

## Objectives

## Grammar:

*will* and *won't* for future predictions; talking about ability and possibility

## Reading

Reading about transport

## Listening

Listening to people making predictions

## Speaking

Making predictions

## Writing

Writing predictions about the future

## LESSON 1 SB page 12

## Outcomes:

- To ask and answer about forms of transport
- To read about how people travel and answer questions
- To carry out an internet search about the fastest plane in the world

## Before using the book:

- Write the title of the unit **Transport of the future** on the board and elicit the meaning. Ask the students to tell you what they think they will study in the unit connected to the topic.
- Brainstorm a list of forms of transport that the students know. Ask them to work in teams and set a time limit.
- Ask the teams to read out their lists and award a point for each correct answer. The students then add up the points to find the winning team.



## Lesson 1

## 1 Ask and answer

- 1 Which forms of transport do you usually use?
- 2 How often do you use them?

## 2 Read the text and find all the forms of transport

## 3 Complete the sentences with these words from the text

Electric electricity environment  
~~petrol~~ technology

- 1 Most cars and buses use *petrol* which we make from oil.
- 2 ..... cars don't use petrol.
- 3 Mobile phones and tablet computers are examples of new .....
- 4 Pollution is bad for the .....
- 5 Don't waste ..... Turn off the lights when you leave a room.

## 4 Answer the questions

- 1 What forms of transport did people use before there were cars?
- 2 What will electric cars use instead of petrol?
- 3 How long does it take to travel from Cairo to Alexandria on the fastest trains?
- 4 How will trains change in the future?

## Internet search →

How fast is the fastest plane in the world?

12

## OBJECTIVES

- **Grammar** *will* and *won't* for future predictions; talking about ability and possibility
- **Reading** Reading about transport
- **Listening** Listening to people making predictions
- **Speaking** Making predictions
- **Writing** Writing predictions about the future

## How we travel

How people travel changes over time. Long ago, people could only walk or travel on boats, horses or camels. Then people invented bicycles and later trains, cars and planes. But we couldn't move around the world as quickly as we can today. How will technology help us to travel in the future?

In the future, we will have small electric cars. They will be easy to drive in traffic. These cars won't use petrol. They will use electricity, so they will be better for the environment. Now, a lot of cities have too many cars. These cities will build more metro lines so people will be able to get around the cities quickly.

Today, you can go from Cairo to Alexandria by train in less than three hours. In the future, trains will be able to go even faster. The fastest train in the world is in China. It can travel at 430 km/h. Engineers in America are planning a new kind of train. This will be able to travel at more than 1,000 km/h!

## 1 Ask and answer

- 1 Draw attention to the Objectives box on page 12, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students to look at the picture and ask *What can you see?* (a train)
- 3 Then put the students into small groups of three or four to ask and answer the questions.
- 4 Invite different groups to share their experiences.

Answers:

Students' own answers

## 2 Read the text and find all the forms of transport

- 1 Ask the students what they think the text might be about, and then ask them to read the question and scan the text quickly to find the answer.
- 2 Check the answer as a whole class.

Answers:

boat, horse, camel, bicycle, train, car, plane, metro

### 3 Complete the sentences with these words from the text

- 1 Ask the students to read the words in the box and check the meanings. Drill pronunciation.
- 2 Ask them to work in pairs to complete the sentences with the words. Then ask them to check their answer by finding the information in the text.
- 3 Invite different students to read out the completed sentences and the relevant section of the text.

**Answers:**

2 Electric    3 technology    4 environment  
5 electricity

### 4 Answer the questions

- 1 Ask the students to read the questions and discuss the answers without referring to the text.
- 2 The students then read the text again and find the answers. Tell them not to worry about any words they don't know at this point.
- 3 Invite different students to give their answers. Then ask the students whether there were any words they didn't understand. Encourage them to work out the meaning from the context.
- 4 Ask the students some questions relating to the text, for example, whether they have ever seen an electric car or been on a high-speed train.

**Answers:**

- 1 They walked or travelled on boats, horses or camels.
- 2 They will use electricity.
- 3 It takes just less than three hours.
- 4 They will become faster.



