.	<input type="checkbox"/> a future plan or intention
4 Next month I'm going to buy a new car.	<input type="checkbox"/> a future prediction
5 It's really dark. I think it's going to rain.	<input type="checkbox"/> a quick decision or offer
6 It's my birthday next Tuesday. I'll be 17.	<input type="checkbox"/> a future prediction when there is evidence

2 Choose the best replies.

- "We haven't got any tea."
"It's OK. I'm going to get some! ~~I'll get some!~~ ~~I'm getting some.~~"
- "Why are you turning on the television?"
"I'm going to watch! ~~I'll watch!~~ ~~I'm watching~~ the news."
- "When are you leaving for Rome?"
"I'll leave! ~~I'm leaving!~~ ~~I'm going to leave~~ tomorrow afternoon."
- "How old are you?"
"I'm being! ~~I'm going to be!~~ ~~I'll be~~ 16 on Saturday."
- "You look very happy. Have you had some good news?"
"Yes, my sister is having! ~~will have!~~ ~~is going to have~~ a baby."



3 Ask and answer in pairs.

- What arrangements have you made for next week?
- What are your personal plans for the next two years?
- Make a prediction about your life ten years from now.
- The classroom window is open and it is cold. Make a quick decision.



FOCUS ON GRAMMAR

Future forms

Use *will* + infinitive

- for predictions without evidence: *I think it **will** rain.*
- for future facts: *This school **will be** ten years old this year.*
- for quick decisions: A: *I'm thirsty.*
B: *I'll go get you a glass of water.*

Use *am / is / are going to* + infinitive

- for predictions with evidence: *It's cloudy. I think it's **going to** rain.*
- Warning someone of something: *Watch out! The car **is going to** hit you!*

Use the present continuous

- to talk about things that you have arranged: *I'm **visiting** my cousins at the weekend.*

WORKBOOK PAGE 26

32

list of uses in the previous exercise.

2 Check answers with the class, by having pairs perform the conversations, with the second speaker supplying the correct future form in reply.

- Answers:**
- b I'm going to watch c I'm leaving
 - d I'll be e is going to have

3 Ask and answer in pairs.

- 1 Give the students a few minutes to read the questions, to think of ideas and to make notes, if they wish, before you put them into pairs.
- 2 As they discuss, go round monitoring and helping where necessary. Remind them to

1 Read and complete with the correct form of these words.

be come drive fly have **own** talk travel use



Twenty years from now, I think my country will be a fantastic place. Every family **a** will own a home and all the energy we need **b** _____ from the sun. Every home **c** _____ a computer in every room, and everyone **d** _____ to their friends on the internet. Nobody **e** _____ ordinary telephones any more. We **f** _____ cars with special batteries and our cities **g** _____ cleaner and quieter. I think we **h** _____ more by air than we do now because planes will be faster and cheaper. Perhaps we **i** _____ to the moon.

2 How can you help these people? Make offers using *I'll*.

- a Gamal I'm cold.
You I'll close the window.
- b Ali I don't understand this maths problem.
You _____
- c Azza I can't find my dictionary.
You _____
- d Youssef I'm thirsty.
You _____
- e Zahra I'm too hot.
You _____
- f Ali I don't know the way to your house.
You _____

3 What are you going to do this weekend?
What are you not going to do?

- a I'm going to visit my grandparents. I'm not going to go swimming.
- b _____
- c _____
- d _____

read the Focus on Grammar box if they need help. Ask several pairs to report back on their discussion to the class.

Students' own answers

WORKBOOK page 26

1 Read and complete with the correct form of these words.

- 1 Ask the students which of the ways of talking about the future we use to make future predictions (*will*). Tell them to read the text about one person's predictions for the world in twenty years' time and to complete it with the

right form of the verbs in the box. Point out the example to them.

- 2 Allow the students to compare their texts in pairs or small groups before checking with the class. Ask the students if they agree with these predictions for the future and whether they can make any predictions of their own.

Answers: _____

- b will come
- c will have
- d will talk
- e will use
- f will drive
- g will be
- h will travel
- i will fly

2 How can you help these people?
Make offers using *I'll*.

- 1 Remind the students that *will* is also used to make offers, which are, in effect, quick decisions. Go through the example with the class and then ask the students to read the other prompts and decide what offer they could make to help each person.
- 2 Go round, monitoring and offering extra help where needed.
- 3 Check answers with the class by asking one student to read out the prompt sentence and another to supply the correct offer of help. There may be more than one acceptable answer for each prompt.

