

UNIT 5

Past, present and future

LESSON 1 SB page 23

Aims: Learners will

- revise the present simple
- revise the use of *will* and *going to* to speak about the future
- revise *used to*
- practise listening, speaking and reading skills

Structures:

Maher used to walk with a stick.
I didn't use to speak English.
She's going to wear a helmet.
She'll be careful.

New vocabulary:

helmet, stick

Functions:

Talking about future plans
 Predicting what will happen in the future
 Talking about things you no longer do

Before using the book:

- Ask students how to talk about next week and how to talk about five years ago. What words and phrases will they use? E.g., *next week*, *on Wednesday*, *five years ago*, *when I was small/younger*. What verb forms will they use? E.g., *will*, *going to*, *used to*. Write students' suggestions on the board.

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UNIT
Past, present and future
Lesson 1 **5**

1 Listen and put a ✓ or X

a ☒ Nadia is driving Ahmed to school today.

b ☐ She used to be too nervous to drive.

c ☐ She's looking forward to driving.

d ☐ She thinks she'll be a bad driver.

b ☐ Salma always used to roller-blade by herself.

c ☐ Salma is still afraid of falling over.

d ☐ She'll be careful of other people when she roller-blades.

c ☐ Maher used to walk with a stick.

d ☐ Maher's foot still hurts too much to walk on.

e ☐ He will be able to run five kilometres in future.

f ☐ He will be able to walk five kilometres in future.

2 Ask and answer

a What things do you do now which you didn't use to do five years ago?

b What things did you use to do five years ago which you don't do now?

c What things are you going to do in the next five years?

d What things do you hope you'll do in the next five years?

In this unit, you will:

- make plans for the future.
- predict the future.
- say what you have just decided to do.
- say what you used to do but don't do now.

Correct the false sentences.

Nadia is driving Hesham to work.

I speak English now. I didn't use to speak English five years ago.

1 Listen and put a ✓ or X

- 1 Draw attention to the unit aims box and explain.
- 2 Students look at the pictures and say what is happening.
- 3 Read through the sentences for each picture and check understanding. Discuss the time reference of the tenses in each.
- 4 Ask students to guess with the help of the pictures what *helmet* and *stick* mean.
- 5 Play the cassette or read the tapescript. Students tick or cross the sentences.
- 6 Check their answers.
- 7 Students correct the false sentences as in the example exchange.



Tapescript

a

Nadia: *I'm driving Hesham to work today. I was very pleased to pass my driving test two days ago. I used to be too nervous to drive when I was younger. I'm not nervous now. I'm looking forward to driving. I think I'll be a good driver.*

b

Salma: *Hi! I'm roller-blading by myself. I didn't use to be able to roller-blade on my own. I was too nervous. Soha or Ahmed used to hold my hand because I was afraid of falling. But I'm not afraid now. I'm going to be good at roller-blading. I'm going to roller-blade very fast. But I'll be careful of other people and I'm going to wear a helmet when I roller-blade.*

c

Maher: *Look! I'm walking with a stick today. When I was younger, I used to be able to run five kilometres in twenty minutes. I can't do that now. Recently, my foot has hurt too much to walk on. However, it's feeling much better now. Tomorrow, I'm going to walk without a stick. I probably won't be able to run five kilometres again in future, but I'm sure I'll be able to walk it.*

Answers:

Picture a

a ✗ (given)

b ✓

c ✓

d ✗

Picture b

a ✗

b ✗

c ✓

d ✓

Picture c

a ✗

b ✗

c ✗

d ✓

2 Ask and answer

- 1 Revise the positive and negative form of *used to*: ask students what songs/music and food they used/didn't use to like when they were babies or toddlers. *I used to like ... I didn't use to like ...*
- 2 Read through the questions with students and explain where necessary.
- 3 Discuss the difference between *will* (for predictions) and *going to* (for plans).
- 4 Students form pairs and ask and answer the questions about themselves.
- 5 Monitor, noting any common errors to review with the whole class after the activity.

