

GETTING STARTED**Into the future****1** Listen and read.

Interviewer: We have invited some students from Oak Tree School in Happy Valley to this *Beyond 2030* forum, and they are going to share with us their vision of the future. Would you like to go first, Phong?

Phong: I believe the biggest change will take place within the school system. Apart from at school, we will also be learning from places which will give us real-life knowledge and experience, such as at a railway station, in a company, or on a farm.

Mai: I agree. This real-life application of learning will give us a sense of participation, a feeling that we are part of the process.

Interviewer: And what about the role of teachers?

Phong: Ah, they will be more like facilitators, rather than information providers.

Interviewer: Fascinating. How else do you see the future, Nguyen?

Nguyen: Well, I think the role of fathers will drastically change.

Interviewer: Oh yes? In what way?

Nguyen: The modern father will not necessarily be the breadwinner of the family. He may be externally employed or he may stay at home to take care of his children.

Interviewer: And do the housework?

Nguyen: Yes. It's work, paid or not, isn't it?

Mai: Absolutely. The benefit will be that children will see their fathers more often and have a closer relationship with them. I don't see much of my dad, but I love every moment I spend with him.

Interviewer: Well, we are certainly covering some interesting topics ...



THIS UNIT INCLUDES:

VOCABULARY

The changing roles in society

PRONUNCIATION

Agreeing and disagreeing tones

GRAMMAR

Future passive; review

Non-defining relative clauses

SKILLS

- Reading for specific information about the changing roles of women in society and its effects
- Talking about roles in the future
- Listening for specific information about the changes that women in Kenya are going through
- Writing about the roles of teenagers in the future

COMMUNICATION

Describing the changing roles of schools

Objectives:

By the end of this unit, students can:

- use the lexical items related to the changing roles in society
- identify the rising or falling tones in agreement and disagreement sentences and say the sentences correctly
- use the future passive correctly
- recognise non-defining relative clauses and use them correctly
- read for specific information about the changing roles of women in society and its effects
- talk about roles in the future
- listen for specific information about the changes that women in Kenya are going through
- write about the roles of teenagers in the future

GETTING STARTED

Into the future

Introduction

Ask Ss to list some groups of people and their roles in society. Ask Ss if they think the roles of these people will change in the future. If yes, ask how they will change. Ask Ss to give explanations for their opinions.

- 1 Ask Ss to look at the title of the conversation and the picture. Ask them some questions:

What do you think the guests at the Beyond 2030 forum are talking about?

What does the title 'Into the future' mean to you?

Have Ss answer the questions as a class. Play the recording and have Ss follow along.

a Tick (✓) the person who has this idea.

	Idea	Phong	Nguyen	Mal
1	Students will learn from a real workplace.			
2	Students love seeing themselves as part of the process.			
3	The teacher will act more like a facilitator.			
4	The father will not necessarily be the breadwinner of the family.			
5	With the involvement of fathers in the home, they will develop a closer bond with their children.			

2 These words/phrases are taken from the conversation. Tick (✓) the correct explanation for each one.



Words	Explanations
1. facilitator	<p>A. a person who provides school facilities like the projector, the interactive whiteboard</p> <p>B. a person who helps somebody to do something more easily by discussing and giving guidance</p>
2. information provider	<p>A. a person who gathers information and uses it to teach others</p> <p>B. a machine which sells newspapers</p>
3. breadwinner	<p>A. a person who makes bread to feed the family</p> <p>B. a person who supports the family with the money he/she earns</p>



b Answer the questions.

1. What is the purpose of the *Beyond 2030* forum?
2. Who has been invited to the discussion?
3. What does Phong think about classes in the future?
4. Why might students like having classes outside school?
5. Will the father of the future always stay at home?
6. Does Nguyen feel negative about a man doing housework?

c Work in groups. Discuss and find the meaning of the phrases and sentences.

1. *Beyond 2030*
2. vision of the future
3. It's work, paid or not, isn't it?
4. I love every moment I spend with him.

3 Work in groups. These pictures represent some visions of the future. Discuss what they may mean.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

4 GAME

Make two big groups. One group names a service. The other group gives their vision of that service in the future. Take turns to do this. The group with the most predictions wins.

Example: [Group A]

[Group B]

Hospitals!

Operations will be performed by robots!

- a** Ss work independently. Encourage them to do the exercise without looking back at the conversation. After that, allow Ss to share answers. Check their answers as a class.

