

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.

Make a difference

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?



1 Look at Morag's photos. **Whole Class** Answer the questions.

- 1 What are the people doing?
- 2 What are they wearing?
- 3 Which job looks the most interesting? Why?

2 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

3 Listen and do the vocabulary quiz.

4 **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

home
cats
dogs
volunteers
links

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.



1 Describe the photo. What do you need to be good at to be an astronaut? Read and listen to find out.



Hi, Morag. Your project sounds fantastic.

Thanks, Tom. I love being with the animals.



Is that why you want to be a veterinary nurse when you're older?

Absolutely. What about you? Do you know what you want to be?



Well, my dream is to be an astronaut like the one in this photo.



What a great job. Is it difficult to be an astronaut?



Yes. It's almost impossible so I probably won't be one.

Are you good at Maths and Science?



Yes, I am.

So you might be an astronaut in the future.



Hmm! I suppose so.

I know. I'll send you a story about an amazing woman and her work. That will make you feel more positive.



2 **Communicate** Read the dialogue again. Ask and answer.

- 1 What does Tom want to be when he's older?
- 2 Does he think it's possible?
- 3 Why does Morag think it's possible?
- 4 What's Morag going to send Tom?

3 Look and learn.

Grammar Wall

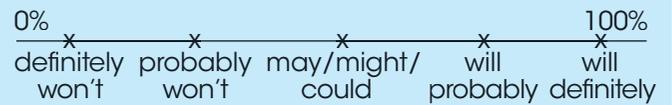
Making predictions about the future

We use **will** and **won't** when we're certain about the future. We can use the adverbs **probably** and **definitely**, too.

I **will definitely be** an archaeologist.
I **probably won't be** a politician.

When we aren't sure about the future, we use **may**, **might** and **could**.

I **may/might/could be** a chemist.



4 Read and think. Choose.

Think about grammar



The verbs **will**, **won't**, **may**, **might** and **could** are always followed by an *infinitive verb / verb + -ing*.

5 Look at the dialogue in Activity 1 again. Find more examples of future predictions.

6 **Communicate** Talk about the jobs.

veterinary nurse musician electrician
teacher detective firefighter artist



Before you read

Morag sent me this story about a famous musician called Evelyn Glennie.

**1 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?

2 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.



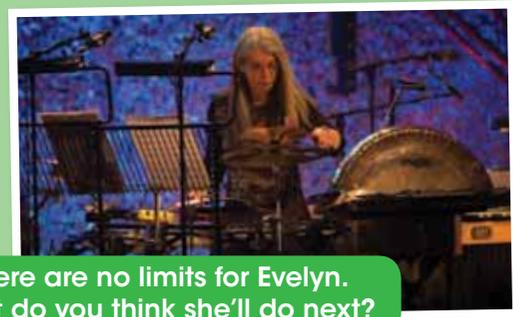
- 3** Evelyn wanted to learn to play the drums. Her music teacher showed her how to feel a drum's vibrations with her fingertips and through her bare feet.



- 4** Evelyn studied percussion and when she was 19, she won an important award. However, she didn't stop there.



- 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.



There are no limits for Evelyn. What do you think she'll do next?

After you read

- ➔ Go to page 60 in your Activity Book.

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?

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

1 Listen and read. Act out.  CDX XX



Callum: That was a brilliant story. I really admire strong people.
Tom: I know. You play a musical instrument, too, don't you?
Callum: Yes, I play the guitar.
Tom: Do you play well?



Callum: I'm not bad. Listen to this.
Tom: Wow! You're really good. Do you think you'll play in the school concert next month?
Callum: Yes, I probably will.
Tom: And do you think you'll be famous in ten years' time?
Callum: If I keep on practising, who knows?

2 Look and learn.

Grammar Wall

Embedded questions

Do you think	I/you he/she we/they	will	be famous? pass the exam? speak English?
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Remember that when we start a question with **Do you think ...?**, the rest of the sentence is in the affirmative.

3 Read and think. Choose. 

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'.

4 Read the story on page 63 and the dialogue in Activity 1 again. Find more examples of embedded questions.

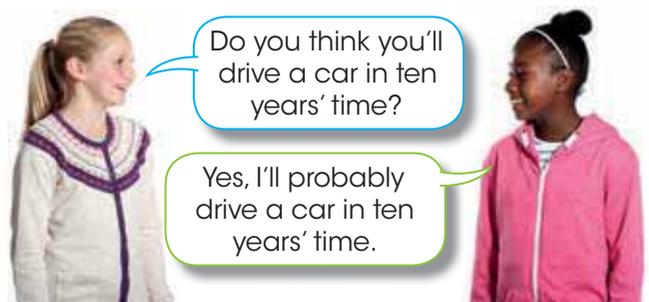
5 Listen and read the sentences. When does the intonation go up and down? Listen again and repeat.  CDX XX

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.

6  **Communicate** Make questions. Ask and answer.