Suggested answers: _____

- b I'll explain it./I'll help you.
- c I'll help you find it.
- d I'll get you a drink.
- e I'll open the window.
- f I'll give you directions.

3 What are you going to do this weekend?
What are you not going to do?

- 1 Remind the students that *going to* is used to talk about future plans or arrangements. Point out the negative form *not going to* in the example.
- 2 Ask the students to write one thing they are going to do and one thing they are not going to do on each line.

Students' own answers

LESSON 3 SB page 33

Reading

1 Read the text and match the headings with the correct paragraphs 1–5.

- Ask the students to read the article. It is quite long and complicated, so give them plenty of time to do this. Answer any question about vocabulary.
- Ask the students to match the headings to the correct paragraphs of the article. Check answers with the class. Ask them if they think that the article is positive or negative about the future (positive).

Answers: _____

- a 3 b 4 c 1
d 5 e 2

2 Read again and answer these questions.

- Go through the questions with the class so that they know what information to look out for when they read the article again.
- Give the students time to read the article again and find their answers.
- Check answers with the class.

Answers: _____

- Because cars can use both electricity and petrol. When the battery is empty, the petrol engine takes over.
- Hydrogen and oxygen.
- Because there will be no oil in the world in the future.

3 Compound nouns (nouns made from two or more nouns) are often used instead of phrases with prepositions. Replace the words in italics with the compound nouns from the text.

- Read the bold instructions and make sure they understand what a compound noun is. Ask them to suggest any compound nouns they know and write them on the board. If they need help to start off, give examples, such as school inspector, birthday card, matchbox, teapot, computer keyboard, car door, water bottle.

Reading

1 Read the text and match the headings with the correct paragraphs 1–5.

- Electric cars
- The newest ideas
- The problems of car exhaust gases
- The end of oil
- Better engines and natural gas

2 Read again and answer these questions.

- How are the engines in today's cars better than in the past?
They burn petrol more efficiently.
- How are cars that use engines and batteries better than early electric cars?
.....
- What may car batteries use in a few years' time?
.....
- Why is it so important for us to find a replacement for petrol soon?
.....

Cars without oil

- Air pollution is a big problem for people and the environment. If you sit in a **traffic jam** in Cairo, your **lungs** will fill with the **exhaust fumes** from cars, buses and lorries. Poor air which is polluted by exhaust fumes can damage your health and the environment.
- Scientists are working on the problem of exhaust pollution. Now, all cars burn petrol more **efficiently** than in the past. Scientists have also designed engines which use natural gas, and many buses in Cairo and other cities use these engines.
- Engineers also designed electric cars that used **batteries**. The batteries in early electric cars could not store as much fuel as petrol vehicles. This meant that they could not travel as far or as fast as petrol cars. Now, however, engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this **recharges** the battery. These cars can go **further** using the same amount of petrol as ordinary cars.



This car uses electricity and petrol

- Scientists have also discovered that cars can run on vegetable oil, which means that farmers will be able to "grow" fuel in their fields. And now engineers are working on a new type of car battery which makes energy out of **hydrogen** and **oxygen**. Experts believe that we may be able to buy cars using these batteries in the next ten years.
- We know that at some time in the future, there will be no oil in the world, so we need to find a **replacement** for petrol as soon as possible.

3 FOCUS ON COMPOUND NOUNS

Compound nouns (nouns made from two or more nouns) are often used instead of phrases with prepositions. Replace the words in italics with the compound nouns from the text.

- These days, cars can use *oil made from vegetables*. *vegetable oil*
- Cars, buses and lorries produce *pollution of the air*.
- Has your car got a *system which uses a satellite for navigation*?
- I sat in a *jam of traffic* for 45 minutes on the way to work today.

- Look at the example, a, with the class. Ask the students to work individually to replace the italicised words in each of the following sentences with a compound noun.
- Allow them to compare answers in pairs. Then check answers with the class by asking different students to read a sentence, substituting their compound noun for the italicised words.