Key: 1. Phong 2. Mai 3. Phong 4. Nguyen 5. Mai

- b** Ask Ss to read the questions and underline the key words in each question (e.g. *purpose* in 1, *who* in 2). This helps Ss determine what information they need to answer those questions. Then Ss refer back to the conversation and look for the answers. Correct the answers as a class.

Key: 1. It's for people to share their vision of the future.
2. Some students from Oak Tree School in Happy Valley.
3. He says that learning will also take place outside school.
4. It will give them a sense of participation and of being part of the process.
5. No, he won't. He may still go to work.
6. No, he doesn't.

- c** Ask Ss to work in groups of four or five. Ask them to find the phrases/sentences in the conversation. Ask them to look at the context around where these phrases/sentences appear and elicit their meanings. Correct the answers as a class.

Suggested answers:

1. after the year 2030
2. ideas about what life will be like in the future
3. Both housework and paid work are worthy of respect.
4. I love being with my father.

- 2** Have Ss work independently to choose the correct option A or B for each question. Have them share their answers in pairs. Check as a class.

Key: 1. B 2. A 3. B

- 3** Have Ss work in groups of four or five. Ask them to look at the pictures and guess what future visions the pictures represent. Encourage them to come up with as many predictions as possible. Then have them present their ideas to the class.

Suggested answers:

1. Cars will be running on solar energy.
2. People will live in houses in the sky.
3. People will be able to talk with their pets.
4. Robots will be doing the housework.
5. Trains will be running as fast as 300km/h.
6. Land will become barren.

- 4** Divide the class into two teams. One team names a service and the other team says what they think the service will be like in the future. Try to give every student a go, not just the most advanced ones in the class. For a less able class, allow both teams to come up with the services first. Write them on the board and allow Ss about five minutes to prepare. When the time is over, the game starts. The group with the most predictions wins.

A CLOSER LOOK 1

Vocabulary

1 Complete the table with appropriate words.

	Verb	Noun	Noun (person)
1.	attend		
2.	facilitate		
3.		provision	
4.			developer
5.		interview	
6.			evaluator
7.		participation	
8.			applicant

2 Use the words in the table in 1 to complete the sentences.

- A lot of people have come tonight to _____ the forum.
- The application of technology in the school will _____ self-learning.
- Even in distant areas, the teacher will no longer be the only _____ of knowledge.
- Who has _____ the idea into this remarkable event?
- In the programme, he _____ ordinary people about their future plans.
- The discussion included a critical _____ of the new course.
- We require your full _____ in this discussion.
- She decided to _____ for a job as an engineer.

3 Choose the correct answer A, B or C which is closest in meaning to the underlined word/phrase in the sentences.



- In the future, fathers may be externally employed or stay at home and look after their children.
A. do extra work B. go out to work
C. work full-time
- There will still be actual classrooms where teachers and students can interact face to face.
A. virtual B. online C. traditional
- The most fascinating change happening to women is their increasing involvement in education and employment.
A. participation B. roles C. power
- Viet Nam used to be male-dominated, with men being the voice of the family and society.
A. men doing housework
B. men playing the leading role
C. men earning money
- Women get a job to support their families as well as to be financially independent.
A. economically B. physically C. totally

REMEMBER!

The word 'sense' refers to a feeling for, or understanding of, something. It is formed like this: (a) sense of + N



4 Complete the sentences with phrases formed with 'sense of'.



- sense of
- humour
 - style
 - responsibility
 - time
 - direction

- He has a very good _____. He never gets lost.
- She has such a good _____. She makes everyone laugh at work.
- I don't have much _____. I always seem to be late for appointments.
- He has a strong _____. You can always rely on him.
- She has no _____ at all. She never chooses the right colour or the right clothes for herself.

A CLOSER LOOK 1

Vocabulary

- 1 Ask Ss to complete the table individually or in pairs. Then allow them to share their answers with a partner/ another pair. Check as a class.

Note: Ss might have difficulty with the forms of the words. T may allow them to use a dictionary.

Key:

	Verb	Noun	Noun (person)
1.	attend	attendance	attendant
2.	facilitate	facility	facilitator
3.	provide	provision	provider
4.	develop	development	developer
5.	interview	interview	interviewer/interviewee
6.	evaluate	evaluation	evaluator
7.	participate	participation	participant
8.	apply	application	applicant

- 2 This is quite a demanding exercise. Let Ss work in pairs. Ask them to determine the form of the word which is missing from each sentence first. Then ask them to read the whole sentence carefully and determine the meaning of the missing word. After that, they choose the correct word. Allow Ss to share their answers with other pairs. Check the answers as a class.