### Internet search

- 1 Ask the students whether they have ever been on a plane. Ask where they went to and whether they enjoyed the experience and why/why not.
- 2 Ask *How fast do planes travel?* Tell them that they are going to do some research to find out about the fastest plane in the world.
- 3 Ask them to look at the Internet search box. The students work in pairs to do an internet search for the fastest plane. Then check the answer as a whole class.

- 4 Ask whether they would like to fly in such a fast plane and what the advantages might be (you get there quicker!).

**Answers:**

The Lockheed SR-71 Blackbird is the fastest plane in the world. It can travel at over Mach 3 (3,600 km/h), which is three times the speed of sound.

## LESSON 2 SB page13 WB page8

### Outcomes:

- To use *will* and *won't* for future predictions
- To talk about ability and possibility



### SB Page 13

## Lesson 2

UNIT  
12

### 1 Underline the verbs. Tick the sentences that are about the future

- 1 ☐ Long ago, people could only walk or travel on boats, horses or camels.
- 2 ☐ We couldn't move around the world as quickly as we can today.
- 3 ☐ How will technology help us to travel in the future?
- 4 ☐ These cars won't use petrol.
- 5 ☐ In the future, trains will be able to go even faster.

### GRAMMAR BOX

#### will and won't for future predictions

- We use *will/won't* + infinitive to make predictions about the future. The form of *will* or *won't* is the same for all subjects:  
*My brother will be at university in France next year. He won't be at home.*  
*Will we all use computers at school in the future?*

#### Talking about ability and possibility

- We use *can/can't* to talk about ability and possibility in the present. To talk about past ability and possibility, we use *could/couldn't*:  
*We can travel to Alexandria from Cairo by train. We can't travel by boat.*  
*Long ago, people couldn't travel by plane.*
- We use *will/won't be able to* to talk about ability and possibility in the future:  
*My brother's learning to drive. Next year, he'll be able to drive.*  
*He won't be able to buy a car because they are expensive.*

### 2 Complete the sentences with these words

can    can't    Could    couldn't    ~~will~~    Will    won't    won't be able

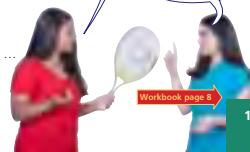
- 1 "Do you think that cars will fly one day?"
- 2 "\_\_\_\_\_ you swim when you were three years old?"  
"No, I \_\_\_\_\_ swim then, but I \_\_\_\_\_ swim now."
- 3 You \_\_\_\_\_ use a boat to travel across the desert.
- 4 Khalid's ill today, so he \_\_\_\_\_ to play football.
- 5 "\_\_\_\_\_ it be warm when we visit England in November?"  
"No, it \_\_\_\_\_. It is usually cold in November."

When I was younger, I could count to ten in English, but I couldn't count to a hundred.

Now, I can swim, but I can't play tennis.

### 3 Complete the sentences

- 1 When I was younger, I could ..., but I couldn't ...
- 2 Now, I can ..., but I can't ...
- 3 In the future, we will/won't be able to ...



Workbook page 8

13

### 1 Underline the verbs. Tick the sentences that are about the future

- 1 Write **predictions** on the board and check the meaning. Ask them what kinds of things people make predictions about (e.g. stories, the weather). Then ask the students to read the

example and look at the underlined verbs. Ask  
*When was this? (in the past)*

- 2 Tell them to copy the sentences into their copybooks and underline the verbs, ticking the sentences that are about the future.
- 3 Then check the sentences as a whole class by writing them on the board and asking different students to underline the verbs as appropriate. For each sentence ask *Is this the past, the present or the future?*
- 4 Elicit the future form (will/won't + infinitive). Now ask them to look at the Grammar box and read the rules for *will* and *won't* for future predictions. Ask them which sentences fit the rule (3, 4 and 5).
- 5 Ask the students to look out of the window. Ask *What will the weather be like this afternoon/evening?* Encourage the students to make predictions using *will*, for example, *It will probably be sunny*. Then ask them to discuss the answers to question 3 in exercise 1 and the question in the first point of the Grammar box in small groups. Invite some ideas from the class. Remind them to use positive and negative forms.
- 6 Elicit the difference between ability and possibility. Then ask the student to read the next two points in the Grammar box. Ask the students to work in pairs to write two sentences for each point. Then invite them to read them out for the class to check them.

