



LESSON 1 SB page 23

Aims: Learners will

- use *will* to offer and ask for help

Structures:

I'll help you with that.

Will you make some tea, please?

New vocabulary:

offer

Functions:

Making offers

Requesting help

Before using the book:

- Revise the use of *will* and contrast with the past tense from the previous units. Get students to compare last year and next year, e.g. *Last year I was in the first year of prep school; next year I'll be in Last year I was ... years old; next year I'll be* Encourage them to say more personal things too, e.g. *Last year I lived in ... , and next year I'll live in*

1 Read and match

2 Make sentences with WILL you ..., please?

1 Read and match

- 1 Draw attention to the aims box and explain.
- 2 Introduce the use of *will* to make offers. Tell the class that one of the students hasn't got a pen. Ask a student to help her/him. When they offer a pen, tell them to say *I'll lend you a pen*. Do some more examples: tell them your bags are too heavy, you need a cup of tea, you need something from the library, you've hurt your hand and can't write on the board, etc., eliciting offers from students using *I'll ...*
- 3 Students describe what is happening in the pictures.
- 4 Read the offers a–d and check understanding.
- 5 Students work individually to read the conversations and decide which offer goes with which picture.
- 6 Play the cassette. Students listen and check their answers.
- 7 Check answers with the whole class.



Tapescript

1

Nadia: *I've started cooking the meat. Next, the onions, carrots and courgettes.*

Ahmed: *It's OK, Mum. I'll do the vegetables.*

Nadia: *Are you sure, Ahmed?*

Ahmed: *Yes, of course.*

2

Salma: *Have you finished, Mum? Can we go to the park now?*

Nadia: *I don't know, Salma.*

Ahmed: *You've had a long day. I'll take her.*

Nawal: *Thank you, Ahmed.*

3

Nadia: *Oh, it's nice to sit down. I've been standing all day. I'd like a nice cup of tea ... but I'm too tired to make one.*

Ahmed: *You stay there. I'll make you some tea.*

Nadia: *Will you, Ahmed? Thank you.*

4

Nadia: *You're very helpful today, Ahmed. Do you want something?*

Ahmed: *I've got some difficult homework.*

Nadia: *Don't worry. I'll help you with it.*

Answers:

a 3 b 2 c 4 d 1 (given)

2 Make sentences with *Will you ..., please?*

- 1 Read the example exchange through with the whole class.
- 2 Explain the task: they will role-play Nadia and Ahmed and request help as demonstrated in the example exchange.
- 3 Elicit an exchange for the second picture.
- 4 Students form pairs and complete the task.
- 5 Ask some pairs to demonstrate.

Answers:

Will you take Salma to the park, please?
 Will you make me a cup of/some tea, please?
 Will you help me with my homework, please?



Further practice

- Give students some situations in which they can act out a similar exchange, asking for help with *Will you ..., please?* e.g. organising a party with your friends, playing football in the park, doing homework with a friend, travelling in a car, painting a room, and so on.

LESSON 2 SB page 24 WB page 15

Aims: Learners will

- use *will* to predict and speculate about the future
- practise expressing their opinions

Structures:

We'll be able to travel overseas.
Do you think we'll be able to ...?
Yes, I think so. / No, I don't think so.

New vocabulary:

electric, probably

Functions:

Expressing opinions
 Making predictions

Before using the book:

- Revise the use of *will* to predict the future. Elicit what students know about the characters from the book (Ahmed, Salma, Soha, etc.) and then ask them to predict their adult futures, e.g. *I think Ahmed will be an astronaut, he'll have two children and live in Cairo, etc.*



3 Listen and complete

- 1 Explain the scenario for the tapescript: the children are in the classroom and are discussing what the world will be like 50 years from now. They have a list of ideas (those in the questionnaire) and are discussing their opinions on them.
- 2 Read through the ideas in the questionnaire and check understanding. Check that students remember that *will be able to* is the future form of *can*.
- 3 Look at and explain the three answer options: *Yes, probably; No; Do not know*.
- 4 Explain the task: students will listen and tick the answers that Soha gives to Sally.
- 5 Play the cassette. Students listen and tick the correct boxes.
- 6 Check their answers.

Soha: OK.

Sally: Right: "Do you think we'll be able to travel overseas more easily?"

Soha: Hmm. It's not difficult to go to some places now. We can go quickly and easily but it's also expensive. I don't know about 50 years time. Tick "Don't know".

Sally: Next, "Do you think we'll be able to drive electric cars to work?"

