

# Unit 5 The future

## Students will learn how to:

- Talk about life in the future in Oman
- Talk about their own lives in the future
- Use 'will' to make predictions about the future
- Talk about their plans for the immediate future using 'going to'
- Listen to a variety of texts for general understanding and for specific information
- Read a variety of texts for general understanding and for specific information
- Express a personal opinion in response to a question
- Write about an invention of the future
- Develop a greater understanding of prefixes
- Develop a greater understanding of syllable stress
- Make a Learning Journal Profile

## Main language

- There will be [trains driven by robots].
- What are you going to do [this afternoon]?
- I'm going to [the cinema].
- Do you think there will . . . ?
- Yes, I think there will. No, I think there won't.
- What kind of house will you live in?
- What kind of [computer] will you have?
- There will be [more space]. There won't be [any daylight].
- We won't [wear uniforms].

## Vocabulary

- **Technology:** design, hi-tech, machine, Media Resource Centre, robot, video conference
- **Jobs:** businessman, businesswoman, fashion model, inventor, tour guide
- **Education:** business studies, college, engineering, lecture, research
- **Adjectives:** advanced, adventurous, amazing, energetic, entertaining, extraordinary, ideal, luxury, transparent, underground, underwater
- **Verbs** (*past tenses of regular and irregular verbs*): diagnose, explore, float, predict
- **Other language:** ant, attraction, ballroom, banner, board game, concert hall, contraction, counter, dice, extract, float, function, future, jellyfish, kitten, object, opportunity, prefix, reservation, shipwreck, surface, symptom, tunnel, zone

## Skills and strategies

- Apply prior knowledge
- Use deductive reasoning skills
- Ask and answer questions to find out about life in the future
- Make predictions about life in the future
- Read a variety of texts for general understanding and specific information
- Write a paragraph about a partner's life in the future
- Discuss the advantages and disadvantages of living in an underground city

- Listen to a variety of texts for general understanding and specific information
- Identify the sounds of regular verb endings
- Write a description of a classroom of the future
- Recognise and identify stress patterns in two, three and four syllable words
- Recognise the stress, rhythm and intonation patterns of English through a chant
- Independent learning skills: plan work, interview, research information, write, check spelling, reflect on what skills they are good at, record stages of a project, write a Learning Journal, complete a Learning Journal Profile

## Activities

- Design and write a brochure
- Say a chant
- Read and match
- Do a reading race
- Invent an object of the future
- Read and discuss a story
- Play a board game
- Do a project: design a classroom of the future
- Write a Learning Journal
- Complete a Learning Journal Profile

## Lesson 1

### YOU WILL NEED:

- THE FUTURE POSTER
- BLU-TAC

### In this lesson, students will:

- think about and discuss the future
- listen to a discussion about a city of the future
- make predictions about life in the future in Oman
- talk about their plans for the immediate future

### Target Language

- What will happen in the future?
- There will be [trains driven by robots].
- What are you going to do [this afternoon]?
- I'm going to [the cinema].

### Vocabulary

future; robot; machine

### Before this lesson

- ◆ Return students' portfolios and Skills Books which you collected at the end of Unit 4.
- ◆ Put the 'The future' poster on the wall of your classroom. You should put it somewhere where students can see it easily, but also at a height where they will be able to stand in front of it and identify objects and words.

## Warm-up (5 minutes)

- ◆ Ask students to **Look at the poster**. Read out the title – **The future**. Tell students to **Look at pages 50 and 51 of your Classbook**. Ask them to look at the title of the unit, the pictures on pages 50 and 51 and the pictures in the frieze on page 51. Ask students what they think the unit is going to be about and elicit **the future**. Explain that they are going to think about what life will be like in the future.

## Task 1 (10 minutes)

### Step 1

- ◆ Ask students to name anything they can in the pictures on pages 50 and 51. Explain that this is a city of the future as imagined by a group of schoolchildren. Ask them to describe it, and say how it is different from our cities of today.

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 50**

and read the rubric and instruction text. Check their understanding of the task. They have to look at the picture of the city, then read Questions 1 – 5 and discuss the answers in their groups. Circulate around the classroom offering guidance and support.

### Step 3

- ◆ Elicit the answers to Questions 1 – 3.

### Answers:

1. Cooking.
2. A robot.
3. In flying cars.

- ◆ Ask volunteers for their opinions regarding Questions 4 – 5, and encourage class discussion.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 on page 51** and read the rubric and instruction text. Check their understanding of the task. They have to listen to a discussion between a group of children and their teacher about what the city of the future will look like. They have to choose the correct answer **a**, **b** or **c** for each of the statements 1 – 4.

### Step 2

- ◆ Tell students to write the numbers **1 – 4** in their exercise books. As they listen, they should write the correct letter next to the number of each statement. Play **Listening 5.1** straight through.

### Listening Transcript 5.1

**Teacher:** OK, is everybody listening? OK, today I want to ask you – do you think about the future? What sort of house will you live in? Will we have cars and buses in the future? In your groups, I'd like you to discuss your ideas about the city of the future . . .

**Teacher:** OK, OK. Good. Right, I heard some very interesting ideas. Paul, do you think our city will be different in the future?

**Paul:** Yes, Miss. I think there will be more robots in the future. I think

there will be robots in the parks to play games with children, like football and basketball. And there will be other robots to clean the rubbish from the parks and streets.

**Teacher:** Those are good ideas. Suzy, what do you think?

**Suzy:** I agree with Paul, Miss. I think there will be robots in people's houses as well. They will do all the work in the house – all the cooking, cleaning and ironing.

**Teacher:** That should make mum happy. Any more ideas? Yes, Tom.

**Tom:** I think there will be machines everywhere that will make free sweets. Children will tell the machine what they want – sweets, chocolate, an ice-cream or cakes, and the machine will make it for them.

**Teacher:** OK, I think everyone likes that idea, Tom. Vicky?

**Vicky:** I think there will be more parks and places to play. Cars and buses will fly through the air and stop on the roof of my house. All the roads will be made into parks for picnics and games.

**Teacher:** Well, thank you. You all have very exciting ideas about what life will be like in the future. Now . . .

### Step 3

- ◆ At the end of the listening, ask students to compare their ideas. Then play the CD again so they can listen and check their answers.

### Answers:

1. a
2. c
3. b
4. b

## Task 3 (5 minutes)

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to make predictions about life in the future in Oman with the other members of their group. Show students the example question and answer in the speech bubbles. Circulate around the classroom offering guidance and support. When students have finished, ask a few volunteers to share their ideas with the class.

## Task 4 (5 minutes)

- ◆ Tell students to think about the more immediate future. Ask **What are you going to do this afternoon?** and elicit their plans. Ask more questions about their plans for this evening, tomorrow, the weekend, their summer holidays. Remind students to use the structure **I'm going to . . .** to talk about future plans.

### Homework

- ◆ Tell students to **Look at page 58 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to read the chant and fill in each of the gaps with a word in the flying car at the bottom of the page.



Ask students to imagine something that people in Oman will have in the future. They should draw a picture of this thing and write a short description, then store their work in their portfolios. Say you will be collecting their portfolios at the end of the next lesson.

- ◆ Tell students to read through the story **A Walk in the Wadi** on pages 52 - 55 of their Classbooks in preparation for Lesson 2. They do not have to understand every word, but they should try and get a general sense of the meaning.

## Lesson 2

### In this lesson, students will:

- listen to and read a story
- find specific information in a story
- write sentences about a story
- express a personal opinion in response to a question

### Target Language

- [Maha] dreamed that . . .
- Do you think there will . . . ?
- Yes, I think there will.
- No, I think there won't.

