

7 FUTURE FUN

Objectives

FUNCTIONS	checking information; agreeing
GRAMMAR	future forms; question tags; <i>Nor/Neither / So</i>
VOCABULARY	future time expressions; arranging a party; phrases with <i>about</i>

Student's Book page 66–67

READING

- 1 To introduce the topic, use the Interactive Whiteboard (IWB) to do a Google image search (or show students pictures) for new inventions. Look at some of the images with the whole class and ask students to describe what they see. Ask students: *Do you think the inventions will be popular? Why/Why not?* Ask them: *Can you think of any items you own that would have seemed incredible one hundred (or even twenty) years ago?* Listen to some of their ideas and encourage open class discussion.
Read through the instructions and look at the pictures with the whole class. Nominate individuals to say what each image shows.
- 2 **SPEAKING** Divide the class into pairs to complete the exercise. If students have access to mobile phones, ask them to do an online search to find some stories. Monitor and help with any difficulties and to give students some ideas if necessary. Listen to some of their ideas in open class as feedback.
- 3 In the same pairs, ask students to imagine what the three stories are about. During feedback, write some of their ideas on the board for future reference, but do not say if they are correct.
- 4 Ask students to read the newspaper items. Tell them to focus only on the answer to the question and not to worry about difficult vocabulary at this stage. Set a time limit of two minutes for the exercise. Check answer in open class.

Answer

It's from the future.

- 5 **2.06** Ask students to read through the sentences and check understanding. Ask students to underline the key words in the sentences. Check/clarify: *holograms, breakthrough*. Play the audio while students read the stories and answer the questions. Stronger students may like to try to answer the questions before re-reading the stories. Tell students to underline the parts of the stories that helped them choose their answer. Students compare answers with

a partner before open class feedback. Ask students to correct the incorrect sentences and compare their answers with a partner before checking answers with the whole class.

Answers

- 1 Correct 2 Correct 3 Incorrect – There aren't any human actors in Star Client. 4 Correct 5 Incorrect – Shirley Williams lost a hand in a car accident. 6 Correct 7 Correct 8 Incorrect – People will be able to use 3D holograms in the near future.

THINK VALUES

Believe in a better future

- 1 Read through the instructions in open class. Ask students to work individually and answer the question. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs or small groups. Students compare their answers to exercise 1. Listen to some of their ideas in open class as feedback and encourage further open class discussion.
- 3 **SPEAKING** To introduce this topic, ask students to decide how positive they are about the future of the world. Ask them to choose a number between 1 and 10, where 10 is extremely positive and 1 is extremely negative. Group the students according to their responses (all 10s together, all the 9s together etc.) and ask them to complete the exercise. When they have some ideas for each of the areas, re-group the students so that positive students are grouped with negative students. This should encourage a lot of communication. Students compare their ideas about the future and try to convince the others in their groups that their ideas are right.

Optional extension

Ask students to think about the future of other areas e.g. education, transport, fashion, English/their own language. In groups, students make a list of how these may change in positive and negative ways in the future. Give each group a different topic. To add an element of competition, challenge groups to come up with as many ideas as possible. In whole-class feedback, congratulate the group with the most ideas. Ask all groups to present their ideas to the class and encourage reactions.

GRAMMAR

Future forms

- 1 Students read the four examples from the dialogue. Ask students to work in pairs and complete the sentences with different future forms without looking back at the text. Let them check their answers in the text before feedback in open class. Students then read through the rule and complete it

Answers

a opens b will c start d spending

Rule

1 a 2 c 3 b 4 d

To check students have understood the difference clearly, write the following examples on the board (or use some of your own):

- 1 *I'm flying to England for my holidays this summer. Here are my tickets.*
- 2 *My plane leaves at 6.30 in the morning.*
- 3 *I'm going to visit London and do a lot of shopping.*
- 4 *It will probably rain, but I think I'll have a great time.*

Underline the tenses and elicit the names of the tenses.