Soha: Most people go to work in cars now. Some companies are making electric cars but they're not very good. Will you tick "Don't know", please, Sally?

Sally: Of course. Right. "Do you think robots will be able to help us in our homes?"

Soha: Well, I've seen some robots in films and I've read some books about robots, so, yes, I think they will probably help us in our homes.

Sally: Good, right, question d. "Do you think a lot of people will go into space?"

Soha: No, I don't think a lot of people will be able to go into space 50 years from now.

Sally: OK, so I'll tick "No". Now, what about this question: "Do you think we'll be able to live in houses under the sea?"

Soha: Yes, I think so, but I'm not sure why.

Sally: OK. "Do you think most people will live longer 50 years from now?"

Soha: I think some people will live longer and some people won't. I'm not sure if most people will live longer. Please tick "Don't know."

Sally: OK, the last question. "Do you think people will be able to live on the moon?"

Soha: Well, people first went to the moon about 40 years ago, so yes, I think people probably will be able to live on the moon 50 years from now.

Sally: OK, I've asked you all the questions ...

Answers:

	Yes, probably	No	Do not know
a			✓
b			✓
c	✓		
d		✓	
e	✓		
f			✓
g	✓		

4 Ask and answer

- 1 Draw attention to the phrases in the box and make sure students understand the degrees of certainty that they convey (i.e. *Yes, probably*



Tapescript

Sally: The teacher has asked us to answer these questions about the world fifty years from now. So I'll ask first, and then you ask me.

and *Yes, I think so* are both quite certain) and elicit them as responses: *Will you be able to drive when you are 35? Will you be able to vote when you are 18? Will you be able to see your mum and dad every day when you are 25?* etc. Practise the pronunciation and stress of the responses: *Yes, probably; Yes, I think so; No, I don't think so; I don't know.*

- 2 Read the example exchange to demonstrate the task.
- 3 Students form pairs. Ask a pair to ask and answer about sentence b from Exercise 3, to make sure they understand the task.
- 4 In pairs, students ask and answer about what they think the world will be like in 50 years time, switching roles so they both ask and answer.
- 5 Ask some pairs to demonstrate.

5 Write sentences

- 1 Explain the task: students will write five sentences in their exercise books about how they think the world will be 50 years from now, using the ideas on the page, and other ideas if they have them.
- 2 Elicit some sentences that they will include in their paragraph.
- 3 Students write their sentences. Monitor and help, supplying extra language that they might want to use.

Things we will do 5

1 Make sentences for each picture









2 Ask and answer

- a. drink?
- b. look out?
- c. see a cheap house?
- d. go to university?
- e. find a good job?
- f. need to spend?
- g. use a computer?
- h. have lots of friends?



1 Make sentences for each picture

- 1 Look at the pictures and elicit the requests for help for each one.
- 2 Students then write sentences using the structure *Will you ... please?*
- 3 Students form pairs and make offers to help (*I'll ... for you*) for each picture, in reply to the requests for help that they've written.

Answers:

	Offer	Response
a	Will you open the car door, please.	I'll open it for you.
b	Will you clean it for me?	I'll clean it for you.
c	Will you close the window for me?	I'll close the window for you.
d	Will you turn on the light for me?	I'll turn on the light for you.
e	Will you wash them for me?	I'll wash them for you.
f	Will you get/buy some (more) for me?	I'll get/buy some (more) for you.

2 Ask and answer

- 1 Read through the example exchange with the students.
- 2 Demonstrate b, or get a student to demonstrate (*Do you think you'll be able to cook well when you leave school?*)
- 3 Students ask and answer in pairs about what they think they'll be able to do when they leave school.
- 4 Ask some pairs to demonstrate what they came up with.

Answers:

Answers will vary.

Further practice

- Students carry out a class survey on their classmates' opinions. They prepare their own questionnaires like the one on SB page 24 to find out what their classmates think the world will be like in 200 years' time. They interview the rest of the class and write up a short report on their findings. (*Most people think..., Nobody thinks..., and so on*).