### Vocabulary

entertaining; kitten; fashion model; banner; ant; businessman; businesswoman; inventor; tour guide; extraordinary

## Homework check (5 minutes)

- ◆ Tell students to get out their Skills Books with the chant they completed on page 58. Say they are going to hear the chant, and they should listen and check their answers. Play **Songs and Rhymes 5.1** then elicit the answers. The answers are given in **Bold** in the listening transcript below.

### Songs and Rhymes Transcript 5.1 The Future

I'm going to the **cinema** this evening,  
I'm going to the **cinema** this evening,  
I'll cheer and laugh when the good guys win,  
When the bad guys lose, I'll laugh and grin,  
I'm going to the **cinema** this evening.

I'm going to a **party** tomorrow,  
I'm going to a **party** tomorrow,  
I'll eat great food, I'll dance and I'll **sing**,  
I'll wear new clothes and a golden ring,  
I'm going to a **party** tomorrow.

I'm going away for the weekend,  
I'm going away for the weekend,  
I'll **sleep, eat** and shop, I'll play all day,  
I'll have lots of fun in my own sweet way,  
I'm going away for the weekend.

I'm going back to **school** on Saturday,  
I'm going back to **school** on Saturday,  
I'll beg and I'll say, "Please, teacher, be kind,  
To finish my **homework**, I need more time!"  
I'm going back to **school** on Saturday.

- ◆ Ask students about their own plans for the weekend. Elicit suggestions from a few volunteers.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students they are going to read about something that happened to one of the IKC children one weekend. Tell them to **Look at page 52 of your Classbook**. Ask **What's the title of this story?** and elicit **A Walk in the Wadi**. As a lead-in to the story, ask students if they enjoy walking, and if they have ever been for a walk in a wadi and what kinds of things they saw there.

- ◆ Tell students to **Look at the story on pages 52 to 55**. (They should already have read through the story for homework). Remind students that pictures are usually very helpful when preparing to read a new text as they give valuable clues as to what the text is about. Ask questions about the pictures such as **Who can you see in the picture on page 52?** **What is happening in the pictures on page 55?**

### Step 2

- ◆ Tell students to **Look at Activity 3 on page 52** and read the rubric and instruction text. Check their understanding of the task. They have to read the story and give a response to it, choosing one of the opinions **a – e**. Tell students to read the story.

### Step 3

- ◆ Ask a few comprehension questions to check understanding, such as:
  - Who did Maha and her brothers usually visit at the weekend? (their grandma)
  - Where did Maha's grandma live? (in a large old house near a wadi)
  - What did Maha visit yesterday? (the museum)
  - What did Talal do at school yesterday? (talked

about the future)

- What did Hamed see in the wadi? (a kitten)

#### Step 4

- ◆ Play some or all of **Listening 5.2**, depending on how much time you have.



Teachers will differ in their ways of dealing with the story according to how thoroughly their students have prepared the story in advance. Although the complete story is available on the CD, teachers may feel that, as time is limited, if students are already familiar with the main events in the story, it is more useful to spend time in discussion of characters and events rather than just listen to the story on the CD.

#### Listening Transcript 5.2 A Walk in the Wadi

It was the weekend and as usual Maha and her brothers Hamed and Talal were visiting their grandma. Their grandma lived in a large old house near a wadi. Sometimes at the weekend, the children liked going to the wadi for a walk. Today, the weather was good and they decided to go for a walk and get some fresh air.

'Be careful,' called their grandma, 'and remember to stay on the path.'

The children left the house and walked down the road. 'Did you enjoy visiting the museum yesterday, Maha?' asked Talal.

'It was great!' said Maha. 'We saw silver and gold khanjars, swords, jewellery and some traditional Omani clothes. They were so colourful. What did you do at school, Talal?'

'Well,' began Talal, 'we talked about what school will be like in the future. Some people think that all children will have computers at home and learn online. I think teachers will be replaced by robots. Teachers will become extinct!'

'Oh, Talal,' laughed Maha. 'Don't be silly! You say the craziest things!'

The three children left the road and took the path across the wadi. Hamed saw a kitten in the wadi in

front of them. It ran off when it saw them. 'Come on,' said Hamed, 'let's find it.' They left the path and began looking for the kitten. 'There it is,' said Hamed. The three children ran across a large piece of black plastic towards the kitten. Suddenly, the earth moved beneath them and they fell into a large hole in the ground.

'What . . . what happened?' screamed Maha. 'Where are we?' said Talal. Luckily, nobody was hurt. They looked up. The sides of the hole were too steep to climb.

'Let's shout,' said Maha. They shouted and shouted. It was getting dark and they felt afraid. 'Don't worry,' said Hamed, 'someone will come looking for us. Why don't you two get some rest?'

Maha felt cold, but gradually she fell asleep. She had a very strange dream. She dreamed that she was on a stage and lots of people were looking at her and clapping. Standing behind her there were some beautiful fashion models. They were wearing Omani clothes like those at the museum – but they were a little more modern and stylish. Over the stage was a banner which read 'London Fashion Week – Oman is number 1!'

Suddenly, Maha woke up. There was a large ant crawling on her leg. Maha remembered her dream. 'Is this my future?' she thought. 'Will I work in fashion and be a successful businesswoman? Wow!' Maha looked around. It was night now. Her two brothers lay sleeping on the ground.

Hamed was also having a wonderful dream. He was in the mountains. Behind him there was a large herd of tahr. In front of him there were lots of foreigners. They were smiling and asking lots of questions. Some were taking photographs. Hamed was about to tell them not to use a camera flash because it would frighten the animals.

Suddenly, Hamed woke up. It was dark all around. Hamed rubbed his eyes and remembered his dream.

'Amazing!' he thought to himself. 'All those people were tourists. Will I be a tour guide? Will so many visitors want to see our wildlife in Oman?'

Hamed looked at Talal, who was also dreaming. In Talal's dream, he was flying over the mountains of

Oman. He wasn't in a plane . . . he was flying in a Hopper. The Hopper was Talal's own invention . . . it was FANTASTIC! It could travel on land, on the sea and in the air. Everyone wanted to buy one. Talal was flying from Muscat to Salalah on business. In his dream, he landed on a rooftop with a bump!

Immediately, he woke up and rubbed his eyes. 'I can't believe it . . . could this be true? Will I invent the Hopper?' Then, after yawning and stretching, Talal went back to sleep.

'Hey kids! Kids! Wake up! We've been looking everywhere for you.' The noise woke all three children. It was morning at last! Their father was standing at the top of the hole holding a rope. 'Your grandma telephoned us when you didn't come home yesterday. Come on, let's get you home. Hold the rope tightly now.' He pulled the children out one by one. They were tired, hungry and dirty, but they were safe at last. Maha and her brothers went quietly with their father.

They never forgot the day they fell into a hole in the wadi. More importantly, they never forgot their extraordinary dreams either!

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at page 59 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. This activity is in two parts. First, students have to think about the story again, and the dreams of the different characters. Tell them to **Look at the first set of pictures** and ask **Which picture shows Maha's dream?** Elicit **picture a**. Tell them to put a tick in the box in the left hand corner of picture **a**, then follow the same procedure for Hamed's dream and Talal's dream. They should tick the box in the correct dream for each character.

### Answers:

1. a (Example)
2. b
3. b

### Step 2

- ◆ In the second part of the activity, students write a sentence about each of the dreams. Direct their attention to the sentence about Maha, which has been done as an example. They

should then write sentences about Hamed and Talal, following the same structure as the sentence about Maha, but changing the information according to the person's dream.

### Answers:

1. Example.
2. Hamed dreamed that he was a tour guide.
3. Talal dreamed that he was an inventor.

## Task 3 (10 minutes)

### Step 1

- ◆ Ask students to think about what Oman will be like 20 years from now. Ask them to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the questions and write their personal responses.

### Step 2

- ◆ Discuss the first question and example response with students. Ask them if they agree or disagree with the response, and to give their reasons. Tell students to complete the activity by writing their personal responses to questions 2 and 3. Ask what they should write if they disagree with the question, and elicit **No, I think there (they) won't** or **No, I don't think there (they) will**.