- 6 Students report their partner's answers to the class.



Further practice

- The class makes a “time capsule”. Students write about their present hobbies, homes, families, etc. and about their hopes and plans for the future. They can include a picture. Put everything in a box and bury it somewhere it is unlikely to be disturbed for a long time. The idea is that it holds a snapshot of life for young people now, and their hopes for the future, which will be found sometime in the future. Students can research the idea of “time capsules” on the internet.

LESSON 2 SB page 24 WB page 15

Aims: Learners will

- practise working out what pronouns refer to
- revise *used to*

Structures:

Planes used to have to stop a lot.

They listen to music and watch TV and films as well.

New vocabulary:

as well, entertainment, narrow, passenger

Functions:

Talking about things that have changed

Before using the book:

- Ask the class who has been on a plane and what it was like: Was it comfortable? What was there to do?
- Ask how they think planes might have changed since the earliest days of flight.

5 Lesson 2

3 Read and match

Read about the history of plane travel. Match each paragraph 1-4 to the best sentence a-d.

a ☐ More people going further and faster
b ☐ The start of air travel
c ☐ Lots to do while you fly
d ☐ An uncomfortable flight

Computer Lab

Being healthy | Farming | History | People | Science | Stories | Travel | Water | Work

1 Passenger plane travel began in the 1920s and it became more common in the 1930s. At that time, planes were very small. Despite having two engines, they had small fuel tanks so they used to have to stop a lot.

2 The plane journey from London to Cairo used to take two days. Planes had narrow bodies so they could only carry 20 passengers, who used to sit side by side. Passengers used to get meals, but they did not have any entertainment during the long journeys.

3 Passenger planes today are very different. They have wide bodies so they can carry around 600 passengers. In addition, they have four engines and large fuel tanks. They can fly 10,000 kilometres without stopping, at more than 880 kilometres per hour.

4 Passengers on modern planes usually get hot drinks and hot food. They often have entertainment. They can listen to music and watch TV or films as well. Some passengers even have beds to sleep on.

4 Answer the questions

a What is *it* in "it became more common"? It is "plane travel".
b When is *that time* in "at that time"?
c What is *they* in "they used to have to stop a lot"?
d Who is *they* in "they did not have"?
e What is *they* in "they can carry"?

5 Ask and answer

a What is the difference between plane travel now and in the 1920s and 30s?
b What do you think plane travel will be like in 80 years?

3 Read and match

- Students look at the text and say what kind it is (*an internet page*), and what the topic is, according to the menu bar (*travel*).
- Read through paragraph topics a-d and explain where necessary.
- Introduce *passenger* and *narrow*.
- Students read the text and match the topics to the paragraphs.
- Students form pairs and compare answers.
- Check answers with the whole class.
- Ask them to find *entertainment* in the text and work out its meaning from its context.

Answers:

a 3 b 1 (given) c 4 d 2

4 Answer the questions

- Practise working out what pronouns refer to by giving some easy examples: *The lorry was very slow and it was making a lot of noise.* Ask what *it* refers to. Give some more simple examples with *this*, *that* and *they*.

- Draw attention to the words highlighted in red in the text.
- Read through the example and make sure students understand the task.
- Students complete the task individually.
- Check their answers.

Answers:

- It is "plane travel" (given)
- in the 1930s
- planes (in the 1930s)
- passengers
- (passenger) planes today

5 Ask and answer

- Read through the questions with the class.
- Students form groups of 3-4 and discuss the questions.
- Monitor, noting any common errors to review with the whole class after the activity.
- Students report back to the class about the others in their group.