**Answers:**

- |                        |               |
|------------------------|---------------|
| 2 Could, couldn't, can | 3 can't       |
| 4 won't be able        | 5 Will, won't |

### 3 Complete the sentences

- 1 Ask two students to read out the sentences shown in the speech bubbles. Then refer them to prompts and ask them which of the sentences refers to the past (1), present (2) and future (3).
- 2 Allow the students a short amount of time to think about what they want to say. They then talk to their partner as in the example. Go round and monitor while they are working, helping where necessary.
- 3 Invite pairs of students to talk about each of the ideas for the rest of the class to listen.

**Answers:**

Students' own answers

**Answers:**

- 1 Long ago, people could only walk or travel on boats, horses or camels.
- 2 We couldn't move around the world as quickly as we can today.
- 3 [✓] How will technology help us to travel in the future?
- 4 [✓] These cars won't use petrol.
- 5 [✓] In the future, trains will be able to go faster.

### 2 Complete the sentences with these words

- 1 Ask the students to look at the words in the box. Ask them to say which refer to the past (*could, couldn't*), present (*can, can't*) and future (*will, won't, won't be able*).
- 2 The students then work in pairs to complete the sentences. Invite different students to read out the sentences.

Module 4

UNIT  
12


## Transport of the future

**1 Complete the sentences with the correct words**

electric   electricity   new technology
petrol   the environment

- 1 New technology... can help people get better in hospitals.
- 2 Most cars use ..... for energy.
- 3 Computers use ..... for energy.
- 4 We should look after ..... because we all live in it.
- 5 Most metro trains are .....

**2 Read and match to make sentences**



- 1 ☐ Mr Sami is ill today, so                      a he will be able to play in the next game.
- 2 ☐ Mona's uncle could speak English when he was ten because                      b it is too windy.
- 3 ☐ Ali will be late for school because                      c he won't be able to teach the maths class.
- 4 ☐ The boats can't go out to sea today because                      d he missed the bus.
- 5 ☐ The football team has a new player and                      e he went to school in London.

**3 Answer the questions**

- 1 What could you do when you were three?  
.....
- 2 What can't you do now that you will be able to do when you are 21?  
.....
- 3 What won't you be able to do when you are 21 that you can do now?  
.....

### 1 Complete the sentences with the correct words

- 1 Ask the students to read the words in the box and elicit their meanings.
- 2 Then ask them to look at the example answer and explain that they have to complete the sentences with the words.
- 3 The students complete the exercise in pairs. Then invite different students to read out the completed sentences.

**Answers:**

2 petrol      3 electricity      4 the environment  
5 electric

### 2 Read and match to make sentences

- 1 Ask the students to look at the picture and ask what they think will happen to the footballer (*he will play for a new team*).
- 2 Then ask them to read the example sentence. Tell them that they have to match the rest of the sentence halves.
- 3 The students complete the exercise in pairs.

Then invite different students to read out the full sentences.

**Answers:**

2 e      3 d      4 b      5 a

### 3 Answer the questions

- 1 Ask the students to say when the questions refer to (*1 = past, 2 = present, 3 = future*).
- 2 Go through each question, inviting answers from different students.
- 3 The students then write their answers. Remind them to use the appropriate tense. Go round and monitor while they are working, helping where necessary.
- 4 The students then discuss their answers with a partner, before sharing their experiences with the rest of the class.

**Example answers:**

- 1 I could walk, but I couldn't swim.
- 2 I can't drive a car and I can't work. I will be able to drive and work when I am 21.
- 3 I won't be able to go to school or play in the playground when I am 21. I can do these things now!

## LESSON 3 SB page 14

### Outcomes:

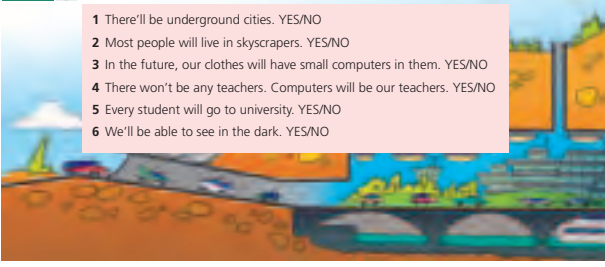
- To make predictions about the future
- To listen to people making predictions and answer questions
- To ask and answer questions that express certainty/uncertainty



