Unit 6  Our future

Objectives  In this unit, I will ...
➤ review and learn the names of jobs.
➤ make predictions about the future.
➤ learn about Scotland and the story of an amazing musician.
➤ ask and answer questions that begin with Do you think ...?
➤ read and write a letter for a time capsule.
➤ have a conversation about what I want to be.
➤ learn how to think in different ways.

Great! Another message has arrived. It’s from a girl in Scotland.

Hi, everyone!
My name’s Morag and I live in a small town on the east coast of Scotland. My classmates love animals so we’ve decided to help animals. Every Saturday morning, three pupils go to an animal rescue centre with a teacher and work there. It was my turn last Saturday and I really enjoyed it. My class is also preparing a display about the jobs we want to do when we’re older. Here are some of the photos we’ve collected. I think it would be cool to be a veterinary nurse in the future. What do you think? Do you want to do any of these jobs, too?

Look at Morag’s photos.
Answer the questions.
1 What are the people doing?
2 What are they wearing?
3 Which job looks the most interesting? Why?

Look and match with photos 1–12.
Listen, check and repeat.
archaeologist  computer technician  politician
physiotherapist  veterinary nurse  plumber
detective  electrician  businessperson
security guard  tour guide  graphic designer

Listen and do the vocabulary quiz.

Thinking skills  Read the jobs.
Find an odd-one-out in each row.
1 archaeologist, computer technician, physiotherapist
   An archaeologist is different because they work outside.
2 politician, plumber, security guard
3 businessperson, veterinary nurse, tour guide
4 detective, electrician, graphic designer

Key learning outcomes: identify and say words associated with jobs; talk about and describe jobs

Vocabulary: names of jobs
5. Read the rest of Morag’s message. What job would you like to do? Why?

Volunteering is good fun and you can learn new skills, too. Look at the information on the animal rescue centre’s web page.

Animal Rescue Shelter

Are you aged 12–16? Have you got some free time and lots of energy?

We need …

... young photographers to take photos of pets when they arrive at the centre. These photos help us find new homes for the animals.

... young journalists to help write our newsletters. These newsletters inform people about the work we do.

... young animal carers to hold and brush the pets. This helps the pets feel calm and loved.

... young graphic designers to help design posters and work on our web page. This includes uploading photos of the new pets and updating the pet adoption list.

You can make a big difference to animals’ lives.
Find out about volunteering today!

6. Communicate. Play a game. Can you guess the job in five questions?

Do you wear a uniform?  Yes, I do.

Do you work with animals?  Yes, I do.

Are you a veterinary nurse?  Yes. Well done.
Key learning outcomes: making predictions about the future
Grammar: will, won’t, may, might, could followed by an infinitive
Morag sent me this story about a famous musician called Evelyn Glennie.

**Thinking skills**

**Read and discuss.**

- Which instruments can you see in the photo?
- Have you ever played a musical instrument?
- What are the qualities of a good musician?

**Listen and read.**

**The story of Evelyn Glennie**

Evelyn Glennie was born in Aberdeenshire, Scotland. Her parents played instruments in a traditional Scottish dance band.

1. When she was eight, Evelyn began studying the piano. She was a brilliant music student, but soon after she started having problems with her hearing.

2. By the time Evelyn was 12, she was deaf. This was a difficult time for her. But one day, while she was watching a school concert, she had an idea.

3. Evelyn wanted to learn to play the drums. Her music teacher showed her how to feel a drum’s vibrations with her fingertips and through her bare feet.

4. Evelyn studied percussion and when she was 19, she won an important award. However, she didn’t stop there. My next ambition is to become the first solo percussion player in the world.

5. She worked hard to achieve her dream. Now she performs about 100 solo concerts around the world every year and she has won more than 80 international awards. She also plays the xylophone, chimes and many more percussion instruments.

**Values**

- Why was it a difficult time for Evelyn when she was 12?
- What did she decide to do?
- Do you think there have been a lot of challenges in her life?
- Is it important to be positive when there’s a challenge? Why?