LESSON 3 SB page 25 WB page 16

Aims: Learners will

- revise and expand vocabulary related to computers

Structures:

Various

New vocabulary:

accurately, everywhere, flexible, follow, modern, program, quantity, store

Functions:

Describing computers

Before using the book:

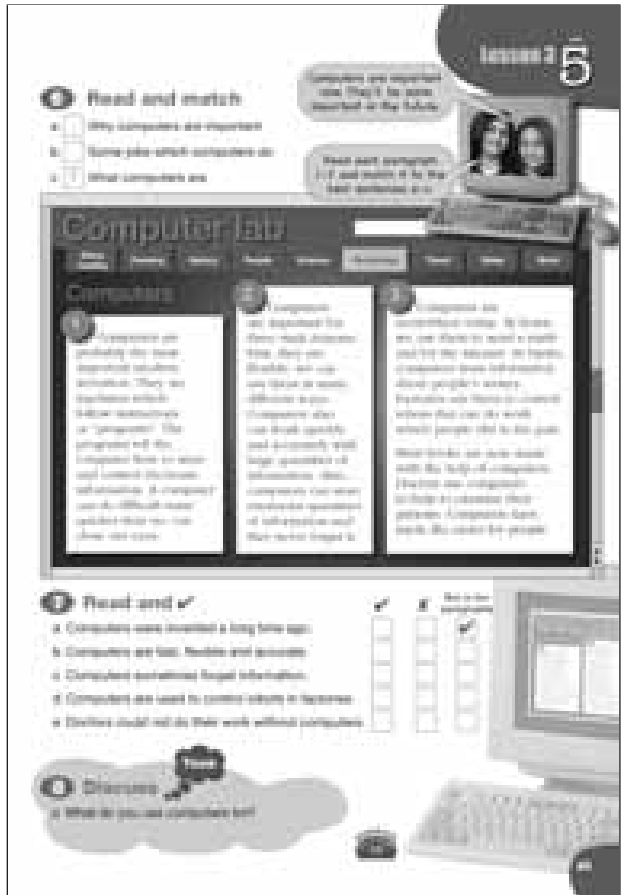
- Revise computer vocabulary. If you have a computer, prepare some labels to stick onto its different parts. If not, draw a basic outline of a computer on the board (screen, keyboard, printer, monitor, CPU).
- Call students out and either give them the labels to stick on to the correct part of the computer, or tell them a computer part and they have to write

it on the correct part of the board drawing.

- Elicit verbs for what you can do on a computer: e.g. email, play games, etc.



SB Page 25



6 Read and match

- 1 Read through the introductory speech bubbles at the top of the page. Ask students what they think computers are most useful for.
- 2 Read through the three paragraph titles and check understanding.
- 3 Explain the task: students will read the text and match the correct titles to each paragraph.
- 4 Set a time limit on their first reading – they should read for the general gist, rather than focus on individual words.
- 5 Students complete the task individually.
- 6 Check their answers.
- 7 Ask them to go back and find any words they didn't understand. Get them to guess likely meanings from context, then introduce the new words: *modern, follow* (instructions), *flexible, accurately, quantities, everywhere, store* (information).

Answers:

a 2 b 3 c 1 (given)

7 Read and ✓

- 1 Read through the questions with the class and explain where necessary.
- 2 Explain the *Not in the paragraphs* box.
- 3 Students read the text again and tick the correct answers.
- 4 Students form pairs and discuss their answers.
- 5 Check their answers with the whole class.

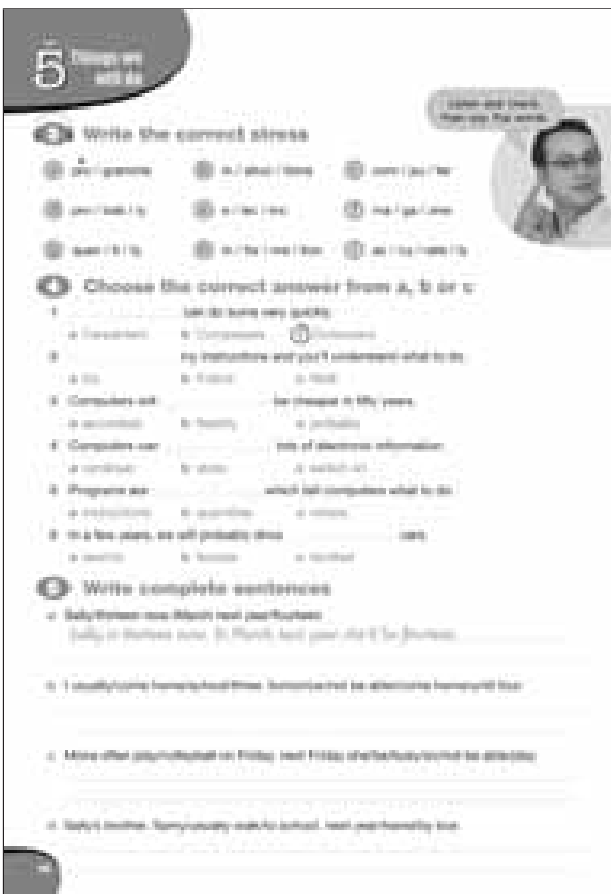
Answers:

b ✓ c ✗ d ✓ e NIP

8 Discuss

- 1 Read the question with the whole class.
- 2 Students form pairs and discuss their answers.
- 3 Check and discuss their answers with the whole class.