Key:

1. attend 2. facilitate 3. provider 4. developed
5. interviews 6. evaluation 7. participation 8. apply

- 3 Have Ss work individually. Ask Ss to use the context of each sentence as guidance. Once they have completed the exercise, they can exchange their answers with a partner. Check the answers as a class.

To make sure that Ss understand the meaning of these words/phrases, ask for volunteers, or select Ss, to make new sentences using them. Or T can check by asking questions like:

‘Can you name some countries which you think are male-dominated?’

‘Do you always study in a traditional classroom?’

Key: 1. B 2. C 3. A 4. B 5. A

- 4 Before Ss do the task, ask them to read the **REMEMBER!** box. Ask Ss to read the phrases in the table. Make sure they understand the meanings of the phrases by giving equivalents in Vietnamese. Have Ss then complete all the sentences. Confirm the correct answers as a class.

Key:

1. sense of direction 2. sense of humour 3. sense of time
4. sense of responsibility 5. sense of style

Pronunciation

Agreeing and disagreeing tones

REMEMBER!

When we agree with another person, the tone of our voice often *drops* at the end of the sentence.

Example: Yes, you're right.

However, if we disagree with someone, our voice often *rises slightly*. This makes our message sound unfinished and therefore more polite.

Example: Well, maybe.

We can also express our disagreement by repeating a statement as a question with a natural *rising tone*.

Example: He can't be trusted?



- 5** Listen carefully and tick (✓) the correct box. Then listen again and repeat.

	→	↗
1. No one can deny it?		
2. All of us can see your point.		
3. We will help him with the money.		
4. You will be cooking.		
5. Well, you may be right.		

- 6** Mark Mike's sentences with falling (agreeing) or rising (disagreeing) arrows. Then listen and check.

Laura: We have to educate the public about wildlife.

Mike: Yes, that's important.

Laura: And we must act to save endangered species.

Mike: That helps.

Laura: Keeping wild animals in zoos can help protect them.

Mike: That's an important point ...

Laura: Zoos can make money for their conservation programmes through charging entrance fees.

Mike: Umm, yes I suppose so.

A CLOSER LOOK 2

Grammar

Future passive: review

- 1** Choose the future active or passive to complete the sentences.

- Teenagers _____ in important decisions concerning their lives.
A. will participate B. will be participated
- Trees _____ on both sides of the streets.
A. will plant B. will be planted
- All the information you need for the report _____ tomorrow.
A. will provide B. will be provided
- When put into operation, this factory _____ tons of cheese a day.
A. will produce B. will be produced
- In the near future, e-books _____ paper books in school.
A. will replace B. will be replaced
- The principal promises that safety measures _____ immediately.
A. will - apply B. will - be applied

- 2** Rewrite the sentences without changing their original meanings.

- They will also hold classes in places like restaurants or supermarkets.
→ Classes _____.
- The school will constantly tailor its curriculum to meet changes in society.
→ The school's curriculum _____.
- Schools will not evaluate students' academic performance through exams only.
→ Students' academic performance _____.
- Men will no longer make all the decisions in the family.
→ Not all the decisions in the family _____.
- High technology will free women from most housework.
→ Women _____.
- They will build more flyovers to reduce traffic in the city.
→ More flyovers _____.

Pronunciation

Agreeing and disagreeing tones

Use the **REMEMBER!** box to instruct how the rising and falling tones are used when you want to show your agreement or disagreement with some idea or opinion. Write the examples in the box on the board and have the whole class practise them. Make sure that Ss understand the rules before they do the exercises.

- 5 Have Ss listen to the recording and tick the correct column for each question. Then let them listen again and have them repeat the sentences with a focus on the tones.



Key + Audio script:

1. No one can deny it?	4. You will be cooking.
2. All of us can see your point.	5. Well, you may be right.
3. We will help him with the money.	

- 6 Have Ss work individually. Ask them to read the conversation carefully and refer to the **REMEMBER!** box as they do the exercise. Then play the recording. Ss listen, check, and say the sentences. Call on some Ss to say the sentences individually.



Key + Audio script:

Laura: We have to educate the public about wildlife.	Laura: Keeping wild animals in zoos can help protect them.
Mike: Yes, that's important.	Mike: That's an important point...
Laura: And we must act to save endangered species.	Laura: Zoos can make money for their conservation programmes through charging entrance fees.
Mike: That helps.	Mike: Umm, yes I suppose so.

A CLOSER LOOK 2

Grammar

Future passive: review

Before doing the exercise, T may write the two example sentences using the future active and passive on the board. Let Ss work out the difference between the two sentences. This reminder should help Ss to complete exercise 1.