Answers: _____

- air pollution
- satellite navigation (sat nav)
- traffic jam

LESSON 4

SB page 34

WB page 27

UNIT 6

Critical thinking

1 Read the text and answer four of the following questions.

- a Where does the air pollution in big cities come from?
It comes from exhaust fumes from cars, buses and lorries.
- b How is natural gas used in some cities?
- c How do some cars use petrol and batteries together?
- d Do you think air pollution will get better or worse in the future? Why?
- e Do you think it is important to spend time trying to solve the problem of exhaust pollution? Why?
- f What other things could people use for fuel in the future?

If you sit in a traffic jam in a big city, your lungs will fill with the exhaust fumes from cars, buses and lorries. Scientists are working on the problem of exhaust pollution. They have designed engines which use natural gas, and many buses in Cairo and other cities use these engines. Engineers have designed cars which use both electricity and petrol. When the battery is empty, the petrol engine takes over, and when the car uses petrol, this recharges the battery.

2 Look at the photo and discuss these questions in pairs.

- a What does this photo say about the modern world?
- b Who is affected by pollution?
- c Who or what is to blame for this situation?
- d What can we do about this problem?

3 Discuss in pairs.

Modern countries need industry.
Industry leads to pollution.

Is there anything that we can do to solve this problem? Discuss using expressions from *Focus on functions*.

FOCUS ON FUNCTIONS

Discussing consequences

- The reason that we have ... is because ...
- The problem with ... is that ...
- Although we need ... it leads to ...
- Perhaps we should ...
- One day, we will all be able to ...

WORKBOOK PAGE 27

- c When the battery is empty, the petrol engine takes over.
- d Suggested: It will get worse because there are more people and more cars. / It will get better because scientists will use cleaner fuels.
- e Suggested: Yes, because exhaust pollution is bad for our health and the environment.
- f Suggested: They could use our rubbish and perhaps one day even water.

2 Look at the photo and discuss these questions in pairs.

- 1 Focus the students' attention on the photo and read the questions to the class. Make sure all the students understand the questions.
- 2 Put the students into pairs to discuss the questions. Go round, monitoring and helping with vocabulary.
- 3 Ask several pairs to share their answers with the class.

Suggested answers:

- a It says we are all affected by air pollution.
- b We all are: people, animals and the environment.
- c We are all to blame because we all use cars and need factories to make things for us.
- d We should encourage scientists to find cleaner fuels so we do not have pollution.

34

Critical thinking

1 Read the text and answer four of the following questions.

- 1 Give students time to read the text, which is an extract from the text they read in the previous lesson.
- 2 Read the questions and the example answer. Explain that students need to answer four of the six questions.
- 3 Students can work individually and then compare answers in pairs.
- 4 Check their answers as a class.

Answers: _____

- b It is used in many buses in different cities.

3 Discuss in pairs.

- 1 Read the statements in the box to the class and then ask the question. Brainstorm ideas and vocabulary and put them all on the board.
- 2 Make sure students understand the questions. Explain that they can answer using the expressions from Focus on Functions. Go over these expressions and ask students to give you some completed example sentences, for example, *The reason that we have air pollution is because we have so many cars.*
- 3 Put the students into small groups to discuss the question. Go round, helping with vocabulary.
- 4 Ask the group to write five sentences to answer the question, by using the expressions from _____

Focus on Functions, vocabulary and expressions from the board, as well as their groups' ideas.

- Ask each group to read its sentences to the class.

Students' own answers

WORKBOOK page 27

1 Read the article on Student's Books page 33 and find these things. Use your dictionary to add two more words to each list.

- Ask the students to turn to page 33 in their Student's Books and to complete the table. Go round, monitoring and giving extra help where needed.
- When the students have completed the first part of the table, ask them to use their dictionaries to add more words to each list.
- Check answers with the class.

Answers: _____

Three types of vehicle
 2 buses 3 lorries Suggested: van, ambulance
 Three gases
 2 hydrogen 3 oxygen Suggested: carbon dioxide, nitrogen
 Three jobs
 2 engineer 3 scientist Suggested: teacher, architect
 Three types of fuel
 2 electricity 3 natural gas Suggested: wood, coal

2 Choose the correct word.

- Read the example sentence. Then ask students to choose the correct word in each sentence. They can do this individually and compare answers in pairs.
- Check answers with the class.

