The futurological conference

What the lesson is about

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| IF YOU WANT A LEAD-IN ...

Teach a key word: futurology

- Write the word astrology on the board. Ask students what it means. (They should remember from the last lesson.) Point out that it is made up of astr and ology. Elicit or explain that -ology means ‘study of’, so astrology means ‘study of the stars’ (astr is Greek for star). Now write up futurology and elic it what it means (study of the future).

Discussion starters

1. Methodology Builder 15: Using Discussion starters, page 63

- Have you ever seen Star Trek™? (popular US science fiction TV series and films) or, name a TV programme or film that is popular locally. Will life in the future be like that?
- What other things will happen in the future? Will people travel in space? Will people travel in time? Will there be lots of robots? Will the world be better – or worse?
- Is it possible to predict the future? Will there be more wars or fewer? Why? Will there be more crime or less?

Speaking

1. Pairwork. Students discuss the three questions.
   - The films in the box are all well-known science fiction films. You may prefer to use the first question with the whole class and clearly establish the term science fiction and its pronunciation.
   - You could point out to students that they can use the present simple tense to narrate the story of the film (as practised in lesson 4C).

Language & cultural notes: science fiction

- Science fiction is a genre concerned with imagined future lives, events and technology. It often includes journeys in space or time, meetings with alien life, alternative realities and scientific advances.
  - NB It’s /səˈsaɪəns ˈfɪkʃən/ not /saɪˈfɪkʃən/. The term can be shortened to sci-fi – pronounced /saɪ fɪ/. (Don’t say /sə fɪ/)
- Some other famous science fiction films include: 2001 A Space Odyssey; Star Trek™; The Fifth Element; X-Men; Minority Report; Blade Runner; Close Encounters of the Third Kind; AI; Solaris; Mars Attacks; ET; Stargate; Children of Men; WALL-E; Inception

- The following may be useful words for discussing sci-fi films:
  - ET (extra terrestrial) – a creature from somewhere that isn’t Earth.
  - UFO (Unidentified Flying Object) – something in the sky that we cannot identify, ie it may be a flying saucer or it may be a weather balloon or a cloud.
  - AI (artificial intelligence) – a thinking machine.
  - Robot – an intelligent machine, eg an artificial creature with AI.
  - mutant – a creature that has changed in some ways and is different from all others of its species.
  - space station – a satellite in space where spacecrafts can dock.
- The title of this lesson The futurological conference is also the title of a science fiction book by Stanislaw Lem, a famous Polish writer.

Reading

This programme gives details on the main talks at the 4th International Futurological Conference. They are on renewable energy; increasing lifespan and its effect on society; internet use; prisons in the future; automatic translation; time travel; laser weapons and their impact on the world.

1. Ask students to look at the text, but not to read it in detail. Elicit what it is (a conference programme) and what the subject of the conference is (futurology). If you haven’t already taught it, ask students to think what futurology might mean (Answer: the study of the future).
   - Point out that items 1–7 are different talks at the conference and that the titles for the talks are missing.
   - Students read the titles (a–j) and find the three titles they think would not apply to this conference.

   The three titles that don’t apply: b, e, j

2. Students read the conference programme and match the titles to the talks.

   1 h  2 c  3 d  4 f  5 i  6 a  7 g
   Answer j is incorrect because the talk is not about the invention of the laser but about its future use on satellites, perhaps in wars.

3. Students complete the sentences with the missing words from the box.

   1 source  3 cures  5 technology
   2 energy  4 theory  6 Satellites

4. Students study the programme and select two or three talks they would like to go to.
   - They can work in pairs and tell their partner about their choice, giving reasons.
Grammar: predictions 1 (may, might & will)

Grammar box

1. Students find and correct the grammatical mistakes in the sentences.
2. They can compare answers in pairs.

Language notes: predictions 1 (may, might & will)

- Will, may and might are all modal auxiliary verbs and follow the usual auxiliary rules, including:
  1. No third person -s.
  2. They are followed by verb infinitive without to.
  3. Questions are made by inversion.
  4. Negatives are made with not - and without do.
- The distinction mentioned in the notes (about will for certainty and may/might when we are less sure) is a useful guideline. It is also possible to modify these by adding other phrases. For example:
  - I think man will discover time travel is less certain than Man will discover time travel. Exercise 1 includes a number of I think sentences.
  - Might sounds slightly less certain than may. I may invite Jane. I might invite Pete.
- In these two sentences Jane is more likely to go to the party than Pete!
- For stronger students, it may be worth mentioning that we can make our sentences sound more uncertain by stressing and lengthening the modal verb. We could help students to learn this by capitalizing the written word, eg She MAY come to the party or even by deliberately misspelling it, eg She maaaaaaaaay come to the party.