**After you read**

Go to page 60 in your Activity Book.

**Key learning outcomes:** read a story with a cultural focus; listen for specific information

**Values:** the importance of being positive when there’s a challenge
Key learning outcomes: identify and practise rising and falling intonation patterns with modal verbs of possibility and certainty

Grammar: using embedded questions

Think about grammar

1. When we say one hour’s time, the apostrophe goes before / after the ‘s’.
2. When we say two hours’ time, the apostrophe goes before / after the ‘s’.

Listen and read the sentences. When does the intonation go up and down? Listen again and repeat.

Pronunciation

1. I might go to the beach in August.
2. I definitely won’t go to school on Saturday.
3. I could study Chinese in ten years’ time.
4. I’ll probably go shopping next week.
5. I may play football at break time.

Communicate Make questions. Ask and answer.

drive a car
watch cartoons
make a film
use a computer
learn to fly
travel in space
have a job
drive a car
watch cartoons
make a film
use a computer
learn to fly
travel in space
have a job
this evening
the day after tomorrow
next week
in three months’ time
in one year’s time
in ten years’ time
in 20 years’ time

Do you think you’ll drive a car in ten years’ time?

Yes, I’ll probably drive a car in ten years’ time.
Lesson 5 Vocabulary, Listening and Speaking

1 Look and match. Listen, check and repeat.

<table>
<thead>
<tr>
<th>go to university</th>
<th>leave home</th>
<th>get a job</th>
<th>go backpacking</th>
</tr>
</thead>
<tbody>
<tr>
<td>get married</td>
<td>start a business</td>
<td>learn to drive</td>
<td>have children</td>
</tr>
</tbody>
</table>

2 Listen and say A, B or C.

1 Will Sally go to university in the future?
   A She’ll probably go to university.
   B She probably won’t go to university.
   C She will go to university.

2 Will Sally learn to drive in the future?
   A She’ll definitely learn to drive.
   B She probably won’t learn to drive.
   C She probably learn to drive.

3 Will Sally go backpacking in the future?
   A She might go backpacking.
   B She probably won’t go backpacking.
   C She will definitely go backpacking.

4 Will Sally start a business in the future?
   A She’ll definitely start a business.
   B She probably won’t start a business.
   C She could start a business.

3 Listen again. Which expressions does Sally use to express doubt?

- I don’t know.
- I’m not sure.
- I doubt it.
- You never know.
- I don’t think so.

4 Communicate Predict your partner’s answers. Then ask questions to check your predictions.

Do you think you’ll go to university in the future?

My prediction is right. That’s one point for me.

Yes, I’ll probably go to university in the future.

Key learning outcomes: identify and say expressions for talking about life events; listen for specific information; talk about the future Vocabulary: expressions for life events
Before you read

1. Read and discuss.
   - What's a time capsule?
   - Where do people usually put a time capsule?
   - Which objects are going to go in this time capsule?
   - Which objects would you put in a time capsule?

2. Look at the date on the time capsule letter. How long ago was it written? Predict what's in the letter. Read and find out.

Reading tip!
Read the text quickly to get a general idea. Underline unknown words and ask your teacher.

Greenhill Primary School
5th September 1980

To the finder of this time capsule,

Hello from the past! My name is Sandra Jones and I'm 11 years old. This letter was buried in a time capsule by my class in the school playground in 1980.

Life in 1980 is good fun. I go to school from nine o'clock to half past three, and after school I play outside with my friends. I love riding my BMX bike and playing an amazing new puzzle called a Rubik's cube. I also like listening to my music cassettes, playing arcade games and going to the cinema. My favourite possession is my digital watch. It looks really modern and you can use it as a calculator, too! Do they still exist in your time?

I imagine that life will be very different in the future. I think that robots will work in factories and children will use computers in school. I also think that people will have holidays in space. Am I right?

Finally, I've got some wishes for the future. I hope that there aren't any wars and that there are new cures for diseases in your time.