Answers: _____

- | | |
|---------------|------------|
| b Exhaust | c lungs |
| d efficiently | e oxygen |
| f battery | g recharge |
| h further | |

- Read the article on Student's Book page 33 and find these things. Use a dictionary to add two more words to each list.

Three types of vehicles	Three gases	Three jobs	Three types of fuel
1 cars _____	1 natural gas _____	1 farmer _____	1 petrol _____
2	2	2	2
3	3	3	3
•	•	•	•
•	•	•	•

2 Choose the correct word.

- An **expert/engineer** is someone with special skills or knowledge of a subject.
- Petrol/Exhaust** is pollution from a car.
- Our **hearts/lungs** are parts of our body that fill with air when we breathe.
- Today's cars run more **efficiently/hard-working** than in the past.
- We need **oxygen/petrol** in order to breathe and live.
- A **gas/battery** is what stores electricity for a car, radio, watch, etc.
- When you **recycle/recharge** a battery, you put more electricity into it.
- Alexandria is **further/later** away from Cairo than Tanta.

3 Write sentences.

- What form of energy is shown here?

- Do you know any other forms of natural energy like this?



3 Write sentences.

- Read through the questions with the class, and then ask them to work individually to write answers in full sentences. Go round, monitoring and giving help with vocabulary and ideas.
- Check the answers by asking several students to read their answers to the class.

Answers: _____

- The form of energy shown in the picture is wind power.
- (suggested answer) Other forms of natural energy include wave power, geo-thermal, hydroelectric and solar power.

LESSON 5

SB page 35

WB page 28

Communication skills

Giving reasons for and against an argument

- 1 Do you agree with the following? Discuss in pairs.

The best way to protect the environment is to stop people driving cars.

- 2 What do you think of the ideas in this composition? Discuss in pairs.

"To protect the environment, people should only drive their cars for four days a week."

Everybody agrees that cars and other vehicles are damaging our health and our world. This problem is getting worse every year and we must do something to protect the environment. Different countries have different ways of stopping this damage. In some places, for example, the price of petrol is very high. In other places, people have to pay to drive on some roads or in some cities. Now a speaker is suggesting that people should only be able to use their cars for four days a week instead of seven. In this composition, I am going to discuss some of the ideas for and against this suggestion.



FOR	AGAINST
<i>Cars are damaging the environment.</i>	<i>Many people need to use their cars every day for work</i>

- a Write three ideas for the speaker's suggestion, like the sample.
- b Write three ideas against the speaker's suggestion, like the sample.

- 3 Give a talk to other students giving your own opinions.

- a Decide whether you are for or against the speaker's suggestion.
- b Talk for about two minutes. Use your notes from Exercise 2.
- c After each person has spoken, decide as a group whether you agree or disagree with the suggestion.

4 Research the following about cities



RESEARCH

Find out about:

- a city that has a problem with air pollution
- how the city is trying to improve the situation

Then say what you think will happen to this city in the future.

WORKBOOK PAGE 28

35

2 What do you think of the ideas in this composition? Discuss in pairs.

- 1 Ask the students to read the title and the first paragraph of the composition given in the Student's Book. When they have finished reading, ask what they think about the ideas in it.
- 2 Focus attention on the sample notes and ask the students to work in different pairs to think of three more ideas to go in the For column and three more to go in the Against column. Go round, monitoring and giving help with vocabulary and ideas. Make sure each student in the group makes a copy of the table, as they will all need one for the next exercise.

3 Give a talk to other students giving your own opinions.

- 1 Give the students some time to read through their ideas, think of more ideas and decide whether they are for or against the suggestion in the composition title. Ask them to think of what they could say to support their argument, using the notes they produced in the previous exercise.
- 2 Put the students into small groups so that they are working with different students from those they worked with in Exercise 2. Ask them to take turns to tell the other students their opinions.

Communication skills

1 Do you agree with the following? Discuss in pairs.

- 1 Read the statement in the box to the class or ask a confident student to do this. Make sure everyone understands the statement.
- 2 Ask *Do you agree with this statement?* Put the students into pairs to discuss the statement and to decide if they agree or disagree with it. Go round, monitoring and giving help with vocabulary and ideas.
- 3 Ask several pairs to report back to the class on their discussions.

- 3 When all the students in the group have spoken, ask them to vote on whether they agree or disagree with the suggestion.

