

## GETTING STARTED

## We'll have flying cars

**T** Listen and read.

**Mai:** Wow! Driverless cars already exist. I can't believe it.

**Veronica:** Yes, they look so cool! What will be next?

**Phuc:** I'm sure there'll also be flying cars.

**Mai:** Does that mean we'll still have traffic jams ... in the sky?

**Veronica:** Ha ha, yes, maybe there will be!

**Phuc:** No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

**Mai:** I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take up lots of space, and I'll use mine to fly anywhere easily.

**Phuc:** Do you think you can use it in bad weather?

**Mai:** No, I don't think it will be pleasant.

**Veronica:** Then perhaps a teleporter is the best. It makes you disappear. Then you reappear in another place seconds later!

## THIS UNIT INCLUDES:

## VOCABULARY

Means of transport in the future  
Movement words

## PRONUNCIATION

Rising and falling intonation for questions

## GRAMMAR

Will for future prediction: review  
Possessive pronouns

## COMMUNICATION

Talking about travelling in the future  
Giving facts and opinions

**Phuc:** Wow, your idea is really imaginative, Veronica!

**Veronica:** Ha ha, yes. That programme really got me thinking.

**Mai:** I do worry about one thing. How much fuel will these means of transport use? Will pollution be much worse?

**Phuc:** Don't worry, Mai. The future is green! Solar energy will power everything!





## Objectives:

By the end of this unit, Ss can:

- appropriately use rising and falling intonation for Yes-No and Wh-questions
- use lexical items related to future means of transport and movement
- understand the difference between facts and opinions
- use *will* for future prediction
- use possessive pronouns
- read for specific information about the inventions of future means of transport
- listen for specific information about a future means of transport
- write a paragraph about future means of transport

## GETTING STARTED

### We'll have flying cars

#### Introduction

To start the lesson, ask Ss as a class to brainstorm on the board means of transport that are now commonly used in Viet Nam. Connect this with what they have learnt in Unit 7 (Traffic) and Unit 10 (Energy) by asking Ss to describe how these means of transport work, in which situations they are used, and the advantages and disadvantages of using them.

*Example: "motorbikes"*

- have motors powered by engines
- use petrol
- used for road traffic
- advantages: practical personal transport
- disadvantages: not safe, cause pollution

Ask Ss how people in Viet Nam will travel around in 2100. Ask them to predict if the means of transport mentioned on the board will still be used. Ask them to explain their predictions.

**1** Have Ss cover the text and ask them to look at the picture only. Introduce the names of Ss (Veronica, Mai, and Phuc). Ask them what they think is happening in the picture. For more able classes, brainstorm questions with Ss and write them on the board. Questions may include:

- *What can you see in the picture?*
- *What are Veronica, Mai, and Phuc doing? What makes you think so?*
- *What do you think is on the screen? Is there a connection between what is on the screen with what Mai is thinking about?*
- *What topic are they talking about?*

Write 'flying car' on the board. Ask Ss how they think a 'flying car' might be different from an ordinary car (e.g. *appearance, energy, advantages, disadvantages*, etc.)

Write 'jet pack' and 'teleporter' on the board. Ask Ss to guess what they are, then give explanations.

*jet pack: a jet-powered device you wear on your back that will help you to fly ("động cơ phản lực mini")*  
*'teleporter': an imaginary method of transportation in which one disappears at one point, usually in an instant, and reappears at another ("dịch chuyển tức thời").*

Ask Ss to uncover the text. Play the recording and ask them to locate the parts on 'flying cars', 'jet pack', and 'teleporter'.

1 Read the conversation again. Then choose the correct answers.

- What is the project about?
  - Future transport
  - Future weather
  - Future energy
- 'Driverless cars' have no \_\_\_\_\_.
  - people
  - drivers
  - solar energy
- What does Phuc think an SSS can do?
  - Help cars to fly and help them to park.
  - Make cars crash and help them to avoid traffic.
  - Help cars to avoid traffic and crashes.
- Why does Phuc say 'The future is green'?
  - There will be less pollution.
  - Driverless cars will be green.
  - Green is Phuc's favourite colour.