Good luck in the future!
Sandra Jones

After you read

3. What do you think?
   - How old is Sandra now?
   - Is life similar for children now?
   - What was different about life then?
   - Are Sandra's predictions for the future correct?
   - Have her wishes come true?
   - Is it a good idea to make a time capsule?

Go to page 63 in your Activity Book.

Key learning outcomes: read an informal letter for general understanding; scan an informal letter for specific information; discuss a letter
Investigate a text

1. Look at the contents of this time capsule. What do they tell us about the owner?

2. Read the time capsule letter to find out.

Discuss a text

3. Read the letter again. Answer the questions.
   1. Where do you write the address and the date?
   2. How many paragraphs are in the body of the letter?
   3. How does the writer finish the letter?
   4. Are the contents of the letter interesting?

Writing skills: Paragraphs

A paragraph is a group of sentences in a piece of writing. Each paragraph introduces new information or a new point of view.

Remember that when we begin a paragraph, we need to start writing on a new line.

4. Read the two letters again. What information appears in each paragraph?

Plan and write a time capsule letter in your Activity Book (page 64).

Key learning outcomes: identify format of an informal letter; write an informal letter using paragraphs
1. Describe the photos. What do these people do in their jobs?

2. Listen to the conversation. What does Eva want to be when she's older? Why?

3. Listen again. Complete the four questions below that Joe asks.
   - What ... when you're older?  
   - What ... do?  
   - Why...?  
   - Is ...?

4. Prepare a conversation about a job you'd like to do. Use page 65 in your Activity Book.

   I'd like to be a scientist. I need to go to university.

   What else do you need to do?

   I need to study hard.

5. Reflect on the unit. Read and think about your learning. What can you do now?

   Hi, Morag. Thanks for sending all the information about jobs. I've learnt a lot and I think you'll be a brilliant veterinary nurse one day.

   Thanks, Tom. I've had fun thinking about the future, too. Speak again soon!

   I can make predictions about the future.

   I can find Scotland on a map and talk about an amazing musician.

   I can read and write a letter for a time capsule.

   I can have a conversation about what I want to be.

   Do the Unit Review in your Activity Book (page 66).

Key learning outcomes: listen and have a conversation about what I want to be; review learning and reflect on progress in the unit.
1 Watch the video. Read and answer the questions.
   1. Why are the seats in the first car special?
   2. Why is the second car special?
   3. Where does the first drone leave the parcel?
   4. What can the first robot in the video do?
   5. What will people need to see computer screens in the future?

2 Watch the video again. How will these activities change in the future?

3 Read, think and answer.

4 Work with a partner. Read and brainstorm ideas. Think outside the box!
   Think of .......
   1. ... five new ingredients for a sandwich.
   2. ... five new school subjects.
   3. ... five decorations for the classroom.

   We can have an avocado as a new ingredient for a sandwich.
   We can have skateboarding as a new subject.

Key learning outcomes: Watch and understand a video about the future;
Ways of thinking: divergent thinking
**Key learning outcomes:** share information about living conditions on Earth and Mars; discuss possible solutions to the problems of living on Mars 

**Language:** words about conditions for life, needs and possibilities

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**Share knowledge**

1. **Read and discuss.**
   - What are the things that allow us to live on Earth?
   - Look at the words. Why are these things important?

   - temperature, the Sun, water, atmosphere, energy

   - Do any of these conditions exist on Mars?

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**Living on Mars**

Design a home to survive on Mars and present it to the class.

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**Investigate**

2. **Listen and complete the notes about Earth and Mars on page 68 in your Activity Book.**

3. **Think about why we can’t live on Mars. Find out about possible solutions. Work in pairs or groups. Make notes on page 68 in your Activity Book.**

   - **Cooperative learning**
     Work together to think of original ways of presenting the ideas. It’s good to be creative.

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We need oxygen to breathe. Plants make oxygen, so we need lots of plants.

OK, but where would we find water?

We could bring the water from other planets.
**Plan and create your project**

1. Your group is going to design a home on Mars. Discuss the questions. Write the information on page 69 in your Activity Book.