### Step 3

- ◆ Tell students to show their work to a friend, then ask a few volunteers to read out their responses to the class. Encourage a class discussion.

### Homework

- ◆ Write the following four jobs on the board and tell students to learn the spellings.

**businessman; businesswoman; inventor; tour guide**

- ◆ Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking their spellings in a later lesson.

### At the end of this lesson

- ◆ Collect students' portfolios so you can check their drawings and descriptions of something relating to the future in Oman which they did for homework.



## Lesson 3

### In this lesson, students will:

- identify the sounds of regular verb endings
- tell a partner about characters and events in a story
- match pictures to texts
- find specific information in a reading text

### Vocabulary

education; college; business studies; research; engineering; technology

### At the beginning of this lesson

- ◆ Return students' portfolios which you collected at the end of Lesson 2.

## Task 1 (10 minutes)

### Step 1

- ◆ Ask students if they can tell you the three sounds of regular verb endings in the past tense. Elicit /t/, /d/ and /ld/ and write these on the board.

### Step 2

- ◆ Tell students they are going to hear some verb endings. When they hear a verb that ends in the sound /t/ - for example, **talked** – they should put their right hand on their head. When they hear a verb that ends in the sound /d/ - for example, **screamed** – they should put their left hand over their left ear. When they hear a verb that ends in the sound /ld/ - for example, **wanted** – they should clap their hands once.

### Step 3

- ◆ Make sure students understand what they have to do, then play **Listening 5.3** straight through.

### Listening Transcript 5.3

asked //  
called //  
decided //  
happened //  
landed //  
laughed //  
liked //  
lived //  
looked //  
moved //

remembered //  
shouted //  
telephoned //  
walked //

### Answers:

/t/	/d/	/ld/
asked	called	decided
laughed	happened	landed
liked	lived	shouted
looked	moved	
walked	remembered	
	telephoned	

## Task 2 (5 minutes)

- ◆ Tell students that all the verbs they heard came from the story about Maha and her two brothers. Ask **What can you remember about the story?** Organise students into pairs and get them to tell their partner who the main characters were and what happened. Elicit from volunteers what Maha and her brothers dreamed would happen to them in the future.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 56 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. First, they have to read the three texts and match each text to the picture of the correct person.

### Step 2

- ◆ Tell students they are going to hear more information about each of the people, and that they should listen and check their answers. Play **Listening 5.4** straight through.

### Listening Transcript 5.4

1 // **b.** This is what Hamed will do to make his dream come true. In his dream, he talked to tourists from other countries. He'll need to learn different languages and read books to explain all the beautiful things to see in Oman.

2 // **a.** In Maha's dream, she was a businesswoman selling Omani clothes and jewellery. She'll need to study fashion and business studies if she wants to

be successful and famous in countries outside Oman.

**3 // c.** Talal will have to go to university and study hard if he wants to make his dream come true. He'll have to be very clever if he wants to be an inventor.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to discuss the two questions about what their parents say when they get into trouble. Elicit one or two responses from volunteers.

### Step 2

- ◆ Tell students to **Read the paragraph and find two things that the children's father said when they got home.** Tell them to write their answers in their exercise books. Get them to compare their answers with their group, then do a whole class check.

### Answers:

1. Look where you're going more carefully.
2. Look at the sky. If you think it will rain, or if it has rained recently, don't go across the wadi because it's dangerous.

## Task 5 (5 minutes)

- ◆ Ask students **What did you do yesterday afternoon? What did you do yesterday evening?** Elicit a few responses from volunteers. Then ask **What are you going to do this afternoon? What are you going to do this evening?** Elicit a few ideas.

### Homework

- ◆ Write the following five adjectives on the board and tell students to learn the spellings:

**beautiful; colourful; careful; successful; wonderful**

Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking their spellings in a later lesson.

## Lesson 4

### In this lesson, students will:

- imagine how their life will be in 20 years' time
- write sentences about their life in 20 years' time
- ask a partner questions about their life in 20 years' time
- write a paragraph about their partner

### Target Language

- What kind of house will you live in?
- What job will you do?
- What country will you live in?
- What kind of car (computer) will you have?

## Warm-up (5 minutes)

- ◆ Draw four columns on the board with the following headings:

**jobs; cars; houses; computers**

- ◆ Ask students what vocabulary they associate with these headings. Elicit their ideas and write the words into the appropriate column.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Close your eyes and imagine what your life will be like in 20 years' time.** Say they are going to hear some instructions regarding specific things to think about, and they should follow these instructions. Play **Listening 5.5** straight through.

**There are pauses on the CD to give students time to think about the different things.**

### Listening Transcript 5.5

Close your eyes and imagine your life in 20 years' time. What will you look like? //

What country will you live in? // Will it be hot or cold? // Will it be Oman or somewhere else?

Now think about your house. // What kind of house will you live in? // Will it be different from houses now? // Will it have a garden? // What rooms will it have? //



Now think about your car. // What will it do? // Will it go in the water? // Or even underwater? // Will it fly? // What shape will it be? //

Now think about your job. What will you do? Will you work with other people? // Will you work at home? // Will you travel a lot? // Will your job be inside or outside? //

Now think about your computer. // What will your computer be able to do? // Will it be different from computers nowadays? // Will you be able to talk to it? // Will it talk to you? //

OK, now open your eyes and look around you. //

### Step 2

- ◆ Ask students what they thought about, and encourage volunteers to share their ideas with the rest of the class.

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 60 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to write answers to the questions about how their life will be in 20 years' time. Show them the first sentence which has been done as an example.

### Step 2

- ◆ Tell students to write their sentences, then compare them with the rest of their group. Circulate around the classroom offering guidance and support.

## Task 3 (10 minutes)

Students can begin this task in class, but finish it for homework.

### Step 1

- ◆ Organise students into pairs. Tell them to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. This activity is in two parts. First, students have to ask their partner the questions in Activity 1. Show them the example dialogue in the speech bubbles in Activity 2 to give them an idea about the kind of thing they might want to say.

### Step 2

- ◆ Tell students to make notes of their partner's answers in their exercise books. They should then write a short paragraph about what their partner's life will be like in 20 years' time, based on their partner's answers. Students should write this paragraph on the writing lines in their Skills Books.

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This activity provides an opportunity to assess how well students can note down information from verbal responses, and use this information to create a paragraph. It also gives an opportunity to assess how well students can use future verb tenses.

### Homework

- ◆ Tell students to finish Task 3.
- ◆ Remind students to continue practising the spellings of the four jobs you gave them at the end of Lesson 2:

businessman; businesswoman; inventor; tour guide

Say you will be checking these next lesson.

- ◆ Tell students to start thinking about their Learning Journals for this week.

## Lesson 5

In this lesson, students will:

- do a spelling test
- match information to pictures of designs
- write answers to questions
- start thinking about a project

### Vocabulary

design; ideal; hi-tech; zone; Media Resource Centre; lecture; video conference

## Homework check (5 minutes)

- ◆ Tell students you are going to check the spellings of the four jobs you gave them to learn for homework at the end of Lesson 2. Tell them to **Look at Activity 2 on page 70 of your Skills Book** and show them the writing lines. Say they are going to hear the words, and they should write them as they hear them. Play **Listening 5.6**. Pause after each word to give students time to write.

### Listening Transcript 5.6

1. businessman
2. businesswoman
3. inventor
4. tour guide

Get students to swap their books with a partner, and do a whole class check. Elicit the spelling of each word and write it on the board.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 57 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the information about the interests of each of the three girls in the top part of the page, and match each girl to one of the designs **a**, **b**, or **c** for a classroom of the future in the bottom part of the page. Remind students to note down the answers in their exercise books and not in their Classbooks.