UNIT 12
Lesson 3

**1 Read the questionnaire. What are your predictions about the future? Circle Yes or No**

- 1 There'll be underground cities. YES/NO
- 2 Most people will live in skyscrapers. YES/NO
- 3 In the future, our clothes will have small computers in them. YES/NO
- 4 There won't be any teachers. Computers will be our teachers. YES/NO
- 5 Every student will go to university. YES/NO
- 6 We'll be able to see in the dark. YES/NO



**2 Listen to Salma and her sister Dina doing the questionnaire. Which two answers do they agree on?**

**3 Ask and answer about the following**

- 1 We won't read books. We'll only read on computers.
- 2 We won't send letters. We'll only send emails and text messages.
- 3 We won't need doctors. We'll be able to use the internet to get better.
- 4 Everyone in the world will be able to speak more than one language.
- 5 Egypt will get colder. We'll be able to go skiing here.

**FUNCTIONS BOX**

**Expressing certainty/uncertainty**

That will definitely (not) happen.

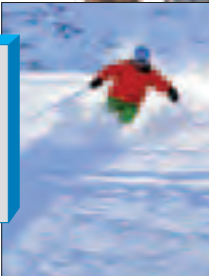
I'm (not) a hundred percent sure that (we will ...)

I'm (not) certain/sure that (we will/won't ...)

I think/don't think that (we will ...)

Perhaps (we will/won't be able to ...)

That's impossible.



## 1 Read the questionnaire. What are your predictions about the future? Circle Yes or No

- 1 Ask the students to look at the picture in exercise 1 and ask *What can you see?* (an underground city)
- 2 Ask the students to read the first statement. Invite some opinions from the class and encourage the students to give reasons for their answers.
- 3 Ask the students to read the rest of the statements and to decide individually whether they agree or disagree with them.
- 4 Then put them into pairs to discuss the rest of the questions. Go round and monitor while they are working, helping where necessary.
- 5 Invite different students to tell the rest of the class about their partner's ideas.

**Answers:**

Students' own answers

## 2 Listen to Salma and her sister Dina doing the questionnaire. Which two answers do they agree on?

- 1 Tell the students that they are going to hear Salma and her sister Dina doing the questionnaire in exercise 1.
- 2 Elicit phrases for agreeing and disagreeing and tell them to listen out for the two answers which the sisters agree on.
- 3 Play the recording. Then ask the students to compare their answers with a partner before playing the recording again. Then check the answers as a whole class.



### Tapescript

- Salma:** *What do you think will happen to cities in the future? Do you think we will have underground cities?*
- Dina:** *No, I don't think we will live underground.*
- Salma:** *I agree. It's too dark! I don't think people will live in skyscrapers, either.*
- Dina:** *I disagree. That will definitely happen, because cities are full now. There won't be enough space to build smaller houses. So I think skyscrapers will get higher and higher. Do you think our clothes will contain small computers?*
- Salma:** *No, that's impossible.*
- Dina:** *I disagree with you! I'm sure we will have very small computers in our clothes. We have the technology now, so I think it will also be in our clothes! Now, let's talk about school. Do you think computers will be our teachers?*
- Salma:** *No, I'm sure that won't happen. We will use computers, but they won't be our teachers.*
- Dina:** *I agree with you. I'm certain we will always have teachers.*
- Salma:** *And that's a good thing! But I'm not a hundred percent sure that every student will go to university.*
- Dina:** *I disagree. I'm certain that we will all go to university! Now, here's a science question. Do you predict that we'll all be able to see in the dark?*
- Salma:** *No, I don't think we will be able to do that.*
- Dina:** *Perhaps we will. It will be fun!*

**Answer:**

They agree that:  
There won't be underground cities.  
Computers won't be our teachers.



### 3 Ask and answer about the following

- 1 Ask the students to look at the first statement and ask two students to read out the question and answer shown in the speech bubbles. Ask *Do you agree?* and hold a brief discussion about why/why not.
- 2 Ask the students to read the phrases in the Functions box. Ask them which ones are the most certain and which are the least certain (*the phrases read from top to bottom from the most certain to the least certain*).
- 3 The students then work in small groups to discuss the rest of the statements. Remind them to use *will* + infinitive to make predictions, and to use the phrases in the Functions box.
- 4 Go round and monitor while they are working, helping where necessary. Then hold a short class discussion, inviting the students to share their opinions.

