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	LISTENING/VIDEO	SPEAKING	WRITING
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Sample Material

the future 8



VLOGS

Q: Do you generally feel optimistic or pessimistic about the future?

- 1 **▶** Watch the video. Are most of the people optimistic or pessimistic? What reasons do they mention?
- 2 How do you feel about the future?



Global Scale of English

LEARNING OBJECTIVES

- 8A READING** | Read an extract from a story about a dystopian future: dystopian and utopian societies
Pronunciation: pausing when conceding a point
Have a debate on technology and dystopia: concession
- 8B LISTENING** | Understand a radio discussion about future technologies: science and technology
Pronunciation: contractions and weak forms: the future perfect
Evaluate solutions to future problems: future forms
Write an opinion essay
- 8C HOW TO ...** | maintain and end a discussion: money
Pronunciation: intonation: ending a discussion
- 8D BBC PROGRAMME** | Understand a science-fiction TV drama
Give a summary: machines
Write a continuation of a narrative

8A Dystopias and utopias

GRAMMAR | concession

VOCABULARY | dystopian and utopian societies

PRONUNCIATION | pausing when conceding a point

READING

1 A Work in pairs and answer the questions.

- 1 What do you imagine life is like in each of the societies in the photos?
- 2 Which society would you prefer to read about or see in a film? Why?

B Read the information about the BBC Radio programme. How would you define *dystopia* and *utopia*? Why do you think people prefer dystopian fiction to utopian fiction?

The Why Factor

B B C

Dystopian fiction is hugely popular right now, in books, on TV and in film. Shabnam Grewal explores what it is about dystopias that makes them so appealing to us, and why we prefer dystopian fiction to utopian fiction.

C 8.01 | Listen to an extract from the programme. How are *dystopia* and *utopia* defined? How similar are these definitions to your own definitions in Ex 1B?

2 A Read an extract from a forthcoming book. Would you like to read the whole book? Why/Why not?

B Read the extract again. Using ideas mentioned in the extract, and your own knowledge, what can you infer about these things?

- 1 the physical state of the city
- 2 the life the main character leads
- 3 protests and violence in the streets and their cause
- 4 the main character's view of the past
- 5 the Volters
- 6 what happened to cause the current situation
- 7 why thoughts could be problematic in the future

C Work in pairs. Share your ideas from Ex 2B. Give reasons to support your inferences.

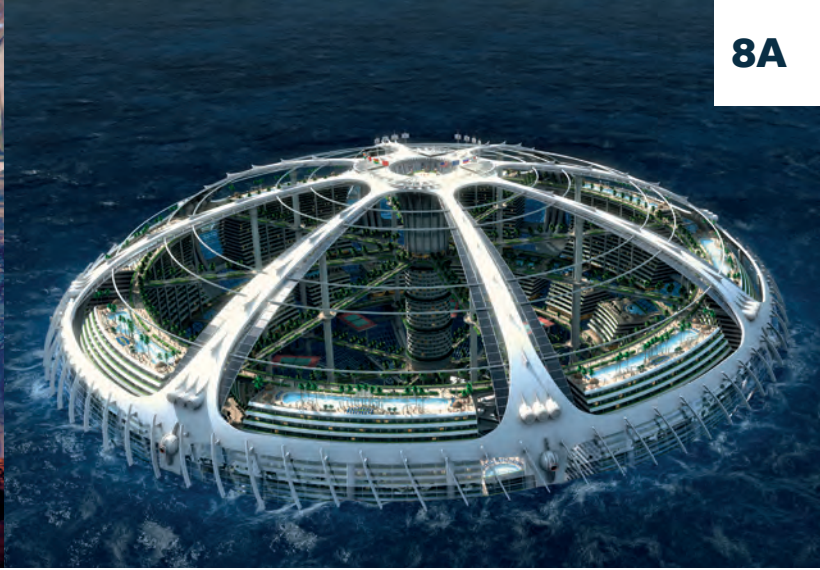
D Work in pairs. Do you think that this kind of dystopian future is a possibility? Why/Why not?

The sun, already dimmed by pollution, sinks low as I make my way home. I pass once verdant but now decaying trees; symbols of both the city and the lives of its residents today. The street that was always a hive of activity is deathly quiet as people scurry home, heads down, avoiding all contact. I glance to my left and see dusty curtains twitch slightly as a woman peeks out to see what she can spot. Once it was out of curiosity. Now it's both out of **paranoia** that people are watching her, and the desire to see something that will gain her bargaining power.

I pull up my collar with my grime-stained hands and think back to the days when neighbours would smile and wave, chat, ask for advice or offer to help out a neighbour in need. The days when we had dreams and money to burn. It wasn't **paradise**. There were bad times as well as good. We had to follow rules and contribute to society, but we had personal freedom and a sense of community. Despite a few small disagreements, there was **harmony** in our neighbourhood. Today, knowing we're under constant **surveillance**, all we do is avoid each other and, of course, avoid the attention of the Volters.

Speaking of which, I spot two Volters either side of me, scanning everyone who passes to check we are home before **curfew** and are not getting involved in any **social unrest**. They needn't bother. There's been no such trouble for months, not with the lack of **justice** that exists now. I speed up to pass the Volters quickly, glancing at them as I do. Their metal frames cast a shadow over the street in more ways than one, but I can't blame these machines. It was those who once programmed them who must accept responsibility. There's a fine line between opportunity and threat, and those men and women crossed it for a little more money, a little more power. Their **greed** wasn't the only cause either. The rest of us must accept our part in it, too. We all turned a blind eye for the sake of a touch more convenience, when we should have been more cautious. We're all now paying the price for our stupidity with **oppression**.

With the Volters now behind me, I slow down as I spot my home in the distance. 'Home', I chuckle bitterly to myself. Home was once a safe haven – a place of **tranquillity** to rest after a hard day's work. A warm and loving place, full of life, laughter, and when I look back now, **innocence**. That might sound like **idealism**, but it was infinitely better than the place it is today. It's now little more than a shelter from the cold and rain, where hope left, and fear moved in. I shake my head to clear my thoughts. I've heard there's talk of brain implants. If it's true, all these thoughts I have will need to be a thing of the past.



VOCABULARY

dystopian and utopian societies

3A Complete the table with the words in bold in the book extract in Ex 2A.

Describing dystopias	Describing utopias
.....
.....
.....
.....
.....
.....

B Match the words in Ex 3A with the meanings (1–12).

- 1 a state of being peaceful
- 2 watching people
- 3 selfish desire for more (e.g. power)
- 4 a time people must be inside
- 5 being together in peace
- 6 unreasonable belief you can't trust others
- 7 people being treated fairly
- 8 protests or violent behaviour
- 9 an extremely pleasant place
- 10 an unrealistic belief in perfection
- 11 the lack of knowledge of bad things
- 12 when a group of people are treated unfairly

C Work in pairs. Think of a fictional dystopian or utopian society. Use the words in Ex 3A to help you describe it. Do you think people would always choose to live in a utopia?

GRAMMAR

concession

4A Read the forum discussion about the book extract. How many commenters are positive about it? How many are unsure or not interested?



kay92 **Admittedly**, it doesn't sound like the happiest of settings for a story, but personally I love anything dystopian and I can't wait to find out more about this particular world and the person who's narrating it.



nessieblue You're right **@kay92**, it doesn't sound that cheery, but **at the same time**, the best stories are those where the main characters fight against oppression and win in the end. I'll definitely be giving it a go when it's released.



samrocks It has potential, but I'll wait to see what reviewers say about it once they've read the whole thing.



ice2006 **Although** it'll no doubt be a big seller, it's not for me. I prefer my stories served with a big side dish of positivity thank you very much.



foxyloxy I'll definitely be reading this, **even though** it sounds like a lot of stories that have gone before it.



akeem99 You said it **@foxyloxy**. Nothing original here. I'm out.



cal3 **True though that seems** **@akeem99**, we've only seen a tiny extract. I'm willing to take a chance on it.



wildcat Me too, **@cal3**. **While** there are a lot of books in this genre, it gets my attention.

B Look at the words and phrases in bold in the forum discussion and select their purpose (a, b or c).


- a add strength to a speaker's point of view
- b give an example to support a speaker's point of view
- c introduce a point of view that the speaker disagrees with, but admits is true

C Look at the words and phrases in bold again. Do the commenters usually start with their opinion or the concession that an opposing opinion is true? Why do you think this is?


D Learn and practise. Go to the Grammar Bank.

PRONUNCIATION

pausing when conceding a point

5A  **8.02** | Listen to the sentences. Mark the pauses you hear with ‘ / ’.

- 1 Even though it's said that young people don't read anymore, many of them do.
- 2 Fiction can be shocking, but at the same time true stories can be more shocking.
- 3 Admittedly, dystopian stories don't sound positive, but they can be very uplifting.
- 4 True as that may be, not everyone has the same taste in fiction.

B  **8.02** | Listen again. Which word or phrase is stressed most in each sentence? Why do you think this is?

C Complete the sentences with your own ideas.

- 1 Even though ... are popular, ...
- 2 Admittedly, ... , but I'm optimistic/pessimistic about ...
- 3 While my favourite ... is, ...
- 4 Interesting though ... is, I feel that ...

D Work in pairs. Tell each other your sentences in Ex 5C. Pause and stress key words appropriately.

SPEAKING

6A Work in pairs. You are going to have a debate. First, read the infographic. Would you describe these statistics as positive, worrying, surprising or something else?

B Work with another pair. Decide which pair (Pair A) will argue for the statement below and which pair (Pair B) will argue against it. Then, go to page 142 and read the five extracts. Use this information to help you put together your argument with supporting ideas.

Because of our use of technology, we're already living in a dystopian world.

C Pair A and Pair B: Work together and debate the topic.

- Pair A: You have one minute to summarise your argument for the statement.
- Pair B: You have one minute to summarise your argument against the statement.
- Both pairs: Discuss and respond to each other's arguments.

7A Have a class vote to find out if most people agree or disagree with the debate statement in Ex 6B.

B Read the Future Skills box and do the task. Share your reflections with a partner.

FUTURE SKILLS

Self-management



Regular reflection helps us to recognise what we have learnt from our experiences and how that affects future goals and activities. Useful questions are:

- 'Have I put maximum effort in? Where can I put in more effort in the future?'
- 'How did I benefit? How can I use this in the future?'
- 'What was my personal goal? Did I achieve it? How does this change future goals?'

Answer the questions about today's lesson.

Our use of technology today

4.8

Average number of hours spent on a mobile phone daily

13

Number of new social media users every second

770 million

Number of CCTV surveillance cameras worldwide

4.62 billion

Number of people on social media

147

Number of minutes the average person spends on social media daily

2 million

Number of smartphones sold around the world each day

8B The science we need

GRAMMAR | future forms

VOCABULARY | science and technology

PRONUNCIATION | contractions and weak forms: the future perfect

VOCABULARY

science and technology

1 A Work in pairs. Can you think of any useful things that should be invented? Why would we need them?

B Read the forum post and comments about things people think should be invented. Which invention would you most like to have? Why?



Czilling

32 12

I wake up every morning and I know I've been dreaming, but I can never remember my dreams. I would love a device that could **monitor** my brain as I sleep and **convert** my thought patterns into a story that I could read in the morning. Does anyone have any other ideas for things they think should be invented?



Neil M

2 0

Self-cleaning clothes – clothes that can **detect** dirt and **activate** their own cleaning process to **eliminate** it, so I'd never have to do any washing!



Agwe_B

6 1

A car that could **generate** its own power – so no need to fill up with fuel or **recharge** the battery. Of course, it wouldn't **emit** any harmful pollutants!



Samalik2016

14 1

A way to **modify** our favourite foods so they have the same flavour but don't contain anything that's bad for us. That would really **revolutionise** our diets and our health!

C Choose the correct word to complete the adverts. Use the words in bold in the posts in Ex 1B to help you.

1 *Breathe Safe*

A revolutionary new T-shirt that **monitors** / **converts** levels of air pollution around you and **activates** / **eliminates** an alarm when they get too high, so you know to go indoors.

2 *Chew4Ever*

Do you get fed up with the fact that chewing gum loses its flavour after only a few minutes? We have **modified** / **recharged** the way we flavour our gum, so it continues to taste good all day long. It will save you money and will also **generate** / **eliminate** a lot of waste from discarded chewing gum!

3 *CosyToes*

Do your feet get cold in the winter? These amazing socks **convert** / **detect** when your feet are starting to get cold, then use solar energy to **monitor** / **generate** heat to keep them warm!

4 *RainPower*

One of the problems with having solar panels on your roof is that in some countries it isn't always sunny. Now the *RainPower* device uses new technology to **recharge** / **convert** the energy from falling rain into electricity, so you can provide clean energy for your home without **emitting** / **modifying** any damaging contaminants.

5 *EverCharge*

It's a real pain having to **activate** / **recharge** the batteries in all your devices. These brand-new *EverCharge* batteries will **revolutionise** / **eliminate** your life because they simply never run out of power!

2 A Work in pairs. Discuss whether each product in Ex 1C is a great idea, possibly useful or just ridiculous. Explain your reasons.


B Learn and practise. Go to the Vocabulary Bank.


▶ page 140 **VOCABULARY BANK** science and technology

LISTENING

3A Work in groups. Think of three inventions or discoveries in the past that changed people's lives in a positive way. Tell the class your ideas.

Electricity changed people's lives by allowing them to ...

B  **8.03** | Listen to a radio discussion about simple inventions that could change the world in the future. What three inventions are mentioned?

C  **8.03** | Listen again. Match each statement with one of the three inventions, the fabric (F), the app (A) or the shower (S).

- 1 A lot of small benefits would make a big difference when all added up.
- 2 This addresses a problem that is growing in many countries.
- 3 Most people wouldn't be motivated to use it.
- 4 The technology can be used on a small or large scale.
- 5 There are many different ways in which the technology could be used.
- 6 It could improve people's health.

4A How likely is it that each invention will be developed, according to the comments about the radio discussion (1–6)? Match each invention in Ex 3B with two comments.

- 1 It's already in use, so it's almost certain that many of us will be using this technology within ten years.
- 2 It will probably be cheaper to produce in ten years, so it's likely that it will be used in products that we buy.
- 3 It's very unlikely that the technology will ever be widely available.
- 4 It would possibly encourage sellers to offer healthier options.
- 5 It will definitely cut down on a lot of waste.
- 6 It's impressive because it will undoubtedly produce energy in a way that doesn't harm the environment.

B Work in pairs. Discuss the questions.

Which of the inventions:

- 1 would you most like to have in your home or daily life? Why?
- 2 do you think could bring the most benefits to people? In what ways?
- 3 have potential disadvantages? What are they?

GRAMMAR

future forms

5A Choose the correct forms to complete the sentences from the radio discussion.

- 1 ... within the next ten years, these technical issues **will be addressing / will have been addressed**.
- 2 I'm also hopeful that the costs **will have come down / are coming down** by then.
- 3 So, my guess is we **will have used / won't be using** food-scanner apps any time soon.
- 4 I think by then, architects **will be building / will have been building** these kinds of systems into new homes for a while.