### Step 2

- ◆ Tell students to show their answers to a partner,

and give reasons for their decisions. Say they are going to hear the answers, and they should listen and check their work. Play **Listening 5.7** straight through. The answers are in **Bold** below.

### Listening Transcript 5.7

**Classroom b is Siham's classroom.** Siham loves travelling and being outdoors. She doesn't like sitting in one place for very long. This kind of classroom would be great for children who like to be active. //

**Classroom c is Amal's classroom.** Amal is very artistic. She likes being in a classroom that is both comfortable and colourful. She thinks people learn better when they feel happy and relaxed. She would like all schools to have classrooms like this in the future. //

**Classroom a is Maha's design.** She designed a high-tech classroom with lots of computers and interesting electronic gadgets. //

## Optional Activity

- ◆ Students who finish this activity early, or any activity in previous or later lessons, can be directed to the extra activity in the school at the bottom right of page 57. Remind students that they can do these extra tasks whenever they finish early, or in their free time.

## Task 2 (10 minutes)

### Step 1

- ◆ Ask students if they can remember Maha's two brothers from the story **A Walk in the Wadi** (Classbook, pages 52 - 55). Ask **What are the names of Maha's brothers?** Refer students to the pictures in Activity 1 on page 56. Ask which of the two brothers would be more likely to design a hi-tech classroom of the future, and elicit **Talal**. Students should remember from the story that Talal is very interested in technology.

### Step 2

- ◆ Tell students to **Look at Activity 1 on page 61 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to match each of the

descriptions of the four areas or zones with one of the zones in the classroom design.

### Step 3

Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 5.8**. Pause after each description to elicit which zone it describes.

#### Listening Transcript 5.8

This is my hi-tech classroom of the future. It will be a large, circular area divided into four zones.

1. This zone will be the Media Resource Centre. It'll have computers, videos, DVDs, CDs, books – everything students need to do research. // This will be in Zone B. //
2. Another zone will be a quiet zone. No talking will be allowed here. There will be desks where children can work by themselves. There will be a large window. Outside, you'll see a lake. // This will be in Zone C. //
3. In one zone there will be lectures and video conferences by both teachers and children. // This will be in Zone A. //
4. Finally, there will be a zone for pair work or group work. Children will discuss their plans and projects without disturbing anyone else. // This will be in Zone D. //

### Task 3 (5 minutes)

#### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to use the information in Activity 1 to write answers to the questions about the zones. Show them the first one which has been done as an example.

#### Step 2

- ◆ Do a whole class check and elicit the answers. Ask students if they like Talal's classroom design, and to give their reasons. Elicit ideas from volunteers.

#### Answers:

- |                     |           |
|---------------------|-----------|
| 1. Zone D (Example) | 4. Zone B |
| 2. Zone C           | 5. Zone C |
| 3. Zone A           | 6. Zone B |

### Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Explain that their project for this unit will be to design their own classroom of the future. Tell them to **Look at page 115 of your Skills Book** and say they will use this page for a later stage of their project.

#### Homework

- ◆ Tell students to **Look at the Project Record Sheet on page 83 of your Skills Book**. They should read questions 1 – 4 and start thinking about them.
- ◆ Tell students to **Look at My Learning Journal for Unit 5 on page 73 of your Skills Book**. Direct them to Ahmed's comments 1 and 2 for Week 1. Ask **What did he write about?** and elicit the answers. Tell them to start thinking about their own learning experiences in Week 1. Remind them they can add some drawings if they like.

#### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed so far in this unit.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks for Classbook, page 58, Activity 2 for Task 2 and Skills Book, page 62, Activity 1 for Task 3 of the next lesson.

## Lesson 6

### YOU WILL NEED:

- AN OHT FOR THE WHOLE CLASS CHECK FOR CLASSBOOK, PAGE 58, ACTIVITY 2 (optional)
- AN OHT FOR THE WHOLE CLASS CHECK FOR SKILLS BOOK, PAGE 62, ACTIVITY 1 (optional)

### In this lesson, students will:

- predict information in a reading text
- find specific information in a reading text
- complete a gap-fill activity
- discuss the advantages and disadvantages of living in an underground city

### Target Language

- The ship will be [six times bigger].
- Where will [everyone live]?
- There will be [more space].
- There won't be [any daylight].

### Vocabulary

float; extract; underground

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 5.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 58 of your Classbook** and read the rubric and instruction text. Check their understanding in the usual way. They have to read the text, then listen to it. Ask them to **Look at the title of the text and the picture** and predict what the text will be about.

### Step 2

- ◆ Tell students to read the text quickly. When they have finished, write the following two questions on the board, and ask them to discuss them in their groups.

Is the text fiction or non-fiction?  
What is it about?

### Step 3

- ◆ Elicit the answers to the questions in Step 2. Tell students they are going to hear a recording of

the text, and they should follow it in their books as they listen. Play **Listening 5.9** straight through. After listening, ask students if they would like to live on a ship like this, and encourage them to give their reasons.

### Listening Transcript 5.9

#### Welcome back to tomorrow's world

In the future, the world's population will get bigger and bigger. This will cause serious problems. How will we find enough land or food for everyone? Where will everyone live? A company is planning to solve the problem by building a huge floating ship. It will be 1,317 metres long, 221 metres wide and 103 metres high. The ship will be six times bigger than any ship ever built! It will be a floating city at sea and 100,000 people will live on it. It will have everything that a city on land has, including a school, a hospital, shops, a marina, an airport for private planes and entertainment and sports facilities. The ship will sail very slowly round and round the world. It will take 2 or 3 years for the ship to go around the world once. There is one problem – most of us won't have enough money to live on the ship. It will be very expensive!

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding in the usual way. They have to read the text in Activity 1 again and answer the comprehension questions. You can do this either as an oral activity, or, if time allows, get students to write the answers in their exercise books.

### Step 2

- ◆ If you are doing Activity 2 as a written activity, tell students to check their answers with a partner. Do a whole class and elicit the answers. Write them on the board, or use the OHT you have already prepared.

### Answers:

1. 6 times bigger.
2. 100,000.
3. It will have any three of the following - a school, a hospital, shops, a marina, an airport, entertainment and sports facilities.

4. 2 or 3 years.
5. Because it will be very expensive.

**A** This activity provides an opportunity to assess how well students are able to find specific information in a reading text.

### Step 3

Tell students to discuss a name for the ship in their groups. Go round the groups and elicit suggestions. Write the names on the board and have a class vote as to the best one.

## Task 3 (10 minutes)

### Step 1

Explain that students are going to read part of an essay which Talal wrote about how to solve the problem of overpopulation in the future. Tell them to **Look at Activity 1 on page 62 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to fill in each of the gaps in Talal's essay with one of the words in the box at the top.



**Remind students that the best way of completing a gap-fill activity like this is to read the whole text before attempting to fill in the gaps. This will give them a better understanding of what the text is about, and make it easier to complete it.**

### Step 2

- ◆ Do a whole class check and elicit the answers. Write them on the board or alternatively, use the OHT you have already prepared.

#### Answers:

1. [c] won't
2. [d] solve
3. [b] Japanese
4. [e] 2061
5. [g] work
6. [a] underground
7. [f] cities
8. [h] hospitals

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2**. Check their understanding of the task. They have to read statements **a – e** about living in an underground city and sort them into **Advantages** and **Disadvantages**. They should write the letter of

each statement into the appropriate column. Make sure that students understand the meaning of **underground**.

### Step 2

- ◆ Do a quick whole class check and elicit the answers from volunteers.

#### Answers:

Advantages	Disadvantages
a	b
d	c
e	

### Step 3

- ◆ Ask students to discuss with a friend what they think about the idea of living in an underground city. Encourage them to give their reasons. Circulate around the classroom offering guidance and support. At the end of the activity, ask volunteers to share their ideas with the class.