Answers:

Students' own answers

## LESSON 4 SB page15 WB page9

### Outcomes:

- To read about transport in Egypt and answer questions
- To use critical thinking skills to discuss travelling in the future



Lesson 4

Unit 12

## TRANSPORT IN EGYPT

**Egypt is a large country, so transport is very important.**

- People in Egypt used boats and ferries thousands of years ago. You can still travel by ferry or boat today on more than 3,000 km of rivers and canals.
- The Suez Canal is one of the world's most famous canals. In 2015, the canal became 72 kilometres longer. After a project that took just one year, many more ships can now use the Suez Canal. The ships will bring about \$13 billion dollars of business into Egypt by 2023.

- In 1904, Prince Azia Hassan drove one of the first cars in Egypt, from Cairo to Alexandria. It took ten hours! Today, the journey takes less than three hours. Egypt now has more than 21,000 km of roads. Many people travel by coach.
- Cairo International Airport opened in 1963. Today, planes fly to more than 25 airports around the country.




**1 Are these sentences true (T) or false (F)?**

- ☐ The rivers and canals in Egypt are longer than the railway system.
- ☐ The Suez Canal is now 72 kilometres long.
- ☐ Egypt was the first country in the world to have a railway system.
- ☐ Cars could travel much faster in 1904.
- ☐ You can fly to many places in Egypt.

**2 CRITICAL THINKING**

- 1 List all the forms of transport in the text. Which form of transport do you prefer?
- 2 Where do you want to travel to in the future?
- 3 How will people travel to work in the future?
- 4 Do you think travel will be easier or more difficult in the future? Why?
- 5 Do you think travel will be more expensive or less expensive in the future? Why?

Workbook page 9

15

### 1 Are these sentences true (T) or false (F)?

- 1 Ask the students to look at the pictures and say what they can see (*a Nile ferry, an old train, coaches, Cairo International Airport*). Ask what kind of information they expect to be in the text.
- 2 Ask the students to read the text heading. Ask why they think transport is so important in a large country (e.g. *because people want to travel to places far away quickly*).
- 3 The students then read the text to check their ideas. Tell them not to worry about any words they don't know at this point.
- 4 Now ask them to read the true or false questions. Ask them to discuss them in pairs before they read the text again.
- 5 The students then read the text and check their answers. Check the answers as a whole class and invite the students to correct the false answers.

## Answers:

- 1 F (The rivers and canals are 3,000 km long, and the railway system is more than 7,000 km long.)
- 2 F (It was the first country in Africa to have a railway system.)
- 3 T
- 4 F (It took ten hours to travel from Cairo to Alexandria in 1904; today it takes less than three hours.)
- 5 T

## 2 Critical thinking

- 1 Ask the students to read the first question and elicit the forms of transport mentioned in the text. Check the answers as a whole class.
- 2 Then ask the students to read the rest of the questions and allow them a few minutes to consider their answers.
- 3 The students then discuss their ideas in pairs. Go round and monitor while they are working, helping where necessary. Then put groups of students together to share their ideas.
- 4 Finally, discuss the questions together as a whole class.

## Answers:

- 1 boat, ferry, train, car, coach, plane (Students' own answers)
- 2 Students' own answers
- 3 Students' own answers
- 4 Suggested answer: It will be easier because technology will make it faster and easier./It will be more difficult because there will be more people and there will be less space on trains, buses, etc.
- 5 Suggested answer: It will be more expensive because there won't be enough petrol./It will be less expensive because we won't need petrol. Transport will use other forms of energy.

## WB Page 9

### 1 Match the forms of transport to the places

ferry car train coach  
boat ~~plane~~ bicycle

- 1 airport plane
- 2 road
- 3 railway line
- 4 lake, river or sea



Unit 12

Module 4

### 2 Complete the dialogue

hundred percent impossible Perhaps we will  
sure ~~we'll be able to~~ will definitely

- Nabila:** This magazine says that 1 we'll be able to go skiing in Egypt in the future.  
**Randa:** That's 2 .....! It will never be cold enough for skiing.  
**Nabila:** But the weather is changing. Do you think Egypt will have snow in the future?  
**Randa:** That 3 ..... not happen.  
**Nabila:** My English friend says that England has a lot more rain in the winter now.  
 4 ..... have more rain, too.  
**Randa:** I'm not 5 ..... I think the weather will get hotter.  
**Nabila:** I'm a 6 ..... sure that today is hotter than yesterday! Let's go to the beach.