B Work in pairs. Look at the correct forms in Ex 5A again. Match them with the future forms in the box. Which sentence in Ex 5A uses a passive form?

future continuous future perfect future perfect continuous

C Complete the rules with the correct future forms from Ex 5B.

We use the:


- 1 for an action that will be in progress at a time in the future.
- 2 to talk about the length of an action from a time in the future.
- 3 for an action that will be completed by a time in the future.

D Learn and practise. Go to the Grammar Bank.

 page 132 **GRAMMAR BANK**

PRONUNCIATION

contractions and weak forms: the future perfect

6A  **8.04** | Listen to the sentences. Underline the parts of the words in bold that are pronounced as contractions or weak forms.

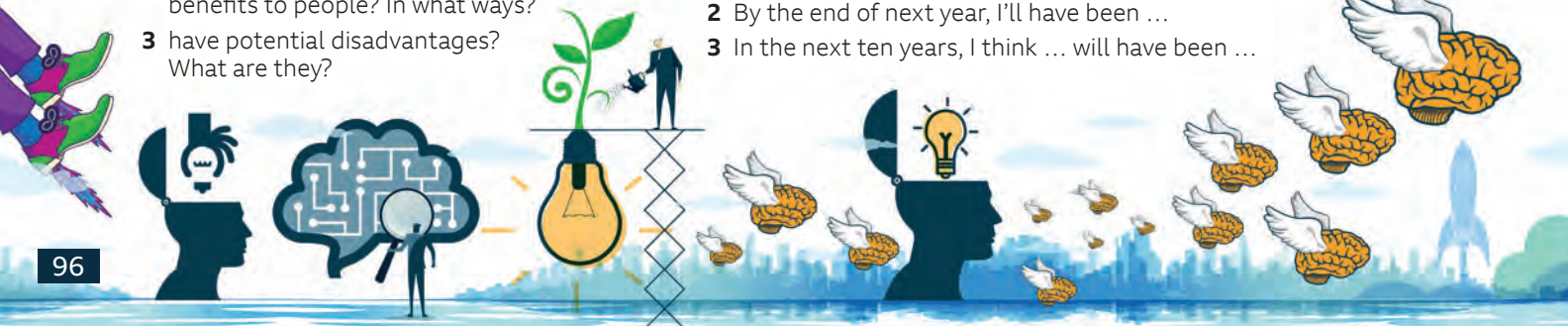
- 1 I'm optimistic that scientists **will have found** a way around this issue.
- 2 These devices are a great idea and I'm sure **they will have become** very popular within a few years.
- 3 Hopefully, this invention **will have been developed** soon.
- 4 It's a serious problem, but experts predict **it will have been solved** in the next few years.

B Choose the correct words to complete the rules.

- 1 In future perfect forms, we **never / usually** pronounce *have* and *been* as weak forms in natural speech.
- 2 We usually pronounce *will* as a contraction after a **noun / pronoun**.

C Complete the sentences with your own ideas. Then work in pairs and take turns to say your sentences. Remember to use contractions and weak forms as appropriate.

- 1 I hope that within the next few years, I'll have ...
- 2 By the end of next year, I'll have been ...
- 3 In the next ten years, I think ... will have been ...



SPEAKING

- 7A** Think of three possible future technologies or inventions that we might be using by 2100 and make notes. Use the ideas in the box and the questions below to help you.

energy environment food
medicine travel

- What problems will need to be solved?
- What new technologies will scientists have developed?
- What new machines or devices will people be using?

- B** Work in pairs. Present your ideas to each other and justify your predictions. Then choose three ideas to present to the class.

- C** Take turns to present your predictions to the class and explain how likely you think they are to be developed by 2100. Make notes on all your classmates' predictions as you listen to the presentations.

- 8A** Read the Future Skills box and do the task.

FUTURE SKILLS Critical thinking

When we discuss different ideas, it is useful to compare them in detail, to decide which is best. To do this, you need to think carefully about each idea and consider its strengths and its weaknesses.

Look at your notes in Ex 7C. What different structures and phrases can you use to compare your classmates' predictions? Make a list.

'One reason I think this prediction is more likely to come true is ...'

'I think this idea is less likely because ...'

- B** Work in groups. Discuss and compare all the predictions. Decide on the two that you think are the most likely.
- C** Tell the class your ideas and reasons. Then hold a class vote to choose the technology that is most likely to be invented.

WRITING

an opinion essay

- 9A** Read the statement in the essay question. Do you agree or disagree with it? Why?

'Governments should fund research into new technologies, rather than relying on private companies to do it.'

To what extent do you agree with this opinion?

- B** Read an essay responding to the question. What is the writer's opinion on the topic? Does the writer mention any of your ideas in Ex 9A?

¹..... The world faces many significant problems, such as pollution, climate change and the challenge of feeding a growing global population. Solutions must be found to these problems so that people can continue to live successfully on this planet, without causing any further damage or destruction. Because these problems affect us all, it seems fair that governments should pay for it, rather than relying on private companies.

²..... It often requires the use of large laboratories with costly, state-of-the-art equipment. It is also often necessary to employ large teams of scientists to work on projects. Most companies cannot afford to spend millions of dollars on these kinds of facilities.

³..... Some research projects might take several years to come up with any significant results or discoveries. In other cases, exploring a promising idea might require a lot of time and effort, but might, in the end, lead to the realisation that the idea cannot be developed any further. It is impossible for private companies to fund long-term projects as they need to produce and sell products quickly, in order to pay for the research.

In conclusion, I believe that governments should invest a significant portion of their spending to fund research in order to find solutions to the major problems that affect us all.

- C** Read the essay again. Complete it with the correct sentence at the beginning of each paragraph (a–c).

- a Research requires long-term investment.
- b New technologies are vital to the future of us all.
- c Research into new technologies is expensive.

- D** The sentences in Ex 9C are called topic sentences. Answer the questions.

- 1 What is their function?
- 2 How many ideas and examples does the writer use to support and expand on each topic sentence?

- 10A** Work in pairs. Discuss the essay question below. Do you agree or disagree with the statement? Why?

'Science will eventually find solutions to climate change, so individuals don't need to change the way they live now.'

To what extent do you agree with this opinion?

- B** Plan your essay and make notes on your arguments, opinions and reasons.

- C** Write your essay. Remember to use topic sentences supported by ideas and examples to help present your arguments.

8C Spend or save?

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion



VOCABULARY

money

1 A Work in pairs. Discuss the questions.

- 1 Are you generally a saver or a spender?
- 2 How important do you think it is to plan financially for the future?
- 3 How important is it to live in the moment?
- 4 Is it possible to achieve a balance between living in the moment and planning for the future?

B Work in pairs. Read what two people say about money. What are the advantages and disadvantages of each person's approach?



I'm really interested in the FIRE movement. It stands for Financial Independence, Retire Early, and I think it makes a lot of sense. Who wants to work until they are seventy? Basically, I keep a careful eye on my **expenditure** and I **put aside**

as much money as I can each month. I buy the **essentials** such as food, cover the household bills, then give myself a small **allowance** each month to spend on clothes and going out. Apart from that, I save as much as I can. So, no holidays and no expensive nights out. Some people might think I'm **stingy** because I don't give expensive presents, but I'm focused on building up my savings so I can retire as soon as I can.



My motto is 'Work hard, play hard.' I've got a **steady job** and I'm well paid. I don't see the point in being **frugal** and holding on to your money – just enjoy it! I don't think twice about **splashing out on** a new outfit or a meal in a nice restaurant. Life is for living! I usually manage to **blow** my salary well before the next one is due. Most months I do overspend, so I have a small **overdraft** at the bank. But I don't see this as a problem. Maybe I'll be able to save more in the future, when I'm older, but while I'm young, I want to enjoy my life!

2 A Decide if the meanings of the words and phrases in bold are correct or incorrect. Correct the ones that are incorrect. Use the texts in Ex 1B to help you.

- 1 Your **expenditure** is the amount of money you spend each month.
- 2 If you **put money aside**, you spend it on things that you want.
- 3 **Essentials** are extra things that you don't need to buy, but want to buy.
- 4 An **allowance** is an amount of money that you can spend.
- 5 If you are **stingy**, you are generous with your money.
- 6 A **steady job** is one that is not certain or secure.
- 7 If you are **frugal**, you are careful about how much money you spend.
- 8 If you **splash out on** something, you buy something expensive.
- 9 If you **blow** your salary or savings, you keep some and don't spend all your money.
- 10 If you have an **overdraft** at the bank, you have a negative amount of money in your account.

B Work in pairs. Tell your partner about:


- 1 three essentials that you buy every week.
- 2 something you splashed out on recently.
- 3 someone you know who is very frugal and tries to save every penny they earn.
- 4 a steady job that you would like to have.
- 5 someone you know who always blows their salary.
- 6 something you would stop buying if you wanted to reduce your expenditure.
- 7 how much allowance you give yourself each month to buy clothes.
- 8 someone you know who is stingy.

C Learn and practise. Go to the Vocabulary Bank.

▶ page 140 **VOCABULARY BANK** money



How to ... maintain and end a discussion

3A  **8.05** | Listen to a discussion between friends about their attitudes to money. Match each person (1–3) with a summary of their views (a–c).

- | | |
|---------|--|
| 1 Alina | a believes it is a good idea to save money now in order to have a better future |
| 2 Oscar | b thinks that it is best to spend your money and enjoy life while you are young |
| 3 Beth | c believes it is possible to have a good time and also save some money each month |

B  **8.05** | Complete the extracts with the words in the box. Listen again and check.

as dare frankly great guess
looking makes see the coin with

- Well, Alina, I think it's a stupid idea!
- I see it, the future is completely unpredictable.
- But the other side of is that it's very easy to waste all the money you earn in your twenties.
- I guess that's one way of at it, but on the other hand, ...
- That two of us.
- I can what Oscar's saying.
- I say most young people could save a small amount each month.
- I'm Alina here.
- It's been talking to you.
- I we're all different.

C Work in pairs. Which words and phrases in Ex 3B:


- introduce a personal opinion?
- express agreement with another person?
- express disagreement, or introduce an opposing opinion?
- summarise the discussion and bring it to an end?

D Learn and practise. Go to the Grammar Bank.

 page 133 **GRAMMAR BANK**



PRONUNCIATION intonation: ending a discussion

4A  **8.06** | Read and listen to three extracts from the discussion in Ex 3A. Which person ends with a flat tone and falling intonation (1–3)? Why?

- Isn't that when people try to save as much as they can while they're young, so they can retire early?
- I guess that's one way of looking at it, but on the other hand, if you focus all your efforts on the future, there's a danger you won't enjoy the present. I'm all for living in the moment and enjoying life while you can!
- Well, you'll never convince me that I should give up all the things I enjoy. But it's been great talking to you. I guess we're all different.

B Work in pairs. Take turns to say the extracts in Ex 4A. Can your partner hear the difference in tone and intonation when you want to end the discussion?

SPEAKING

5A Do you ever give money to charity? If so, how do you decide how much to give?

B Read the opinions about giving away money. Which opinions do you agree/disagree with most strongly? What arguments and examples can you use to support these opinions?

I work hard for every penny I earn, so I don't believe in giving any of it away. If other people don't have enough, that's not my responsibility.

I think it's important to give when you can, for example when there's been a big natural disaster. But if I don't have any spare cash, I don't give, and I don't feel bad about it.

For me, we should only keep as much money as we need for essentials. I support a few charities and whenever I have money left over at the end of the month, I give it away.

I believe most people could live quite comfortably on ninety-nine percent of the money they have, so I put aside one percent of my income each year and give it away.

In my opinion, the most practical and cost-effective way I can help other people is to get a well-paid job and become as rich as I can, then give away most of what I've earned. That's my life plan!

C Work in groups. Discuss and compare your ideas. Use phrases from this lesson to maintain and end your conversation.

D What ideas do the people in your group share? Tell the class.

MEDIATION SKILLS co-developing ideas

contribute to collaborative decision-making



 page 154 **MEDIATION BANK**

8D **BBC** Entertainment

Science fiction

VOCABULARY | machines

SPEAKING | a summary

WRITING | a continuation of a narrative

PREVIEW

1 A What science-fiction films, series or books do you know? Which are your favourites? Why?

B Work in pairs. Discuss the questions.

In a sci-fi story, how might ...

- 1 people travel through space and time?
- 2 a company deliver goods to different parts of the universe?
- 3 factories be run and organised?
- 4 machines select people for different jobs?

C Read the programme information. Have you watched any similar TV series?



BBC

Doctor Who

Doctor Who is a long-running BBC science-fiction drama series. It was originally intended as a family show, but it also has a lot of adult fans. The main character, the Doctor, and her assistants travel through space and time in a spaceship that looks like an old-fashioned police telephone box and have a series of adventures in the different places they visit. In this episode, an unexpected delivery leads the Doctor and her assistants to visit Kerblam, the biggest retailer in the galaxy.

VIEW

2A ▶ Watch the BBC video clip. Does it mention any of your ideas from Ex 1B?

B ▶ Watch the video again and answer the questions.

- 1 Why does the Doctor decide they all need to go to Kerblam?
- 2 How do they decide to gain access to the building?
- 3 Why do the Doctor and her assistants have to be scanned?
- 4 What are 'organic workers'?
- 5 Why does the Doctor swap tags with Graham?
- 6 What job is Graham given?

VOCABULARY

machines

3 A Work in pairs. Complete the sentences (1–7) with the words and phrases in the box.

conveyor delivery bot fully automated robots scan shuttle teleport

- The postman who delivers the parcel to the Doctor is a
- The receptionist at Kerblam says she didn't know that a was arriving today.
- The Doctor says that some of her best friends are
- The receptionist describes the processes at Kerblam as, but people-powered.
- The workers the products and send them in to the packing stations.
- Once the customer's order is packed, it goes on the
- From Dispatch, the postmen retrieve the parcels and them direct to the customers.

B Match the words and phrases in 1–7 in Ex 3A with the meanings (a–g).


- using only machines, not humans.
- move something by breaking it down into tiny pieces and transporting it very quickly over long distances
- a machine that looks like a human and delivers parcels
- read information on something using a special device
- a spacecraft that makes regular journeys to and from the same destination in space
- a machine that can move and do some of the work of a person, and is usually controlled by a computer
- a moving part of a machine that you can put things on to carry them along


C Work in pairs. Discuss the questions.

- Where do people scan goods on a day-to-day basis?
- Do you think delivery bots that look like humans will ever exist? Why?/Why not?
- Do you think it will ever be possible to teleport people or things? Why/Why not?

SPEAKING

a summary

4 A  **8.07** | Listen to a summary of a science-fiction film. Do you know the film?

B  **8.07** | Listen again and tick the Key phrases you hear.

KEY PHRASES

The plot is fairly straightforward/fiendishly complicated, etc.

Nothing is as it appears to be.