Example:

1. They will build a new bridge here.
2. A new bridge will be built here.

- 1 Ask Ss to work individually. They then share their answers with a partner. Check the answers as a class.

Key: 1. A 2. B 3. B 4. A 5. A 6. B

- 2 Have Ss work individually. Ask them to exchange their answers for checking. Have Ss write their answers on the board. T corrects if needed.

Note: For Ss who are weak at this kind of exercise, ask them to underline the verb phrases in the original sentences which will have to be changed. Then ask them to change the sentences into future passive first, before completing the rest of the sentences.

Key:

1. Classes will also be held in places like restaurants or supermarkets.
2. The school's curriculum will constantly be tailored to meet changes in society.
3. Students' academic performance will not be evaluated through exams only.
4. Not all the decisions in the family will be made by men.
5. Women will be freed from most housework by high technology.
6. More flyovers will be built to reduce traffic in the city.

Non-defining relative clauses

REMEMBER!

A relative clause which is placed **right after a definite noun** and adds extra information is called a non-defining relative clause.

Examples:

London, which lies on the River Thames,
definite noun non-defining relative clause
 is the capital of England.

Peter, who is so knowledgeable about stars,
definite noun non-defining relative clause
 is attending an international conference in Belgium.

Note:

A non-defining relative clause

- is separated from the main clause by a comma/ commas
- can be omitted without causing confusion
- does not use 'that' to replace 'which' and 'who'



3 Put a comma/commas where necessary in the sentences.



1. Minh told me about his new job which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US which stands for the United States is sometimes confused with the UN which stands for the United Nations.

4. Jack London who is the author of *The Call of The Wild* is a famous American writer.
5. Psychology which is the study of the mind originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

4 Cross out the relative clause which can be omitted without causing confusion to the meaning of the sentence.

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline, who is now on a tour around Canada.
3. This morning I met my ex-classmate Janet, whom I hadn't seen for ages.
4. The 6.30 bus, which I often take to school, was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

5 Combine two sentences into one. Use the sentence in brackets to make a non-defining relative clause.

1. We are staying at the Grand Hotel. (It will be demolished for a department store.)
 → _____.
2. The essays will be assessed by Hans de Wit. (He is the President of the EAIE.)
 → _____.
3. The Second World War destroyed hundreds of cities in Europe. (It lasted from 1939 to 1945.)
 → _____.
4. I have read several short stories by Jack London. (He is a famous American writer.)
 → _____.
5. The Eiffel Tower was built over two hundred years ago. (It is on the River Seine.)
 → _____.

Non-defining relative clauses

- 3** Work with Ss on the **REMEMBER!** box first. Write the examples in the box on the board as you explain the rules. Ensure that Ss understand the rules before beginning the exercises. T may keep the examples on the board while Ss are doing the exercises.

Ask Ss to work individually. They can then exchange their answers with a partner. Elicit the answers from Ss and correct them if necessary. Ask Ss to explain their answers to check their understanding of the rule.

Key:

1. Minh told me about his new job, which he's enjoying very much.
2. The Board of Directors are usually those who get the most votes.
3. The US, which stands for the United States, is sometimes confused with the UN, which stands for the United Nations.
4. Jack London, who is the author of *The Call of The Wild*, is a famous American writer.
5. Psychology, which is the study of the mind, originates from a Greek word.
6. Jane refused a position which would be a dream job for many of her peers.

- 4** Before doing this exercise, remind Ss that only non-defining relative clauses can be omitted. Have Ss do this exercise individually. They may refer to the rules on the board. Check the answers as a class.

Key:

1. Sarah works for a company that makes bikes.
2. I've got a sister called Caroline.
3. This morning I met my ex-classmate Janet.
4. The 6.30 bus was late today.
5. Only those who had booked in advance were allowed in.
6. The stairs which lead to the basement are rather slippery.

- 5** Have Ss work individually. Let Ss share their writing with their partner. Check as a class, paying special attention to the commas and the relative pronouns.

Key:

1. We are staying at the Grand Hotel, which will be demolished for a department store.
2. The essays will be assessed by Hans de Wit, who is the President of the EAIE.
3. The Second World War, which lasted from 1939 to 1945, destroyed hundreds of cities in Europe.
4. I have read several short stories by Jack London, who is a famous American writer.
5. The Eiffel Tower, which is on the River Seine, was built over two hundred years ago.

COMMUNICATION

Extra vocabulary

hands-on individually-oriented
tailoring responsive to

- 1 a** Work in groups. Read the introduction to the *Just Imagine!* forum. Discuss and take notes of your own predictions.
- b** Read the predictions which have been posted and see if any are similar to yours.