### 3 Answer the questions

- 1 Do you think more or fewer people will travel by coach in the future?  
.....
- 2 Do you think planes will be larger or smaller in the future?  
.....
- 3 Do you think we will be able to go by train to more or fewer cities in the future?  
.....
- 4 Do you think cars will be able to fly in the future?  
.....

9

## 1 Match the forms of transport to the places

- 1 Elicit the words for forms of transport, and ask the students to identify the form of transport in the picture in exercise 1 (*ferry*).
- 2 Then ask the students to look at the example answer and complete the rest of the exercise in pairs.
- 3 Check the answers as a whole class.

## Answers:

2 car, coach, bicycle 3 train 4 ferry, boat

## 2 Complete the dialogue

- 1 Elicit the phrases for expressing certainty/uncertainty.
- 2 The students then use the words and phrases in the box to complete the dialogue. Invite different students to read out the completed sentences, before asking pairs of students to read out the whole dialogue.

Answers:

- |                   |                   |
|-------------------|-------------------|
| 2 impossible      | 3 will definitely |
| 4 Perhaps we will | 5 sure            |
| 6 hundred percent |                   |

### 3 Answer the questions

- Elicit the future form with *will*.
- Ask the students to read the questions and discuss them in pairs before writing their answers.
- Go round and monitor while they are working, helping where necessary. Remind them to use the appropriate forms of *will* and the phrases for expressing certainty/uncertainty. Then invite different students to give their answers.

Answers:

Students' own answers

## REVIEW SB page 16 WB page 10

### Outcomes:

- To review and practise the vocabulary and structures of the unit
- To practise giving examples

### Before using the book:

- Write Transport of the future on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.



UNIT 12

## Review

### Now you can ...

- use *will* or *won't* to make future predictions

#### 1 Match to make sentences

- |   |                                  |
|---|----------------------------------|
| 1 <input checked="" type="checkbox"/> Nadia is very good at science and | a we won't play outside.         |
| 2 <input type="checkbox"/> It is raining today, so                      | b one day, she will be a doctor. |
| 3 <input type="checkbox"/> The bus is here, so                          | c won't have drivers.            |
| 4 <input type="checkbox"/> In the future, I think that trains           | d we won't be late for school.   |

- talk about ability and possibility

#### 2 Complete the sentences with these words

~~can~~ ~~can't~~ ~~could~~ ~~couldn't~~ ~~will be able to~~

Today we 1 *can* easily travel around the world using a lot of different forms of transport. But before planes, cars and trains, this was not easy. People 2 ..... travel to other countries on boats because these are some of the oldest forms of transport. But people 3 ..... use a train until its invention in 1831, or drive a car until 1879, or fly in a passenger plane until 1914. Most people still 4 ..... travel to space, but perhaps soon we 5 ..... do this!

- express certainty and uncertainty

#### 3 Complete the dialogue

a hundred percent ~~sure~~ ~~impossible~~ ~~think~~

Randa: Do you 1 *think* that plane travel will become quicker and cheaper in the future?

Sara: I'm 2 ..... that flying will become quicker. Technology will help planes fly faster. But I'm not 3 ..... sure that flying will become cheaper. Petrol is always expensive.

Randa: 4 ..... that we'll have airports in every city in the world one day.

Sara: That's 5 ..... It will be too expensive to do that.

### Writing skills

To give examples, we use the phrases *for example*, *like* and *such as*:

There are many ways to travel in Egypt, *for example*, by bus, train or boat.

On some trains, *like* the fast trains from Cairo to Alexandria, you can book your ticket before you travel.

Fast coaches travel to the main cities, *such as* Cairo, Aswan and Alexandria.

Workbook page 10

### 1 Match to make sentences

- Elicit the forms and use of the future with *will* and *won't*.
- The students then match the sentence halves, as in the example.
- Check the answers as a whole class.

Answers:

- 2 a      3 d      4 c

### 2 Complete the sentences with these words

- Ask the students which words and phrases are used to express ability and possibility in the past, present and future (*could*, *couldn't*, *can*/*can't*, *will*/*won't*, *will*/*won't be able to*).
- Then ask them to read the example answer and tell them that they have to complete the rest of the text with the words in the box.
- Invite different students to read out each sentence of the text. Ask the rest of the class to say whether their answers are correct and to correct any that are wrong.