Ask students the following questions:

Which sentence shows something that has been planned already? (sentence 1)

Which sentence shows something that will happen at a fixed time in the future? (sentence 2)

Which sentence describes a future intention? (sentence 3)

Which sentence makes a prediction about the future? (sentence 4)

Language note

- 1 Students may produce statements like: I will go to Brazil on holiday. Remind them that if something is already arranged we use the present continuous: I'm going to Brazil on holiday.
- 2 Students may find it useful to translate some of the examples in Exercise 1 into their own language to compare them.

- 2 Read the instructions and look at the pictures in open class. Students work with a partner to complete the exercise. Check answers in open class. Point out the use of a 24-hour clock at the airport.

Answers

1 arrives at 14:55 2 starts at 8 pm 3 leaves at 10 am
4 opens at 7 am

- 3 Students read though sentences 1–7. Go through the first sentence with the whole class as an example. Nominate an individual to explain how we know that this is a prediction. Students work in pairs to complete the exercise. Tell students to look at the rules box if they have any difficulties. Check answers with the whole class, making sure students can

explain why they made their choices by referring to the rules.

Answers

1 P 2 I 3 F 4 A 5 F 6 P 7 I 8 A

Fast finishers

Ask students to write some sentences explaining what they are going to do next weekend, using the four future forms as appropriate.

- 4 Read through the instructions and the dialogue in open class. Working individually, students choose the correct form to complete each gap. Ask them to compare answers with a partner. During feedback, encourage students to explain why each option is correct. If you're short on time, set this exercise as homework.

Mixed-ability

Ask students to practise the dialogue with a partner. Weaker students can read from the book. Stronger students can take it in turns to cover the dialogue and try to remember their lines.

Answers

1 'm working 2 do you finish 3 won't 4 'm having
5 are coming 6 won't be 7 will be

Optional extension

Ask students to work in pairs and plan a holiday that they will go on together. They should answer the following questions:

Where are you going?

When do you leave?

What are you going to do?

What do you think you will enjoy most?

Give students ten minutes to plan their holidays and encourage them to go into as much detail as possible. Monitor and help with any difficulties.

After ten minutes, regroup students into groups of four and ask each pair to ask the other students questions about their holiday. Tell them that they score a point each time they use a future form correctly. Listen to some of the most interesting ideas in open class as feedback.

Workbook page 64 and page 125



Be aware of common errors related to future forms, go to Get it right on Student's Book page 124.

VOCABULARY

Future time expressions

- 1 Books closed. To introduce this topic, drill the names of the days of the week, then the months of the year. Display a calendar of the current month on the IWB. Point to today's date and say *today*. Point to tomorrow and elicit *tomorrow*. Continue with *this week*, *next week* etc. Ask students if they can name any other time expressions and write any correct answers on the board.

Books open. Read through the instructions and the expressions. Ask students to work with a partner and complete the exercise. During whole-class feedback, use the calendar on the IWB to clarify the meaning of the expressions.

Answers

1 next 2 long 3 time 4 next 5 after 6 later
7 from 8 near

Fast finishers

Ask students to write down some more future time expressions which follow similar patterns to those in the exercise e.g. *the day after next, in twenty minutes' time, last weekend* etc. Listen to some of their ideas after feedback on Exercise 1.

- 2 Students work individually to complete the sentences with their own answers. You might want to give them an example of your own. Check answers with the whole class.

Mixed-ability

Stronger students can complete the sentences without looking back at the rules for future forms. Allow weaker students to look back at the rules to help them with their answers. When students have completed the exercise, divide the class into pairs by level and ask them to compare their answers. Listen to some examples in open class as feedback.

Workbook page 66

LISTENING

- 1 **SPEAKING** As a warm up, ask students to work with a partner and remember as much information as they can from the future newspaper on page 67. Ask them: *Can you remember any names or dates?* Listen to their ideas in open class as feedback and write anything they can remember about boxer Shirley Williams and moon tourist Mira Xin on the board.