### Look out!

You can add *less* after a noun to form an adjective which means 'without (the thing mentioned)'.

Example:

*meaning – meaningless, driver – driverless, sleep – sleepless, end – endless ...*

Can you add more examples?



b Answer the questions.

- What problems do they think future transport will have?
- Which means of transport mentioned would you like most? Why?
- What other means of transport do you think will be used in the future?

2 Facts or opinions? Tick (✓) in the F (Fact) or O (Opinion) box.

### Remember!

- A fact is something which can be proved (to be true or false).  
*Summer days are longer than winter days.*
- An opinion is something which you believe or feel.  
*Summer is the best season.*



	F	O
1. Driverless cars already exist.		
2. They look so cool!		
3. A jet pack doesn't take lots of space.		
4. Then perhaps a teleporter is the best.		
5. Solar energy will power everything!		

3a Can you find any future means of transport from the conversation in 1 here?

**Adjectives**

flying    underwater

high-speed    space

driverless    pilotless

environmentally friendly

solar-powered    wind-powered

electric

**Nouns**

car

train

bicycle

airplane

taxi

helicopter

bus

ship

b Now combine more adjectives and nouns. How many words can you make? Be creative!

c Choose your three most interesting means of transport. Then share them with your partner.

Example:

A: I think a space train sounds great.

B: Oh, I don't. I think an underwater bus is better!



- a Ss work individually to answer the questions. Ss compare answers in pairs and then discuss as a class. T goes through each question and asks Ss how the text in the conversation supports their answers. (For question 2, however, T may draw Ss' attention to the suffix **-less**. For question 4, T may remind Ss of the meaning of *green* in previous units). After the discussion, T writes correct answers on the board.

**Key:** 1. a 2. b 3. c 4. a

### Look out!

T emphasises **-less** is added to a noun to make an adjective.

Ask Ss to give more examples. For a more able class, ask Ss to make sentences with the new adjectives created.



- b Ss work in pairs to ask and answer the questions. After that call some pairs to ask and answer for the class to listen. For a more advanced class, questions 2 & 3 can be used as a team-based class debate.

**Key: 1.** If there are too many flying cars, there will be traffic jams in the sky. Some means of transport will not be convenient in bad weather (e.g. jet pack). Future means of transport may use a lot of fuel which will make pollution worse.

**2 and 3:** Open answers from Ss

- 2 Write a fact and an opinion (which could be your personal opinion) about flying cars on the board. Ask Ss to decide which statement could be proved and which is what you feel. For example: *Flying cars already exist/ Flying cars are fun to drive.*

Draw Ss' attention to the **Remember!** box. Give more examples if necessary and ask Ss to identify which are facts and which are opinions.

Ask Ss to work in pairs to tick the Facts vs. Opinions box. Then ask for their answers as a class. Ask Ss to explain their decisions. For question 5, tell Ss that a prediction is always an opinion.

**Key:** 1. F 2. O 3. F 4. O 5. O

### 3

- a Ss work individually to come up with the means of transport mentioned in the conversation.

**Key:** flying car driverless car

- b T makes an example by giving a combination, e.g. *an electric car*. Ask Ss to say how they think an electric car works. Then Ss work individually to make a list of the combined words.

- c Tell Ss how to do this task by looking at the example given. Then ask Ss to work in pairs. After the discussion, ask the class how many combined words they have. Elicit the words on the board. Then ask Ss to pick up one favourite combination from their list. Call on several pairs and have them explain why they choose that means of transport as their favourite one.

# A CLOSER LOOK 1

## Vocabulary

1 Cross out the means of transport that DOESN'T go with the verb.

### Look out!

Do you know when you use *drive*, and when you use *ride*?