Answers:

2 could 3 couldn't 4 can't 5 will be able to

### 3 Complete the dialogue

- 1 Review the phrases for expressing certainty and uncertainty.
- 2 The students then complete the dialogue individually with the words in the box, and then check their answers with a partner.
- 3 Invite different students to read out each line of the dialogue to check the answers.

Answers:

2 sure 3 a hundred percent 4 I think  
5 impossible

### Writing skills

- 1 Ask the students to read the examples and ask them to decide in pairs whether the phrases in red mean the same thing (*yes, they do*).
- 2 Ask them to say the sentences aloud, replacing the words in red with the other phrases.
- 3 The students could then make their own sentences, using each of the three phrases. They then read these out for the class.

UNIT  
12

Module 4

### 1 Complete the sentences with your ideas



- 1 There are some delicious food dishes in Egypt, such as .....
- 2 People use some animals, like ....., for transport.
- 3 Tourists love to visit famous places in Egypt, for example, .....

### 2 Read and match to make sentences

- 1 ☒ Today's trains are usually a is usually expensive.
- 2 ☐ Many forms of transport use roads, b but it is a good way to see the Nile.
- 3 ☐ Travelling by plane c faster than coaches.
- 4 ☐ Travelling by boat is usually slow, d for example, buses, coaches and cars.

### 3 Write predictions about the future of transport

- Which forms of transport will become faster?
- Which forms of transport will become cheaper or more expensive?
- What new forms of transport will there be in the future?
- Will we be able to go to new places, for example, to space?

Remember to give examples for each form of transport you describe.  
.....  
.....  
.....

10

### 1 Complete the sentences with your ideas

- 1 Ask the students to look at the picture and say where they think it is. (*It shows tourists at the Valley of the Kings at Luxor.*) Ask the students what they like about living in Egypt.
- 2 Ask them to read the prompts and discuss in pairs what they could say to complete them.
- 3 The students then read out their completed sentences.

Example answers:

- 1 ful medames and falafel
- 2 camels and horses
- 3 the Pyramids and the Valley of the Kings

### 2 Read and match to make sentences

- 1 Ask the students to read the example and explain that they have to match the rest of the sentence halves.
- 2 The students complete the exercise in pairs. Check the answers as a whole class.

Answers:

2 d 3 a 4 b

### 3 Write predictions about the future of transport

- 1 Ask the students to read the questions and discuss them in small groups. Then invite the groups to share their ideas.
- 2 The students then work individually to write their predictions. Remind them to use *will/won't*, phrases to express certainty and uncertainty, and phrases to introduce examples. They should start their answer in the Workbook and continue in their copybooks if they need more space.
- 3 Go round and monitor while they are working, helping where necessary. Invite different students to read out their predictions.

**Answers:**

Students' own answers

## A s s e s s m e n t

### Speaking task

**Outcome: to make predictions**

Use SB page 14, exercises 1 and 3 and the Functions box

Students read the quiz again and then look at the speech bubbles in exercise 3.

In pairs, students discuss the predictions in the quiz, using the language practised in Lesson 3.

### Reading task

**Outcome: to read about transport**

Use SB page 12, exercise 2

On the board, write the following:

**Find ...**

**1 five ways people could travel before there were trains**

**2 two reasons why electric cars will be a good thing**

**3 one prediction about metros**

**4 one prediction about trains**

Students read the text, then work in pairs to find the answers.

### Writing Task

**Outcome: to write predictions about the future**

Use SB page 14 exercise 3

On the board, write the following topics:

- **cities on the moon**

- **the future of schools**

- **machines and housework**

- **the next World Cup**

- **my work**

Students choose three of the topics and write their own predictions, using some of the expressions in exercise 3 and the Functions box.

### Listening task

**Outcome: to understand people making predictions**

Use the recording for SB page 14, exercise 2

On the board, write the following gapped extracts from the recording:

**1 I \_\_\_\_\_ people will live in skyscrapers**

**2 Do you think \_\_\_\_\_ contain small computers?**

**3 I'm not a hundred percent sure that \_\_\_\_\_ to university.**

Students complete the missing words as you play the recording, pausing as necessary.