Just imagine!

This is a forum launched by Nhat Minh School in Da Nang. The students were asked to share their thoughts about the roles of schools in the future. Here are some posts we would like to share with you.



Post 22

The school will be like a small city. Classes will be held in traditional classrooms as well as in places like fast food restaurants where students will learn how to run a business, or in a nursing home where they will learn to take care of others. In short, learning will be more **hands-on**.
Lan, class 6A

Post 76

The school will no longer be the only **evaluator** which decides whether a student is allowed to enter university. Society will also be part of this evaluation through the activities a student has performed outside class.
Hung, class 9D

Post 51

Self-study will be valued. Students will have more freedom to choose whether to go to school on certain days and for certain lessons. Class attendance check-up will no longer be used. Students will be able to stay at home and follow the lessons online, or study the topic from other reliable sources. Learning will be more **individually-oriented**, and thus be more effective.
Cuong, class 9B

Post 101

Schools will be more **responsive to** changes in society by constantly **tailoring** their curriculum and activities. In so doing, they will greatly contribute to the development of the economy and help keep society safe.
Nguyen, class 8G

COMMUNICATION

- 1 a** Start this session by writing 'The roles of schools in the future' on board. Ask Ss to read the introduction to the *Just imagine!* forum. Lead Ss through a discussion about how they think the roles of school will change in the future. Encourage Ss to be imaginative and come up with ideas. There are no wrong answers at this stage.
- b** Have Ss read the posts individually as quickly as possible. Then refer to their predictions in **1 a** and see if there are any similarities.



2 Work in groups. Look at the coloured words/phrases in the posts. Then discuss and find their meanings from the context.

1. hands-on
2. individually-oriented
3. evaluator
4. responsive to
5. tailoring

3 Which response (1-4) is the most relevant to each of the posts in **1b**?

Post 22: _____	Post 76: _____
Post 51: _____	Post 101: _____

1. I agree that academic performance is not the only criterion to evaluate a person.
2. Surveys will be conducted to find out the changing demands of society.
3. This development will allow a student to tailor his/her own learning.
4. I have the same vision of seeing us learn more from real life.

4 WHAT DO YOU THINK?

Discuss in groups. Support your answers with specific reasons and examples.



Which change in the roles of schools in the *Just imagine!* forum ...

1. are you most interested in?
2. do you find most unlikely to happen?
3. are you sure will be coming soon?
4. will involve the participation of the whole society?

SKILLS 1

Reading

1 Discuss in groups.

1. What changes in society will we see in ten years' time?
2. What will be the changes in the roles of men and women in society?
3. How will the increasing involvement of women in public life affect society?

CHANGES TO COME



2 Read the passage and match the underlined words/phrases in the passage with their definitions.

Developing countries have witnessed enormous changes in their societies, and the most fascinating one, no doubt, is the ever increasing involvement of women in education and employment. More and more women in these countries are entering university, getting higher education degrees, and going out to work. They are no longer content with staying at home, in the sole role of a housewife. This dramatic change will greatly affect the socio-economic picture of these countries.

With more women going out to work, the financial burden of the male 'breadwinners' in the family will be reduced. However, along with this, they will no longer be the dominant figures, the sole decision-makers, and will learn to share the housework. This change will certainly be advantageous for children. They will get more affection and care from their fathers. They will also learn to be more independent since both parents will work.

The service sector will therefore be the first to be challenged. There will be greater demand for child-care provision, convenience foods, housework services, and after-school activities and tutoring services. With higher education and more money to spend, people will be expecting better quality services and higher living standards. This, consequently, will help develop the countries' economy.

- 2** Ask Ss to work in groups of three or four. Ask them to look for the words/phrases in each post in **1b** and work out their meaning, based on the context. Check the answers as a class.

Suggested answers:

1. real; practical
2. focussed on a particular person; customised
3. a person who judges another person's performance
4. reacting quickly and positively; showing interest in something
5. making the necessary changes to something to make it fit a person or situation

- 3** Have Ss work in groups. Ask them to read each post in **1b** carefully and choose the most relevant response (1-4) for it. Check as a class.

Key: Post 22: 4
Post 51: 3
Post 76: 1
Post 101: 2

- 4** Have Ss discuss each of the questions in groups of four or five. They can refer back to the posts in **1b**. Ask them to note down all the changes they see in the posts. Tell them to support their answers with reasons. Ss then share their opinions with the class. Give comments on groups' ideas.