#### a. drive



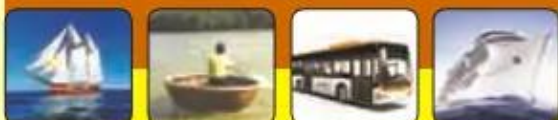
#### b. ride



#### c. fly



#### d. sail



#### e. pedal



2 The students are thinking of means of transport. Can you match the students with the transport?

*It can float!*



*You need lots of space to park it!*



*There is heated air inside.*



*It has two pedals.*



*It's dangerous if they crash land.*



*So many people ride them in Viet Nam!*



3 In or on? Complete the sentences.

### Remember!

- *In* + a car/a taxi
- *on* + a bus/a train/a plane/a boat/a bicycle/a motorbike
- *go on* foot



1. In the future most people will travel \_\_\_\_\_ flying trains.
2. 'Sorry, I'm \_\_\_\_\_ the bus and will arrive in 5 minutes.'
3. Minh Duc often goes to school \_\_\_\_\_ foot.
4. The actress arrived \_\_\_\_\_ a helicopter.
5. They prefer to go \_\_\_\_\_ their car than \_\_\_\_\_ the train.



## A CLOSER LOOK 1

### Vocabulary

- 1 The task can be started with a game. Write the verbs: *drive, ride, fly, sail, pedal* on pieces of paper. Ask one student at a time to volunteer to perform the action when looking at the verb and the class guess what action the student is doing.

After each correct guess, write the verb on the board. Ask Ss to add means of transport they know that go with that verb.

Ss then work in pairs to do 1.

**Key:** a. a train (For motorbike explain that *drive* is used for the driver and *ride* is used for the passenger)  
b. a car      c. a train      d. a bus      e. a plane

After checking the answers, Ss work in pairs again to say the correct phrases.

E.g. *drive a train, drive a car, drive a bus*

- 2 Ask Ss to underline the most important key words in the thinking bubbles. Do the first item with Ss as an example. Ss then work individually and compare their answers in pairs.

**Key:** a. a ship      b. a bus      c. a hot air balloon  
d. a bicycle      e. a plane      f. motorbikes

- 3 Ss work individually then in pairs. Explain the use of *in* and *on* in **Remember!** box.

**Key:** 1. on      2. on      3. on      4. in      5. in, on

If time allows, ask Ss to ask and answer questions about how often they go/travel to some places (school, supermarket, the sea, etc.)

## Pronunciation

Rising and falling intonation for questions

4 Listen and tick the correct box.

		
1		
2		
3		
4		

### Look out!

- We use *rising* intonation for Y/N questions.
- We use *falling* intonation for Wh- questions.



5 Now repeat the questions.

1. What will be next?
2. Do you think you can use it in bad weather?
3. How much fuel will these means of transport use?
4. Will pollution be much worse?

6 Practise these questions. Work out whether they have rising or falling intonation? Then listen and repeat.

1. Have you ever heard of bullet trains?
2. Will you be a doctor in the future?
3. What would you like to drink?
4. Who do you think will win?
5. Do you think we will use driverless cars in the future?



7 In pairs, ask and answer the questions in 6.

## A CLOSER LOOK 2

### Grammar

Will for future prediction

1 Listen again to part of the conversation. What words do Phuc, Veronica and Mai use when talking about the future? Complete the rules in the box.

**Mai:** Wow! Driverless cars already exist. I can't believe it.

**Veronica:** Yes, they look so cool! What will be next?

**Phuc:** I'm sure there'll also be flying cars.

**Mai:** Does that mean we'll still have traffic jams ... in the sky?

**Veronica:** Ha ha, yes, maybe there will be!

**Phuc:** No, I think they'll have SSS. It's a sky safety system. It'll stop everyone from crashing. It'll help them avoid traffic jams too.

**Mai:** I'd prefer to have a jet pack. I'll wear it on my back. It doesn't take lots of space, and I'll use mine to fly anywhere easily.



We often use \_\_\_\_\_ to make a prediction about the future.

**Example:** It will rain tomorrow.

How will people travel in the year 2100?

	_____
Affirmative	S + will + V
Negative	_____
Interrogative	_____

## Pronunciation

### Rising and falling intonation for questions

Write two questions on the board: one *Y/N* question and one *Wh-* question. Tell Ss to say the questions aloud and ask them to notice how the two questions are said in different ways. Tell Ss to look at the rules in the **Look out!** box. Have them ask some questions and have more practice.