They face the difficult task of ...

It's a race against time because ...

The tension rises as ...

In a twist at the end, ...

- Think of a science-fiction film or series you know and plan your summary. Use the Key phrases to help you.
- Work in groups. Give your summaries and discuss the films or series. Which have you already seen and enjoyed? Which would you like to see? Why/Why not?

WRITING

a continuation of a narrative

5 A Look at the different ways in which science fiction can be produced and enjoyed. Which of these do you find the most enjoyable? Why?

animations comic books films novels TV series

B Which of the statements (1–3) do you think is true for all of the science-fiction media in Ex 5A?

- They all consist of futuristic scenarios.
- They all narrate a sequence of fictitious events.
- They all adhere to scientifically possible theories.

C Write a continuation of a narrative. Go to the Writing Bank.

 page 109 **WRITING BANK**

GRAMMAR

concession

1 A Match the sentence beginnings (1–6) with the endings (a–f).

- 1 Although I live in the city,
 - 2 I support healthy eating. That
 - 3 Hard as something may
 - 4 While my friends and I have similar views,
 - 5 Setting goals can focus you. At the
 - 6 Vegetables are good for you.
- a seem, we should always believe we can do it.
 - b said, I think it's good to treat ourselves, too.
 - c They're so boring to eat though.
 - d same time, they can put pressure on you.
 - e we disagree on a few things.
 - f I much prefer country life.

B Do you agree with the statements in Ex 1A? Why/Why not? Tell a partner.

2 A Choose the correct words to complete the sentences.

- 1 **That said** / **Although** technology helps us, it causes problems, too.
- 2 **At the same time** / **Even though** we might fail at something, we'll always learn something.
- 3 We can try to get on with everyone. There are always some people we don't connect with **although** / **though**.
- 4 As fun **as** / **while** travelling seems, it can be very tiring.
- 5 Tea has far more benefits than coffee. **While** / **That said**, I drink much more coffee.
- 6 **Admittedly**, / **Even though** staying fit takes time, but we should all make time for it.
- 7 **However** / **While** we enjoy being sociable, it's nice to have time to ourselves, too.
- 8 Having a list of goals can be motivating. **At the same time** / **True though**, it can put too much pressure on us.

B Work in pairs. Which statement in Ex 2A do you agree with the most? Why?

3 A Complete the sentences with your own ideas.

- 1 An activity everyone should try is
That said,
- 2 Even though I don't very often, I find it very
- 3 Fun though is, it's not for everyone.
- 4 An app I'd recommend is, although
- 5 One of the most people I know is
He/She's sometimes though.
- 6 It's always nice to at the weekends,
even though I should probably be
instead.

B Work in pairs. Take turns to share your ideas in Ex 3A. Expand your ideas a little each time.

future forms

4 Add one word to each sentence to make it grammatically correct.

- 1 I'll sitting here waiting for you when you come out.
- 2 By ten o'clock, we'll been waiting for an hour.
- 3 The concert will ended by the time we get there.
- 4 I hope that by the time I'm thirty, I'll have running my own company for at least a year.
- 5 Hopefully, the food will have delivered by the time you get home.

5 A Choose the correct verb forms (a, b or c).

- 1 This time next week, we on a beach in Italy.
a have laid b 'll be lying c 'll have been lying
- 2 Meet me at 2 p.m. I'll my work by then and will be ready to go.
a have been finishing b be finishing c have finished
- 3 In March, my parents will for fifty years!
a be married b have been married c have finished
- 4 Soon you at that screen for over three hours. Take a break!
a 'll have been looking b 'll be looking c 'll have looked
- 5 Come back at midday. Your car by then.
a will have fixed b will be fixing c will have been fixed
- 6 I can't meet you at 1 p.m. I'll to the airport to pick up a client at that time.
a have travelled b have been travelling c be travelling
- 7 I've just realised that I'll for this company for five years in March!
a have been working b worked c be working
- 8 Haven't you finished that yet? You'll it for over a month soon.
a be doing b have been doing c have done

B Work in pairs. Does each sentence in Ex 5A talk about a future action in progress, a finished future action or the length of an action seen from a future time?

6 A Complete the questions with the correct future continuous, future perfect or future perfect continuous form of the verbs in brackets.

- 1 What (you / do) by the time you go to bed tonight?
- 2 What (you / do) this time tomorrow?
- 3 Who (you / talk) to at eight o'clock tomorrow morning?
- 4 For how long (you / study) English by the end of this course?
- 5 What goals (you / achieve) by the end of the year?
- 6 For how long (you / live) in your current home next year?
- 7 Where do you think (you / live) in ten years' time?
- 8 What job do you think (you / do) in ten years' time?

B Work in pairs. Take turns to ask and answer the questions in Ex 6A.

VOCABULARY

7A Match the words in the box with what is being talked about (1–6).

curfew greed oppression paranoia
social unrest surveillance

- 1 'Everyone's talking about me.'
- 2 'I don't have the same rights as other people.'
- 3 'We can't go outside after 9 p.m.'
- 4 'He has lots of money, but he wants more!'
- 5 'Cameras are recording our every move.'
- 6 'People on the streets are protesting angrily.'

B Work in pairs. What might people say when talking about these things?

harmony innocence justice paradise

8A Choose the correct words to complete the article.

Medical technology of the future?

Technology changes all the time, which means we can't always predict ¹**hazardous** / **state-of-the-art** developments in the future. However, it's very possible that technological devices which ²**convert** / **monitor** our daily health may well completely ³**modify** / **revolutionise** the medical industry in the future. They would allow us to quickly ⁴**detect** / **recharge** any problems that are arising so that we could deal with them fast. For example, we could have smart contact lenses that check a person's blood sugar level, allowing them to adjust their medication and ⁵**activate** / **eliminate** any negative effects of diabetes before they occur. Or there might be a tool that parents add to their smartphones to look into their child's ears to spot infections and so on. The tool would ⁶**emit** / **generate** information that can be sent directly to the child's doctor.



B Work in pairs. Can you think of a medical invention that would revolutionise medicine in the future?

9A Complete the sentences with one word. The first letter is given.

- 1 I don't have long-term work. When I get a s..... job, I'll save more.
- 2 I put a..... money each month for a holiday.
- 3 I know someone who is very f..... and thinks carefully about every purchase.
- 4 I save money by avoiding p..... restaurants and eating in cheap ones.
- 5 I look for products which are d..... so I get a cheaper price.
- 6 I love to s..... out on nice things for myself.
- 7 My friend's too s..... to give money to charity.
- 8 I b..... most of my salary as soon as I get it.

B Work in pairs. Is each sentence true or false for you? Why?

10 Complete the sentences with the words in the box.

activate allowance economical essentials
innocence overdraft overpriced recharge
recyclable user-friendly

- 1 When children watch the news, they lose some of their
- 2 I don't have enough money in my bank account for this. I'll have to use my
- 3 If you open that door, it'll the fire alarm.
- 4 Five euros for a bottle of water? That's!
- 5 The packaging is so it can be used again.
- 6 We need a more heating system. This one wastes a lot of energy.
- 7 I need to my phone battery. It's run out.
- 8 We don't buy luxuries, only the
- 9 I didn't have an when I was a child. My parents only gave me money if I needed it.
- 10 These instructions aren't very I can't understand them at all.

11A Choose the correct options (A–C) to complete the article.

Technology utopia

A technology utopia is a utopia where technology is used to solve all of the world's problems. In this utopian world, technology ¹..... the pollutants which factory chimneys ²..... into gases which are not ³..... to the environment. Technology ⁴..... hunger and disease. It gets rid of unemployment, and so everyone earning a steady income can then pay for food and energy ⁵....., and no longer has to be ⁶..... just to survive. Technology creates ⁷..... transportation and communication systems which are available to all, no matter where they live in the world. Basically, technology creates a world of peace and ⁸..... Admittedly, achieving this kind of utopia is probably near impossible, ⁹..... if we can invest in technology that will help us to solve global problems rather than help people make money, we might just be able to create a technology ¹⁰.....

- | | | |
|--------------------|--------------------|--------------|
| 1 A activates | B generates | C converts |
| 2 A emit | B modify | C recharge |
| 3 A hazardous | B user-friendly | C recyclable |
| 4 A revolutionises | B eliminates | C puts aside |
| 5 A allowances | B overdrafts | C essentials |
| 6 A cost-effective | B pricey | C frugal |
| 7 A hazardous | B energy-efficient | C handheld |
| 8 A harmony | B paranoia | C oppression |
| 9 A while | B because | C but |
| 10 A paradise | B justice | C innocence |

B R8.01 | Listen and check.

C Work in pairs. Do you think a technology utopia is possible? Why/Why not?

Lesson 8A

GRAMMAR | concession

VOCABULARY | dystopian and utopian societies

PRONUNCIATION | pausing when conceding a point

VOCABULARY

dystopian and utopian societies

1 A Choose the correct words to complete the posts.

SamT I was having a discussion with some friends last week and one of them said that it wasn't possible to have a perfect society, where everyone was happy. When I disagreed, she accused me of ¹**idealism** / **oppression**. So I want to know what you think. Is it possible to create a ²**curfew** / **paradise** on Earth? And, if so, how?

Hitch_58 I'm studying law so, for me, one of the most important things is to make sure there is ³**paranoia** / **justice** for everyone. No one should be punished if they haven't done anything wrong.

⁴**Oppression** / **Harmony** happens when there is no independent legal system and people in power can do whatever they want with few consequences.

ThomB To create a perfect world, you first have to get rid of all kinds of ⁵**surveillance** / **innocence**. At the moment, there are cameras everywhere so people have little freedom to lead their lives in the way they want to.

Novak77 I'm afraid I think the idea of a perfect world is nonsense. There has never been any such thing as an age of ⁶**paranoia** / **innocence**, when people were kind and good and lived together in ⁷**harmony** / **greed**, with no social problems at all. People are basically always dissatisfied with their lives, which is what leads to ⁸**tranquillity** / **social unrest**.

B Complete the conversation using words from the box.

curfew greed innocence paradise
paranoia surveillance tranquillity unrest

A: I hate it when there are protests and social ¹..... in the city.

B: Especially when people steal from shops. That's just ²....., taking things they want.

A: Will the government impose a ³..... after dark?

B: No, don't give in to fear and ⁴..... Relax. The city will soon be a place of calm and ⁵..... again!

GRAMMAR

concession

2 A Choose the correct word or phrase to complete the sentences.

1 life is much better for most people now, there is still a lot of hardship.

a Although b However c That said,

2 It is probably impossible to create a perfect society. it is still worth trying!

a While b That's true c At the same time,

3 Wealthy society is, a surprising number of people struggle to put food on the table every day.

a our b while our c as our

4 it creates a number of problems, but I still think modern technology improves society.

a While b Although c Admittedly,

5 Most people can expect to live longer now. this is not true in all parts of the country.

a Same time b However, c Even though

6 Many films portray a depressing vision of the future. there are a few optimistic films with a more positive outlook.

a That said, b While c That's true

B Link the sentences using the words in brackets and correct punctuation.

1 I think he's a good writer. His vision of the future is very depressing.

..... is very depressing. (admittedly)

2 There are a lot of problems in the world. There is still a lot to feel good about.

..... is still a lot to feel good about. (that said)

3 I agree with a lot of his ideas. I don't share all his opinions.

..... all his opinions. (while)

4 The film is good. The ending is disappointing.

The film (though)

5 The government's proposals on taxation are interesting. I don't agree with them.

Interesting agree with them. (though)

PRONUNCIATION

3 A 8.01 | pausing when conceding a point | Listen and choose the place (a or b) where there is a pause.

1 Even though ^athe film has a sad ending, ^bit's still uplifting.

2 Social media is certainly ^auseful. However, ^bit also creates a lot of problems.

3 Fun though ^athe holiday was, ^bI don't think we'll be going back there.

4 The film ^awas really good, ^bthough some of the acting wasn't brilliant.

B Practise saying the sentences in Ex 3A.

READING

4A Read the extract from a story below. Choose the correct words to complete the sentences.

- 1 The story is set in a **utopian** / **dystopian** future.
- 2 The main danger the characters face now comes from the **Dark Day** / **Guardians**.
- 3 The ending feels generally **optimistic** / **pessimistic** about the future.

B Read the extract again. Choose the five things you can infer. Identify the parts of the extract that help you infer these things.

- 1 Life for the narrator in the past was not perfect.
- 2 A major event led to a sudden change in society.
- 3 Some people were pleased that the change happened.
- 4 Not many people live in the city now.
- 5 The characters struggle to find food every day.
- 6 The group do not always get on well together.
- 7 It is difficult for people to know who they can trust now.
- 8 The situation in the city is now beginning to improve.

Another day dawned and I crawled out of my sleeping place in the empty office building I now called home. I could hear the others already up and about, so I headed for the 'kitchen', the communal area where we tended to gather in the mornings, to discuss our strategies and priorities for the day. As always, a part of me couldn't help but contrast my current dark, concrete bedroom with the comparative luxury I had enjoyed before. And, as always, I had to remind myself that it isn't helpful to look back, especially when it's so easy to focus on the positives of the past and overlook the negatives, like the constant pressure to work, earn money and conform. That said, at least before the Dark Day I had a comfortable mattress!

I spotted a bottle of clean water on my way to the kitchen. Someone had obviously been out already and had a lucky find. Things were shaping up to be a good day! I took a sip, then poured a small amount into my cupped hands and rubbed them over my face, enjoying the cool, fresh sensation it produced. It was strange to think of all the little things we had taken for granted before the Dark Day had turned everything upside down, like running water, full supermarket shelves and clean clothes every day.

The others greeted me as I came into the kitchen and I felt a rush of joy to be part of a human community again. The first few weeks had definitely been the worst, before the ten of us in the group had gradually come together, each terrified that we were the only survivor in the whole city.

5 Read the text about dystopian fiction and answer the questions. Use no more than three words for each answer.

It might seem strange that so many people enjoy reading dystopian fiction and entering worlds of hostile or frightening societies. But this fantasy element of dystopian fiction is part of the appeal, as it gives people the opportunity to escape reality. In addition, although the situations may be difficult or even frightening, readers are able to look up to the main characters. These characters, who are often ordinary people, find themselves in situations where there are difficult problems they need to overcome, so they become unwilling heroes that we can all relate to. And most importantly, they behave with honesty and integrity in a world of fear and uncertainty.

- 1 What does dystopian fiction give people the chance to do?
.....
- 2 What do people find inspiring in dystopian novels?
.....
- 3 What do the characters have to do in the stories?
.....
- 4 What qualities do the characters usually show?
.....

Having companions once again gave us all a sense of purpose and a belief that we would find a way through this and create a new future for ourselves. I sat down and was handed a cup of warm but weak coffee. I took a sip – sugar, too! The main priority for the day, as for every day, was securing supplies of basic necessities. The supermarkets and warehouses that had remained standing following the destruction brought by the Dark Day had long since been emptied by gangs coming in from outside the city, so we needed to think hard about where there might be stores of anything still fresh enough to consume.