SKILLS 1

Reading

- 1** Have Ss discuss the questions in groups or as a class. Encourage them to use their imagination, and consider even the smallest changes and their possible effects. T can write some of the most interesting answers on the board, and leave them there while the class does **2**.
- 2 a** Ask Ss to read the passage individually, paying special attention to the underlined words/phrases. Ask them to guess the meanings of these words/phrases through the context. Then let them do the matching exercise. Check and confirm the correct answers.

Key: 1. d 2. e 3. b 4. f 5. a 6. c

Words/phrases	Definitions
1. have witnessed	a. pressure to earn enough money
2. no doubt	b. satisfied
3. content	c. therefore/as a result
4. sole	d. have seen something happen
5. financial burden	e. clearly
6. consequently	f. only

b Read the passage again and answer the questions.

1. What is seen as a fascinating change in developing countries?
2. What will be affected by this change?
3. How will the roles of the males in families change?
4. What will the children learn when their mothers go out to work?
5. Which economic sector will be challenged first by the change?
6. How will the countries' economies benefit from this change?

Speaking

3 a Here are some predictions about the changing roles of males and females in the future. Tick (✓) the one(s) you agree with.

1. More men will be stay-at-home dads: looking after the children and doing housework.
2. It will be normal for women to ask men to marry them.
3. The husband will also get paid leave when his wife gives birth.
4. Half of primary school teaching staff will be male.
5. There will be more female politicians.
6. Careers such as the police, the army, security guards and private detectives will no longer be male-dominated.



b Work in groups. Share the predictions you agree with in 3a in the group. Discuss if you agree with your groupmates' choices. Give reasons and examples to support your opinion.

Example:

A: I agree that half of the primary school teachers will be male.

B: No way! There will be more men than now, but I don't think the ratio will be 50/50.

A: Maybe. But it would be best if half were male. Perhaps it should be made into a law.

C: I agree with A. Children need both male and female role models to develop into productive members of society.

4 With more women having well-paid jobs, what changes will we see in the service sector? Make a list, and present it to the class.

Example:

1. Supermarkets will sell more convenience foods.
2. There will be more beauty salons.
3. Tutoring centres will grow.
4. ...



- b** Have Ss read the passage again and answer the questions. Ask them to mark the word/words where the information for the answers comes from. Ss can share their answers with their partners. Check Ss' answers as a class.

Key:

1. The ever increasing involvement of women in education and employment.
2. The socio-economic picture of these countries.
3. Their financial burden will be reduced. However, they will no longer be the dominant figures and will learn to share decision-making and housework.
4. They will learn to be more independent.
5. The service sector.
6. It will develop.

Speaking

- 3 a** Have Ss work individually. Ask them to read the predictions and tick the one(s) they agree with. There are no wrong answers here, though Ss should be preparing to back up their choices with reasons and examples.
- b** Ask Ss to work in groups. Each student shares his/her list. Other Ss in the group discuss the predictions and say whether they agree or disagree, backing their opinions up with reasons and examples. T moves around the class to facilitate the discussions. If something interesting comes up, T may wish to bring the whole class together to discuss it.
- 4** Start this activity by brainstorming the areas of the service sector which are most likely to be affected by having more women go out to work. Write the list of ideas on the board. Allow Ss some time to discuss in groups the changes which may happen. Move around the class to facilitate the discussions. Then each group presents their ideas to the class. Encourage responses from the class as they listen to the predictions.

SKILLS 2

Listening

- 1** Look at the maps. Where is Kenya located? What do you know about this country?



- 2** Listen to the description of some changes in the roles of women in Kenya. Decide if the statements are true (T) or false (F).

	T	F
1. Kenya was more male-dominated in the mid-twentieth century than now.		
2. Women work to be financially independent.		
3. The number of women attending colleges and universities has risen.		
4. About one third of Kenyan females stayed at home as housewives in 1995.		
5. In 2025, more than half of the student population in Kenya will be girls.		

- 3** Listen to part 2 again and fill the blanks with the correct information.

Percentage of women in Kenya staying at home as housewives in

- 1995: _____
- 2010: _____
- 2025: _____

Percentage of women in Kenya attending colleges and universities in

- 1995: _____
- 2010: _____
- 2025: _____



Writing

- 4** Work in groups. How do you think the roles of teenagers will change in the future? Brainstorm and make a list of possible changes.

Teenagers' roles in the future:

1. _____
 2. _____
 3. _____
- ...

- 5** Choose one of your group's ideas, and write a short paragraph about it.