WB Page 15

Past, present and future 5 Lesson 1

1 Read the following, then answer

Science Week

In the 1960s, French engineers helped to design the world's first passenger plane which could fly faster than the speed of sound. It was called Concorde. It could carry 100 passengers but was noisy and used a lot of fuel. Concorde flew from 1969 until 2003. Now, French and Japanese engineers are designing a new passenger plane that will be able to fly more than double the speed of sound (about 1200 kilometres an hour). Engineers predict the new plane will be ready by 2015. It will be much quieter than Concorde and it will be able to carry 250 passengers.

a Answer the following questions

- What is this article about? *It is about planes.*
- When did Concorde stop flying?

b Choose the correct answer from a, b, c or d

- How will the new plane be better than Concorde?
 - It will be cheaper.
 - It will be noisier.
 - It will be quieter and larger.
 - It will be ready soon.
- What is *it* in "it could carry ..."?
 - sound
 - the French
 - Concorde
 - fuel
- What is *it* in "it will be able to ..."?
 - the new plane
 - Concorde
 - engineers
 - passengers

1 Read the following, then answer

a Answer the following questions

- 1 Students look at the text and say what it is about, and where it might be from.
- 2 Ask if anyone has heard of Concorde, and what they know about it.
- 3 Read through the first two questions with the class.
- 4 Students answer the questions individually.
- 5 Check their answers out loud.

b Choose the correct answer from a, b, c or d

- 1 Read through the questions and answer options and explain where necessary.
- 2 Students read the text and circle the correct answers. They can do this individually in class, or for homework.
- 3 Students form pairs and compare answers.
- 4 Check answers with the whole class.

Answers:

- 1 It is about planes. (given)
2 In 2003. 3 c 4 c 5 a



Further practice

- Students find out what they can about new planes being designed now.
- Students tell each other or write about flights they have been on – what kind of entertainment they had, how comfortable and fast it was, how many people there were, how big the plane was, etc.

LESSON 3 SB page 25 WB page 16

Aims: Learners will

- revise the use of *will* to predict
- talk about the future of flight
- practise using linking words

Structures:

Some planes will be able to carry 1000 passengers.

Scientists predict ordinary people will go into space.

Companies intend to build “spaceports”.

New vocabulary:

article, dollar, intend, land (v), ordinary, predict

Functions:

Predicting
Expressing intention

Before using the book:

- Elicit what students can remember about how passenger planes have changed over the years.
- Ask them what they know about space flight – where people have already been in space, and discuss what developments are likely.
- Encourage the use of *will* where appropriate in this discussion.

Look at *Our English Magazine*. What is the article going to be about?

Lesson 3 **5**

6 Listen and number

Now listen and put each part in the correct order.

a maybe / hear sentences / these / every day: "go / to land / moon / 15 minutes"

b space travel / tourists / already / start 2001 / Dennis Tito / fly / into space ticket / cost / twenty million dollars

c engineers / design / planes of the future some planes / able / carry 1000 passengers others / able / fly / 3000 kilometres an hour

d companies / plan / start space flights / 10 years first 100 passengers / already buy / tickets go 100 kilometres / space / fly / 3 hours

e scientists / predict / ordinary people / go into space think / space tourists / common / 30 years

f already have / ports / ships / airports / planes now companies / intend / build "spaceports" / spaceships

7 Now talk about the future of plane travel

Engineers are designing the planes of the future.

Some planes will be able to carry 1000 passengers.

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6 Listen and number

- Students look at the magazine page and picture and predict what the article is about.
- Introduce the new word *article*.
- Read through the notes and explain the new words *to land*, *dollars*, *predict*, *ordinary* and *intend*.
- Get students to make full sentences from some of the notes and highlight the structure that they should use: *will (do)*.
- Play the cassette or read the tapescript. Students number the sections of notes according to the order they appear on the cassette.
- Play the cassette or read the tapescript again, stopping after each section to check their answers and to elicit the complete version of the notes.



Tapescript

1

At the moment, engineers are designing the planes of the future. Some planes will be able to

carry about 1000 passengers. Others will be able to fly at speeds of 3000 kilometres an hour.