We knew the time was coming when we would have to leave the city and head towards more remote areas where we could find land to grow crops and create a more sustainable way of life. The idea was appealing, but we also knew it was full of dangers, not least from the self-appointed Guardians, survivors of the old establishment who had taken it upon themselves to seize control of parts of the country, take responsibility for law and order and carry out their own forms of justice to anyone they saw as a threat. We had heard rumours of groups such as ours being approached on the road with offers of hot meals and practical help, only to be captured and forced to join work teams. It was clear there were dangers, but our confidence had grown over the past weeks, strengthened by our sense of solidarity and we believed we could make it.

Lesson 8B

GRAMMAR | future forms

VOCABULARY | science and technology

PRONUNCIATION | contractions and weak forms: the future perfect

VOCABULARY

science and technology

1 Choose the correct word to complete the sentences.

- This device can the level of air pollution close to your home, so you know when it's high.
a activate b generate c monitor
- My phone's nearly out of battery. I need to it.
a emit b recharge c convert
- This app will completely the way we buy things.
a eliminate b detect c revolutionise
- Most older vehicles more greenhouse gases than newer ones.
a modify b emit c recharge
- Wave power can large amounts of electricity.
a generate b eliminate c monitor
- Any movement in the house will the alarm.
a modify b convert c activate

2 Choose the correct words to complete the reviews.

- I bought this small **hand-held / hazardous** fan to hold in front of my face, to keep cool in the hot weather. It broke after about half an hour! ★
- This kettle really is **energy-efficient / hand-held**. It seems to use a lot less power than standard kettles. ★★★★★
- Don't buy this toy for your kids. Some of the parts can come off and are **hazardous / recyclable** for young children. ★
- I bought this microwave oven for my granddad because it is supposed to be **recyclable / user-friendly** and my granddad needs things that are simple to use. But even I couldn't work out the instructions! ★★
- A great combination of traditional and modern. The oven has a traditional design but uses **hazardous / state-of-the-art** technology to help you produce restaurant-quality pizzas. I love it! ★★★★★
- I love everything about my new camera and all the packaging is **user-friendly / recyclable**, so there is no waste, which is a plus for me! ★★★★★

GRAMMAR

future forms

3A Choose the correct verb forms.

- I don't think we **will have used / will be using** fossil fuels at all in fifty years' time.
- I hope scientists **will have found / will have been found** a way to deal with plastic waste by then.
- Their plane left at six this morning, so by the time they arrive, they **may be travelling / will have been travelling** for over fifteen hours.
- By the middle of the next century, people **may be living / could have lived** to the age of 130.
- In a few years' time, some of our cities **will be modifying / might have been modified** to cope better with extreme heat.

B Choose the best option to correct the mistake.


- Come to the cinema at seven. I waiting for you.
a am waiting b 'll be waiting c 've been waiting
- Hopefully, my passport is turning up by the time we want to go on holiday!
a will have turned up b has been turned up c may be turning up
- If we don't get to the party soon, the food is eaten!
a will have eaten b could be eating c might have been eaten
- By next year, my grandma is living in the same house for over sixty years.
a has lived b will have been living c may be living

C Read the conversation, then complete the sentences (1–5) with the future continuous, perfect or perfect continuous form of the verb in brackets.

- Maria: I'm going to a festival on Saturday. We leave at 6 a.m. and will get there at 10. Can't wait!
- Jo: Have you finished your assignment?
- Maria: Not yet, but I'm working on it now. I'll get it done by Friday evening.
- Jo: Who's playing at the festival?
- Maria: They haven't given the full line-up yet. But I'm sure we'll know before we go!
- Jo: Well, enjoy it. I guess you'll be tired after dancing all day on Saturday!

- At eight o'clock on Saturday morning, Maria to a festival. (travel)
- She thinks she her project by the time she goes away. (finish)
- Maria doesn't know which bands (play)
- She thinks the full line-up by the time they set off. (announce)
- Jo thinks that by Saturday evening, Maria all day! (dance)


PRONUNCIATION

4A  **8.02 | contractions and weak forms: the future perfect** | Listen and decide which part of the verb form in bold (a or b) is pronounced as a contraction or a weak form.


- I think I **will have finished** work by five o'clock.
a have b will have
- Maybe new, cleaner forms of transport **will have been developed** by then.
a will have b have been
- I'm sure **she will have been promoted** by next year.
a have been b will have been
- I'm sure Jason **will have heard** about the job by next week.
a will have b have

B  **8.02 | Listen again and practise saying the sentences.**



LISTENING

5A  **8.03 | Listen to a radio discussion about some recent inventions. Choose the main topic of the discussion.**

- Some new inventions can really transform our lives.
- Some joke inventions are not useful or necessary.
- We really need to solve more problems through new technology.

B  **8.03 | Listen again. Are the statements True (T) or false (F)?**

- A Hoverbrella is an umbrella that you don't need to hold.
- The presenter thinks a Hoverbrella would be useful.
- The Stop Snacking Sweater prevents you from using your hands.
- The presenter believes the sweater could solve the serious problem of people over-eating.
- The Watch Your Step Rug encourages people to remove their dirty shoes.
- The presenter finds it hard to believe that the rug is a genuine invention.
- Matty Benedetto is a real inventor who produces joke inventions.
- The presenter approves of the point that Matty is making through his unnecessary inventions.

C   **8.04 | Listen to the recording. Write what you hear. You will hear the sentences only once.**

-
-
-
-

WRITING

an opinion essay

6A Read the essay. Choose the writer's main point.

- The government should offer more training courses to individuals to help them become inventors.
- The government should offer financial incentives to individuals who come up with useful inventions.
- The government should ban inventions that use resources but offer no real benefit to people.


1..... Just look at all the brilliant ideas they come up with, like energy-saving bulbs, fridges that can tell us when we're running out of milk and security systems that allow us to check on our home when we're away on holiday. Unfortunately, too many of these people use their talents to design things that we don't need, like expensive plastic toys that use up precious resources but end up in landfill sites in six months.

2..... The answer, of course, is money. Large companies pay good salaries to inventors and designers who can come up with good ideas that will appeal to the public and generate profit. For this reason, some of the best minds in the world are spending their time designing kitchen gadgets or accessories instead of using their skills to tackle the really important problems facing the world.

3..... Imagine, for example, if governments offered large cash prizes to inventors who could come up with designs for things such as cheap but environmentally friendly heating systems, or ways of reducing the amount of water needed to grow crops. If the prizes were generous enough, individual inventors would be far more likely to spend time working on these worthwhile projects. Moreover, the solutions they came up with would benefit us all.

B Add the topic sentences (a–d) to the gaps in the essay (1–3). There is one sentence you don't need.

- So, why do inventors devote so much time to inventing things we don't really need?
- Generous financial incentives would give individuals an incentive to focus on the inventions we need.
- There are thousands of new but useless products designed and produced each year.
- There are plenty of clever inventors in the world.

7  Read the question. Then, plan, write and review your answer. You must write at least 200 words.

'We all buy far more products than we need and we should all make an effort to consume less to protect the environment.' To what extent do you agree with this opinion?

Lesson 8C

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion

VOCABULARY

money

1 A Match the money problems (1–5) with the meanings (a–e).

- 1 My bank won't give me an overdraft.
 - 2 My friends all say I'm stingy.
 - 3 My salary only covers the essentials.
 - 4 My expenditure is out of control.
 - 5 My allowance from my parents hasn't increased in the last five years!
- a I don't have enough money to buy luxuries.
b I have to manage with the same amount of income.
c I am considered to be mean with money.
d I can't borrow money if my account is empty.
e I spend too much money.

B Complete the conversation using words and phrases from the box.

allowance blow essentials frugal overdraft
put aside splash out steady job

A: Now that you've got a ¹....., why don't we
²..... on a nice meal in a restaurant?

B: No, I don't want to ³..... all my salary at once. I want to ⁴..... as much as possible for a holiday next year.

A: Yeah, I guess it makes sense to be ⁵.....
A coffee, then?

2 Choose the correct words to complete the sentences.

- 1 I usually buy clothes at the end of the season, when they're **discounted** / **complimentary**.
- 2 I think that restaurant is **overpriced** / **cost-effective** and the food isn't very good either!
- 3 What's the most **discounted** / **economical** way to heat the flat?
- 4 I never buy **economical** / **pricey** designer brands of clothing – they're a waste of money!
- 5 We were offered two **complimentary** / **pricey** tickets for the show, which saved us a lot of money.
- 6 I sometimes pay for things in instalments because it can be **an overpriced** / **a cost-effective** way to buy expensive items.

How to ...

maintain and end a discussion

3 A 8.05 | Listen to three conversations about money. Match the conversations (1–3) with the topics (a–c).

- a receiving money as a present
b giving tips in a restaurant
c asking for a pay rise

B 8.05 | Complete the extracts with the words in the box. Listen again and check.

different frankly looking
say see side two with

- 1, I object to paying 10% extra for a meal!
- 2 But the other of the coin is that people who work in the restaurant often rely on tips.
- 3 I'm Claire here.
- 4 Well, I guess we're all
- 5 Well, I guess that's one way of at it, but on the other hand, ...
- 6 Yes, that makes of us.
- 7 As I it, I'd rather have cash and use it to buy something I want.
- 8 I dare that's OK if it's a large company ...

PRONUNCIATION

4 8.06 | intonation: ending a discussion | Listen and decide if the extracts end with an interested tone and rising intonation (R) or falling intonation (F).

- 1 Well, I guess we're all different.
- 2 I mean, cash just isn't a real present, is it?
- 3 I would still say that if you feel you deserve a higher salary, you should definitely mention it.
- 4 Thanks. It's been great talking to you. It's really helpful to get your views.

SPEAKING

5 A 8.07 | Choose the correct words to complete the conversation. Then listen and check.

A: Can you believe it? Adele asked if she could borrow some money. I would never ask friends for money.

B: Well, it depends. I mean, I can see what you're ¹**saying** / **meaning**, but on the other hand, if one of my friends was struggling for money, I wouldn't mind helping out.

A: But, as I ²**do** / **see** it, it's unfair because it would be so hard for a friend to refuse, even if they couldn't really afford to lend any.

B: Yes, I guess that's one way of ³**seeing** / **looking** at it, but on the other hand, what are friends for? They're the people who will help if you're in trouble.

A: I dare ⁴**say** / **believe** that's true, but it might be really hard to ask for the money back. I mean, what if the friend can't afford to pay you back?

B: Yes, I'm ⁵**for** / **with** you there. It could be tricky. But frankly, that's a risk I would take.

A: Well, I ⁶**guess** / **suggest** we're all different.

B 8.08 | You are B in Ex 5A. Listen and speak after the beep. Record the conversation if you can.



C Listen to your recording and compare it with Ex 5A.

Lesson 8D

LISTENING | science-fiction inventions

READING | time travel

LISTENING

- 1**  **8.09** | Listen to an interview about science-fiction inventions that have become reality. Number the inventions (a–d) in the order they are mentioned.
- | | |
|----------------|----------------------|
| a tablet | c machine translator |
| b mobile phone | d space station |
- 2**  **8.09** | Listen again. Match the inventions from Ex 1 with the statements (1–4).
- The first real versions of the invention were much bigger than the one in the science-fiction series.
 - The science-fiction invention was for communicating with aliens.
 - One use of the invention is already a reality and other uses may one day become a reality.
 - The science-fiction invention was for watching news.

READING

- 3** Read the forum posts. Choose the one question (a–c) the people are all answering.
- Will time travel ever be possible in the future?
 - What is the appeal of stories about time travel?
 - What's your favourite time travel story?
- 4** Read the comments again. Choose the correct writers to complete the sentences.
- BenW** / **ChuckP** mentions rethinking decisions we made in the past, to change the course of our lives.
 - Nesta** / **BeaZ** thinks that we can't usually do anything to stop the passage of time.
 - Chuck P** / **BenW** believes that fiction allows us to escape from problems in our real lives.
 - BeaZ** / **Nesta** says that time travel would allow us to experience different time periods in the past.
 - BenW** / **BeaZ** says that time travel would give us the power to control time, rather than being controlled by it.
 - Nesta** / **ChuckP** thinks we are keen to know what life will be like for future generations.

ChuckP

I've been watching a lot of science-fiction films and I've got into the idea of time travel. So I'd like your opinions on this question.

Personally, I think it's the same as for any other kind of fiction, whether in books or films – it's our need to get away from the reality of everyday life. Let's face it, real life is pretty dull, governed by routines and full of difficulties, both big and small. We sometimes need a fantasy world where we can forget all the things that irritate us or worry us in real life and find ourselves in a completely different time and place. Science fiction feeds our imagination and enables us to do this.

BenW

A lot of popular time travel stories are personal ones, where people can go back and maybe change things, so events take a different course. I think this idea appeals to us because we know that we all make slip ups sometimes. And mistakes have consequences that stay with us in the present. So, we're fascinated by the idea that we could go back and correct our mistakes. I think we're also aware of the importance of chance in our lives – a chance meeting that leads us off in a particular direction, an instant decision we make which automatically prevents other things from happening. So, I think we like the idea that we can reflect on what would have been a better outcome, and then go back and make sure it happens.

Nesta

For me, the key thing is curiosity. There's so much knowledge available about what life was like in the past, from accounts of the big events that shaped history to personal accounts of the lives of ordinary people and I think we'd all jump at the chance to go back and see certain things for ourselves. What was it like travelling across the ocean on an early sailing ship? What was it like living in a medieval castle? I also think we have a huge amount of curiosity about the future. We know that our lives are limited and won't go on forever, so this leaves a huge question about what the world will be like when we're not around to see it.

BeaZ

I think in some ways it's to escape from time itself. Time rules our lives. We look at clocks and see the seconds ticking by and there's nothing we can do about it. Time limits us and restricts us, by seeming to pass too quickly when we'd like it to slow down, or seeming to drag when we want something to be over. And once time has gone, we can't get it back. I think with the idea of time travel, we can feel like we're in charge of time, rather than the other way around.



GRAMMAR

1 Choose the correct adverbials to complete the sentences.

- 1 She looked at me **suspiciously** / **usually** when I handed her the letter.
- 2 I **from time to time** / **occasionally** bump into Jason.
- 3 This new job opportunity is **luckily** / **really** exciting.
- 4 **Fortunately** / **Rarely**, I had remembered to take my passport with me.
- 5 I go to the gym **never** / **about once a week**.

2 Choose the correct word or phrase to complete the sentences.

- 1 it's late, I think we should head home.
a As b As a result c Because of
- 2 I love astronomy, I bought a telescope.
a Seeing b Because of c Since
- 3 his accident, he can no longer play football.
a As a result of b Because c In light of
- 4 the delays on the roads, it might be more sensible to travel by train.
a Since b In light of c As
- 5 everyone's here, I suggest we start.
a Because of b As a result of c Seeing as
- 6 the weather, the concert was delayed.
a As b Because of c As a result of

3 Complete the sentences with the words in the box.

admittedly although as even however

- 1 Interesting the film was, I'm not sure I'd recommend it for children.
- 2 It's a beautiful house., we aren't sure it's the right one for us.
- 3, he's very popular with his colleagues, but that isn't a good reason to promote him.
- 4 it's quite a long walk, I think everyone in the group should be able to manage it.
- 5 though it's a very exciting city, I don't think I would choose to live there.