In your writing, you should include:

- what the change is
- why you think the change will happen
- what this change will mean for society

SKILLS 2

Listening

1 Ask Ss to look at the maps and work in groups to locate Kenya on the larger Africa map. If Ss are having problems, suggest they focus on the shape of the country. (Kenya is in the east of Africa, about halfway up the map). Ask them to share any information they know about this country. If they know nothing about Kenya, T can come back to this question after Ss have done the listening exercises.

2 Have Ss read the statements first. For a class which knows more about Kenya, encourage them to make a guess if a statement is true or false before they actually do the listening.

The audio recording for this section has two parts. T plays both parts of the recording for the class now. Ss listen and tick (✓) the answers. Check the answers as a class.

Key: 1. T 2. T 3. T 4. F 5. F

3 Play part 2 of the recording again. Ss listen and do activity **3**. Ss can exchange their answers. Write the correct answers on the board.

Key: 1. 1995: 65% 2. 2010: 47% 3. 2025: 30% 4. 1995: 22% 5. 2010: 36% 6. 2025: 48%



Audio script:

Part
1

Back in the mid-twentieth century, Kenya was a more male-dominated society compared to today. Men were ahead of women in both education and employment. But the situation has changed a lot since then. More and more women are working these days. They earn to support their families, as well as to be financially independent. More women study nowadays. Higher education has witnessed a great rise in the number of women attending colleges and universities.

Part
2

Let's look at some figures.

In 1995, 65 percent of Kenyan females stayed at home as housewives. This number dropped dramatically to 47 percent in 2010. It is predicted that this number will keep falling to around 30 percent in 2025.

Only 22 percent of university students were girls in Kenya in 1995. Fifteen years later, in 2010, this number went up to 36 percent. Research shows that it will keep rising, and in 2025, about 48 percent of the student population will be made up of females.

Writing

4 Have Ss work in groups of three or four. Together they discuss and make a list of the possible changes in the roles of teenagers in the future. Encourage Ss to explain why they think these changes will happen. Walk around and help Ss with any difficulties.

T may have the groups write their lists on board. Leave the lists there for activity **5**.

5 Have Ss write a short paragraph about one of the changes their group has listed in **4** individually. If time allows, T can ask one or two Ss to share their writing with the class by writing it/them on the board. Other Ss give comments.

Sample writing:

It is likely that teenagers in the future will be more in charge of their studies. There are at least two reasons for this. Firstly, there is the rise of the Internet, which provides teenagers with various reliable sources of information. It also allows teenagers to develop a large social network with their peers. They can therefore self-search, exchange, and discuss information in order to plan their studies. Secondly, the fact that they start school early and spend a lot of time by themselves when their parents go out to work makes them more independent. Decision-making will become a larger part of their lives. Teens will make decisions concerning their own lives, instead of being told what to do and how to do it. In short, these are the two reasons why teenagers will become more responsible for their studies.

LOOKING BACK

Vocabulary

1 Complete the sentences with the words in the box.

individually-oriented responsive to
hands-on facilitators
financially male-dominated

- The feudal system promotes _____ societies, where women obey men unconditionally.
- Most services nowadays are mass-focussed, not _____.
- This syllabus is quite theoretical. I want to see something more _____.
- A successful education must be _____ social demands.
- Women these days prefer to be _____ independent.
- Teachers will become _____ rather than information providers.

2 Use the words in their correct forms to complete the sentences.

support	1. Greener is an organisation which _____ community activities.
provide	2. Our dream is to become the largest childcare _____ in the area.
prediction	3. I hope that in the near future, scientists will find a reliable method of _____ earthquakes.
tailor	4. We have _____ our syllabus to fit this advanced group.
evaluation	5. Every school has to _____ how well their students are doing.
witness	6. They called three _____ of the accident to court.

Grammar

3 Choose the correct answer A, B, C, or D to complete the sentences.

- A group of biologists _____ come from different countries are studying the emperor penguin in Antarctica.
A. which B. whom C. that D. they
- The young man sitting by the bar is the famous boyscout Peter Wing, _____ we were talking about.
A. whom B. that C. whose D. him
- On the wall are some old photos, _____ in black and white.
A. which is B. which are C. who are D. they are
- Have you ever seen Picasso's *La Guerre*, _____ is really a masterpiece?
A. who B. which C. that D. they
- This lovely place is called Nowy Swiat, _____ means *New World*.
A. who B. it C. which D. that
- The police are now looking for two young men, _____ were seen running out of the store.
A. which B. they C. whom D. who

4 Use the correct form of the relative clause to combine the two sentences into one.

- Many tourists visit Liverpool. Liverpool is the home of The Beatles.
→ _____.
- The town hasn't got any parks. People can go and relax there.
→ _____.
- My son took part in the *Beyond 2030* forum. The forum invited people to share their vision of the future.
→ _____.
- Baron Pierre de Coubertin was the founder of the modern Olympic Games. He was not in favour of women participating in the Games.
→ _____.
- There will be an open discussion. The discussion will look at the main challenges and opportunities in the coming decades.
→ _____.
- The changing economic role of women started in 1948. It has greatly affected the role of men.
→ _____.