Mixed-ability

Weaker students can work with a partner to write questions about one of the people before comparing with another pair. Stronger students can work individually. Listen to some of their ideas in open class and write some on the board, but do not comment at this stage.

- 2 **2.07** Play the audio while students listen and complete the exercise. During whole-class feedback, refer back to the questions on the board to check if they were asked.

Answers

Mira:
So how are you feeling?
So what have you got planned for your time on the moon?
Have you got anything special packed in your suitcase?
Can you make calls from the moon?
Shirley:
How does it feel to know that you're going to be fighting professionally again soon?
Did you think you'd ever see this day?
And how are you feeling about the championships?
So what have you got planned?

Audio Script Track 2.07

Interviewer Mira, Mira. Yes, Mira. A few questions please.
Mira Of course.
Interviewer So how are you feeling?
Mira How am I feeling? I am so excited. I can hardly tell you. I'm a bit nervous, too, but mostly I'm just so excited.
Interviewer So what have you got planned for your time on the moon?
Mira Well, we're definitely going to go on a moon walk. That will be incredible. Otherwise, we're just planning to relax. The hotel looks absolutely amazing, and I can't wait to visit the anti-gravity spa rooms. You actually get to float about. It's going to be amazing.
Interviewer Have you got anything special packed in your suitcase?
Mira Just the usual things you take on holiday. Well, I don't think I'll need my sunglasses, but ... a really good camera, my e-reader, my phone.
Interviewer Can you make calls from the moon?
Mira I'm not sure, but I never go anywhere without my phone.
Announcer Ladies and gentlemen. We are now ready to welcome you aboard SS Moon Star. If you would like to make your way to the reception desk.
Mira Oh, they're calling us. Got to go.
Interviewer Thank you, and make sure you speak to us when you get back.
Interviewer So Shirley, congratulations on your selection for the European championships.
Shirley Thank you.
Interviewer How does it feel to know that you're going to be fighting professionally again soon?
Shirley Absolutely fantastic.
Interviewer Did you think you'd ever see this day?
Shirley I did. I always knew it would come. I just didn't think it would take so long.
Interviewer And how are you feeling about the championships?
Shirley I'm feeling really positive. I think it'll be a really good year for me.
Interviewer So what have you got planned?
Shirley Well, I want to win gold in the European championships – that's number one. It'll be tough, but I'm going to train hard every day between now and next month. So that's my number one ambition, and I think my second plan is to spend more time with my mum and dad. I mean it's been a difficult two years, and they've been there for me every second of every day. I want to do something to say 'thank you', so I'm going to take them on holiday. Somewhere nice and hot. My mum loves the sun.
Interviewer Shirley, thank you, and good luck in Helsinki.
Shirley Thank you.

- 3 **2.07** This exercise is closely modelled on * Listening Part 1 of the Cambridge English: Preliminary exam. Read through the instructions and questions in open class. Ask students to underline the key words in the questions and to make sure they understand what is happening in each picture. Play the audio while students choose the correct pictures.

Allow them to compare answers with a partner before feedback in open class. If necessary, repeat the audio, pausing to clarify answers.

Answers

1 C (ticked) 2 B (ticked) 3 C (ticked) 4 A (ticked)

THINK SELF-ESTEEM

Personal goals

- 1 To introduce this activity, you could give your own answers to some of the questions as an example. Tell the class about the things you want to do and how you are going to do them. Be ambitious! Ask students to work individually and complete the lists. Monitor and help with any difficulties or help with ideas.
- 2 **SPEAKING** Students work in pairs to compare their lists. Monitor and help with any difficulties and praise any original or interesting ideas. Listen to some of their ideas in open class.
- 3 **SPEAKING** Working with the same partner, students discuss how they are going to achieve their goals. Encourage students to go into detail about their ambitions and to see if they could help each other achieve their goals in any way. Listen to some of their ideas in open class and encourage group discussion on the importance of having goals in life.