   1. What would the house look like?
   2. What would you have inside the house?
   3. Where would you grow food?
   4. Where would you get water?
   5. What would you wear?
   6. How would you travel around?
   7. Where would you get energy?

   **Language bank**
   - Let’s grow (fruit) here.
   - We would wear (spacesuits).
   - We would travel in (special cars).

2. Prepare a presentation of your design.

   **Steps:**
   1. What’s the key information for your project?
   2. What’s the best way of presenting this information? Will you draw or write about the design?
   3. Who’s going to do each task?
   4. What materials do you need and where will you get them from?

3. Present your project to the class. Take turns to answer any questions.

   Before your presentation, check some of your ideas on the Internet. Use search questions like: What material can protect you from ultraviolet rays?

   ➤ Read and answer the questions on page 69 in your Activity Book.

   - This is our house on Mars. It’s got a curved roof. We would make the roof from special plastic to protect people from the dangerous ultraviolet rays.
   - We would wear spacesuits outside the house, but normal clothes inside the house.

**Key learning outcomes:** work in a group to plan a presentation; present your ideas to the class. Language: hypothesising: *We would (wear spacesuits)* ...
Grammar

1 Making predictions about the future: modal verbs

I will finish | my homework today.  (certain)
I may be | might be | could be | a politician.  (possible)
I won’t go | skiing this winter.  (certain)

Remember that modal verbs are always followed by the infinitive form of the verb.

2 Making predictions about the future: modal verbs with adverbs

I will | definitely probably | win the race.  (more certain)  (less certain)
I definitely probably | won’t win the race.  (more certain)  (less certain)

We can use the adverbs definitely and probably to say if we’re more or less certain of something.

Vocabulary

1 Jobs

plumber  security guard  politician
electrician  tour guide  archaeologist

2 Life events

have children  get a job
leave home  go to university
learn to drive  go backpacking
get married  start a business

3 Embedded questions

Direct question
Will you be famous in the future?

Embedded question
Do you think you’ll be famous in the future?

4 Future time references

soon  the day after tomorrow
later  next week
this afternoon  in one day’s time
tonight  in ten minutes’ time
tomorrow evening  in the future

Do you know that embedded questions sound more polite than direct questions in English?

Practise in your Activity Book (page 107).
Read the title and predict what the text is about.

Quickly read the text to find out. Then answer the questions.

1. Which paragraph describes the transport?  3. Which paragraph explains a special offer?
2. Which paragraph describes the entertainment?  4. Which paragraph describes the accommodation?

Amazing space holiday offer
Summer 2030

Are you tired of lying on a crowded beach every summer? Would you like a holiday with a difference? Take advantage of our special offer and book an amazing space holiday today.

Your holiday begins with a relaxing trip in a modern space shuttle. You can depart from one of five different spaceports around the world. The journey takes about five hours. That’s enough time to sit back, eat a snack and enjoy the incredible sight of Earth from space.

Once the shuttle has arrived, you are free to enjoy the excellent facilities in our five-star hotel. The bedrooms are large and comfortable. Each one has got a private bathroom, a fridge and internet connection. Dinner is in our famous Space Eye restaurant. It offers a wide variety of delicious food. It has the best views in the hotel too.

There are activities to keep everyone entertained. There is a library, a cinema and a science lab where you can help with experiments. There are also activities for our more active guests. They can choose from a selection of zero-gravity sports or dance in the zero-gravity disco.

Prices for this amazing holiday have been reduced for one week only. See your local travel agent for more information.

Look at the sentences about the holiday offer. Read the text and decide if each sentence is correct (✓) or incorrect (✗).

1. The holiday is on a crowded beach.  5. The restaurant has great views.  6. There are activities for young people only.
2. You travel by space shuttle.  7. The prices are available for one week.  8.  
3. You will see space from Earth.  9.  
4. The hotel is very comfortable.  10.  

Exam help
Q: What do I do if I’m not sure what the answer is?
A: Answer the other questions from the exercise first. Then go back and complete the activity.