#### Homework

**Tell students to write down their ideas about living in an underground city. They should do this on a separate piece of paper and put it into their portfolios. Say you will be collecting their portfolios at the end of the next lesson.**

- ◆ Tell students to start writing up their Learning Journals for Week 1.

#### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Skills Book, page 63, Activity 3 for Task 3 of the next lesson.

## Lesson 7

### YOU WILL NEED:

- AN OHT WITH THE ANSWERS FOR SKILLS BOOK, PAGE 63, ACTIVITY 3 (optional)

### In this lesson, students will:

- match words to pictures in a frieze
- formulate rules about the future, and about contractions
- discuss predictions about the future
- discuss their ideas for Stages 1 – 4 of a project

### Vocabulary

predict; prediction; contraction; diagnose; symptom

## Warm-up (5 minutes)

- ◆ Tell students that for this activity, they will need both their Classbooks and their Skills Books. Ask them to **Look at page 51 of your Classbook** and to **Look at the pictures in the frieze**. Ask **What can you see?** and elicit the names of as many items as possible. Tell students to number the pictures **1 – 5** in their exercise books in the order in which they appear in their Classbooks.
- ◆ Tell students to **Look at page 59 of your Skills Book** and to **Look at the words in the frieze**. Tell them to write the number of each picture in the frieze under the corresponding word in the Skills Book. Do a whole class check and elicit the answers.

### Answers:

1. robot
2. spaceship
3. computer
4. satellite
5. flying car

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 63 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **LANGUAGE**. Read the words on the strip coming out of Robby's head – **The future**. Tell students to read the rubric and instruction text and check their understanding of the task. They have to read the sentence in the white box and underline **will** and the verb that follows.

### Step 2

- ◆ While students are doing this, write the sentence on the board. Do a whole class check and elicit the answers.

### Answers:

Scientists **will produce** mini-robot doctors that **will swim** inside our bodies.

Go over the rule under the sentence with students, and make sure they understand the concept it contains.

Please note that there is a mistake in the rule. The word 'by' is missing after 'followed.'

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to match the two halves of the four sentences about the future by writing the letters in the appropriate boxes. Do a whole class check and elicit the answers.

### Answers:

1. c
2. a
3. d
4. b

### Step 2

- ◆ Expand the activity further by getting students to make some group predictions about life in the future. This can be done as either an oral or written activity. Circulate around the classroom offering guidance and support. Elicit a few ideas, and write them on the board.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the text in the speech bubble, and underline the contractions for **will** and **will not**.

### Step 2

- ◆ Do a whole class check. Write the contractions on the board, or display them on the OHT you have already prepared.



**Answers:**

In the future, **we'll** use computers to help doctors diagnose illnesses. When we go to the doctor, **we'll** describe our symptoms and **they'll** be put into a computer.

**It'll** then diagnose your illness. Computers **won't** replace doctors, but **they'll** help diagnose illnesses more quickly.

**Step 3**

- ◆ Tell students to read the two rules that Robby's hand is pointing to under the speech bubble, and complete the missing words. Make sure they understand the concepts contained within the rules. Remind students that we usually use contractions in speech, or in an informal piece of writing.

**Answers:**

The contraction for **will** is 'll. The contraction for **will not** is **won't**.

When we want to make a **prediction about the future**, we use **will** + **the infinitive** of the main verb.

**Task 4 (5 minutes)**

- ◆ Tell students to **Look at the Project Record Sheet on page 83 of your Skills Book**. Ask them to discuss their ideas for Stages **1 – 4** in their groups. Remind them to put a tick in the box next to each number when they have completed that stage. They should then start to work on Stages **5, 6, and 7**.



**Students will need to complete their projects towards the end of the unit.**

**Homework**

- ◆ Remind students to continue writing up their Learning Journals for Week 1.

- ◆ Remind students to continue learning the spellings of the five adjectives which you gave them at the end of Lesson 3:

**beautiful; colourful; careful; successful; wonderful**

Say you will be checking these next lesson.

**At the end of this lesson**

- ◆ Collect students' portfolios so you can check the homework they did at the end of Lesson 6.

**Lesson 8****In this lesson, students will:**

- do a spelling test
- match descriptions to pictures
- listen for specific information
- discuss and write about an invention of the future

**Vocabulary**

object; advanced; amazing; function

**At the beginning of this lesson**

- ◆ Return students' portfolios which you collected at the end of Lesson 7.

**Task 1 (10 minutes)****Step 1**

- ◆ Tell students you are going to check the spellings of the 5 adjectives you gave them to learn at the end of Lesson 3. Tell them to **Look at Activity 2 on page 70 of your Skills Book** and show them the writing lines. Say they are going to hear the words, and they should write them as they hear them. Play **Listening 5.10**.

**Listening Transcript 5.10**

1. beautiful
2. colourful
3. careful
4. successful
5. wonderful

**Step 2**

- ◆ Get students to swap their books with a partner, and do a whole class check. Elicit the spelling of each word and write it on the board.

**Task 2 (10 minutes)****Step 1**

- ◆ Tell students to **Look at the pictures on page 59 of your Classbook** and ask **What can you see in the pictures?** Ask them to identify as many objects as they can. Tell them to **Look at Activity 1** and read the rubric and instruction text. Check their understanding of the task. They have to read the information about the objects, and sort them into the various categories.

## Step 2

- ◆ Remind students to write the answers in their exercise books, not in their Classbooks. Do a whole class check of the answers to the first three questions. Elicit a few personal responses to the fourth question (the object students would like to have). Ask them to give their reasons as to why they would like it.

## Answers:

### 2 objects which you can wear

musical t-shirt  
smart badge

### 3 objects which play music

musical t-shirt  
homibot  
video postcard

### 1 object which records both pictures and sounds

video postcard

### 1 object which you would like to have. Why?

personal response

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 64 of your Skills Book**. Check their understanding of the task. Students read the descriptions of the three watches and match each description to one of the pictures **1, 2 and 3**. They should write the letter of each description at the bottom right of the corresponding picture.

### Step 2

- ◆ Tell students they are going to hear the answers, and they should listen and check their work. Play **Listening 5.11**, pausing after each description to elicit the answer.

### Listening Transcript 5.11

Find picture 1. This watch looks really useful. It has a special cable that you can plug into your computer. // You can load it with up to 128 megabytes of files. It's called a USB watch and it's already on sale. // Statement **b**

Find picture 2. This is a very clever watch. It gives information about the weather and traffic on the

roads. // You can also receive instant messages if you have a watch like this. It is made by an internationally famous company and is already on sale in the shops. // Statement **a**

Find picture 3. This watch sounds really amazing! You will be able to press a button and the watch changes into a mobile phone. // A small microphone will appear for you to talk into and the face of the person you are talking to will appear on the face of the watch. You will be able to scroll through to find the person that you want to call. // It won't be long before you can buy one of these videophones! // Statement **c**

### Step 3

- ◆ Tell students to **Look at the two questions under the pictures of the watches**. Say you are going to play the listening again, and they should listen for the answers. Play **Listening 5.11** straight through again, then elicit the answers.



The listening is repeated on the CD.

## Answers:

1. Watches 1 and 2.
2. Watch 3.

### Step 4

- ◆ Ask students to tell a partner which of the three watches they would like to have, and to give their reasons.



This activity provides an opportunity to assess how well students are able to extract specific information from a listening text.

## Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to invent a watch or other object that they think will be useful for the future. They can refer to page 59 of the Classbook for ideas. Tell them to read the questions and discuss them in pairs or groups.

### Homework

Tell students to complete Activity 2 at home. They should draw a picture of their invention, write a description and put their work into their portfolios.





You may want to make a classroom display of students' designs and descriptions of objects of the future.