Pronunciation: contractions 2

1. Students listen to the recording and repeat the words. All the words include the /l/ sound as used in the contraction of the word will.

Language notes: contractions

- In everyday language use (in most varieties of English), very few people fully pronounce every word one by one. To speak fluently, it’s normal and natural to use contractions. It’s not bad English or ‘lazy’ English. It’s just real English, and so recognizing and using such contractions is important for language learners. Learners can very often sound unnatural if they de-contract words too often.
- As well as ‘ll the other contractions in this part of the lesson are:
  - Aren’t: this cannot be successfully decontracted in normal spoken questions.
  - Are not you ready simply isn’t said in contemporary English and even Are you not ready is very unusual. However, in a negative sentence it is possible to say ‘We are not happy’.
  - It’s: students (as well as many – or most – native speakers) regularly confuse the spelling of it’s & it's: the rule of thumb is easy enough, but seems to be tricky to recall and get right in use: it’s is the contraction of it is.
  - Its is not a contraction – but is the possessive form of it. This is probably particularly confusing as other possessives do have an apostrophe – compare Jane’s food, the dog’s food, its food.
- Students sometimes get confused because it’s can be a contraction of both it is and it has.
- Let’s. This is the contraction of the imperative Let us and is virtually never said in its decontracted form (unless you are a priest who needs to say Let us pray …).
• This is a particularly interesting task which works on an area of English – discourse coherence – that coursebooks don’t often look at. Most of the expressions in exercise 2 are fixed chunks, i.e., they are regularly used as complete phrases (and should be learnt as such).

• Students match spoken sentences (A) with the likely responses (B).

• Students then listen and check answers to exercise 2.

### Language notes: discourse coherence

- **Although the sentences include possible grammar or vocabulary difficulties for students, the main problem is not essentially a grammatical or a vocabulary one, but one of discourse – a term that is typically somewhat unfamiliar to students (and teachers). Discourse refers to the ways that we understand the meaning of language when it is used in communication. Whereas a lot of language study stays focussed at the level of single sentences, a study of discourse features looks beyond the sentence and considers how a whole dialogue or text might hang together.**

- **For example, consider what helps a learner to connect the sentence *Let’s have a drink before the film starts* with the response *We’ll be late*. There is a grammatical link between ‘s (us) and We, but beyond that, it’s hard to find any other grammatical thread or vocabulary similarity. The only way to work out that this is the response is by imagining a possible context for the dialogue, and to think of a detailed possible reason why somebody might give a reply like this, and why it might make sense and seem coherent in this context. We have to work out that *We’ll be late* might be given as a response by someone suggesting that there is not sufficient time to have a drink because the film will start before they can finish their drink.**

- **Thus, students who have problems with exercise 2 won’t necessarily be helped by a focus on the language used in the sentences. In fact, this could even be confusing – as, for example, *Aren’t you ready yet? Hurry up!* might seem to link linguistically to *We’ll be late*, whereas it’s only when you think through the possible contexts and dialogues that it is apparent that it doesn’t work, and the response *I won’t be long* makes a logical reply in the likely context.**

### Extra activity: practising chunks with different intonation

- **Write one of the responses from Pronunciation exercise 2 on the board (e.g., *I’ll be OK*). Tell students that they must say these exact words, but must show different emotions by changing the intonation. Call out various feelings and get students (chorally or individually) to repeat the sentence according to the instruction. Feelings can include: *You feel very sad; You are angry; You don’t really believe what you are saying; You’re very happy, etc.* Continue by putting a new chunk on the board and trying again with this one.**