4 Play the recording. Ss work individually and tick in the appropriate box.

**Key:** 1. falling 2. rising 3. falling 4. rising



#### Audio script:

1. What will be next?
2. Do you think you can use it in bad weather?
3. How much fuel will these means of transport use?
4. Will pollution be much worse?

5 Ss practise saying the questions individually then as a class.

6 Ss practise saying the questions individually and decide if they are spoken with rising or falling voices. Do not give the answers at this point. Play the recording for Ss to check their answers, then confirm the correct answers.

7 Ss work in pairs and ask and answer the questions in 6.

## A CLOSER LOOK 2

### Grammar

#### Will for future prediction

1 Remind Ss of Phuc, Veronica, and Mai and the group's project in **GETTING STARTED**. Ask Ss if they are talking about the past, the present, or the future. For a more able class, elicit from Ss more information about what the group discuss. Ask Ss to listen to the conversation carefully to pick up any phrases/sentences that contain *will*.

**Key:** We often use *will* to make a prediction about the future.

	Prediction
Affirmative	S + will + V
Negative	S + will not (won't) + V
Interrogative	Will + S + V?



**2 Rearrange the words to make sentences.**

1. People/until/flying cars/use/won't/the year 2050.
2. Do you think/increase/next month/the fuel price/will/?
3. arrive/next week/won't/The mail/until/.
4. I don't think/he/the new position/take/will/.
5. use/solar energy/will/in the future/more/We/.



**3 Minh Duc is asking a fortune-teller about his future. Complete the sentences with the correct form of will.**

Minh Duc: \_\_\_\_\_ I (1. be) \_\_\_\_\_ successful?

Fortune-teller: Yes, you (2. be) \_\_\_\_\_ a successful person.

Minh Duc: \_\_\_\_\_ I (3. be) \_\_\_\_\_ happy?

Fortune-teller: Yes, you (4. be) \_\_\_\_\_ happy.

Minh Duc: \_\_\_\_\_ I (5. be) \_\_\_\_\_ famous?

Fortune-teller: No, you (6. not be) \_\_\_\_\_ very famous. But you (7. travel) \_\_\_\_\_ a lot.

Minh Duc: Wow, that's great!



**Possessive pronouns**

**4 Complete the sentences with possessive pronouns. Look at the example.**

**Example:**

This is your pen. → This pen is yours.

1. This is Thu and Mon's computer.  
→ This computer is (Thu and Mon) \_\_\_\_\_.
2. My bike is black.  
→ The black bike is (me) \_\_\_\_\_.
3. These are his shoes.  
→ These shoes are (he) \_\_\_\_\_.
4. This is Veronica's cat.  
→ The cat is (Veronica) \_\_\_\_\_.
5. That is our picture.  
→ The picture is (we) \_\_\_\_\_.

**Remember!**

• We use a possessive pronoun **instead of a phrase**:

*Example: Phuc's bike is red. Mine is blue. (mine = my bike)*

• A possessive adjective comes **before a noun**.

*Example: Their garden is so beautiful!*



Personal pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
she	her	hers
he	his	his
it	its	its
we	our	ours
they	their	theirs

**5 GAME**

Now, choose any five things you can see in the classroom. Make sentences about them.

**Example:**

This classroom is ours.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2 Ss work individually then compare their answers with each other.

**Key:**

1. People won't use flying cars until the year 2050.
2. Do you think the fuel price will increase next month?
3. The mail won't arrive until next week.
4. I don't think he will take the new position.
5. We will use more solar energy in the future.

3 Write 'fortune-teller' on the board. Ask Ss why people want to visit a fortune teller, and what the fortune-teller is expected to talk about. If you have experience asking a fortune teller to predict your future (or similar), tell the class what the fortune teller said (in direct form). Ask Ss if they have ever talked with a fortune teller about the future, and if the predictions have become true or not.

Ss work in pairs to complete the task. Then T gives feedback to Ss as a class.

- Key:**
- |              |              |              |                |
|--------------|--------------|--------------|----------------|
| 1. Will I be | 2. will be   | 3. Will I be |                |
| 4. will be   | 5. Will I be | 6. won't be  | 7. will travel |

If time allows, ask Ss to play roles to predict the future of each other.