2

Scientists also predict that ordinary people will go into space in the next 10 years. They think that space tourists will be quite common in the next 30 years.

3

Space travel for tourists has already started. In 2001, a businessman, Dennis Tito, flew into space. His ticket cost about twenty million dollars.

4

We already have ports for ships and airports for planes. Now companies intend to build "spaceports" for spaceships.

5

These companies are planning to start space flights in 10 years time. The first 100 passengers have already bought their tickets. They will go 100 kilometres into space and fly for three hours.

6

Maybe in the next fifty years we'll hear sentences like these every day: "We're going to land on the moon in 15 minutes."

Answers:

- a 6
- b 3
- c 1 (given)
- d 5
- e 2
- f 4

7 Now talk about the future of plane travel

- Students form pairs and talk about the future of plane and space travel, using the notes from Exercise 6 in the correct order, and speaking in complete sentences as in the examples.
- Monitor, noting any common errors to review with the whole class after the activity.
- Ask some pairs to demonstrate.
- Students close their books and tell the class about the future of plane and space travel from memory.

Answers:

(There will be variation)

Scientists also predict that ordinary people will go into space in the next 10 years. They believe that space tourists will be quite common in the next 30 years.

Space travel for tourists has already started. In 2001, a businessman, Dennis Tito, flew into space. His ticket cost about twenty million dollars.

We already have ports for ships and airports for planes. Now companies intend to build “spaceports” for spaceships.

Companies are planning to start space flights in 10 years time. The first 100 passengers have already bought their tickets. They will go 100 kilometres into space and fly for three hours.

Maybe (in the next 50 years) we will hear sentences like these every day: “We are going to land on the moon in 15 minutes.”

WB Page 16

Lesson 2

2 Write sentences with *will* or *going to*

Are you ready for your trip?

LUXOR

a yes/fly/Luxor/next week (going to)

Yes, I'm going to fly to Luxor next week.

The sky is very black.

b yes/it/rain/soon (will)

It's going to rain soon.

It's running very fast!

c yes/but it/run/tree (going to)

The cat is going to run into the tree.

Is your birthday next week?

d yes, it is./hope/parents/buy/new car (will)

I hope my parents will buy me a new car.

3 Complete the sentence with the correct word

a *In addition to* narrow bodies, planes had small fuel tanks. (*As well/in addition to*)

b Planes weren't as fast as today. _____, they were faster than boats. (*Despite/However*)

c Modern planes have wide bodies. They have larger fuel tanks _____. (*and/as well*).

d _____ being built nearly forty years ago, Concorde is still the fastest passenger plane ever built. (*But/Despite*)

4 Complete the tables

also and although as well but despite however in addition to on the other hand	to add the same information and	to add opposite or different information but

2 Write sentences with *will* or *going to*

- Revise the use of *will* to predict the future and *going to* to talk about plans or something that you can see is going to happen from present evidence.
- Students look at the pictures and say what is

happening.

- Read the example to demonstrate the task, highlighting the structure used: *going to*, because it is a plan.
- Students complete the task individually in class, or for homework.

Answers:

- Yes, it will rain soon.
- Yes, but it's going to run into the tree.
- Yes it is. I hope my parents will buy me a new car.

3 Complete the sentences with the correct word

- Revise the use of *as well*, *in addition to*, *despite*, *and*, *however* and *but*.
- Read through the example to demonstrate the task. Make sure students understand that they should choose one of the options in brackets after the sentences.
- Students write the words in the gaps individually in class, or for homework.
- Check their answers.

Answers:

- In addition to (given)
- However c as well d Despite

4 Complete the tables

- Students write the words from the box into the correct table, as in the example.
- Students complete the task individually in class, or for homework.

Answers:

to add the same information

and (given)

also

as well

in addition to

to add opposite or different information

but (given)

although

despite

however

on the other hand



Further practice

- Students find out about the history and future of trains and ships.