### Speaking

1. **Ask students to look at the list of topics a–j. They listen and decide which of the speakers 1–3 is speaking about which topic.**

### Pronunciation exercise 2.8–2.10

- **Right, er, well, there’ll be more and more supermarkets everywhere, you know. Everywhere you go you see the same things, the same chains – so more supermarkets on the outside of the town. Er, the town centres will get quieter and quieter, no – *there’ll* there’ll be less, um, less shops in the town centres and *there’ll* be more bars and cafes and things like that, um, so people will … er, use their cars, I guess, more. Is that thirty seconds yet?**

- **Everybody says that, er, you know, everybody will need English in the future, but I … I don’t think this is true because, um, you know, you need, um, English for computers and the internet and that, but with … with, um … There’s more and more Chinese people in the world, so, you know, we’ll, maybe, we’ll speak Chinese, we’ll all need to speak Chinese because, um, *‘cos’* ‘cos we will, and, er, um …**

- **If you think about medicine now and you think about medicine, say one hundred years ago, the differences, um, are … are incredible because we can … we can do so many things now that we couldn’t do then, like, you know, we’ve got a cure for polio, we’ve got a cure for lots of diseases, and … and transplants and things, so I guess in the future we’ll, you know, carry on and we’ll find cures for more and more things and we’ll, um … That must be thirty seconds.**

### Speaking 2.8–2.10

- **Ask students to select one of the topics in exercise 1 and prepare a thirty-second talk on the topic.**

- **To reduce nerves and stress it might be a good idea to get students to give their talks to small groups (of four to six students) rather than in front of the whole class.**
*Stronger classes*

- With stronger students you might want to try a more demanding game by adapting the long-running and very popular BBC programme *Just A Minute*.

**Methodology Builder 21**

**Just a Minute**

- This popular game helps students become more confident at speaking. It is similar to Speaking exercise 2. The basic task is the same but:
  1. Speakers must try to talk for one minute.
  2. Speakers should not hesitate (ie have long pauses, ers or other hesitations).
  3. Speakers must not repeat any words (except for those in the topic title they were given).
  4. Speakers must not deviate too far from the topic set.
- Organize small groups (of at least four people). Students appoint a speaker and a timer/judge – who will need to be able to time (eg using a digital watch).
- The judge sets the topic and asks the speaker to start. The speaker begins talking and the judge starts the 60-second countdown. The other players listen and try to spot one of the problems (hesitation, repetition or deviation). If they hear one, they call out “challenge”. The speaker stops talking, the judge stops timing and the challenger says their challenge. If the judge agrees, then the challenger wins one point and takes over speaking about the topic – but only has to talk for the remaining time on the timer, eg 29 seconds. If the challenge is wrong, the original speaker gets one point, takes up the topic again and tries to finish their minute. Speaking and challenging continue until someone finishes the 60 seconds.
- The rules given here may be too demanding for many classes. Feel free to vary them as appropriate, eg allowing repetition, allowing preparation time, shortening the time you have to speak, etc.

**IF YOU WANT SOMETHING EXTRA …**

- Straightforward Teacher’s Resource Disc at the back of this book
Contestants in a new TV game show (which will be filmed in famous science museums) can win the chance to blast off in a rocket and become a space tourist.

2.11

Back in 2001, American millionaire Dennis Tito became the world’s first space tourist. He wrote a 20-million dollar cheque for the privilege. Since then, there have been another six space tourists, and they have all paid millions for the experience. Others will probably follow soon, but who will they be? One thing is for sure: it certainly won’t be you, unless you have a few million dollars. Or perhaps it will be!

A European television consortium, Eurorbit, has announced plans for a new TV game show. The show, which will probably be called Star Quest, will have contestants from all the countries in the European Union. It will test the contestants’ general knowledge, their skills and their ability to work in a team. Contestants will need to be fit and to speak English, but men and women of all ages are welcome to apply. The programme’s organizers hope to film the thirteen-part show at different science museums around Europe – in London, Florence, Paris and at the New Metropolis Science and Technology Center in Amsterdam.

