

Sample Material

the future 8



VLOGS

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

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



Global Scale of English

LEARNING OBJECTIVES

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

8A Dystopias and utopias

GRAMMAR | concession

VOCABULARY | dystopian and utopian societies

PRONUNCIATION | pausing when conceding a point

READING

1 A Work in pairs and answer the questions.

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

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

The Why Factor

B B C

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

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

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

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

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

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

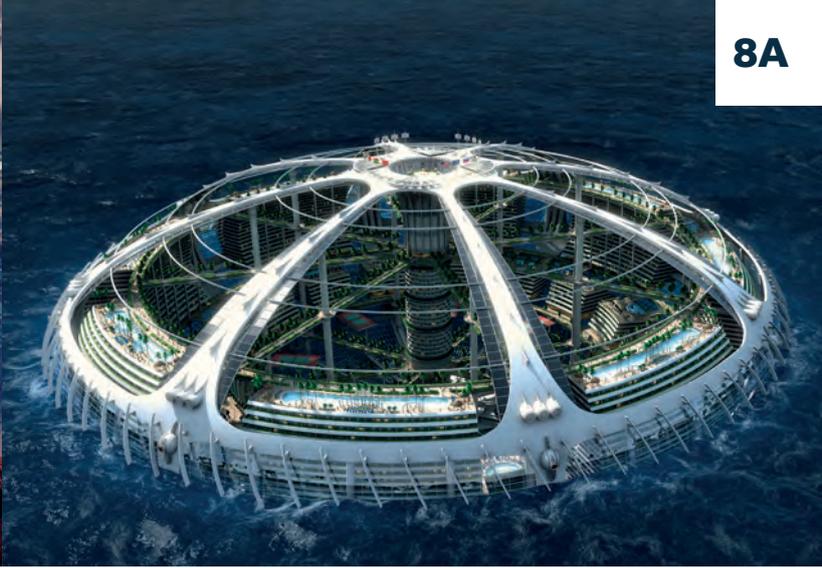
D Work in pairs. Do you think that this kind of dystopian future is a possibility? Why/Why not?

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

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

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

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



VOCABULARY

dystopian and utopian societies

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

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

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

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

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

GRAMMAR

concession

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

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

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

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

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

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

 **akeem99** You said it [@foxylox](#). Nothing original here. I'm out.

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

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

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

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

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

D Learn and practise. Go to the Grammar Bank.

PRONUNCIATION

pausing when conceding a point

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

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

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

C Complete the sentences with your own ideas.

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

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

SPEAKING

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

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

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

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

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

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

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

FUTURE SKILLS

Self-management



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

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

Answer the questions about today's lesson.

Our use of technology today

4.8

Average number of hours spent on a mobile phone daily

13

Number of new social media users every second

770 million

Number of CCTV surveillance cameras worldwide

4.62 billion

Number of people on social media

147

Number of minutes the average person spends on social media daily

2 million

Number of smartphones sold around the world each day

8B The science we need

GRAMMAR | future forms

VOCABULARY | science and technology

PRONUNCIATION | contractions and weak forms: the future perfect

VOCABULARY

science and technology

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

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



Czilling

32 12

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



Neil M

2 0

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



Agwe_B

6 1

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



Samalik2016

14 1

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

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

1 *Breathe Safe*

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

2 *Chew4Ever*

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

3 *CosyToes*

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

4 *RainPower*

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

5 *EverCharge*

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

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

B Learn and practise. Go to the Vocabulary Bank.

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

LISTENING

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

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

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

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

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

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

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

B Work in pairs. Discuss the questions.

Which of the inventions:

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

GRAMMAR

future forms

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

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

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

future continuous future perfect future perfect continuous

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

We use the:

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

D Learn and practise. Go to the Grammar Bank.