Mixed-ability

Exercises 2 and 3 may work better if students are paired with a partner of a similar level.

Optional extension

Ask students to work in small groups and make a list of five things that can help people achieve personal goals in life. Elicit some examples (e.g. talent, money etc.) to get them started. Encourage them to think about simpler goals (e.g. staying healthy, being happy) as well as high-achieving goals (e.g. winning the World Cup). When they have completed their lists, write some of their ideas on the board and hold a vote to rank the items in the list from most important to least important and decide which five things are the most important.

Student's Book page 70–71

READING

- 1 A recording of this text is available with your digital resources. As a warm up, ask students how they celebrated their last birthday. Ask them: *Did you have a party? Did you celebrate with friends? How many people were there? Did you have a cake? Did you listen to music and play party games?* Listen to some of their experiences in open class.
Read the instructions and the list of items with the class. Ask students to work individually and complete the exercise. Monitor and help with any difficulties.
- 2 **SPEAKING** Divide the class into pairs and ask students to compare their lists. Ask them to explain why they ranked things in the way that they did. During whole-class feedback, encourage students

to explain why they think certain things are more important than others. Have a class vote on the most important thing.

- 3 Tell students they are going to read a chat room conversation about preparations for a party. Before reading, check/clarify: *pay a deposit, sorted, put up posters, draw up a guest list, I've got you down, come round.* Students read through the conversation and answer the questions. There is some quite difficult language in the text, so tell students to focus on the questions and not to worry about unknown words or phrases. Tell students to underline the parts of the text that helped them answer the questions. Allow them to compare answers with a partner before whole-class feedback.

Answer

A school dance party

- 4 Students compare their answers before whole-class feedback. During feedback, refer to the parts of the text that helped them decide on their answers.

Answers

Kev – food Fran – music Lucy – venue Oliver – guests
Lewis – publicity

GRAMMAR

Question tags

- 1 Ask a few questions with question tags of your own (e.g. *It isn't raining today, is it?/You aren't (Chiara), are you?/You saw the aeroplane outside, didn't you?* etc.) and write them on the board, but do not explain the use of question tags at the moment.

Students open their books at page 71 and read through the gapped sentences. Elicit or give the answer to the first sentence in open class as an example and ask students to complete the exercise. Students can compare answers in pairs before open class feedback. At this point, ask students what they notice about the verbs in each sentence and the question tags at the end. Elicit or explain that where there is a positive verb there is a negative question tag and where there is a negative verb there is a positive question tag. Explain to students that we use a positive verb and a negative tag when we are checking information and we expect the answer to be *Yes*, and a negative verb and a positive tag when we expect the answer to be *No*.

Answers

1 didn't 2 isn't 3 aren't 4 shouldn't 5 am
6 have

Read through the rule with students and ask them to work with a partner to complete it. During whole-class feedback, refer back to the sentences in Exercise 1 to clarify the rule.

Answers

1 positive 2 do 3 doesn't 4 did

Language note

Students may find this concept a little difficult because of the way their own language works. They may produce incorrect statements like: *He's Carlos, is he? It's raining, is it?*

Remind them that in English the question tag is generally the opposite of the verb in the main part of the sentence.

- 2 Ask students to read through items 1–8 and underline the verb in the first part of each sentence. Remind them that a positive statement is followed by a negative question tag and vice versa. They should also pay attention to the tense used in the statement. Go through the example in open class to check comprehension. If students are still having problems, refer them back to the rules in Exercise 1.

Ask students to work with a partner to complete the exercise. Check answers in open class. Say the sentences for students to repeat altogether and draw attention to the intonation patterns (this will also be covered in the Pronunciation section).