And the prize? The winner of the show will take his, or her, seat in a space ship some time next year. After training at the European Space Academy, the winner will blast off for an eight-day trip to the stars and a visit to the International Space Station.

Or perhaps not. Not everyone is happy with the idea. Will scientists in America at NASA refuse permission for the winner to visit the space station? They were unhappy with Dennis Tito’s trip and say that this kind of space tourism is too dangerous. ‘This idea is so stupid,’ said one expert at New York University. However, a spokesman for Eurorbit said that the Americans will probably agree some kind of deal. Whatever happens, he said, the winner of the competition will definitely go into space. But it’s possible that they won’t be able to visit the space station.

The organizers of the programme are taking applications now. So if you want to be the next space tourist, send your request to contestant@eurorbit.com. That’s contestant@eurorbit.com. And good luck!
4
• Students could discuss the question in small groups, giving reasons for their opinions.

Extra discussion
• Would you apply for this competition? Do you think you are the kind of person the TV show is looking for?
• If you were the producer of the show, what kind of contestants would be good for getting high audience figures? Do you want bright, funny, attractive people? Fit, sporty people? Serious academics and scientists? Ordinary people – ie the man or woman in the street?
• Do you think you will ever go to the Moon in your lifetime? When will it be possible to buy a holiday in space?

Some more serious questions
• Why do you think NASA is nervous?
• What sort of problems do you think the other astronauts may have if they have a tourist on their space shuttle?

Cultural notes: space tourism
• It’s not easy to become a space tourist. It’s very expensive. And it’s potentially very dangerous.
• The second space tourist, after Tito, was a South African businessman called Mark Shuttleworth. Since then, only a handful of people have gone into space as fee-paying customers.
• Some writers believe that one million people a year will be travelling into space very soon. That may sound like a lot but remember that over a billion passengers fly on scheduled aeroplane flights every year.
• Japanese scientists aim soon to be able to offer trips into space for as little as $10,000.
• If you are determined to get into space, but don’t have the money, you could get a job with one of the many companies that will soon need to work in space: electrical suppliers; chemists; vehicle repairers; hotel staff, etc.

Vocabulary: compound nouns with numbers

Language notes: compound nouns with numbers
• Some other compounds are possible (but do not fit the meaning of the exercise sentences). These are noted below. The tick ✓ indicates a probable compound in everyday English and (✓) indicates a possible but less likely compound.

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<thead>
<tr>
<th>eight-hour break</th>
<th>course day hotel house note</th>
</tr>
</thead>
<tbody>
<tr>
<td>five-star ✓ ✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>million-dollar ✓ ✓ (✓) ✓</td>
<td>✓ (✓) ✓ (✓) ✓ (✓) ✓</td>
</tr>
<tr>
<td>ten-minute ✓ ✓ ✓</td>
<td>✓</td>
</tr>
<tr>
<td>twenty-euro ✓ ✓ ✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Language notes: predictions 2 (maybe, probably, certainly, etc)

Grammar box
1• Students put the word in brackets into the correct place in the sentence.
2• When students have completed the sentences, they can check in pairs and then discuss whether they think each sentence is true or not.

| 1 We probably won’t discover … |
| 2 China will possibly be … |
| 3 Ordinary people definitely won’t be able to travel … |
| 4 Perhaps there will be hotels in space … |
| 5 Engineers will certainly build factories … |
| 6 Maybe we will stop spending money … |

Language notes: predictions 2 (maybe, probably, certainly, etc)
• In addition to the information in the Student’s Book, it’s worth noting that:
  Perhaps can also go in other places in the sentence including: (1) after the auxiliary verb, eg He will perhaps arrive before ten. (2) After main verb be, eg She is perhaps a future President of the US. Perhaps is usually two syllables /ˈpərhaps/, but is also often pronounced as a single syllable /præps/, and definitely is usually three syllables, rather than four. Probably is in the middle of the coursebook diagram, but this doesn’t mean that it represents a 50% chance. If something will probably happen, then there is a strong likelihood of it happening, say 70% to 90%. Maybe sounds slightly more informal than perhaps.