 page 132 **GRAMMAR BANK**

PRONUNCIATION

contractions and weak forms: the future perfect

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

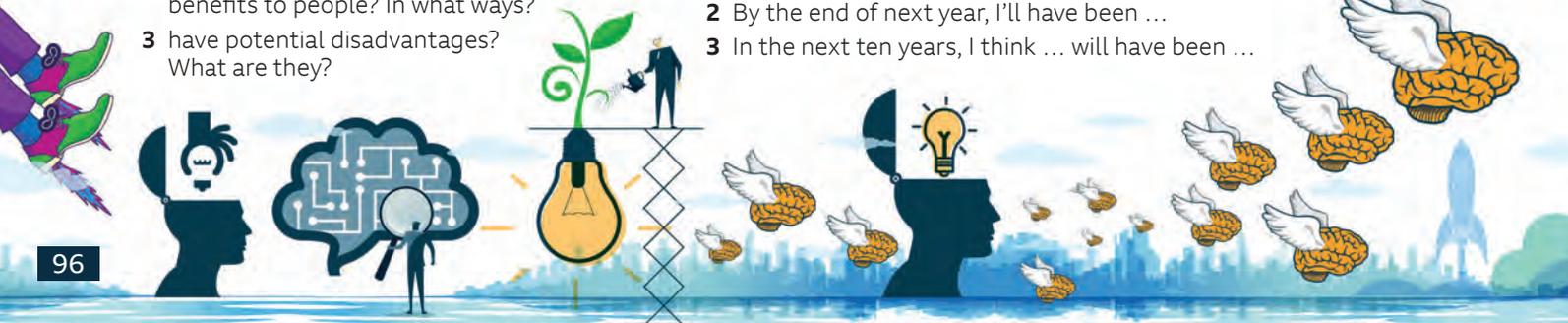
- 1 I'm optimistic that scientists **will have found** a way around this issue.
- 2 These devices are a great idea and I'm sure **they will have become** very popular within a few years.
- 3 Hopefully, this invention **will have been developed** soon.
- 4 It's a serious problem, but experts predict **it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

B Choose the correct words to complete the rules.

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

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

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



SPEAKING

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

energy environment food
medicine travel

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

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

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

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

FUTURE SKILLS Critical thinking

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

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

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

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

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

WRITING

an opinion essay

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

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

To what extent do you agree with this opinion?

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

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

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

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

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

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

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

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

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

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

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

To what extent do you agree with this opinion?

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

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

8C Spend or save?

HOW TO ... | maintain and end a discussion

VOCABULARY | money

PRONUNCIATION | intonation: ending a discussion



VOCABULARY

money

1 A Work in pairs. Discuss the questions.

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

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



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

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



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

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

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

B Work in pairs. Tell your partner about:

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

C Learn and practise. Go to the Vocabulary Bank.

▶ page 140 **VOCABULARY BANK** money



How to ... maintain and end a discussion

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

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

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

as dare frankly great guess
looking makes see the coin with

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

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

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

D Learn and practise. Go to the Grammar Bank.

 page 133 **GRAMMAR BANK**



PRONUNCIATION intonation: ending a discussion

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

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

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

SPEAKING

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

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

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

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

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

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

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

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

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

MEDIATION SKILLS co-developing ideas

contribute to collaborative decision-making



 page 154 **MEDIATION BANK**

8D **BBC** Entertainment

Science fiction

VOCABULARY | machines

SPEAKING | a summary

WRITING | a continuation of a narrative

PREVIEW

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

B Work in pairs. Discuss the questions.

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

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

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



BBC

Doctor Who

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

VIEW

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

B ▶ Watch the video again and answer the questions.

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

VOCABULARY

machines

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

conveyor delivery bot fully automated robots scan shuttle teleport

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

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

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

C Work in pairs. Discuss the questions.

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

SPEAKING

a summary

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

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

KEY PHRASES

The plot is fairly straightforward/fiendishly complicated, etc.

Nothing is as it appears to be.

They face the difficult task of ...

It's a race against time because ...

The tension rises as ...

In a twist at the end, ...

C Think of a science-fiction film or series you know and plan your summary. Use the Key phrases to help you.

D Work in groups. Give your summaries and discuss the films or series. Which have you already seen and enjoyed? Which would you like to see? Why/Why not?

WRITING

a continuation of a narrative

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

animations comic books films novels TV series

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

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

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

 page 109 **WRITING BANK**

GRAMMAR

concession

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

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

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

2 A Choose the correct words to complete the sentences.

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

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

3 A Complete the sentences with your own ideas.

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

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

future forms

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

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

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

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

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

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

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

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

VOCABULARY

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

curfew greed oppression paranoia
social unrest surveillance

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

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

harmony innocence justice paradise

8A Choose the correct words to complete the article.

Medical technology of the future?

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



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

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

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

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

10 Complete the sentences with the words in the box.

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

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

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

Technology utopia

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

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

B **R8.01** | Listen and check.

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