LESSON 4 SB page 26 WB page 17

Aims: Learners will

- practise talking about the present, past and future with present simple, past simple, *used to*, *going to* and *will*

Structures:

I was born in Kuala Lumpur.

I used to be good at maths.

I live in Singapore.

I hope I'll be a doctor.

I'm not going to be a businessman.

New vocabulary:

Malaysia

Functions:

Describing your life at present, in the past and in the future

Before using the book:

- On the board write three points in your life: **now**, **the past**, and **the future**. Give some information about each one, for example:
Now: English teacher
The past: (1995) – a student
The future: (2020) – a famous writer
Make sure students know what *the past*, *the present* and *the future* mean.
- Ask students to make complete sentences about what you have written, e.g., *You are an English teacher. You used to be / You were a student. You hope you will be / You intend to be / You're going to be a famous writer.*

Elicit similar sentences from them about their lives: *I used to be a primary school pupil*, etc.

& SB Page 26

Lesson 4

8 Read and number

My pen friend Robert wrote about himself for homework.

My name is Robert Tang. I was born in Kuala Lumpur, the capital of Malaysia. I lived there for ten years while my father was working there. I used to go to primary school with my cousin. I used to be good at maths but I didn't use to be good at sports.

Now I live with my family in Singapore. I go to Guangying Secondary School and my favourite subjects are computer studies and history. My best friend's name is Lee. I like him because he makes me laugh.

When I grow up, I'm not going to be a businessman like my dad. I hope I'll be a doctor. Perhaps I'll live in a big house with a swimming pool. I intend to visit Australia. Most importantly, I hope my family and I will be very happy and healthy.

Number the questions in the order they are answered in Robert's article.

Paragraph 1: the past

a ☐ Who did you use to go to school with?

b ☒ Where were you born?

c ☐ What school subjects did you use to be good at?

Paragraph 2: the present

a ☐ Which school do you go to?

b ☐ Why do you like your best friend?

c ☐ Where do you live now?

d ☐ What are your favourite subjects?

e ☐ What's your best friend's name?

Paragraph 3: the future

a ☐ Where might you live when you're older?

b ☐ Where do you want to travel?

c ☐ What are you going to be when you grow up?

d ☐ What do you hope you will be?

9 Ask and answer

Ask and answer the questions from exercise 8.

Where were you born? I was born in Naur City.

8 Read and number

- Ask what students remember about Robert, Samy's pen friend from SB page 14.
- Introduce the new word *Malaysia*.
- Read through the questions and explain where necessary.
- Students read the text and number the questions in the order they are answered.
- Students form pairs and compare answers.
- Check their answers.

Answers:

Paragraph 1

a 2 b 1 (given) c 3 a 2

Paragraph 2

a 2 b 5 c 1
d 3 e 4

Paragraph 3

a 2 b 3 c 1 d 4

9 Ask and answer

- 1 Students form pairs and ask and answer the questions from Exercise 8, answering about themselves.
- 2 Monitor, noting any common errors to review with the whole class after the activity.
- 3 Students report their partner's answers to the class.

WB Page 17

Lesson 3 5

5 Write an article

My life in the past, now and in the future

Read Robert's article on page 26 of your Student's Book.

Read the instructions carefully.

Write an article about yourself.

Paragraph 1: the past

where	you were born you used to live used to look after
who	you used to play with you
what	you used to like doing you did not use to like doing

Paragraph 2: the present

where	you live now you go to school subjects you like best
what	you do at the weekend
who	your best friend is your teachers are

Paragraph 3: the future

where	you will go to secondary school you will live in ten years time
what	job you hope you will do countries you hope you will visit
when	you think you will learn to drive you think you will marry

5 Write an article

- 1 Make sure students remember what an *article* is, and what a *paragraph* means.
- 2 Explain the task. Students are going to write an article about their life in three paragraphs, using the framework in the tables on the right.
- 3 Read through the tables and elicit examples from students, and from Robert's article on SB page 26.
- 4 Highlight the tenses that should be used in each section.
- 5 Students complete the task either individually in class, or for homework.