Answers

1 will you 2 did she 3 can't you 4 isn't he
5 wasn't it 6 do they 7 haven't you 8 are you

Fast finishers

Ask students to think of a famous person and write some questions with question tags that they could ask them, e.g.

You're Lionel Messi, aren't you?

You didn't win the World Cup, did you? Etc.

Optional extension

If you are using an IWB, create two text boxes, one green and one orange. Copy and paste these seven times, thus creating eight green boxes and eight orange ones. Write the first part of each of the eight sentences below in a green box and the question tag in an orange box. Mix the boxes up on the board and ask students to work in pairs to match the boxes and create eight correct sentences as quickly as possible. Ask the first pair to finish to come to the board and drag and drop the boxes to make the correct sentences.

You've been to France, haven't you?

We're not going to win, are we?

It's Wednesday today, isn't it?

They don't like dogs, do they?

My brother's very clever, isn't he?

We're going to be late, aren't we?

This film's not very good, is it?

You speak French really well, don't you?

Nor/Neither / So

- 3 Books closed. To introduce this language, ask students to think of three things they like and three things they don't like. Write some of their ideas on the board, e.g.

I like football.

I don't like going to the dentist.

Read out a sentence and ask students how they could agree with it. Elicit or explain *so / neither/nor do I*.

Repeat the procedure with things the students *can/can't* do and elicit *so / neither/nor can I*.

Point out that we repeat the auxiliary verbs when agreeing with statements in this way.

Students complete the sentences. Check answers with the whole class.

Mixed-ability

Books open. Read through the sentences with students in open class. Tell them that they are all from the chat room conversation on page 70. Stronger students can try to complete the exercise before looking back at the text to check their answers. Allow weaker students to find the answers in the conversation on page 70. Check answers in open class.

Answers

am can do will

Read through the rule in open class and elicit the answers. Refer to the sentences in Exercise 3 to clarify the rules.

Rule

1 so 2 nor/neither

Language note

Students may make the mistake of thinking that *nor/neither* makes a verb negative and make incorrect statements such as:

A: I love going to concerts.

B: Neither do I.

Point out to students that to disagree with a statement we simply repeat the auxiliary verb in the negative, e.g.

A: I love going to concerts.

B: I don't.

- 4 Read through the sentences and ask students to work individually and complete the exercise. Allow them to compare answers with a partner before feedback in open class. If you're short on time, set this exercise as homework.

Answers

1 Nor did I. / Neither did I. 2 Nor can I. / Neither can I.
3 So should I. 4 So am I. 5 Nor do I. / Neither do I.
6 Nor will I. / Neither will I. 7 So was I.

Optional extension

Divide the class into small groups. Give students three minutes to work individually and make a list of things that they think are the same between them and one of the others in the group. Ask students to take it in turns to say one of their ideas. If their partner responds *so do I/neither/nor do I*, they score one point. Remind students that they have to give honest answers! Students cannot copy each other's statements. The winner is the student who can think of the most things.

Workbook page 65 and page 125

PRONUNCIATION

For pronunciation practice in intonation of question tags, go to Student's Book page 121.



Be aware of common errors related to question tags, go to Get it right on Student's Book page 124.

VOCABULARY

Arranging a party

- 1 Read through the instructions and the words and check understanding. Tell students they may need to add an article (*a* or *the*) to the nouns. Check answers in open class. Say the phrases for students to repeat and check pronunciation.

Mixed-ability

Stronger students can complete the activity without looking back at page 70. Allow weaker students to look back at page 70 and find the phrases.

Answers

send out invitations organise the food and drinks
get permission hire a DJ draw up a guest list
decorate the room

Fast finishers

Ask students to rank the verb and noun combinations in order of importance, i.e. decide which of the things is most important when arranging a party.