2• Students choose one of the questions 1–5. Make sure that questions are evenly distributed, so that all students do not select the same one. The simplest way to do this would be by going round the class and giving each student a number from 1 to 5.
• Get students to walk around the class and ask the question to as many people as possible, keeping brief notes about the different answers they hear.
• Remind students about how they can answer when they are asked one of the questions. Point out the words in the box below the questions.
3. Students report what they discovered with the rest of the class and compare their results.

**Alternative procedure**
- Ask students to form groups that include members who can report back on different questions.

**Extra practice: making predictions**
- Remind students about the horoscopes from lesson 7C. Write the following words on the board: career; house; job; famous; rich; happy; space; travel.
- Ask students to write a text for their partner with predictions about their future life. Give them a time limit of ten minutes. They must use at least four of the words on the board. Emphasize that the texts should be encouraging, positive predictions (not terrible warnings about sudden death). Encourage students to use language from the lesson. When they have finished, they can read their personal horoscope. Students may also enjoy swapping and sharing other people’s texts.

**Methodology Builder 22**

**Using Grammar boxes**

In every lesson of the Student’s Book in which new grammar is introduced, you will find a grammar box. These boxes summarize information about the new language being studied. In most cases, no methodological instructions or exercises are offered, so the teacher has many options about how to use them. This Methodology Builder suggests a number of typical ideas for using these, as well as a few more unusual possibilities. In every case, you can mix and match ideas to suit your class.

- Ask students to quietly read through the information to themselves.
- Ask one or two students to read the information aloud to the rest of the class.
- Ask students to work in pairs and read the information aloud to each other.
- Ask students to work in pairs, read and then discuss or ask each other questions about the contents.
- The teacher reads aloud the information to the class.
- The teacher allows quiet reading time and then asks questions based on the material in the box.
- The teacher uses material in the substitution tables (which feature in many of the grammar boxes) to give students simple repetition or substitution drills.
- Ask students in pairs to drill each other.
- Books closed: before students look at the grammar box, read it aloud to them. At various key points pause and elicit what the next word or words might be. Clearly confirm right answers. When you have finished, allow students to open books and read the information through quietly.
- Books closed: write the information from the grammar box on the board, trying to keep the same layout as the book. Leave gaps at key places. Ask students to either copy the diagram and fill it in or come to the board and fill in the information there. Allow students to discuss the suggested answers before they check with the printed version.

**Speaking**

1. Remind students of the proposed TV game show Star Quest. Ask them if they can think of a possible good candidate – either a friend or colleague or maybe a famous person. Collect and discuss briefly a few suggestions.
- Students write the name of a possible contestant and make notes about why he/she would be good – using the four headings.

2. Groupwork. Put students into groups. Each student describes their choice and gives reasons. Then the group should select the best candidate.

**Pronunciation: word stress 2**

1 & 2 

Methodology Builder 17: Working with word stress, page 75
- Students decide where the main stressed syllable is in each word. They underline the word with the different stress pattern.
- Students listen to the recording and check their answers: (underlined in audioscript 2.12 below)

2.12

1 certainly energy probably unhappy
2 businessman engineer president scientist
3 dangerous internet invention satellite
4 advantage computer conference contestant
5 equipment exciting possible remember

- Rather than having the teacher instantly confirm each answer, it is a good idea to let students listen to each word enough times so that they are certain of the answers themselves. They may well have trouble hearing the stress patterns, but it’s worth persevering as this is a very awareness-raising thing to do.
- The table below shows you the answers and the stress patterns for all words in the exercise.

<table>
<thead>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappy</td>
<td>engineer</td>
<td>invention</td>
<td>conference</td>
<td>possible</td>
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The stress patterns are:

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**If you want something extra …**

Straightforward Teacher’s Resource Disc at the back of this book
Great ideas

WHAT THE LESSON IS ABOUT

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<tr>
<td>Listening</td>
<td>Radio advertisements: descriptions of gadgets</td>
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<td>Vocabulary</td>
<td>Adjectives with infinitives</td>
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<td>Grammar</td>
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IF YOU WANT A LEAD-IN ...