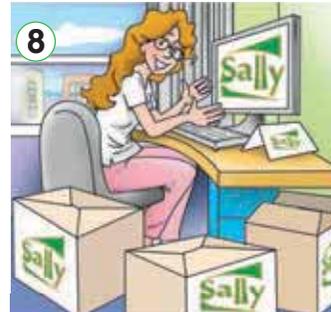
drive a car	this evening
watch cartoons	the day after tomorrow
make a film	next week
use a computer	in three months' time
learn to fly	in one year's time
travel in space	in ten years' time
have a job	in 20 years' time



1 Look and match. Listen, check and repeat.



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



Listening tip!

Look at the pictures and guess what words could be used to describe them.

2 Listen and say A, B or C.



- | | |
|--|---|
| <p>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.</p> <p>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'll probably learn to drive.</p> | <p>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.</p> <p>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.</p> |
|--|---|

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?

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

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



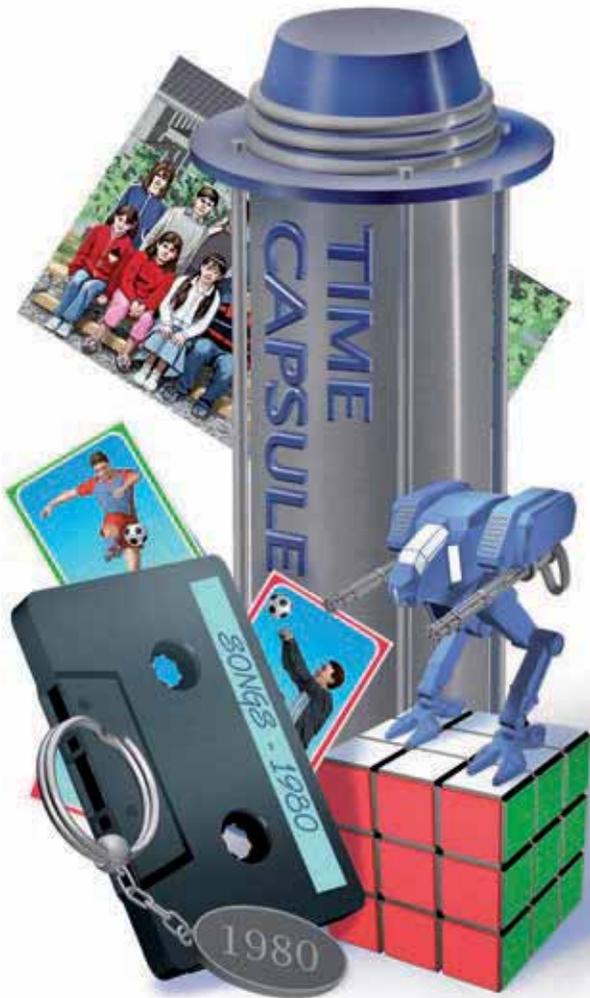
Before you read
1 Read and discuss.


- 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

Text type: **an informal 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.

address and date

6 High Street, Oxford
9th September 2017

greeting

To the finder of this time capsule,

Hello from the past! My name is Tom Stanley and I'm 12 years old. This letter comes from a time capsule buried in my garden in 2017.

Life in 2017 is great. I go to school from nine o'clock to four o'clock, and then I usually do my homework or go to football training. I'm mad about football! In my free time, I love reading comic books and listening to music, too. My favourite possession is my MP3 player. Do they still exist in your time?

I imagine that life will be very different in the future. I think that there will be solar-powered mobile phones and that people will watch zero gravity games in big stadiums. Am I right?

Finally, I've got some wishes for the future. I hope that there are more jobs and that there are houses for everyone.

Good luck in the future!

Tom Stanley

signature

body

closing message

Discuss a text

- 3 Read the letter again. Answer the questions.



- | | |
|--|---|
| 1 Where do you write the address and the date? | 3 How does the writer finish the letter? |
| 2 How many paragraphs are in the body of 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.



Conversation time

Remember! Use the expression *What else?* to find out more information.



What else do they do?
What else do you need to do?



Go to the Song Bank, page 126.

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.

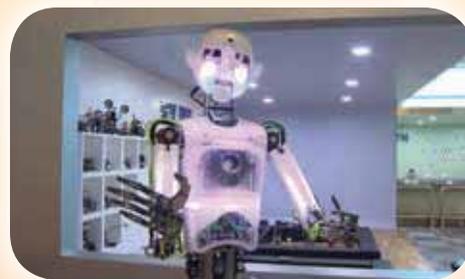
→ Do the Unit Review in your Activity Book (page 66).



Today's programme is about the future. Do you think technology will be different in the future?

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?