Optional extension

The phrases in this exercise can easily be made into a matching activity. Before the lesson, write half of each phrase on a different piece of paper (e.g. to send out/invitations; to draw up/a guest list). Create enough sets of cards to allow for one set per four students. Mix up all the beginnings and endings and distribute one set to each group of students. Either ask students to match the beginnings and endings of the phrases or ask them to turn all the pieces of paper face down and play a game of pelmanism, taking it in turns to try to find a matching pair.

- 2 **SPEAKING** Ask students to work with a partner and decide on the best order to do the things on the list. Look at the example sentence and tell students they should try to use question tags in their discussion. Listen to make sure they are using question tags correctly. Monitor and help with any difficulties. Listen to some of their ideas in open class as feedback.

Workbook page 66

WRITING

An invitation

This exercise can be set as homework or done as a collaborative writing activity in class with pairs of students working together to complete the exercise. Read through the instructions in open class. Divide the class into small groups and ask them to write their invitations.

Encourage them to use images and different colours to make the invitation look interesting. Monitor and check they are including all of the information. Tell them not to put any names on the invitation. When students have finished, display the texts on the walls of the classroom for students to read. Hold a class vote for students to decide on which party they would like to attend.

Student's Book page 72–73

PHOTOSTORY: episode 4

Weekend plans

- 1 Look at the photo with students and ask them to name the people. Ask students: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at the photostories in previous units to help them remember. Students look at the photos and guess how the people feel and what they might be discussing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 **▶▶2.10** Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

Megan wants to have a picnic. Ryan's spending the day with his cousin. Olivia is going shopping. Luke is going to play football.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students: *How do you think the story continues?* Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't comment on them at this stage.
- 4 **▶▶EP4** Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the questions in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

- 1 His dad's car broke down. 2 The match got cancelled.
- 3 Olivia's mum had to work.

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 72 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Ryan 2 Megan 3 Megan 4 Ryan 5 Megan
6 Megan

- 2 Ask students to read through the sentences and complete the answers. Go through the first sentence with them as an example if necessary. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 Lucky you
That's a shame
2 Thank goodness
In other words
3 What do you reckon
There's nothing wrong with

WordWise

Phrases with *about*

- 1 Books closed. To introduce this activity, write the word *about* in the middle of the board. In open class, ask students to think of any words that could go before or after *about*. Write any correct answers on the board.

Books open. Read through the sentences and the phrases. Ask students to work with a partner and complete the exercise. During whole-class feedback give further examples if necessary.

Answers

1 about eleven 2 forgotten about 3 Sorry about
4 about to 5 about you

- 2 Students work individually to match the questions and answers. Check answers. During whole-class feedback, say the sentences for students to repeat and check pronunciation and intonation. Ask students to practise the dialogues with a partner.

Mixed-ability

Stronger students can cover the answers and work with a partner to think of suitable responses to the questions using one of the phrases in Exercise 1, before uncovering the answers to compare their ideas with the responses in the book.

Weaker students can work in pairs or groups to match the questions and the answers.

Answers

1 b 2 e 3 d 4 a 5 c

Optional extension

Ask students to work in pairs and write continuations of the dialogues. Monitor and help with vocabulary as necessary. Listen to some examples during whole-class feedback.

- 3 Students complete the sentences and compare answers with a partner before whole-class feedback. Check answers. If you're short on time, set this exercise as homework.

Workbook page 66

FUNCTIONS

Agreeing

- 1 To introduce this topic, make some statements of your choice and elicit answers with *so / neither/nor*.
E.g.

I'm going to the beach on Saturday – So am I
I didn't go out last night – Neither did I

Read through the sentences and replies in open class. Ask students to work with a partner and complete the exercise. Check answers in open class.

Answers

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

- 2 Read through the instructions. Complete the first sentence in open class as an example. Working individually, students complete the sentences with their own ideas. Monitor and help with any difficulties.
- 3 Ask students to stand up and walk around the classroom saying their sentences from Exercise 2 and finding students who agree with them.

Fast finishers

If students complete their chart early, tell them to continue looking for more names to add to the right-hand column of the chart.