4 Choose the correct verb forms to complete the text.

Some motoring experts believe that by 2040 the way we use and own cars will have ¹**changed** / **been changing** completely. They predict that by this time, most petrol-powered cars ²**will have** / **will have been** replaced by electric ones. By then, at least some people ³**will be** / **will have been** driving electric vehicles for twenty years and the infrastructure of charging points should all be in place. More significantly, it is expected that fewer people will ⁴**be buying** / **have been bought** their own cars. Instead, many ⁵**will have been chosen** / **may be choosing** to use car clubs, which allow members to use cars owned by the club in return for an annual fee.

VOCABULARY

5 Complete the sentences with the verbs in the box.

define illustrate signify specify sum up

- 1 The letters MSc after someone's name the person has a Masters degree.
- 2 Can you in just a few words what your research team has been studying over the last year?
- 3 When you place your order, please the colour you would like.
- 4 I would the word 'dim' as 'quite dark'.
- 5 Could you give us an example, to the point you are making?

6 Complete the text with the words in the box. There are two words you don't need.

catalyst decline exploded revert
shrink surge switch transform

The future of cheese

In recent years, there has been a ¹..... in the popularity of plant-based foods. While many people believe that eating only plant-based foods is healthier for individuals and better for the planet, the ²..... to plant-based eating usually involves giving up some favourite foods, one of which is cheese. However, help could soon be at hand in the form of artificially created milk. Some food manufacturers are now producing milk protein in a laboratory, which they can ³..... into cheese without using a single cow. The result, which has recently ⁴..... onto the market, is a cheese that tastes just as good as the animal-based original. The manufacturers hope that the existence of new forms of cheese will lead to the gradual ⁵..... in traditional dairy farming and will act as a ⁶..... for many more people to move away from animal products altogether.

7 Choose the correct word to complete the sentences.

- 1 Nuts make a tasty and healthy and are probably better for you than chocolate.
a diet b snack c season
- 2 Some people have a tendency to on biscuits while they're working.
a binge b junk c diet
- 3 I'd prefer to buy vegetables, but they're more expensive than normal ones.
a season b cholesterol c organic
- 4 You should cook a meal instead of eating food like cheeseburgers all the time!
a junk b vegan c binge
- 5 Apples are in at the moment, so they're quite cheap.
a diet b calories c season
- 6 Eggs are rich in a range of that your body needs.
a nutrients b diets c calories

8 Complete each comment with two of the adjectives in brackets.

Maria405 I'm a student without much money. Any recommendations for bargain clothes online?

JoJo44 Try SamsPreloved.com. The clothes are all ¹....., so they've been owned before, but they're all still in ²..... condition and you can save loads of money! (decent / second-hand / trendy)

AmyDan If you want something ³..... and glamorous but at a reasonable price, try aftertheparty.com. They sell formal and party clothes that people have usually only worn once. These kinds of clothes are really ⁴..... to buy new, so the website is well worth checking. (classy / costly / shabby)

MiMi77 Take a look at bestof70s.com. All the items are genuine ⁵..... clothes from the 1970s. Some look a bit old-fashioned, but you can also find some really ⁶..... things, all at good prices. (costly / trendy / vintage)

9 Choose the correct adjective (a-c) to match each description of clothes.

- There are holes in the elbows and the colour has nearly all washed out.
a matching b scruffy c chic
- The best coat to wear in the rain if you want to avoid getting wet!
a waterproof b loud c baggy
- It's a lovely big, loose jumper that's so comfortable to wear!
a striped b dull c baggy
- It's a beautiful top, with blue and green lines across it.
a matching b striped c scruffy
- This jacket and these trousers go together perfectly.
a loud b waterproof c matching
- This dress looks so stylish and expensive!
a chic b baggy c dull

10 Match the words (1-5) with the meanings (a-f). There is one meaning you don't need.

- | | |
|-----------------|------------|
| 1 paranoia | 4 curfew |
| 2 harmony | 5 paradise |
| 3 social unrest | |
- a a law that says people cannot go outside after a particular time at night
b when people protest against a government
c a perfect place to live in
d an irrational fear that people are after you
e when people get on well and don't argue or fight
f when people are treated fairly by the law

11 Complete the words in the sentences.

- We can use the sun to g..... electricity.
- Petrol cars e..... harmful gases into the atmosphere.
- My phone's out of battery – where can I r..... it?
- Is it possible to c..... wave energy into electricity?
- Don't open the door, or you'll a..... the alarm!

12 Read the sentences about products. Is the second sentence in each pair True (T) or False (F)?

- This cleaning product contains some hazardous substances. It is completely safe to use.
2 This is a state-of-the-art laptop. It's very modern.
- All the parts of this kettle are recyclable. The parts can be used again.
4 This new heater is more energy-efficient than most. It uses less energy than other heaters.
- This is not the most user-friendly tablet. It is very easy to use.

13 Complete the sentences with the words in the box.

allowance aside blow essentials
overdraft stingy

- Some of my friends say I'm too with money, but I think I'm just careful!
- Stan is twenty-five, but he still gets a monthly from his parents – can you believe it?
- I've been saving for two years, and now I've decided to all the money on a big holiday to Australia!
- I try to put an amount of money each month, so I can buy a flat one day.
- I tried to arrange a bigger at the bank because I'm expecting some big bills this month.
- I have very little money left each month, once I've paid for all the

14 Choose the correct words to complete the tips.

Saving money

- A microwave is the most way to cook meals – much cheaper than a normal oven.
- Go to the supermarket late in the day, as you can often find cheaper, food items.
- Avoid buying coffees in trendy cafés!
- If you enjoy films, get a part-time job at your local cinema – staff sometimes get tickets, meaning you can see films for free.
- Cook your own food – it's much cheaper than buying ready-prepared meals.

- | | | |
|--------------------|------------------|--------------|
| 1 a pricey | b economical | c overpriced |
| 2 a complimentary | b discounted | c pricey |
| 3 a cost-effective | b complimentary | c overpriced |
| 4 a complimentary | b overpriced | c economical |
| 5 a pricey | b cost-effective | c economical |

8 the future

GSE LEARNING OBJECTIVES

8A Dystopias and utopias

- **READING** | Read an extract from a short story about a dystopian future: dystopian and utopian societies
- Pronunciation: pausing when conceding a point
- Have a debate on technology and dystopia: concession

GSE INFORMATION

READING

70 Can understand inferred meaning in narratives.

VOCABULARY

59–75 Can use language related to social issues.

GRAMMAR

69 Can use a range of adverbials to introduce a concession (e.g. although, while, admittedly, at the same time).

79 Can use a wide range of structures to introduce a concession (eg. even if/though + clause, while/whereas + clause).

SPEAKING

69 Can express an attitude, opinion or idea using idiomatic language.

73 Can evaluate arguments in a debate or discussion and justify the evaluation.

8B The science we need

- **LISTENING** | Understand a radio discussion about future technologies: science and technology
- Pronunciation: contractions and weak forms: the future perfect
- Evaluate solutions to future problems: future forms
- Write an opinion essay

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

LISTENING

72 Can understand most TV news and current affairs programmes.

GRAMMAR

67 Can use the future perfect passive.

SPEAKING

70 Can compare and evaluate different ideas using a range of linguistic devices.

WRITING

72 Can write a detailed, reasoned argument for or against a case.

8C Spend or save?

- **HOW TO ...** | maintain and end a discussion: money
- Pronunciation: intonation: ending a discussion

GSE INFORMATION

VOCABULARY

59–75 Can use language related to money.

HOW TO ...

68 Can initiate, maintain and end discourse naturally with effective turn-taking.

SPEAKING

67 Can use a suitable phrase to intervene in a discussion on a familiar topic.

70 Can compare and evaluate different ideas using a range of linguistic devices.

8D Science fiction

- **BBC PROGRAMME** | Understand a science-fiction TV drama
- Give a summary: machines
- Write a continuation of a narrative

GSE INFORMATION

VOCABULARY

59–75 Can use language related to machines and technology.

SPEAKING

66 Can give a detailed summary of a film including information about the plot, characters and setting.

WRITING

71 Can demonstrate understanding of structure and conventions of different written genres.

► For full coverage of GSE Learning Objectives go to page 214.

BBC VLOGS

This is a short activity that can be used as an introduction to the unit topic and a warm-up to Lesson 8A. It shouldn't be exploited or taught at length, just played once or twice in class.

▶ Read the vlog question and the instructions for part 1 with the class so Ss know what to watch for. Ss watch and note down whether the speakers are optimistic or pessimistic and the reasons they mention, then compare their answers in pairs. Play the video once more if necessary, then check answers with the class.

Put Ss in pairs to do part 2. When they have finished, ask a few Ss to share their ideas with the class.

ANSWERS:

1 Most of the people are optimistic about the future.

Reasons mentioned:

Speaker 1: pessimistic; tends to worry about what could go wrong

Speaker 2: optimistic; believes science and technology can solve our problems

Speaker 3: optimistic; believes that people are innately good and challenges can be overcome; believes there's lots to enjoy in life

Speaker 4: pessimistic; believes we have not learnt from history and are not moving on

Speaker 5: optimistic; thinks technological developments will provide solutions to many problems; has a lot of confidence in younger generations and their ability to deal with any future issues

Speaker 6: optimistic; excited to see what happens in their career, their life, all the people they are going to meet and places they are going to. But admits it's easy to feel pessimistic about the future because of the climate crisis.

NOTE The vlogs have been provided by people from around the world in response to the same question. The video content was filmed by them on their own mobile phones, so the picture quality varies considerably and in some cases is of a lower quality. However, this adds to the authenticity of the content.

The locations labelled on the vlogs show where the speaker was when they filmed the video. It does not reflect where the speaker comes from (necessarily).

As many of the speakers are non-native, the videos expose Ss to a range of different accents and varieties of English. This could be used as a way to highlight interesting or useful differences.

Additional Materials

For Teachers:

Presentation Tool Unit 8

Online Digital Resources

Videoscript Unit 8 Opener: BBC Vlogs

8A Dystopias and utopias

GRAMMAR | concession

VOCABULARY | dystopian and utopian societies

PRONUNCIATION | pausing when conceding a point

LESSON OVERVIEW

The aim of this lesson is for Ss to take part in a debate. The lesson begins with Ss reading an extract from a story. This introduces vocabulary related to dystopian and utopian societies. Ss then study and practise the grammar of concession and also practise pausing when conceding a point. The lesson ends with a speaking activity where Ss take part in a debate on the effect of the use of technology in our society.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3A:** Use a collaborative document with the empty table in. In feedback, ask different Ss to add words to the table.
- **Ex 5D:** Put Ss in pairs in breakout rooms to share their sentences. Monitor around the rooms and listen to how they are pronouncing the sentences.
- **Ex 7A:** Use an online poll for Ss to vote on whether they agree or disagree with the debate statement.

Additional Materials

For Teachers:

Presentation Tool Lesson 8A

Photocopiable Activities 8A

Grammar Bank 8A

For Students:

Online Practice 8A

Workbook 8A


TO START

Put Ss in small groups and ask them to discuss what they think are the best and worst things in their society/ies at the moment. When they have finished, ask them to share their ideas with the class and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

READING

EXTRA SUPPORT: DYSLEXIA There is a recording of the reading text available to help dyslexic learners.

- 1 A** Focus attention on the photos and elicit what Ss can see. Ss discuss the questions in pairs. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree. Don't confirm the definitions yet.
- B** Read the BBC Radio programme information with the class, or ask Ss to read it alone, then discuss the questions as a class.
- C**  **8.01** | Tell Ss they are going to listen to an extract from the programme they just read about. Read the first question with the class so they know what to listen for, then play the recording. In feedback, elicit the definitions from the class and ask Ss how they compare with their own.

EXTRA SUPPORT: TEACHER This listening is another authentic extract from a BBC Radio programme (see Unit 3, Lesson 3A and Unit 7, Lesson 7B) and, as a consequence, Ss may find it more challenging than other listening texts. Reassure Ss that they don't need to understand every word in order to complete the activities.

AUDIOSCRIPT 8.01

S = Shabnam Grewal G = Gregory Claeys

- S: What is a dystopia? The word was first used by the philosopher John Stuart Mill to mean an imaginary place or condition in which everything is as bad as possible. The opposite of utopia.
- G: If we think of utopia as a society in which people have much stronger engaged social bonds between one another, at the opposite end of the spectrum is precisely the negation or absence of these bonds.
- S: This is Gregory Claeys, an academic and a historian of the future, who's written a lot about dystopias and refines the definition to mean ...
- G: A society which is dominated by fear, so each individual is isolated from every other; every individual is made to feel paranoid about every individual, so the essential juxtaposition here is utopia's oriented towards a maximisation of friendship; dystopia's a maximisation of fear.

ANSWERS:

dystopia: a society which is dominated by fear, where people are isolated and paranoid

utopia: a society where friendship and social bonds are maximised

Ss may add that a dystopia is an imaginary place, often in the future, where life is extremely difficult and that it is often dominated by an authoritarian state.

- 2 A** Ss read the extract from the book and decide if they'd like to read the whole book, then share their answers and reasons in pairs. When they have finished, ask a few Ss to share their answers and reasons with the class.
- B** Read the list of things with the class, then ask them to read the extract and note down their inferences about each thing individually. Don't elicit any ideas yet.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the extract they are not working on to help reduce distraction.

- C** Put Ss in pairs to share their ideas and give their reasons. When they have finished, ask a few pairs to share their ideas and their reasons with the class.

POSSIBLE ANSWERS:

- 1** It's dirty and polluted and perhaps shabby and not well looked after.
- 2** It's unpleasant – he's isolated from others, watched by humans and computers and there's no joy at home.
- 3** These happened previously, possibly when citizens protested about the lack of justice from the Volters or the way they are governed by the Volters. But there haven't been any protests in recent months.
- 4** He looks back on it positively, maybe seeing it more positively than it really was.
- 5** They are machines with AI and were created by humans.
- 6** Machines with AI were created to make money. They developed greater intelligence than humans and now they control humans.
- 7** If brain implants are put into people's heads, the Volters will be able to read people's thoughts and may punish people for negative thoughts about them and their society.

- D** Put Ss in pairs to discuss the question and give reasons for their opinions. In feedback, elicit their ideas and have a brief class discussion.

VOCABULARY

dystopian and utopian societies

3A Point out the words in bold in the book extract in Ex 2A and divide the board into two sections. Elicit the first answer as an example and write it in the correct section on the board. Ss categorise the rest of the words individually, then check in pairs. In feedback, ask different Ss to come to the board to write the words in the correct place. With online classes, remember you can use a collaborative document for this.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words and phrases in bold in the book extract in Ex 2A as a vertical list either on the board or on a separate piece of paper.