4 Research the following about cities

- 1 Go through the instructions with the class and make sure they understand what they have to do.
- 2 Encourage students to use the library or the internet to find this information. They can write up their findings and predictions for homework. You can take in this work in the next lesson.



1 Read and answer the questions.

- 1 Give the students time to read the section of the composition. Then ask them to discuss the questions underneath in pairs or small groups.
- 2 Check answers with the class.

Answers: _____

- b three
- c First, Secondly, And thirdly

2 Write for and against paragraphs.

- 1 Remind the students of the paragraph in Exercise 2 of the Student's Book and the talks they gave in Exercise 3. Tell them that they are now going to write two more paragraphs for the composition in Exercise 2, one with ideas for the suggestion and one with ideas against it. Go through the instructions and make sure everyone understands what they have to do.
- 2 Ask them to plan their paragraphs using the notes they made for Exercises 2 and 3 in the Student's Book.
- 3 Give them plenty of time to write their paragraphs or set this for homework. If you do it in class, go round giving help and encouragement where needed. Make sure they use words like *firstly* and *secondly* to structure their writing and that they include second conditional sentences, future forms and the words and phrases suggested.
- 4 Display the finished compositions in the classrooms.

Students' own answers

UNIT
6

1 Read and answer the questions.

In this composition, I am going to discuss some of the ideas for and against stopping people from driving their cars.

Firstly, everybody agrees that ~~it is important to have cars in the city.~~
~~It is important to have cars in the city.~~
 Secondly, a price increase ~~is not a good idea.~~
~~is not a good idea.~~
 And thirdly, ~~it is important to have cars in the city.~~
~~it is important to have cars in the city.~~



- a What is the subject of the composition? Stopping people driving their cars
- b How many ideas does the writer give? _____
- c Which words show where each new idea begins? _____

2 Write for and against paragraphs.

- a Plan three sentences for each paragraph using the notes from Exercise 2 in the Student's Book.

Paragraph 1 Ideas **for** the suggestion that people should only drive their cars on four days a week.

Paragraph 2 Ideas **against** the suggestion.

- b Write your paragraphs. Each paragraph should have 60–80 words.

- Use these words to introduce each new idea:
Firstly Secondly Thirdly/Lastly
- Use second conditional sentences and future forms.
- Use some of these words and phrases:
In my opinion ... I think/don't think that ... This means that ... so

Assessment

Listening and Speaking

Target element: future forms

Say the first half of the following sentences. Students listen and complete them using the correct future form. Suggested answers in brackets:

- 1 *The phone's ringing.* (I'll answer it.)
- 2 *Look at those black clouds.* (It's going to rain.)
- 3 *On my next birthday,* (I'll be 15.)
- 4 *This Friday,* (I'm going to the mosque.)
- 5 *For our English lessons this week,* (we're learning about future forms.)
- 6 *Are you thirsty?* (I'll get you a drink.)
- 7 *When I'm 30,* (I'll have a good job.)

Reading Task

Target element: future forms, vocabulary from the unit

Use WB page 26, Ex. 1 (once completed). Students read the completed passage. Then ask them the following questions (answers below in brackets):

- 1 *What year is the passage about?* (This year + 20)
- 2 *What does the writer think this country will be like?* (He/She thinks it will be fantastic.)
- 3 *Where will we get our energy from?* (We will get it from the sun.)
- 4 *Why won't people have telephones any more?* (Because people will talk on the internet.)
- 5 *Why will our cities be quieter and cleaner?* (Because cars will use special batteries.)
- 6 *What will planes be like?* (They will be faster and cheaper.)
- 7 *Where does he think people may live?* (He thinks perhaps they will live on the moon.)

Writing Task

Target element: vocabulary from the unit

Use WB page 27 Ex. 2, after completion. Students write sentences for each of the circled words in the completed exercise. The sentences should show the meanings of the words in context, but not be a definition of the word.

Sample answers:

- a You shouldn't ask a friend to repair your computer. You should ask an expert.
- b The air in many cities is polluted because of the exhaust from cars.
- c Don't smoke, as it is very bad for your lungs.
- d This car doesn't waste petrol because it runs efficiently.
- e People cannot live on the moon because there is no oxygen.
- f My watch doesn't work because it needs a new battery.
- g Don't throw the battery away. We can recharge it and use it again.
- h Italy is a long way from here, but America is further.