WB Page 16



3 Write the correct stress

- 1 Before students read the words split into their syllables, write them all normally on the board, say them yourself, and have students repeat them.
- 2 Remind students what a syllable is. Check by asking how many syllables each of the words has, getting them to quietly tap them out on their desks. Remind them that two-syllable words often have the stress in the first syllable, and three-syllable words have the stress in the middle syllable. But there are plenty of exceptions!
- 3 Play the cassette. Students listen and mark the stress as they hear the words. They will hear each word twice.
- 4 Students listen again to check their answers.
- 5 Have the class repeat the words again all together.

Answers:

Answers and tapescript:

b in / <u>struc</u> / tions	c com / <u>pu</u> / ter
d <u>pro</u> / bab / ly	e el / <u>ec</u> / tric
f ma / ga / <u>zine</u>	g <u>quan</u> / ti / ty
h in / for / <u>ma</u> / tion	i a / ccu / rate / ly

4 Choose the correct answer from a, b or c

- 1 Students choose the correct answer to complete the sentences.

Answers:

2 b 3 c 4 b 5 a 6 a

5 Write complete sentences

- 1 Students write sentences from the prompts. They can do this individually in class, or for homework.

Answers:

- a I usually come home from school at three. Tomorrow I won't be able to come home until four.
- b Mona often plays volleyball on Friday. Next Friday, she will be busy so she won't be able to play.
- c Sally's brother, Samy, usually walks to school. Next year he will travel by bus.



- Students test each other on the spellings of new words.

LESSON 4 SB page 26 WB page 17

Aims: Learners will

- use *will* to predict and speculate about the future
- talk about the future of computers
- revise the use of *may* to express less probability than *will*

Structures:

Computers will control space rockets.

New vocabulary:

pilot

Functions:

Giving information

Before using the book:

- Ask students to tell you what they remember from the previous text about computers.
- Discuss how they think computers will develop and what they would like computers to be able to do in the future.



9 Listen and number

- 1 Look at the pictures and ask what students think is happening in each one.
- 2 Explain the task: students will listen and number the pictures in the order that they hear them mentioned on the tape.
- 3 Play the cassette. Students number the pictures.
- 4 Check their answers.



Tapescript

1

We should begin with the history of computers. Sixty years ago, computers were enormous. They were also expensive and slow. Now computers are getting smaller and cheaper and this will continue. So I think computers in future will be smaller, faster and cheaper than now.

2

We'll probably use computers in different ways in the future. We'll put more computers into planes and we'll use them in cars, too. We use some computers in planes now, but in future we probably won't need people to fly them. A computer will be able to fly a plane by itself.

3

In future, we'll use better computers in rockets. Now we send people into space. It's very dangerous and it takes a long time to travel to places. We will be able to use computers to control rockets and send them a long way into space.

4

Now we use computers to help us to design and invent new machines. In the future I think computers will begin to design and invent machines themselves, without the help of people. People will build machines which computers design.

5

Finally, there are lots of languages and people can't learn them all. Computers can store information about different languages so one day we will probably be able to speak to a computer in Arabic and the computer will tell us how to say the same thing in English.

Answers:

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

10 Discuss the future

- 1 Students read the questions. Explain that they answer using information from the tapescript they've just heard.
- 2 Students ask and answer in pairs. Check that they know to use *will* to talk about the likely future, and point out the difference between *will* and *may* – *may* being less likely.
- 3 Get pairs to discuss their answers out loud.

5 Read and ✓

Questions about your future

	Yes	No	Not sure
1 Will you be a great cook when you are older?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Will you stay at school another four years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Will you look for a job when you leave school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Will you still live at home in ten years' time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Will you be able to drive when you are 16?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Will you get married before you are 25?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Will you live in the same town when you get married?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All our answers are correct, so ask in pairs.

Will you be a great cook when you are older?

Yes, I will. I am a good cook now.