### Homework

- ◆ Tell students to finish writing up their Learning Journals for week 1 and ask them to start thinking about their Learning Journals for Week 2.
- ◆ Write the following 6 words on the board and tell students to learn the spellings:

education; college; business; research;  
engineering; technology

Remind them of the 'look, cover, write, check' method and encourage them to use it. Say you will be checking these spellings at the end of the unit.

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare an OHT for the whole class check for Classbook, page 60, Activity 1 for Task 4 of the next lesson.

## Lesson 9

### YOU WILL NEED:

- AN OHT WITH THE ANSWERS FOR CLASSBOOK, PAGE 60, ACTIVITY 1 (optional)

### In this lesson, students will:

- develop their understanding of prefixes
- make words using prefixes
- find specific information in a reading text
- decide whether statements are true or false

### Vocabulary

prefix; luxury; surface; tunnel; transparent; jellyfish; ballroom; concert hall

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 65 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **WORDS**. Read the word on the strip coming out of Robby's head – **Prefixes**. Make sure they understand what a prefix is.



A prefix is a group of letters that is added to the beginning of a word and that changes its meaning to make a new word, such as 'mis' in 'misunderstand.'

### Step 2

- ◆ Tell students to read the rubric and instruction text and check their understanding of the task. They have to match each of the three words on the left to one of the descriptions **a, b** or **c**. Show them the first one which has been done as an example.

### Answers:

1. c (Example)
2. a
3. b

## Task 2 (5 minutes)

### Step 1

- ◆ Write the words **telephone**, **audience** and **videocassette** on the board. Underline the prefixes – **tele**, **audi** and **video**. Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to add the words in the box

to the prefixes in each of the three columns to make new words. Tell them that some words can be used more than once.

## Step 2

- ◆ Do a whole class check and elicit the answers.


### Answers:

1. videocassette // videophone // videoplayer // videoscreen //
2. telephone // television // telescope //
3. audiocassette

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. Ask them to **Look again at the words in Activity 2** and encourage them to guess the meanings of the words from the prefixes.

 It is important for students to realise that knowing the meaning of a prefix can be very helpful when dealing with unknown vocabulary.

### Step 2

- ◆ Tell students to write three sentences using a different word from each of the three columns in each sentence. They should write their sentences on the writing lines in their Skills Books.

### Step 3

- ◆ Tell students to complete the rules which Robby's hands are pointing to.

Words **beginning with video** usually have a meaning relating to **seeing**.

Words **beginning with tele** usually have a meaning relating to **distance**.

Words **beginning with audi** or **audio** usually have a meaning related to **hearing**.

## Task 4 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 60 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. They have to read the text and answer the four questions.



Remind students that they do not have to understand every word to find the answers. Remind them also that they should write the answers in their exercise books, not in their Classbooks.

### Step 2

- ◆ Do a whole class check and elicit the answers. Display them on an OHT if you have already prepared one.

### Answers:

1. Just off the coast of Jumeirah in the UAE.
2. It will be the first luxury underwater hotel.
3. Any three of the following: wonderful views of life beneath the sea; 3 restaurants; a hairdresser's; a museum; a library; a ballroom; a concert hall.
4. Students' own answers (and reasons).

## Task 5 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read the text in Activity 1 again, and decide whether the statements in Activity 2 are **True** or **False**. Tell them to write their answers in their exercise books and if the answer is **False**, to write the correct answer.

### Step 2

- ◆ Do a whole class check and elicit the answers.

### Answers:

1. T
2. T
3. F. The hotel will be 20 metres beneath the surface of the sea.
4. F. Visitors will go through a long transparent tunnel to the hotel.
5. T



This activity provides an opportunity to assess how well students are able to find specific information in a reading text.

### At the end of this lesson

- ◆ Collect students' Skills Books so you can check the work they have completed from pages 62 to 65.

## Lesson 10

### In this lesson, students will:

- find specific information in a reading text
- discuss holidays of the future
- answer questions about a brochure
- design and write a brochure

### Target Language

- What is the brochure about?
- Who is it for?
- What is the purpose of the brochure?
- What makes it interesting to read?

### Vocabulary

opportunity; attraction; adventurous; shipwreck; explore; energetic; reservation

### At the beginning of this lesson

- ◆ Return students' Skills Books which you collected at the end of Lesson 9.

## Warm-up (5 minutes)

- ◆ Write the following letters on the board.

d u r e w e r a n t

- ◆ Explain that these letters are jumbled. When unjumbled, they make a word from the text about the hotel which students read in Lesson 9 (Classbook, page 60, Activity 1). Tell students to try and work out in their groups what the word is. Elicit the word and write it on the board.

underwater

- ◆ Ask students what they can remember about the underwater hotel they read about in the previous lesson. Elicit some of the features of the hotel.

## Task 1 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 66 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the words printed on his chest – **YOUR WRITING**. Read the words on the strip coming out of Robby's head – **Writing a brochure**. Explain that students will be learning more about how to write a brochure during this lesson.

### Step 2

- ◆ Tell students to read the rubric and instruction text. Check their understanding of the task. They have to read the text in Activity 1 about an unusual hotel, and answer the questions. Make sure that students understand the text is from a brochure about the hotel.

**Remind students they do not have to read every word of the text in order to answer the questions. They should identify the key words in the questions, as these will direct them to the answers.**

### Step 3

- ◆ Do a whole class check and elicit the answers. Go over the text in the brochure again and explain the meanings of any unknown vocabulary.

### Answers:

1. Sub-Acqua
2. It's the finest luxury underwater hotel in the world.
3. Watch fish from their room.  
Explore underwater caves and shipwrecks.  
Go in the fishmobile.  
Evening entertainment e.g. films.
4. The fish mobile and one of the hotel guest rooms.
5. Shelly.

### Step 4

- ◆ Ask students to look at the name of the hotel – **Sub-Acqua**. Point out that the name contains the prefix **sub**. Ask if students can guess the meaning of the prefix, and elicit or explain that it means **under**. Ask **Where is the hotel built?** and elicit that it is built **underwater**. Ask **Do you know any other words beginning with 'sub'?** Students may suggest **submarine**.

## Task 2 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to read about the three holidays of the future and discuss with their group which one they would like to go on.

### Step 2

- ◆ Open the discussion out into a whole class discussion. Ask volunteers to tell the rest of the class which holiday they would like to go on, and

to give reasons for their choice.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3 on page 67 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. They have to look at the brochure in Activity 1 on page 66 again, and discuss the four questions in Activity 3 in their groups.

### Step 2

- ◆ Give students time to discuss the questions, then elicit the answers from different groups.

### Answers:

1. It is about the hotel.
2. It is for people who may want to stay in the hotel.
3. To advertise the hotel and give information about it.
4. The design and layout, pictures, different letter size, big title and the way the information is presented.

### Step 3

- ◆ Discuss the concept that when designing a brochure, we usually think about:
  - who is going to read it
  - what its purpose is
  - how to make it interesting and attractive

### Step 4

- ◆ Refer students to the brochure in Activity 2 on page 49 of their Classbooks. Discuss the brochure with regard to the questions in Skills Book, page 67, Activity 3.

## Task 4 (5 minutes)

- ◆ Tell students to **Look at Activity 4 on page 67 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Explain they are going to design and write their own brochure advertising a holiday of the future. Ask them to read through the different stages and go over the stages with them.

### Homework

- ◆ Tell students to start designing and writing their brochures. Explain there will also be some time in the next lesson for them to work on their brochures.

- ◆ Tell students to **Look at My Learning Journal for Unit 5 on page 73 of your Skills Book**. Direct them to Ahmed's comments 3 and 4 for Week 2. Ask **What did he write about?** and elicit the answers. Tell them to start thinking about their own learning experiences in Week 2 and writing them up. Remind them they can add some drawings if they like.