ANSWERS:

Describing dystopias: paranoia, surveillance, curfew, social unrest, greed, oppression

Describing utopias: paradise, harmony, justice, tranquillity, innocence, idealism

B Ss match the words with their meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one.

EXTRA: ALTERNATIVE IDEA As a challenge for stronger classes, you could ask Ss to cover Ex 3B and, in pairs, write their own definition for each word in Ex 3A. Elicit some of their ideas, then give the answers to Ex 3B so Ss can compare their own definitions with the meanings given to see how similar they are.

ANSWERS:

1 tranquillity	2 surveillance	3 greed
4 curfew	5 harmony	6 paranoia
7 justice	8 social unrest	9 paradise
10 idealism	11 innocence	12 oppression

C Put Ss in pairs to describe their chosen fictional societies (they can be from books, films, the TV or computer games) and discuss the question. When they have finished, elicit a few descriptions from Ss and discuss the question as a class.

EXTRA IDEA: DIGITAL If Ss can't think of any (or very few) fictional utopian societies, you could ask them to go online and research utopias depicted in fiction, then share what they found with the class.

GRAMMAR

concession

4A Ss read the forum discussion and decide which commenters are positive which are or unsure or not interested individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Read the comments to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the comments with them.

ANSWERS:

Five are positive (kay92, nessieblue, foxylox, cal3 and wildcat).

Three are unsure or not interested (samrocks, ice2006 and akeem99).

B Tell Ss that only one of the purposes (a–c) is correct. They find and read the words and phrases in bold in the forum discussion and choose the correct option individually, then check in pairs. Check the answer with the class.

EXTRA SUPPORT: DYSLEXIA Read the purpose options with the class. Encourage dyslexic learners to read through each comment in turn to find the expressions in bold.

ANSWER:

c

C Answer the questions as a class, by looking back at the comments and concession clauses together and eliciting the answers.

ANSWERS:

The commenters usually start with the concession that an opposing opinion is true and then follow it with their opinion. This is to admit the opposing viewpoint but quickly move onto their own opinion, which they believe is more valid.

D The Grammar Bank on page 131 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

GB ▶ page 131 GRAMMAR BANK

This focuses on the form and use of concession clauses and phrases used to show concession. While the general area is unlikely to be new at this level, some of the phrases and expressions will be and Ss may also have difficulties using the form correctly. Go through the notes with Ss or let them read them alone. Check understanding where necessary, especially of how to form concession clauses with adjective + *though/as*.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** This exercise practises the form of concession clauses. Elicit the first answer as an example and write it on the board. Ss order the words to make the rest of the sentences, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by grouping more words together in order to reduce the number of items that need to be reordered, e.g. 1 – *It took a long time. / it was fun / same time, / At the.*

ANSWERS:

- 1 It took a long time. At the same time, it was fun.
- 2 While I don't like it, I can see it's useful.
- 3 Funny though she is, she can be serious.
- 4 Most of it's easy. The last part is hard though.
- 5 Although it's helpful, there are better resources.
- 6 True though that may be, I don't agree.

- 2** This exercise focuses on the form and use of concession clauses. Elicit the first answer as an example, illustrating how the concession comes first, and write it on the board. Ss link the rest of the sentences individually, then check in pairs. Point out to the class that some of the items will remain as two sentences. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 While the characters are strong, the story line is weak.
- 2 I don't appreciate your tone of voice. At the same time, I understand your point.
- 3 I'm strong. It's too heavy for me to lift though. / Strong though I am, it's too heavy for me to lift.
- 4 Admittedly, it wasn't their best match, but they're still the best in the world.
- 5 She's generally happy. That said, she has some challenges in her life.
- 6 You said it's expensive. True though that is / may be, it tastes delicious.


- 3** Ss use their own ideas to complete the sentences with an opposing viewpoint. Monitor and offer help with vocabulary where necessary. When they have finished, put them in pairs to compare their ideas. In feedback you could ask if any pairs completed sentences with the same viewpoints.

POSSIBLE ANSWERS:

- 1 pineapple on pizza is often criticised
- 2 have a phone call in English
- 3 they tell us stories of brave people
- 4 not everyone likes classical music
- 5 My favourite brand of coffee is really expensive.
- 6 I enjoyed visiting London


PRONUNCIATION

pausing when conceding a point

- 5A**  **8.02** | Ss listen to the sentences and mark the pauses, then check in pairs. Play the recording again if necessary, then check answers with the class.

ANSWERS:

See answers to Ex 5B.

- B**  **8.02** | Play the recording again for Ss to listen for the stress. Check answers with the class and elicit the reason.

ANSWERS:

- 1 Even though it's said that young people don't read anymore, / many of them **do**.
- 2 Fiction can be shocking, / but at the same time true stories can be **more shocking**.
- 3 Admittedly, dystopian stories don't sound positive, / but they can be **very uplifting**.
- 4 True as that may be, / **not everyone** has the same taste in fiction.

The stress is on the contrasting point because it's the one the speaker wants to make.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then compare with the recording to check they are using pauses and stress correctly.

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary.
- D** Put Ss in pairs to share their sentences. Monitor and check Ss are using pauses and stress correctly. When they have finished, ask a few Ss to share their sentences with the class.

EXTRA IDEA In the same pairs as for Ex 5D, ask Ss to say whether or not they agree with each other's sentences, giving their reasons.

SPEAKING

- 6A** Tell Ss they are going to have a debate using the information in the infographic at the bottom of the page. Ss read the infographic and discuss which adjective they'd use to describe the statistics in pairs. When they are ready, ask a few pairs to share their ideas with the class.
- B** Read the statement with the class, then put pairs together to make groups of four. Ask them to decide which pair will argue for the statement and which against it. (If they can't make a quick decision on this, allocate a contrasting position, A or B, to each pair.) When they are ready, refer Ss to page 142 to read the extracts and put together their argument in their pairs. Remind Ss of the importance of predicting opposing viewpoints and to come up with potential counterarguments for use in the debate. You could tell them they will initially have one minute to present their arguments.
- C** Read the instructions with the class, then ask the groups to debate the topic. Monitor and make notes on Ss' language use for later class feedback.
- 7A** Hold a class vote via a show of hands to find out how many people agree and how many disagree with the statement in Ex 6B. With online classes, remember you can use an online poll for this. Give Ss feedback on their language use as a class using the notes you made while monitoring in Ex 6C.

FUTURE SKILLS | Self-management

- B** Read the Future Skills box with the class. Put Ss in pairs to reflect on their progress during the lesson, in particular how it affects their future goals.

EXTRA: EMPLOYABILITY SKILLS Explain to Ss that self-management and reflection is an important part of professional development. Put Ss in pairs to discuss how they can do this in practical terms in their current or future job.

TO FINISH

Put Ss in pairs to discuss what they think it would be like to live in one of the dystopian or utopian societies they learnt about in the lesson.

8B The science we need

GRAMMAR | future forms

VOCABULARY | science and technology

PRONUNCIATION | contractions and weak forms: the future perfect

LESSON OVERVIEW

In this lesson, Ss learn vocabulary related to science and technology. They then listen to a radio programme about inventions. This leads into the grammar, where Ss review and practise future forms. They also practise contractions and weak forms with the future perfect. Ss then do a speaking activity where they make predictions about future technology. The lesson ends with a writing activity where Ss write an opinion essay.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 3C:** Display the statements on your device and share your screen with the class. Make sure the annotate function is on. In feedback, ask different Ss to write *F*, *A* or *S* for each statement.
- **Exs 7B and 8B:** Put Ss in breakout rooms to present and discuss their ideas.
- **Ex 8C:** Use an online poll for Ss to choose the invention most likely to be invented.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8B
Photocopiable Activities 8B
Grammar Bank 8B
Vocabulary Bank 8B

For Students:

Online Practice 8B
Workbook 8B

TO START

Write on the board:

What are some inventions or discoveries from history that you wish had never been made?

Put Ss in small groups to discuss the question, giving their reasons. Monitor and help with vocabulary where necessary. When they are ready, ask a few Ss to share their ideas with the class and find out if others agree. Write words and phrases for talking about science and technology on the board.

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

science and technology

1 A Put Ss in pairs to discuss inventions we need, giving their reasons. To help get them started, you could write *medicine, the environment, communication* and *transport* on the board and suggest they think about these areas. When they have finished, elicit Ss' ideas.

B Ss read the forum posts and choose which they'd most like to have and why. In feedback, elicit Ss' choices and reasons and find out if others agree.

EXTRA SUPPORT: DYSLEXIA Read the forum posts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the forum posts with them.

C Ss choose the correct words alone, then check in pairs. Remind them they can use the words in bold in the posts in Ex 1B for context. Check answers with the class.

EXTRA SUPPORT With weaker classes, before Ss do the activity, elicit the meaning of the words in bold. To help them work out the meanings, refer them to the posts in Ex 1B to see the words in context.

ANSWERS:

- 1 monitors, activates
- 2 modified, eliminate
- 3 detect, generate
- 4 convert, emitting
- 5 recharge, revolutionise

2 A Put Ss in pairs to discuss what they think of the products in Ex 1C, giving their reasons. When they have finished, elicit opinions and reasons from a few Ss and have a brief class discussion.

EXTRA IDEA In the same pairs as for Ex 2A, Ss discuss the products in Ex 1B in the same way as they did those in Ex 1C for Ex 2A.

B Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** science and technology

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the extracts with the class. Ask Ss to match the adjectives with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each definition (a correct one and a distractor) and asking them to choose the correct one. They can refer back to the reviews for context if they choose.


ANSWERS:

- | | |
|-----------------|--------------------|
| a recyclable | d hazardous |
| b user-friendly | e energy-efficient |
| c hand-held | f state-of-the-art |

2 Read the list of things with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

LISTENING

3 A Read the example with the class, then put Ss in small groups to think of more inventions or discoveries. When they are ready, ask each group to share their ideas with the class.

B  **8.03** | Ss listen and identify the three inventions, then check in their groups. Check answers with the class.

AUDIOSCRIPT 8.03

P = Presenter S = Sian

P: Hello and welcome to *The Technology Show*. Now, there are plenty of examples of past inventions that have benefited individuals and societies on a great scale, like electric lights, for example, or satellite navigation. So, this week, we're talking about some possible new inventions that could have similarly huge benefits in the next ten years. With me is Sian Connor, who has written a book called *Inventions that could change the world*. Welcome to the show, Sian.

S: Hi.

P: So, you're interested in the idea that a fairly simple invention can have quite far-reaching advantages.

Unit 8 | Lesson B

S: Yes. Technology is a tool that we use to solve problems and the world is facing a lot of very significant issues at the moment, such as the climate crisis, to mention the most obvious. And I'm interested in the fact that the solutions to these problems won't necessarily come from ground-breaking inventions that completely revolutionise our lives, but from fairly small, simple inventions that can make quite a significant difference.

P: OK. So, I know you want to talk to us about three ideas in particular today. You're going to tell us about each one and speculate on how far it could transform our lives. What's up first?

S: The first one is a type of fabric that generates electricity from your body heat when you touch it. Now, we know that finding alternative energy sources to fossil fuels is one of today's real challenges, so anything that can generate clean energy is clearly a great idea.

P: And how could something so simple have such a huge impact?

S: Well, quite simply, it could be used in so many different situations. For example, it could be used on car seats, so when you sit on it, the fabric could generate sufficient electricity to run the car's air-conditioning, or on furniture in the home, where it could power the lights in the room. Or you could have a jacket made of the fabric, which would then generate electricity to power your phone. These sound like small amounts of energy – and they are – but if the fabric was used widely enough in day-to-day situations, they could add up to substantial amounts.

P: And how likely is it that it will actually be developed?

S: Well, the technology is already there in theory, so it's already possible to produce the fabric, but there are still a couple of technical obstacles and the costs of large-scale production are currently too high. But I'm fairly optimistic that within the next ten years, these technical issues will have been addressed. I'm also hopeful that the costs will have come down by then and we'll be wearing clothes and sitting on furniture that generate power for us.

P: That sounds interesting. And what's your next invention?

S: Well, this is an app that you can use to scan your food and detect and measure its nutritional content. We're all used to reading nutritional information on food packaging we buy in supermarkets, but what about when we eat street food? There's no way of knowing exactly how many calories are in what we're eating or what it contains in terms of protein, vitamins, etc. The idea would be that you would take a photo of the food you're planning to eat and get information on how healthy or unhealthy it is before you buy it. There are so many foods out there that are high in calories but low in nutrition, so an invention like this would be incredibly useful in

helping people to make better food choices. In the longer term, this could even translate into much less pressure on health services in many countries.

P: Ooh, no more tasty treats?

S: Well, it might encourage food sellers to improve the nutritional make-up of their dishes, which would benefit all of us.

P: That's true. And how likely is this one?

S: Well, a couple of companies have tried producing and selling apps like this, but they haven't been that reliable and they haven't caught on at all. If I'm honest, I don't think the technology is quite there yet and I'm not sure it ever will be. It would require some incredibly complicated software to be able to analyse all the different ingredients in a dish. And also, people don't necessarily want to make sensible choices when they're out relaxing and enjoying themselves! So, my guess is we won't be using food-scanner apps any time soon.

P: That's a shame – it's a nice idea!

S: Yes. But the third technology I want to talk about might be more achievable – a shower that recycles its own water. Water is a resource that's under a lot of pressure in some parts of the world already and it's going to become much more of an issue over the next ten years. Daily showers mean that a lot of water is wasted, so how about a shower that collects the waste water, passes it through a cleaning system to purify it and then recycles it back into the system to be used again? The idea is also that as the water is cleaned, it is heated slightly, which means it's ready for your next shower.

P: That sounds like such a simple idea, impressive. And how likely do you think it is to be developed?

S: Well, some systems are already being developed and it's likely that they'll have made it to the market within the next few years. A shower system like this could save up to ninety percent of the water we use when we shower, and the great news is that a small version of this technology could be used in individual homes or larger versions could be used for whole apartment blocks, so even bigger savings on water could be made.


P: Amazing. So, in ten years' time do you predict this invention will be in use?

S: Yes. I think by then, architects will have been building these kinds of systems into new homes for a while. But it will obviously take a bit longer for them to be installed in existing homes.

P: Well, it's good to end on a hopeful note. Thanks, Sian, for talking us through these three ...

ANSWERS:

fabric that generates electricity, a food-scanning app, a shower that recycles its own water

C  **8.03** | Read the statements with the class so they know what to listen for. Ss listen again and match each statement to one of the inventions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by pausing the recording after each invention to give them the opportunity to read through the statements again and select the two that apply to the invention they have just heard about.

ANSWERS:

1 F 2 S 3 A 4 S 5 F 6 A

4A Read the comments with the class. Make it clear that the comments paraphrase what is said in the recording. Ss match each comment to an invention (fabric, app or shower) individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the statements they are not working on to help reduce distraction.