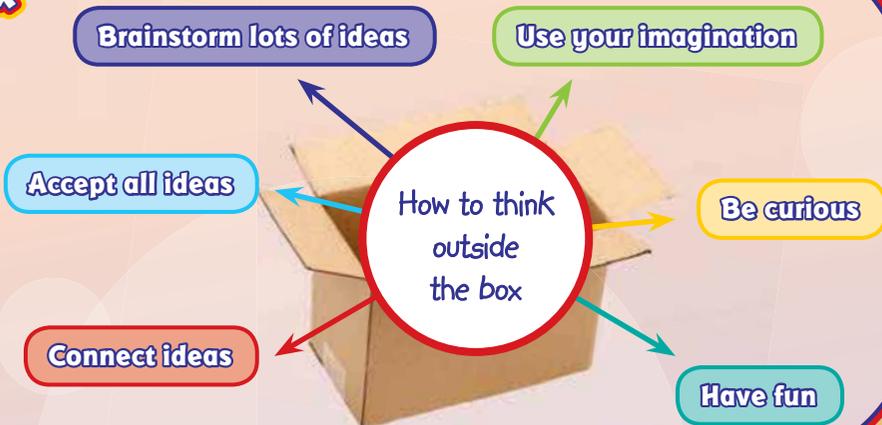
3 Read, think and answer.



Thinking outside the box



When you think outside the box, you create new and original ideas. Read these tips. Can you think of other tips?



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.

Living on Mars

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

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?



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.

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.

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

Plan and create your project

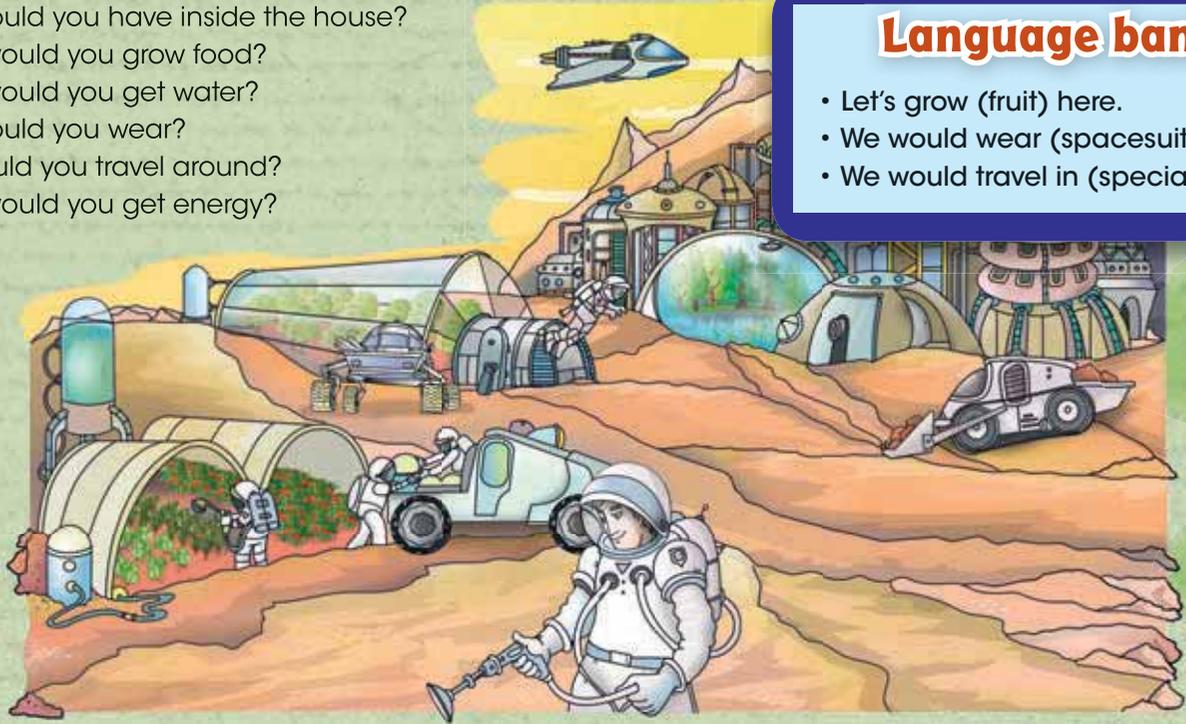
1 Your group is going to design a home on Mars. Discuss the questions. Write the information on page 69 in your Activity Book.



- 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?

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.

Present your project

3 Present your design 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.



We would wear spacesuits outside the house, but normal clothes inside the house.



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.



3 Embedded questions

Direct question

Will you **be** famous in the future?

Embedded question

Do you **think** you'll **be** famous in the future?



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

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 |

Vocabulary

1 Jobs



plumber



security guard



politician



electrician



tour guide



archaeologist



veterinary nurse



computer technician



graphic designer



physiotherapist



businessperson



detective

2 Life events



have children



get a job



leave home



go to university



learn to drive



go backpacking



get married



start a business



- 1 Read the title and predict what the text is about.
- 2 Quickly read the text to find out. Then answer the questions.

- 1 Which paragraph describes the transport?
- 2 Which paragraph describes the entertainment?
- 3 Which paragraph explains a special offer?
- 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 range of delicious food. It has the best view of the hotel too.

There are activities to keep everyone entertained. There is a library, a cafe and a science lab where you can help with our 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.

NEW!
Updated Exams Practice

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

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



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.

Learning to learn