Teach a key word: essay

- Read out the following definition and ask students to tell you what it is: You write this at school or college to show that you understand something and to give your opinions about a particular subject. (Answer: essay)
- It is possible that students will not know the word essay, in which case give them the answer and write it on the board. Ask some check questions. For example:
  1. When did you last write an essay? What was it about?
  2. Do people usually write essays in everyday life outside school or college? (Answer: Not usually, unless they are a professional writer.)
  3. Is an essay the same as an article? (Answer: No. An article is intended for publication in a newspaper or magazine. An essay may be published, but is usually just for a teacher to read and mark.)

Introducing the theme: new ideas

- Write the following on the board: Films on your mobile phone; Computers under our skin; Flying cars; Free 24-hour doctor on the internet.
- Explain that these are some recent ideas. Point out that three are products (things you could buy and own) and one is a service (something people do to help you).
- Ask students if they think these are ‘great ideas’ or not. Ask for reasons. Which ones would students want to have themselves? Ask if students have any great ideas for new products or services. Discuss which ones would be popular.

LISTENING & SPEAKING

In this listening, there are five short radio advertisements giving details about unusual products.

1. Ask students to look at the website page and focus on the five products listed. They can work in pairs and briefly tell each other what they think each item might be.

2. Students read the article again and decide where the phrases (a–h) could go in the text.

Extra discussion

Business ideas

- Imagine that you want to start a new business and make a lot of money in a short time. What would you do?
- What would be the biggest difficulties in starting a successful business (e.g. money to start it)?
VOCABULARY: adjectives with infinitives

1 Language reference, Student's Book page 85
   • Ask students to cover up the article and choose items from the box to fill the five gaps in the sentences.
   • When they have finished, ask students to look back at the article on page 80 to find the items and check their answers.

   1 to use
   2 to say
   3 to help
   4 to finish
   5 to get

2 Students could work in pairs and take it in turns to make new sentences from the table. Tell them to try and make sentences that are both grammatically correct and also meaningful. Sentences can be about things that typically happened in the past, what happens in the present or predictions about the future.

Language notes: adjectives with infinitives

• There are many language pairs in this exercise. The patterns are:

   | It is | easy/difficult + infinitive with to
   | It will be | possible/impossible
   | It used to be | legal/illegal

   | + infinitive with to
   | important
   | usual/unusual
   | safe/dangerous
   | healthy/unhealthy

GRAMMAR: present tense in future time clauses (first conditional)

Grammar box

1 Language reference, Student's Book page 84
2 Methodology Builder 22: Using Grammar boxes, page 106
3 Methodology Builder 27: Grammar auction, page 131

1 Students fill the gaps in the text with the correct form of the verbs in brackets. You may want to do the first one together as a class to raise awareness about the kind of problems students will face (no. 1 is both an if sentence and a negative).
   • Remind students that not all sentences are if/when/ before/after ones – so students will need to be very careful when deciding whether they need will or not.

Language notes: present tense in future time clauses (first conditional)

• For teaching purposes this rule reduces neatly into one simple guideline and a workable board diagram:

   When … + will + present + …

   After
   Before
   If

   ie the main guideline is that after these four words we do not use will. Instead the present tense is used.

   • It's important for students to realize that the meaning remains about the future even though the tense is the present.

   • Although the guideline is relatively straightforward, it does seem to be very hard for learners to remember and apply, so don't be too upset if they continue to get it wrong. You're sure to hear your students saying If I will … for months or years to come.

   • The structure If + present + future is commonly referred to as the first conditional.

2 • Check that students have understood the story from exercise 1. Ask them: Who is Emily? Where is she going? Why? How do you think her boyfriend will feel about this?

   • Students make sentences about what Emily's boyfriend feels about her trip from the prompts. Some extra words and grammatical changes will be needed. Remind students to use the pronoun she for each sentence.

   2 If she can't/doesn't speak the language, she won't make friends.
   3 If she doesn't make friends, she'll feel very lonely.
   4 If she feels very lonely, she'll want to come home.
   5 When she comes home, she won't have any qualifications.

   NB Other variations are possible in some answers, eg using 'going to' in the main clause.

3 Students can discuss other problems. Remind them to use the grammar they have been studying.

Extension task

• You could extend the discussion by asking students to imagine that they are planning to go to Japan or Mexico for a new job. What do they think will happen to them?