ANSWERS:

1 the shower 2 the fabric 3 the app
4 the app 5 the shower 6 the fabric

B Put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few pairs and have a brief class discussion.

GRAMMAR

future forms

5A Ss choose the correct forms individually, then check in pairs. Check answers with the class and elicit why they chose each form.

ANSWERS:

1 will have been addressed
2 will have come down
3 won't be using
4 will have been building

B Ask Ss to match the correct forms in Ex 5A with the future forms in the box in pairs, then check answers with the class.

ANSWERS:

1 future perfect 3 future continuous
2 future perfect 4 future perfect continuous

Sentence 1 uses a passive form.

C Ss complete the rules alone, then check in pairs. Check answers with the class.

ANSWERS:

1 future continuous
2 future perfect continuous
3 future perfect

D The Grammar Bank on page 132 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

 page 132 **GRAMMAR BANK**

This focuses on the form and use of future forms. Ss should have met all of these forms by now at this level, so this is a good opportunity to bring them all together in order to compare and contrast their use. Go through the notes with Ss or let them read them alone. Check understanding where necessary.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

EXTRA SUPPORT: TEACHER Future forms in English are notoriously difficult as there are so many different forms and their use by speakers is often subjective. It's worth noting that the form we use is often down to how we want a decision to be seen rather than how we actually see it. For example, at a family gathering someone might know a sports game is on TV and that they want to watch it. But instead of it sounding like a plan (e.g. *I'm going to watch the tennis.*) and appearing rude, they might want it to seem like an unplanned decision (e.g. *I'll just see what's on TV. Oh look! it's the tennis!*).

1 Ss match the verb forms in bold with the descriptions individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Provide Ss with dyslexia with the descriptions as a vertical list on a separate piece of paper that they can hold next to the sentence they are working on.

ANSWERS:

1 d 2 a 3 c 4 b 5 e

2 Ss choose the correct forms individually, then compare ideas in pairs. Check answers with the class.

ANSWERS:

1 have finished
2 be flying
3 have been repaired
4 may still be working
5 will have been living
6 might have been found

- GB 3** Elicit the first answer as an example and write it on the board. Then ask Ss to complete the rest of the sentences, then check in pairs. Monitor while they work and offer help where necessary. Check answers with the class and write them on the board (or invite different Ss to come up and do so).


EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the pairs of sentences they are not working on to help reduce distraction.

ANSWERS:

- 1 will have left
- 2 will be watching
- 3 will have been delivered
- 4 might/may/could be working
- 5 will have been waiting
- 6 will have been informed

PRONUNCIATION

contractions and weak forms: the future perfect

- 6A**  **8.04** | Ss listen and underline (or highlight) the contractions and weak forms, then compare in pairs. Check answers with the class.

ANSWERS:

- 1 'will have' is contracted
- 2 'they will have' is contracted
- 3 'will have' is contracted, 'been' is weak
- 4 'it will have' is contracted, 'been' is weak

- B** Ss choose the correct words alone, then check in pairs. Check answers with the class.

ANSWERS:

- 1 usually
- 2 pronoun

- C** Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board. When they are ready, put Ss in pairs to share their sentences. Monitor and check their use of contractions and weak forms. In feedback, ask a few Ss to share anything interesting they found out about their partner with the class.

EXTRA IDEA: DIGITAL Ss can use their devices to record themselves saying the sentences, then listen to their recording to check they are using contractions and weak forms correctly.

SPEAKING

- 7A** Read the ideas in the box and the questions with the class, then ask Ss to think of three technologies or inventions and make notes. They could refer back to their ideas in Ex 1A, if relevant.
- B** Put Ss in pairs (in breakout rooms with online classes) to present and justify their ideas together, then choose three they'd like to present to the class.
- C** Ss take turns to present their ideas to the class and predict how likely they are to have been developed by 2100. Ask Ss to make notes on what they hear while they are listening to their classmates' presentations.

FUTURE SKILLS | Critical thinking



- 8A** Read the Future Skills box with the class, then put Ss in pairs to make a list of more useful phrases. When they have finished, ask each pair to share their phrases with the class and write them on the board.
- B** Put Ss in small groups and ask them to compare all the ideas presented to the class and choose the two most likely.
- C** Ask each group in turn to share their ideas and reasons with the class. Hold a class vote via a show of hands to choose the most likely technology. For online classes, remember you can use an online poll to do this.

WRITING

an opinion essay

- 9A** Read the statement with the class, then elicit whether Ss agree or disagree with it and why in a brief class discussion.
- B** Ss read the essay and identify the writer's opinion and if any of their ideas in Ex 9A were mentioned, then compare in pairs. Check the answers with the class.

ANSWERS:

The writer believes that governments should fund research into new technologies.

- C** Ss complete the text with the sentences individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 b
- 2 c
- 3 a

- D** Ss answer the questions individually, then check in pairs. Check answers with the class.

ANSWERS:

- 1 They introduce the topic of each paragraph.
- 2 The writer uses two ideas or examples in each paragraph.

EXTRA SUPPORT When checking the answer to question 2, you could elicit the different ideas and examples in each of the paragraphs to help illustrate more specifically how the writer constructs their argument.

Paragraph 1

Topic sentence: New technologies are vital to the future of us all.

Ideas/examples: significant global problems to which solutions must be found; it is fair that governments should pay

Paragraph 2

Topic sentence: Research into new technologies is expensive.

Ideas/examples: research requires large labs, costly equipment and lots of scientists; most companies cannot afford this

Paragraph 3

Topic sentence: Research requires long-term investment.

Ideas/examples: projects may take a long time to produce results or may eventually be abandoned; private companies need to produce and sell the results of their research quickly in order to pay for it

10 A Read the essay question with the class, then put Ss in pairs to discuss whether they agree or disagree with it, giving their reasons. When they are ready, elicit ideas and reasons from the class and have a brief class discussion.

B Ss plan their essays individually. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

C Ss write their essays individually. Monitor as they work, checking they are using topic sentences and presenting their arguments clearly. They should aim to write around 250 words.

EXTRA IDEA When they have finished, put Ss in pairs to read each other's essays and offer suggestions on how to improve them. Ss can then write a second draft for homework.

TO FINISH

Put Ss in pairs to discuss what they think governments can do to encourage people to come up with new inventions and discoveries.

8C Spend or save?

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion

LESSON OVERVIEW

In this lesson, Ss learn functional language for maintaining and ending a discussion. The lesson starts by introducing vocabulary related to money. The context is a listening where Ss listen to a discussion about money. This leads into the functional language, where Ss also practise intonation for ending a discussion. The lesson ends with a speaking activity where Ss have a discussion in groups about giving money away.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 1B:** Ask Ss to type their ideas in the chat box so they can compare them.
- **Ex 5C:** Put Ss in groups in breakout rooms to discuss and compare their ideas. Monitor round the groups with your video turned off.

Additional Materials**For Teachers:**

Presentation Tool Lesson 8C
Photocopiable Activity 8C
Grammar Bank 8C
Vocabulary Bank 8C
Mediation Bank 8C

For Students:

Online Practice 8C
Workbook 8C

TO START

Tell the class to imagine they have £100 to spend on something which will benefit the class as a whole in some way. Some of it, but not necessarily all, should be spent on something which will help the class with learning English. They must spend the whole £100. Ask them to make suggestions for what to spend it on. If you have time, you could have a brief discussion about different opinions on how to spend the money (what kinds of thing to spend it on, how much of the £100 to allocate to different uses, etc.).

EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

VOCABULARY

money

1 A Read the questions with the class, then put Ss in pairs to discuss them. When they have finished, ask a few Ss to share their ideas with the class and have a brief class discussion.

B Ss read the texts and answer the questions individually, then compare ideas in pairs. In feedback, elicit the advantages and disadvantages of each approach that Ss came up with. With online classes, remember you can ask them to type their ideas in the chat box so they can compare them.

EXTRA SUPPORT: DYSLEXIA Read the texts to the class (or record them before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the texts with them.

2 A Ss decide if the meanings are correct and correct those which aren't individually, then check in pairs. Encourage them to refer back to how the words are used in the texts in Ex 1B to help them.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not working on to help reduce distraction.

ANSWERS:

- 1 correct
- 2 incorrect; you save it
- 3 incorrect; they are things that you need to buy
- 4 correct
- 5 incorrect; you are not generous
- 6 incorrect; it is certain and secure
- 7 correct
- 8 correct
- 9 incorrect; you spend it all
- 10 correct

B Ss share their information in pairs. Monitor to ensure they have understood the target vocabulary correctly.

C Refer Ss to the Vocabulary Bank on page 140.

▶ page 140 **VOCABULARY BANK** money

VB

Note that the Vocabulary Bank activities are an important part of the lesson. They should only be omitted if you are confident that your Ss already know this vocabulary. If you don't use the exercises in class, it would be a good idea to set them as homework.

1 Read the statements about saving money with the class (or ask them to read them alone), then ask Ss to answer the questions, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the adjectives in bold as a vertical list. They can refer to the statements for context if necessary.

ANSWERS:

- a overpriced, pricey
- b economical, cost-effective, discounted
- c complimentary

2 Ss discuss which of the sentences in Ex 1 are true for them in pairs. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information they found out about their partner with the class.

How to ... maintain and end a discussion

3 A ▶ 8.05 | Read the summaries with the class, then play the recording for Ss to match the speakers with the summaries. Check answers with the class.

▶ AUDIOSCRIPT 8.05


A = Alina O = Oscar B = Beth

- A: I was reading something this morning about the FIRE movement – have you heard of it?
- O: Oh, yeah. Isn't that when people try to save as much as they can while they're young, so they can retire early?
- A: That's right. I'm not sure what to make of it. What do you think, Beth?
- B: Well, frankly Alina, I think it's a stupid idea! As I see it, the future is completely unpredictable. I mean, you could spend your twenties and thirties never doing anything fun and just saving all your earnings, then find you aren't fit and well enough to travel or do exciting things when you're older.
- O: Point taken, Beth. But the other side of the coin is that it's very easy to waste all the money you earn in your twenties – pricey meals out, holidays, things like that. You could end up at the age of fifty having worked for thirty years, but with nothing to show for it.

- B: I guess that's one way of looking at it, but on the other hand, if you focus all your efforts on the future, there's a danger you won't enjoy the present. I'm all for living in the moment and enjoying life while you can!
- A: That makes two of us. It's definitely important to enjoy yourself while you're young and I certainly couldn't give up going out and having holidays. But I can see what Oscar's saying and I dare say most young people could save a small amount each month if they put their minds to it. They wouldn't have to give up fun completely!
- O: I'm with Alina here. I reckon most people our age could save a lot of money if they were just a bit more careful about their spending.
- B: Well, you'll never convince me that I should give up all the things I enjoy. But it's been great talking to you. I guess we're all different.

ANSWERS:

1 c 2 a 3 b

- B**  **8.05** | Ss complete the extracts individually, then check in pairs. Play the recording again for Ss to check their answers, then check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

1 frankly 2 As 3 the coin
 4 looking 5 makes 6 see
 7 dare 8 with 9 great
 10 guess

- C** Ss discuss the questions in pairs. When they have finished, check answers with the class.

ANSWERS:

- a** frankly; As I see it, ...; I dare say ...
b That makes two of us.; I can see what ... is saying.; I'm with ... here.
c But the other side of the coin is ...; I guess that's one way of looking at it, but on the other hand, ...
d It's been great talking to you.; I guess we're all different.

- D** The Grammar Bank on page 133 can be used in the lesson or for homework. Decide how and when the exercises will benefit your class.

▶ page 133 GRAMMAR BANK

This focuses on the form and use of functional language for maintaining and ending a discussion. Read the notes with the class or give them a few minutes to read alone then answer any questions they have.

EXTRA: ALTERNATIVE IDEA You may want to have Ss read the Grammar Bank notes at home, then focus on the practice activities in class.

- 1** Ss complete the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover any text they are not reading if they want to refer back to the notes to help them with this exercise.

ANSWERS:

1 of 2 way 3 dare 4 see 5 with 6 guess


- 2** Ss complete the conversations alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the phrases in the boxes as vertical lists.

ANSWERS:

- 1 As I see it
 2 I dare say
 3 I guess that's one way of looking at it, but
 4 I'm with
 5 Frankly, I think
 6 But another way of looking at things is
 7 That makes two of us
 8 I guess we're all different

PRONUNCIATION**intonation: ending a discussion**

- 4A**  **8.06** | Ss read and listen to the sentences and decide which speaker ends with a flat tone and falling intonation. Check the answer with the class and elicit why the speaker does this.

ANSWER:

The person in extract 3, because they are ending the discussion.

- B** Put Ss in pairs to take turns saying the extracts for their partner to identify whether they use a flat tone and falling intonation when they say extract 3 to indicate they want to end the discussion. Monitor and check Ss are using intonation correctly.

EXTRA CHALLENGE Ask Ss to write their own sentences: one expressing an opinion, one agreeing or disagreeing and one ending a discussion. They then practise saying them with a partner, focusing on their intonation. Alternatively, they could record themselves and listen to their recording to check their intonation.

SPEAKING

- 5A** Introduce the topic by giving your own answer to the question, e.g. 'I give a small amount of money to my favourite charity every month. The amount is based on how much I can afford.' Elicit Ss' answers and have a brief class discussion.

- B** Read the opinions and questions with the class, or ask Ss to read them themselves. Ss then answer the questions individually. You could ask them to make notes on their answers.

- C** Put Ss in small groups (in breakout rooms with online classes) to discuss the questions. Monitor and encourage them to use the functional language from the lesson to maintain and end their conversations.

- D** Nominate a student from each group to report back to the class on what ideas they agree on.

EXTRA: HOW TO ... Write on the board:

*How important is it to save money for the future?
How can you do this?*

Put Ss in pairs to discuss the questions. Encourage them to use the language from the lesson. When they have finished, ask each pair to share their ideas with the class.

TO FINISH

Put Ss in pairs to discuss a charity they like and come up with ideas to raise money for it. When they have finished, ask each pair to share their ideas with the class.

EXTRA IDEA: SPEAK ANYWHERE Encourage Ss to practise using the Speak Anywhere interactive roleplay.

▶ page 154 **MEDIATION BANK**

MEDIATION BANK TEACHER'S NOTES ▶ page 211

8D **BBC** Entertainment Science fiction

VOCABULARY | machines

SPEAKING | a summary

WRITING | a continuation of a narrative

LESSON OVERVIEW

In this lesson, Ss watch an extract from a BBC science-fiction drama. They also learn some vocabulary related to machines. Ss then do a speaking activity where they summarise a science-fiction film or series. The lesson ends with a writing activity where Ss write a continuation of a narrative.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Exs 2A and 2B:** Sometimes videos can be a little slow or jumpy when streamed in an online class environment. If you know this is an issue for you, give Ss time to watch the video on their own device before moving on.
- **Ex 4D:** Put groups in breakout rooms to present their summaries and discuss the films or series.
- **Writing Bank 8D, Ex 2B and 2C:** Ask Ss to write their narratives in a collaborative document so they can share them easily in Ex 2C.