6 Write questions using the words in brackets.

- 1 I will be able to drive when I leave school (when)
- 2 Will you be able to drive when you leave school?
- 3 How old will you be when? (how old?)
- 4 Computers will be cheaper in twenty years' time (when?)
- 5 In the future, people will live in the moon. (where?)

6 Read and ✓

- 1 Read through the questions with the students, and make sure they understand them.
- 2 Students work individually to read the questions and tick the boxes for their own answers.
- 3 Students share and discuss their answers with the whole class.
- 4 Students form pairs and ask their partners what their answers were, as shown in the example exchange.

Answers:

Answers will vary.

7 Write questions using the words in brackets

- 1 Students write questions about the future using the words in brackets.

Answers:

- 2 How old will you be next year?
- 3 When will computers be cheaper?
- 4 Where will people live in the future?



Further practice

- Students find out about the very latest developments in computing. They could also

find out about the history and use of computers in Egypt.

LESSON 5 SB page 27

Aims: Learners will

- review language from the unit
- learn about parts of speech

Before using the book:

- Refer back to the first page of the unit and the list of aims in the box. Go through each bullet point and elicit from students what they have learnt about each one.



SB Page 27

Lesson 5

DO IT YOURSELF Learning new words

1 Match the parts of speech to the correct meaning.

a noun something that we do

a verb something that describes a noun

a adjective something that we do or use

2 Write down a definition of each.

a noun a person, place or thing

b verb to do something

c adjective something that describes a noun

d noun a person, place or thing

e verb to do something

f adjective something that describes a noun

REVIEW Look at the key language

1 Match the words to the definitions.

a noun something that we do

b verb something that describes a noun

c adjective something that we do or use

2 Write down a definition of each.

a noun a person, place or thing

b verb to do something

c adjective something that describes a noun

REMEMBER

1 Write down the words.

2 Write down the definitions.

3 Write down the parts of speech.

4 Write down the key language.



Learning new words

- Write two sentences on the board: *I have got a blue telephone. I telephone my friend every night.* Ask them to think about the use of *telephone* in each case, and say what the difference is. If they aren't sure, ask which is a verb and which a noun. (It may be necessary to clarify these terms, too.) Discuss how the noun *telephone* can change (plural/singular), and the verb *telephone* can change to express tense.
- Introduce the new term *parts of speech*.
- Revise what an adjective is by asking what kind of phones students have: colour, big, small, expensive, good, bad, etc. Remind them that adjectives usually come before a noun, and that they can also be comparative or superlative.
- Students do the matching task.

- Check their answers.
- For the second task, students write which part of speech the words in red are.
- Check answers with the whole class.

Answers:

- nouns: the names of people, places or things
 - verbs: words for things which we do
 - adjectives: words which describe nouns
- noun, adjective
 - verb, noun
 - adjective, noun
 - verb, adjective
 - verb, noun, noun



- 1 Draw students' attention to the REMEMBER box and read the three bullet points. Elicit examples.
- 2 Read through the examples of key language in the pink box with the students and make sure they understand them.
- 3 Read through instructions a–d and explain where necessary.
- 4 Students do the task individually, then check in pairs.
- 5 Check answers with the whole class.
- 6 In their pairs, students think of more statements for each of instructions a–d.
- 7 Students share their ideas with the whole class.

Answers:

d, d, b, c, b, a, c, a

A s s e s s m e n t

Listening Task

Target element: making offers of help with 'will'

Use WB page 15, Ex. 1. Read out offers of help for each picture in random order. Students write the letter of the correct picture in the order that you say the offers, e.g. Teacher: *One. I'll buy some more milk for you.* Students write: *1 (f)*

Speaking Task

Target element: expressing opinions about the future

Use SB page 24 Ex. 3. Students say what they think about each of the things in the questionnaire using *I think (we)'ll ...*

Reading Task

Target element: vocabulary from the unit and 'will', 'will be able to'

Use tapescript for SB page 26, Ex. 9. Copy the following section of the script for each student. Blank out the words underlined and give them as answer options in a box before the text. Students read and choose the correct words for each gap.

We should begin with the history of computers. Sixty years ago, computers were enormous. They were also expensive and slow. Now computers are getting smaller and cheaper and this will continue. So I think computers in the future will be smaller, faster and cheaper than now.

We'll probably use computers in different ways in the future. We'll put more computers into planes and we'll use them in cars, too. We use some computers in planes now, but in the future we probably won't need people to fly them. A computer will be able to fly a plane by itself.

Writing Task

Writing task

Target element: predicting the future with 'will'

Students write answers to the questions from SB page 26, Ex. 10.