LOOKING BACK

Encourage Ss to complete the **LOOKING BACK** section without referring to the previous sections in the unit.

Ss should record their results for each exercise in order to complete the final **Finished!** self-assessment box and identify areas for review.

Vocabulary

- 1 Have Ss complete this exercise individually. Check their answers as a class.

Key:

- | | | |
|-------------------|--------------------------|-----------------|
| 1. male-dominated | 2. individually-oriented | 3. hands-on |
| 4. responsive to | 5. financially | 6. facilitators |

- 2 Ss work individually. Ask them to determine that form of word missing from each sentence (a verb, a noun, or an adjective) and then Ss work out the correct answer to complete the sentences. Ss can then double check the answers with their partner. Confirm the correct answers.

Key:

- | | | |
|-------------|-------------|---------------|
| 1. supports | 2. provider | 3. predicting |
| 4. tailored | 5. evaluate | 6. witnesses |

Grammar

- 3 Ss complete this task individually or in pairs. Check as a class.

Key: 1. C 2. A 3. B 4. B 5. C 6. D

- 4 Have Ss complete the activity individually. Have them double check their answers. Call on two Ss to write their sentences on the board. Comment and confirm the correct sentences.

Key:

1. Many tourists visit Liverpool, which is the home of The Beatles.
2. The town hasn't got any parks where people can go and relax.
3. My son took part in the *Beyond 2030* forum, which invited people to share their vision of the future.
4. Baron Pierre de Coubertin, who was the founder of the modern Olympic Games, was not in favour of women participating in the Games.
5. There will be an open discussion which will look at the main challenges and opportunities in the coming decades.
6. The changing economic role of women, which started in 1948, has greatly affected the role of men.

Communication

5 Match each prediction with two responses. Then practise saying them in pairs.

Predictions	Responses
1. People will no longer send letters by mail.	A. What will it be like living high up?
2. Technology will allow mothers to deliver children at home by themselves.	B. Faster than planes? How come?
3. People will be travelling in supersonic trains.	C. I wish they would. I love reading a handwritten letter, which is much more personal.
4. There will be sky houses in big cities.	D. Well, why not? We have seen amazing things that technology offers.
	E. I'd love it. The view from the window would be fantastic.
	F. I don't think it's ever going to happen. It's too dangerous.
	G. We won't be able to see the scenery on the way!
	H. That's for sure! Emails and messages will replace them.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use the lexical items related to the changing roles in society identify tones of agreement and disagreement use the future passive with confidence use non-defining relative clauses to give extra information read for specific information about the changing roles of women in society and its effects talk about roles in the future listen for specific information about the changes that women in Kenya are going through write about the roles of teenagers in the future 			

PROJECT

YOUR VISION OF THE FUTURE



There have been a lot of changes in society over the past 30 years, and more changes will certainly continue to take place. A competition called YOUR VISION OF THE FUTURE has been launched online for school students. Form a team of 5-6 and work together to discuss:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Then get ready to present your ideas to the class before you can post it on the competition website.

Communication

5 Ss work in pairs to complete the exercise. Check the answers as a class. Then Ss can practise reading aloud the predictions and responses with their best pronunciation and fluency. Call on some pairs to act them out in front of the class.

Key: 1. C, H 2. D, F 3. B, G 4. A, E

Finished!

Ask Ss to complete the self-assessment. Discuss as a class what weaknesses remain, and what areas Ss have mastered.

PROJECT

Your vision of the future

This project aims to encourage Ss to work out what they think the world in the future will be like.

Divide Ss into groups of four or five and instruct them on what they have to do. Since this is a broad topic, it may be helpful if each group chooses an area which they can focus on (technology, education, medicine, etc.). Encourage every member of the group to actively participate in the project. Tell them their project has to answer the questions:

- what your vision of the future is
- how the world will be different to today's world
- what brings about the change, and
- how you feel about it

Have Ss present their ideas in the next lesson. When all the groups have given their presentations, the whole class can vote for the best.