4 Students write four sentences that are true about themselves using the questions.

IF YOU WANT SOMETHING EXTRA ...

1 Straightforward Teacher's Resource Disc at the back of this book
Extra task: further internet questions

• Is the internet a good thing? Why?
• Is the internet dangerous? How?
• Will everyone in the world soon be on the internet?
• How do you think the internet will develop over the next ten years?
• Will the internet completely replace TV, cinema, letters, etc?

Vocabulary: computer actions

Language reference, Student’s Book page 85

1. Students label the icons A–L with the words in the box. All these words are verbs describing actions on a computer except for cursor, which describes the little pointer that a user moves around the screen.

A cursor  B open  C copy  D find  E save  F paste  G send  H print  I undo  J attach  K delete  L close

Answers K and L could arguably be swapped.

2. Students use seven of the twelve computer words to fill the gaps in the sentences.

1 send  4 paste  7 save
2 print  5 cursor
3 delete/undo  6 attach

Listening

In this listening, a young woman called Karen gives her grandfather instructions on how to attach a photo to an email and send it.

1 2.14

• Ask students to look at the photo and say what they think is happening. Listen to their suggestions, but don’t confirm any yet.
• Students listen to the dialogue and answer the three questions. They can then compare answers in pairs.

1 not very much
2 send an email
3 yes
**Functional language: giving instructions**

1. Students look at audioscript 2.14 and underline all examples of instructions and sequencing adverbs.

In audioscript 2.14 on this page, the instructions and sequencing adverbs and imperatives have been underlined.

**Language notes: giving instructions**

- Grammatical imperatives are made using the base form of the verb (the infinitive without to).
- Imperatives do not change tense (eg there is no past form), and they do not alter to indicate different persons (eg there is no third person s).
- You can add always in front of an imperative, eg Always check that you’ve typed the address correctly.
- To make an imperative more polite (ie more of a request or invitation than an instruction) we can add Do in front of it, eg Do come in! This can also indicate impatience or exhaustion with someone who is not doing what they are told, eg Do press that button, Bella!
- You can give a negative instruction (ie a warning) by adding Don’t or Never in front of the imperative sentence. Don’t usually gives an immediate instruction about the present situation, whereas Never gives a general instruction that will apply over a longer time. Examples are: Don’t do that! or Don’t press that key or Never open email attachments from people you don’t know.
- As well as the grammatical form called imperatives, other grammatical structures can have the function of giving an imperative-type instruction.
- Instructions can become a little less direct by using a normal present simple sentence instead of an imperative, eg You type your address there next to the icon. The context makes it act as an instruction.
- But be careful, this is different from simply adding the word You in front of an imperative which can sound ruder and more forceful – especially if you use more aggressive intonation, and put a pause between the you and the imperative, eg You get over here! or You send that email now! or You be quiet!
- You may feel clearer about this difference if you compare these two examples:
  - You type your address there.
  - You! Type your address there!

2. Students listen to the recording again and number the instructions in the correct order for sending an email.

**Correct order: 6, 2, 1, 3, 8, 7, 4, 5**

You could also type the address after writing your message!

**Alternative procedure**

- Computer-literate students should easily be able to work out a possible order before listening to the recording. They can then check with the recording if Bella gives the same instructions.

3. Students compare their way of sending an email with a partner.

One common difference might be that some people will choose to connect to the internet after writing their email. And if the student uses broadband then they are likely to be permanently online and not need to log off.

**Correct order: 5, 3, 6, 7, 1, 4, 2**
Methodology Builder 23
Total Physical Response (TPR)

• Total Physical Response (TPR) is a teaching method often used with beginners. The teacher works with a volunteer student and gives a long list of instructions which the student follows (eg ‘Stand up’. ‘Walk over to the window.’ ‘Open the window.’ etc). The student is not required to speak at all, but learns a lot by understanding the meanings in context and then doing the actions. If the student misunderstands, the teacher can mime or show the correct action. Later on, (possibly many lessons later) when a student is ready, they may start to give instructions themselves.