Additional Materials

For Teachers:

Presentation Tool Lesson 8D
Online Digital Resources
Videocript 8D: BBC Entertainment
Writing Bank 8D

For Students:

Online Practice 8D
Workbook 8D

TO START

Write on the board:

If you could travel back in time, which time would you go to?

Put Ss in pairs discuss the question, giving their reasons. When they have finished, ask each pair to share their ideas with the class and have a brief class discussion. Write words and phrases for talking about time travel and science fiction in general on the board in preparation for their discussions in the lesson. Tell Ss they will be watching a clip from a science-fiction drama about a time traveller.


EXTRA SUPPORT: DYSLEXIA Dyslexic learners in particular benefit from understanding exactly what they are learning in a lesson so that they understand what they are working towards. In this and every lesson, explain clearly what the learning objectives of the lesson are near the start.

PREVIEW


- 1 **A** Discuss the questions as a class, eliciting the names of science-fiction films, series and books they know, which are their favourites and why.
- B** Put Ss in pairs to discuss the questions. You might want to point out the abbreviation *sci-fi* for 'science fiction'. When they have finished, elicit Ss' ideas and have a brief class discussion. Note their ideas on the board to refer back to later.
- C** Read the programme information with the class or ask Ss to read it individually. When they have finished, find out if Ss have heard of *Doctor Who* and if they have watched any similar programmes.

EXTRA SUPPORT: TEACHER If Ss did the B2 level of the course, they will have seen another extract from *Doctor Who*, where the doctor was played by a different actor with a different gender. If they ask, tell them that after every few seasons the doctor 'regenerates' and takes a different form. (This is a feature of the Doctor's race, the Time Lords.)

VIEW

- 2 **A**  Ss watch the BBC video clip and see if it mentions any of their ideas from Ex 1B. For online teaching, remember to give Ss access to the video if connectivity or streaming is an issue. When they have finished, refer back to their ideas on the board and tick any that were in the video clip.

EXTRA SUPPORT Turn on the subtitles if you feel it would benefit learners.

- B**  Read the questions with the class so they know what to watch for. Ss watch again and answer the questions, then check in pairs. Check answers with the class.

ANSWERS:

- 1 There is a note asking for help inside the delivery.
- 2 They decide to disguise themselves as new employees.
- 3 The scan decides which job they should do.
- 4 They are people.
- 5 She wants to have access to the packing stations.
- 6 cleaning

VOCABULARY

machines

- 3 **A** Ss complete the sentences alone, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each gap (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | | |
|-------------------|-----------|------------|
| 1 delivery bot | 2 shuttle | 3 robots |
| 4 fully automated | 5 scan | 6 conveyor |
| 7 teleport | | |

- B** Ss match the words and phrases with the meanings individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each meaning (a correct one and a distractor) and asking them to choose the correct one. Alternatively, provide Ss with dyslexia with the answers to Ex 3A as a vertical list on a separate piece of paper which they can hold against the meanings to help them find the correct answers.


ANSWERS:

- 1 c 2 e 3 f 4 a 5 d 6 g 7 b

- C** Put Ss in pairs to discuss the questions. When they have finished, elicit ideas and reasons from a few Ss and find out if others agree.

SPEAKING

a summary

- 4 **A**  8.07 | Ss listen to the summary to find out if they recognise it. Elicit the answer from the class (or tell them if nobody knows it).

AUDIOSCRIPT 8.07

The story is set in the near future and the plot is fairly straightforward. During a mission to Mars, astronaut Mark Watney is injured by a piece of flying metal during a fierce storm. Believing him to be dead, his crew leave him behind and set off back to Earth. But Watney survives his injuries and awakes to find himself alone on Mars. Watney then has to use all his skills and ingenuity to survive and find a way to signal to Earth that he's still alive and in need of rescue. It's a race against time because he cannot survive forever with limited food supplies and in such hostile conditions. The authorities back on Earth are unwilling to send a mission back to Mars to rescue him, but his own crew decide to go it

alone and head back to pick him up. The tension rises as Watney's living conditions deteriorate and he starts to run out of food, while the crew have to overcome many obstacles on their return flight to Mars. As the film builds to its climax, Watney becomes a media sensation back on Earth, with the whole world watching the daring rescue attempt. Of course, it's successful and Watney returns to Earth to a hero's welcome!

ANSWER:

The Martian

EXTRA SUPPORT: TEACHER *The Martian*, directed by Ridley Scott (who also directed *Blade Runner* which features in Writing Bank 3A), was released in 2015 and stars Matt Damon as Mark Watney.

- B**  **8.07** | Read the Key phrases with the class and check understanding. Ss listen again and tick the phrases they hear.

ANSWERS:

The plot is fairly straightforward.
It's a race against time because ...
The tension rises as ...

- C** Ss work individually to choose a science-fiction film or series and make notes on how to summarise it, using the Key phrases where possible.

EXTRA IDEA: DIGITAL If Ss have trouble thinking of ideas, you could ask them to use their devices to research science-fiction films and series online to get inspiration.

- D** Put Ss in small groups (in breakout rooms with online classes) to share their summaries and discuss the questions. When they have finished, ask a few Ss to share their summaries with the class.

WRITING**a continuation of a narrative**

- 5A** Read the words and phrases in the box with the class, then ask a few Ss to share which media they find most enjoyable and why.

- B** Ss could discuss the statements in pairs or, if you're short of time, discuss them as a class. Elicit Ss' reasons for their answers.

ANSWER:

statement 2

- C** Refer Ss to the Writing Bank on page 109.

▶ page 109 WRITING BANK

- 1A** Ss read the narrative and answer the questions, then compare their ideas in pairs. In feedback, elicit ideas from a few Ss.

EXTRA SUPPORT: DYSLEXIA Read the narrative to the class (or record it before the lesson) so that Ss with dyslexia can listen while they read. Alternatively, pair Ss with dyslexia with a partner who can read the narrative with them.

ANSWER:

They are in the packing station.

- B** Ss read the text again and identify the features included, then check in pairs. Check the answer with the class.

ANSWER:

It includes all the features mentioned.

- 2A** Ss think about what they would like to happen next and make notes individually, using the list of features in Ex 1B to help them. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

- B** Ss write their paragraphs individually. They should aim to write 180–200 words. Encourage them to use language from the lesson and from the narrative in Ex 1A in particular. With online classes, remember they can write their paragraphs in a collaborative document so they can share them easily in Ex 2C.

- C** Put Ss in pairs to swap paragraphs and find out how similar they are. In feedback, ask a few Ss to share their ideas with the class and discuss how they think the story finally ends.

EXTRA SUPPORT: TEACHER If Ss are interested in how it actually ends, you can share this information:

The Doctor and Ryan find out that a lot of employees have disappeared recently. After thinking the system is broken, we find out that one of the maintenance workers, Charlie, is responsible. He sees himself as an activist against robots stealing jobs from people and plans to kill thousands of customers with explosive bubble wrap delivered by the robots to destroy trust in automated workforces. The robots teleport away with their deadly packages, but the Doctor manages to reprogram them to deliver the packages to themselves and then pop the bubble wrap, thus destroying themselves. It seems the note asking for help was sent by the system itself as it was aware it was being hacked. The company decides to employ more 'organic' personnel in future.

TO FINISH

Put Ss in pairs to recommend other sci-fi books, films or series to each other.

8 REVIEW

LESSON OVERVIEW

This lesson is a review of the language – both grammar and vocabulary – presented in this unit. The notes below assume that the tasks are completed in class. However, the self-study type exercises (i.e. Exs 1A, 2A, 3A, 4, 5A, 6A, 7A, 8A, 9A, 10 and 11A) could be done out of class and then checked in the following lesson when the communicative tasks are then completed.

Online Teaching

If you're teaching this lesson online, you might find the following tips useful:

- **Ex 5A:** Ask Ss to type their answers in the chat box so they can compare them.
- **Exs 1B, 2B, 3B, 5B, 6B, 7B, 8B, 9B and 11C:** Put Ss in breakout rooms for the communicative tasks. Monitor unobtrusively round the rooms with your video turned off.

Additional Materials

For Teachers:

Unit Test in Tests Package

TO START

Ask Ss to work in pairs and try to remember what language they studied in Unit 8 (Grammar: concession, future forms; Vocabulary: dystopian and utopian societies, science and technology, money, machines; How to ... maintain and end a discussion). Ask them to look at the unit lesson objectives to check their ideas.

GRAMMAR

concession

1 A Ss match the sentence halves individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the sentence endings on a separate piece of paper that they can move up and down next to the sentence beginnings to find the matches.

ANSWERS:

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

B Put Ss in pairs (in breakout rooms with online classes) to discuss whether they agree with the statements and give their reasons. When they have finished, ask a few Ss to share their opinions with the class and find out if others agree.

2 A Ss choose the correct words individually, then check in pairs. Check answers with the class.

ANSWERS:

1 Although	5 That said
2 Even though	6 Admittedly
3 though	7 While
4 as	8 At the same time

B Put Ss in pairs (in breakout rooms with online classes) to discuss which statement they agree with the most and why. In feedback, elicit answers and reasons from a few Ss and find out if others agree.

3 A Ss complete the sentences with their own ideas. Monitor and help with vocabulary where necessary, writing any new words and phrases on the board.

B Put Ss in pairs (in breakout rooms with online classes) to share their sentences. Encourage them to expand on each one, giving more information. When they have finished, ask a few Ss to share their ideas with the class and find out if others agree.

future forms

- 4** Explain that each sentence is missing one word and elicit the first answer as an example. Ask Ss to complete the rest of the sentences individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA To help Ss with dyslexia, highlight the verb phrases from which the words are missing (e.g. 'I'll sitting here').

ANSWERS:

- 1 I'll **be** sitting here waiting for you when you come out.
- 2 By ten o'clock, we'll **have** been waiting for an hour.
- 3 The concert will **have** ended by the time we get there.
- 4 I hope that by the time I'm thirty, I'll have **been** running my own company for at least a year.
- 5 Hopefully, the food will have **been** delivered by the time you get home.

- 5A** Put Ss in pairs to choose the correct verb forms individually, then check in pairs.

ANSWERS:

1 b 2 c 3 b 4 a 5 c 6 c 7 a 8 b

- B** Put Ss in pairs to answer the question. When they are ready, check answers with the class.

ANSWERS:

a future action in progress: sentences 1 and 6
 a finished future action: sentences 2 and 5
 the length of an action seen from a future time: sentences 3, 4, 7 and 8

- 6A** Elicit the first answer as an example and write it on the board. Ss complete the rest of the questions alone, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

ANSWERS:

- 1 will you have done
- 2 will you be doing
- 3 will you be talking
- 4 will you have been studying
- 5 will you have achieved
- 6 will you have been living
- 7 you will be living
- 8 you will be doing

- B** Ss discuss the questions in pairs (in breakout rooms with online classes). When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

VOCABULARY

- 7A** Read the words in the box and elicit what Ss can remember about what they mean. Explain that the quotes (1–6) are things that might be said by people experiencing the words in the box. Ss match the words with the quotes alone, then check in pairs.

EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by giving them two options for each quote (a correct one and a distractor) and asking them to choose the correct one.

ANSWERS:

- | | |
|--------------|-----------------|
| 1 paranoia | 4 greed |
| 2 oppression | 5 surveillance |
| 3 curfew | 6 social unrest |

- B** Give Ss an example, using Ex 7A as a model, e.g. 'We're working together hand in hand.' – *harmony*. Put Ss in pairs (in breakout rooms with online classes) to come up with what people might say about each thing. When they have finished, elicit their ideas and find out if others had similar ideas.

POSSIBLE ANSWERS:

harmony: 'We all live peacefully together in one house.'
 innocence: 'I had no idea that the world could be so cruel.'
 paradise: 'This holiday island is perfect in every way.'
 justice: 'She got what she deserved.'

- 8A** Ss choose the correct words individually, then check in pairs. Check answers with the class.

EXTRA SUPPORT: DYSLEXIA Remind Ss with dyslexia to cover the parts of the article they are not working on to help reduce distraction.

ANSWERS:

- | | |
|--------------------|-------------|
| 1 state-of-the-art | 4 detect |
| 2 monitor | 5 eliminate |
| 3 revolutionise | 6 generate |

- B** Put Ss in pairs (in breakout rooms with online classes) to discuss their ideas. When they are ready, elicit ideas from around the class.

9A Elicit the first answer as an example and write it on the board. Ss complete the rest of the sentences individually, then check in pairs. Check answers with the class and write them on the board (or invite different Ss to come up and do so).

EXTRA SUPPORT: DYSLEXIA Ss with dyslexia may find having the initial letters in the gaps confusing. You can make this activity more accessible providing the gapped sentences without the initial letters and giving them two options for each gap (a correct one and a distractor) instead.

ANSWERS:

- | | | |
|----------|--------------|----------|
| 1 steady | 2 aside | 3 frugal |
| 4 pricey | 5 discounted | 6 splash |
| 7 stingy | 8 blow | |

B Put Ss in pairs to discuss whether the sentences are true or false for them, giving their reasons. In feedback, elicit answers from a few Ss and have a brief class discussion.

10 Ss complete the sentences alone, then check in pairs. Check answers with the class.


EXTRA SUPPORT: DYSLEXIA You can make this activity more accessible for Ss with dyslexia by providing the words in the box as a vertical list on a separate piece of paper which they can hold next to the sentences. Alternatively, give them two options for each gap (a correct one and a distractor) and ask them to choose the correct one.

ANSWERS:

- | | | |
|------------------|--------------|--------------|
| 1 innocence | 2 overdraft | 3 activate |
| 4 overpriced | 5 recyclable | 6 economical |
| 7 recharge | 8 essentials | 9 allowance |
| 10 user-friendly | | |

11 A This activity reviews both the grammar and vocabulary of Unit 8. Ss choose the correct options individually, then check in pairs. Don't give any answers yet.

EXTRA SUPPORT: DYSLEXIA Read the article to the class (or record it before the lesson), indicating where the missing words occur, so learners with dyslexia can listen while they read and to help prepare them for Ex 11A. You can also make this activity more accessible for dyslexic learners by breaking up the article into sections and placing the relevant options below each section.

B  **R 8.01** | Play the recording for Ss to check their answers, then check answers with the class.

ANSWERS:

- | | | | | |
|-----|-----|-----|-----|------|
| 1 C | 2 A | 3 A | 4 B | 5 C |
| 6 C | 7 B | 8 A | 9 C | 10 A |

C Ss discuss the questions in pairs. When they have finished, elicit their ideas and have a brief class discussion.

TO FINISH

Write on the board:

What are some of the most useful and most interesting things you learnt in this course?

How will you continue to work on these in the future?

Ask Ss to work alone and look back through each unit and choose a few things to discuss. When they have finished, put Ss in pairs to compare what they chose and discuss how to practise or use them in the future.