Further practice

- Draw on the board or bring and display pictures of the following:
a girl, a tadpole, a very young plant with just two leaves developed, a brick, a cube of ice, a chick, a piece of paper, a reel of cotton, a stone
- Ask students in pairs to work out what each one is now, what it used to be in the past, and what it will be in the future, e.g., *It's a girl. She used to be a baby. She will be a woman. / It's a brick. It used to be earth. It will be a wall. / It's a piece of paper. It used to be a tree. It will be a book.*

LESSON 5 SB page 27

Aims: Learners will

- compare *will* and *going to* revise *used to*

Before using the book:

- Refer back to the first page of the unit and the list of aims. Go through each bullet point and elicit from students what they have learnt about each one.

& SB Page 27

Lesson 5 **5**

DO IT YOURSELF

The future with *will* is used ...

... for requests and things that we have just decided to do.

The future with *going to* is used ...

... to talk about decisions that are already made.

Read and ✓ the two correct boxes

	Future with ...		Decision now ...		Decision before ...	
	going to	will	1	2	1	2
a Salma has decided to lose weight. She's going to exercise daily.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Next year, we're going to move to Aswan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c The door bell's ringing. I'll go see who it is.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Ahmed is going to do his homework after he washes the dishes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I'll lend you some money if you don't have any.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f I'm thirsty. I think I'll have a drink.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REVIEW Look at the key language

REMEMBER

a plans for the future that were decided on before

b how to say what you have just decided to do

c how to say what you used to do but don't do now

d Find verbs and phrases which often have *will* and a second verb after them.

believe describe hope
am/is/are sure land predict
play say think want

Key language

☐ Maher used to be able run five kilometres in twenty minutes.

☐ Hesham is going to buy Salma a new bike.

☐ The plane that he is designing is going to carry 500 passengers.

☐ "I'll open the door for you, Granddad," Ahmed said.

☐ "I think I'll have dessert now, Mum."

☐ Nadia used to be a very bad driver.

Make two more examples of a to c.

Read and ✓ the two correct boxes

- Read through the uses of *will* and *going to* in the speech bubbles. Give examples of each use.
- Revise the form of each tense.
- Read the directions for the task and the examples and check understanding.
- Students complete the task individually.
- Check answers with the whole class.

Answers:

a *going to*, meaning 2 (given)

b *going to*, meaning 2

c *will*, meaning 1

d *going to*, meaning 2

e *will*, meaning 1

f *will*, meaning 1

- Draw students' attention to the *Remember* box and read a–d. Elicit examples.
- Read through the examples of key language with the students and check understanding.
- Explain that students should write the correct letter a–d in each box in the *Key language* section.
- Students do the task individually, then form pairs and compare their answers.
- Check answers with the whole class.
- In their pairs, students think of two more examples for each of the three language items in the *Remember* box.
- Students share their ideas with the whole class.
- Students read the words in the box for task d and underline the words which often go with *will*.

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Answers:

c (given)

a

a

b

b

c

d believe, hope, am/is/are sure, predict, say, think

**Further practice**

- Students find examples in the unit of the underlined words in box *d*.

A s s e s s m e n t**Listening and Speaking Task**

Target element: 'used to', 'will' and 'going to'

Use the articles that students wrote on WB page 17. Students work in pairs. They use the paragraph instructions boxes to form questions which they ask their partners.

Reading and Writing Task

Target elements: 'used to'

Use SB page 24, Ex. 3. Students read the text and answer the following questions with complete sentences:

- 1 How many engines did planes in the 1930s use to have?
- 2 What did planes in the 1930s use to have to do a lot?
- 3 How long did the plane journey from London to Cairo use to take?
- 4 How many passengers did the planes use to carry?
- 5 What didn't the passengers use to have during their journeys?
- 6 Did the planes use to have beds on them?