• The method is also interesting with students at Pre-intermediate level. Try the following instruction sequence with some of your students. When they have had a go, and understood the idea, ask each student to prepare their own instruction list, which they can then read out to their partner who does the actions.
  – First of all stand up.
  – Then walk over to the other side of the room.
  – After that study the poster on the wall.
  – Read aloud one line from the poster.
  – Next borrow a book from a nearby student.
  – Put the book on your head.
  – Then put your hands by your side.
  – After that walk across the room without dropping the book.
  – Finally give the book to someone you like and say ‘Happy Birthday’.

Did you know?

1. Students read the text and discuss how similar the US situation is to their own country.
2. Pairwork. Students discuss the questions about computer games.

Extra discussion: computer games

• What features make a good game?
• What is your favourite game? Describe what happens in it.
• If you don’t play, why not? Can you imagine any game that might start you playing?
• Some computer games make more money than Hollywood films. Why do you think they are so popular?
• Are games too violent? Do they have a bad effect on people?
• Why do men play more games than women?

If you want something extra …

9. Straightforward Teacher’s Resource Disc at the back of this book

Extension task

Other computer instructions

• Computer-literate students may enjoy repeating the instruction-giving task with different computer tasks using their own knowledge rather than pictures. Remind them to use the sequencing adverbs.
  How can I put a picture at the top of my text document? How can I put some of my favourite music tracks onto a CD?
  How can I download and use a new screensaver?
  How can I get a free internet email account?
  How can I protect my computer against viruses?

Non-computer instructions

• For further practice, extend the task to other situations. Ask students to tell someone else:
  How to make a cup of tea.
  How to make a piece of toast.
  How to mend a flat tyre.
  Instructions will be much more interesting when the listener doesn’t already know how to do the task being described. For this reason, and for fun, you could try a few imaginary tasks such as the following ones. NB It will be best to allow two or more minutes of preparation time before students give their instructions. Students can tell each other:
  How to rob a bank.
  How to become President of the US.
  How to win the Eurovision Song Contest.
  How to be happy.
  How to become a millionaire.
  How to find the perfect wife/husband.
  How to own an airline.
8 REVIEW

1 The telephone will not be a popular way of communicating. (1876)
2 Heavy machines will never be able to fly. (1895)
3 People won’t want to hear actors talking in films. (1927)
4 It might be possible to sell four or five computers. (1943)
5 Computers in the future may weigh no more than 1.5 tons. (1949)
6 We will never use the television for entertainment. (1955)
7 I don’t think people will want a computer in their homes. (1977)

2 It won’t be possible, possibly won’t be necessary …
5 Maybe scientists maybe will find …
7 There probably won’t be probably another world war.
8 Perhaps we perhaps will make contact …

3 plan – Are you going to
2 prediction – will
3 plan – I’m going to
4 prediction – It will
5 prediction – will
6 plan – We’re going to
7 plan – is she going to
8 prediction – You’ll never

4 He won’t like it if you do that.
2 If I have time, I’ll come and see you.
3 If I need some money, I’ll ask the bank.
4 I’ll help you if you like.
5 They’ll be very sad if you go away.
6 If we don’t leave soon, we’ll be late.
7 We’ll miss the plane if we don’t hurry.
8 You’ll be ill if you eat that.

5

1 continues
2 will become
3 know
4 will happen
5 grow
6 use
7 will need
8 use
9 will be

6 Correct order: 2, 6, 5, 3, 8, 1, 7, 4

7

1 important
2 unusual
3 easy
4 usual
5 possible
6 difficult
7 legal
8 dangerous

8 Students’ own answers

Model answer
Dear Irena,

I hope you arrived safely! This is a quick note to tell you some things about the flat.
Firstly, I took some food out of the freezer before I left and it’s on the side. Please help yourself to anything you find. The closest food shop is on Roman Road opposite the train station. While you’re here could you please water the plants and feed the cat? Feel free to use the iMac if you want to.
Finally, if you have any problems, call my mother on 0393 774 843. The man next door at No. 12 (Ralph) is very friendly and he will help you with any problems in the flat: water and electricity. When you leave, could you leave one light on and switch the gas off? Have a good time while you’re here!

Kristina