### Homework

- ◆ Remind students to continue learning the spellings of the 6 words you gave them in Lesson 8. Say you will be checking these at the end of the unit.

education; college; business; research;  
engineering; technology

### For the next lesson

- ◆ If you have access to an OHP, you may want to prepare OHTs for the whole class checks in Skills Book, page 68, Activities 2 and 3 for Tasks 2 and 3 of the next lesson.



## Lesson 11

### YOU WILL NEED:

- OHTS FOR THE WHOLE CLASS CHECKS IN SKILLS BOOK, PAGE 68, ACTIVITIES 2 AND 3 (optional)

### In this lesson, students will:

- develop an understanding of syllable stress
- identify the numbers of syllables in words
- identify where the stress falls in words
- formulate rules about syllable stress

### Vocabulary

syllable stress

## Task 1 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 68 of your Skills Book**. Show them the picture of Robby the Robot at the top right and elicit the word printed on his chest – **SOUNDS**. Read the words on the strip coming out of Robby's head – **Syllable stress**. Make sure students understand the meaning of this phrase. Tell them to read the rubric and check their understanding of the task. They have to say the three words and identify the number of syllables in each one.

### Step 2

- ◆ Tell students they are going to hear the words. They should hold up their fingers to show the correct number of syllables in each word, and repeat each word after they hear it. Play **Listening 5.12** straight through.

### Listening Transcript 5.12

fu // ture //  
com // pu // ter //  
tech // no // lo // gy //

## Task 2 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 2 and read the rubric and instruction text**. Check their understanding of the task. They have to say the words in the box on the left, and write each word into the correct column according to the number of syllables it contains.

### Step 2

- ◆ When students have finished, tell them they are going to hear the answers, and they should listen and check their work. Play **Listening 5.13** straight through.

### Listening Transcript 5.13

#### 2 syllable words

business  
city  
classroom  
robot

#### 3 syllable words

expensive  
musical  
submarine  
video

#### 4 syllable words

exploration  
facility  
television  
underwater

### Step 3

- ◆ Do a whole class check. Write the words on the board or use the OHT you have already prepared.

## Task 3 (10 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to read the nine words, and mark the syllable where they think the stress falls in each word.

It is not important for students to understand the meanings of the words. They just have to focus on the syllable stress in each word.

### Step 2

Tell students that they are going to hear the answers, and they should listen and check their work. Play **Listening 5.14** straight through.

## Listening 5.14

1. leisure
2. journey
3. planet
- //
4. telephone
5. arteries
6. holiday
- //
7. recognition
8. operation
9. information

### Step 3

- ◆ Tell students to compare their answers with a partner, then do a whole class check. Write the words on the board or use the OHT you have already prepared.

### Answers:

- ☐ 1. leisure
- ☐ 2. journey
- ☐ 3. planet
- //
- ☐ 4. telephone
- ☐ 5. arteries
- ☐ 6. holiday
- //
- ☐ 7. recognition
- ☐ 8. operation
- ☐ 9. information

**A** This activity provides an opportunity to assess how well students are able to identify syllable stress in words.

### Step 4

- ◆ Tell students to complete the rules which Robby's hand is pointing to.

### Answers:

When we say words in English, some syllables are **stronger** than others. This is called **stress**.

Words with **four syllables which end in -ion** often have a **stronger** stress on the **third** syllable.

## Task 4 (10 minutes)

- ◆ Use the remainder of the lesson for students to finish their brochures. Circulate around the classroom offering guidance and support. Tell them to complete their brochures at home.

### Homework

- ◆ Students complete their brochures and bring them to the next lesson.
- ◆ Remind students to continue learning the spellings of the 6 words you gave them in Lesson 8. Say you will be checking these at the end of the unit.

**education; college; business; research;  
engineering; technology**

- ◆ Remind students to continue writing up their Learning Journals for Week 2.

### For the next lesson

- ◆ Tell students to bring in a photo of themselves.
- ◆ You will need to prepare copies of the **Future Check Sheet** from the photocopiable pages at the back of this Teacher's Book for the reading race in Task 1 of the next lesson – one check sheet for each group.
- ◆ If you have access to an OHP, you may want to prepare an OHT with answers for the **Future Check Sheet**.

## Lesson 12

### YOU WILL NEED:

- COPIES OF THE FUTURE CHECK SHEET FROM THE PHOTOCOPIABLE PAGES AT THE BACK OF THIS TEACHER'S BOOK – one check sheet for each group
- AN OHT WITH ANSWERS FOR THE FUTURE CHECK SHEET (optional)
- SCISSORS

### In this lesson, students will:

- do a reading race
- follow instructions to complete their Learning Journal Profile
- complete their Learning Journal Profile
- compare their completed Learning Journal Profile with a partner

### At the beginning of this lesson

- ◆ Collect students' brochures in order to make a classroom display.

## Task 1 (10 minutes)

- ◆ Give each group a copy of the **Future Check Sheet** which you have prepared. Explain that this is a reading race, and that students have to go to the poster and find the answers to the questions in the information round the edge of the poster. They have to write each answer under the question on the Check Sheet. Students must take it in turns to go to the poster, and only one student from a group is allowed to go to the poster at any one time. The first group to bring you their Check Sheet with all the correct answers is the winner.



After the first group have brought you their answers, do a whole class check. Point to the poster as they read out the answers, or show them on the OHT you have already prepared. Make sure that the other groups check their answers.

## Task 2 ( 25 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 1 on page 69 of your Skills Book** and read the rubric and instruction text. Check their understanding of the task. Students have to find the Learning Journal cut-out pages for Units 2, 3 and 4 in their portfolios. Tell them to remove these

pages from their portfolios and put them on their desks.

### Step 2

- ◆ Tell students to **Look at the Learning Journal Profile on page 93 of your Skills Book**. Distribute the scissors and tell them to **Cut out the page carefully**. Get volunteers to read out the four question headings on the page:

- How do I learn new words?
- How do I get ready for reading?
- How do I get started on my projects?
- How can I improve my writing?

### Step 3

- ◆ Tell students to **Look again at page 69 of your Skills Book**. Go through the instructions **1 – 6** and check students' understanding. Make sure they understand how to find the information required to fill in their Learning Journal Profiles from the quiz in Unit 1, and the cut-out pages in Units 2, 3 and 4. Circulate around the classroom offering guidance and support.

### Step 4

- ◆ Tell students to **show their work to a friend and compare their profiles**. They should then **add the Learning Journal pages they have written each week for Units 1, 2, 3 and 4 and store everything in their portfolios**.

### Homework

- ◆ Tell students to bring their **Classroom of the Future** projects to the next lesson.
- ◆ Tell students to finish writing up their Learning Journals for Week 2.

### For the next lesson

- ◆ Create a classroom display of students' brochures.

## Lesson 13

In this lesson, students will:

- identify the numbers of syllables in words
- ask and answer questions about a design
- choose a design and present it to the class
- write sentences about the future

Target Language


- There will be [lots of computers].
- It will be [open 24 hours a day].
- There won't be [any exams].
- We won't [wear uniforms].

Before this lesson

- ◆ Create a classroom display of students' brochures.

### Warm-up (10 minutes)

- ◆ Give each student a number from 2 – 4 and tell them to write their number on a piece of paper. Explain they are going to hear some words. If they think the word has two syllables, those students who are number 2 should stand up and hold up their piece of paper with 2 written on it. Students who are numbers 3 and 4 should do the same when they hear words with three or four syllables. Play **Listening 5.15** straight through.

 This should be a quick lively activity.

#### Listening Transcript 5.15

business  
television  
musical  
classroom  
expensive  
underwater  
city  
facility  
robot  
video  
exploration  
submarine

Answers:

2 syllable words

business  
city  
classroom  
robot

3 syllable words

expensive  
musical  
submarine  
video

4 syllable words

exploration  
facility  
television  
underwater

### Task 1 (10 minutes)

Step 1

- ◆ Ask students to take their **Classroom of the Future** designs out of their portfolios. Tell them to **Look at Activity 1 on page 61 of your Classbook** and read the rubric and instruction text. Check their understanding of the task. Each student should show their design to the other members of their group, who should ask questions about it.

Step 2

- ◆ Tell students to complete Stages 5, 6, 7 and 8 of their Project Record Sheets.

### Task 2 (5 minutes)

- ◆ Tell students to **Look at Activity 2** and read the rubric and instruction text. Check their understanding of the task. They have to choose the best design in the group. One student should then present the design to the rest of the class.

 You may want to make a display of students' **Classrooms of the Future** designs.

### Task 3 (10 minutes)

Step 1

- ◆ Tell students to **Look at Activity 3** and read the rubric and instruction text. Check their understanding of the task. They have to think about their ideal school of the future, and make a list of its features, using sentences with **will** and **won't**. Go through the six sentences which have

been done as examples, then tell students to write their own sentences in their exercise books. Circulate around the classroom offering guidance and support.

### Step 2

- ◆ Get students to compare their sentences with the rest of their group. Elicit a few sentences from volunteers and write them on the board.



This activity provides an opportunity to assess how well students can use 'will' and 'won't' to form sentences about the future.

### Homework

- ◆ Tell students to **Look at My Learning Journal for Unit 5 on page 73 of your Skills Book**. Direct them to Ahmed's comments 5 and 6 for Week 3. Ask **What did he write about?** and elicit the answers. Tell them to start writing up their own learning experiences in Week 3. Remind them they can add some drawings if they like.

- ◆ Remind students to continue learning the spellings of the 6 words you gave them in Lesson 8. Say you will be checking these in the next lesson.

education; college; business; research;  
engineering; technology

### For the next lesson

- ◆ You will need to prepare the Underwater Activity cards – 1 set of 40 cards for each group. There are 4 different categories of 10 cards each per set:

- pronunciation
- vocabulary
- grammar
- general knowledge

- ◆ You will also need to prepare 1 copy of the Underwater Board Game from the photocopiable pages at the back of this Teacher's Book – one copy for each group.

## Lesson 14

### YOU WILL NEED:

- UNDERWATER ACTIVITY CARDS – 1 set for each group
- UNDERWATER BOARD GAME – 1 for each group
- 1 DICE FOR EACH GROUP
- 1 SET OF COUNTERS FOR EACH GROUP

### In this lesson, students will:

- do a spelling test
- listen to the rules of a board game
- follow the rules of a board game
- play a board game

### Vocabulary

board game; dice; counter

## Task 1 (10 minutes)

- ◆ Tell students to **Look at Activity 2 on page 70 of your Skills Book** and show them the writing lines. Say that they are going to hear the 6 words you gave them to learn in Lesson 8 9, and they should write them on the writing lines. Read out the 6 words, pausing after each one to give students time to write. Number the words as you say them in order to make checking easier.

education; college; business; research;  
engineering; technology

- ◆ Tell students to swap their book with a partner, and do a whole class check. Ask **What was the first word?** Elicit the spelling and write it on the board. Tell students to give their partner a score out of 6.

## Task 2 (25 minutes)

### Step 1

- ◆ Organise students into groups of 6. Then in each group, organise students to work in teams of 2 or 3. Explain that they are going to play a board game. Distribute 1 board game, 1 dice and 1 set of counters to each group. Distribute the cards (1 set of 40 cards per group) and ask students to shuffle the cards and place them face down on the table.

### Step 2

- ◆ Explain the rules of the game, which are as

follows:

1. Each team should put their counters on **Start**.
2. Each team should take it in turns to throw the dice and move around the board.
3. If a team lands on a card square, a different team should pick up a card and read the question to the team on that square. The team on that square should answer the question. If the answer is correct, they stay on that square. If the answer is incorrect, they miss a turn. If a team lands on an instruction square, they should follow the instruction. The winners are the first team to reach the underwater hotel.

While students are playing, circulate around the classroom offering guidance and support.

## Lesson 15

In this lesson, students will:

- evaluate their ability to carry out the things in the unit
- state what they have learned and evaluate the activities in the unit
- evaluate their ability to work with others and individually
- complete a learning record

Target Language

- How well can you . . . ?
- What did you learn in this unit?
- What activities did you like?
- How well did you . . . ?

## Warm-up (5 minutes)

- ◆ Give students a few minutes to go around the classroom looking at each other's brochures, and future classroom designs (if you have also made a display of these).

## Task 1 (10 minutes)

Step 1

- ◆ Tell students to **Look at your Learning Journal** and read through the comments they have written for this unit. Ask them to show their Learning Journals to a partner and compare what they found interesting, and not so interesting.

Step 2

- ◆ Have a whole class discussion about the Learning Journals. Encourage volunteers to share their thoughts and feelings about the topics they have been learning about, and the activities they have been doing, with the class.

## Task 2 (5 minutes)



This stage in the unit is when students carry out evaluation of their own abilities and the unit itself, by completing the last two pages of the unit in their Skills Books.

Step 1

- ◆ Tell students to **Look at pages 70 and 71 of your Skills Book**. Ask **What's this?** and elicit **My learning record**. Ask **What day is it today?** Elicit the day of the week and then the date. Write the day and date on the board, and tell students



to **Write the day and date on the writing lines.**

### Step 2

- ◆ Tell students to **Look at Activity 1.** Point to the five faces of Robby the Robot and say **Look at the faces.** Ask them to look at the words under each face and the number above. Point to the first statement and say **How well can you talk about life in the future?** Point to the faces again and ask **very, very well? very well? OK? not sure? not very well?**

Tell students to decide which face represents how they feel about the first statement. Show them the diamond at the end of the statement and ask them to **Write the number of the face in the diamond.** Repeat the procedure with the other five statements. Circulate around the classroom offering guidance and support.

## Task 3 (10 minutes)



Activity 3 of the learning record is designed to encourage students to think in more global terms about what they have learned in a unit. The focus here should be on the ideas, concepts and factual information related to the topic rather than the language itself.

### Step 1

- ◆ Ask students to **Look at Activity 3 on page 71.** Read the first statement – **These are some things I've learned about this topic.** Get students to discuss in their groups what they think they have learned in Unit 5. This should include language and ideas. Elicit students' ideas and help them formulate them so that they can express them in writing using simple sentences. If you feel it is necessary, write some ideas on the board to give them a model to copy.
- ◆ Repeat this procedure with the second statement – **These are some things I would like to learn about this topic.** Ask students to discuss this in their groups and then elicit some ideas. Give them time to think, then circulate around the classroom offering guidance and support.

### Step 2

- ◆ Tell students to **Look at Activity 4.** Ask them to read the two statements and then look back through Unit 5 and decide what activities they liked and what activities they didn't like. Ask students to discuss the statements in their groups and then elicit some ideas. You may

want to write useful vocabulary on the board as they suggest their ideas. This will provide support when students write their responses to the statements.

## Task 4 (5 minutes)

### Step 1

- ◆ Tell students to **Look at Activity 5.** Ask a volunteer to read the rubric and the statement underneath. Tell students to look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand they have to think about their work with their friends, not their individual work. Encourage them to think honestly about their interaction with others in class and then colour the appropriate medal.

### Step 2

- ◆ Tell students to **Look at Activity 6.** Ask them to read the rubric and the statement and then look at the five medals. Ask a volunteer to explain what they have to do. Make sure students understand that they have to think about their individual work in the unit. Reassure them that it is normal to find some things more difficult than others when learning something new. Ask them to look back through their work and then colour the appropriate medal.

### At the end of this lesson

- ◆ Collect students' portfolios for checking.
- ◆ Collect students' Skills Books so you can check the work they have completed in the unit, and their spellings for Lesson 14, Task 1.