### Possessive pronouns

4 Go through the example with Ss. Demonstrate that the two sentences have the same meaning.

Highlight the changes in the possessive in the two sentences.

*This is your pen.* → 'your' is a possessive adjective and it is put before the noun.

*This pen is yours.* → 'yours' is a possessive pronoun and stands alone.

Explain that we use possessive pronouns to avoid repeating information.

Instead of saying: *This pen is your pen* (which sounds repetitive), we say *This pen is yours*.

Instead of saying: *This bike is my bike, not his bike*, we say *This bike is mine, not his*.

Draw Ss' attention to the table:

The personal pronouns *I, you, she, he, it, we, they* correspond the respective possessive adjectives *my, your, his, her, its, our, their*, and the respective possessive pronouns *mine, yours, his, hers, its, ours, theirs*.

Ss work individually to complete task 4. Then T calls on some Ss to write the answers on the board and gives feedback.

- Key:**
- |                             |                            |                         |
|-----------------------------|----------------------------|-------------------------|
| 1. This computer is theirs. | 2. The black bike is mine. |                         |
| 3. These shoes are his.     | 4. The cat is Veronica's.  | 5. The picture is ours. |

### 5 GAME:

Have Ss work in groups of four or five. Each group member writes five sentences individually, then the group get together to see how many sentences they have. The group that has the most correct sentences wins.

For more advanced classes, this can be done as a 'Sentence-making race'.

Have groups write as many sentences as possible in 10 minutes. The group that has the most correct sentences wins. Only accept grammatically correct sentences.



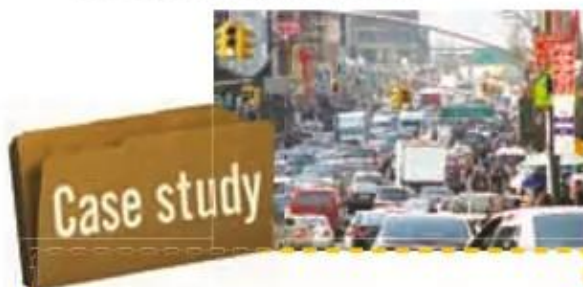
## COMMUNICATION

### Extra vocabulary

metro      skytrain      gridlocked

### PROBLEMS AND SOLUTIONS

- 1 What problems with transport do you have? With a partner, discuss and make a list.
- 2 Now read this case study and article about transport problems in Wonderland. Underline all the problems you can find.



Wonderland is the planet's biggest city without a metro system or skytrain! This city, of 26 million people, is getting more and more gridlocked.

Every day over 1,000 new cars add to the traffic. The city is facing serious pollution problems. There are fewer buses than there used to be, and almost 10 million cars drive in and around Wonderland every day!

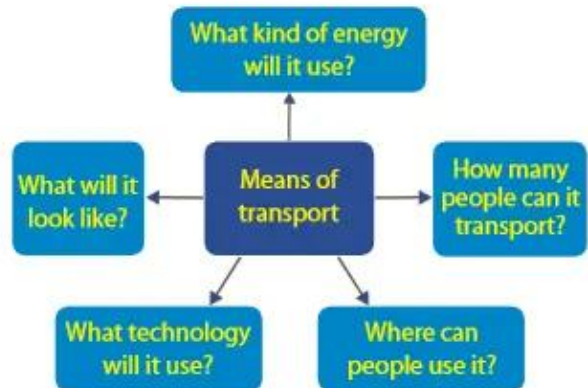
### Local Voice

"Yes, that bicycle is mine. I used to drive to work. But it took 2 hours! Now I ride a bicycle. The traffic is so bad that cycling has become quicker! But, the pollution is very bad from all the cars. I don't know what I'll do in the future!"

*Adri Prakoso, Wonderland*



- 3 In groups, think of a future means of transport that will help people in Wonderland. Brainstorm your ideas below.



- 4 Present your solutions to the class. As you listen to other groups, write your comments in the table below.

Group name	Interesting idea? (1-5)	Does it solve the problem? (1-5)	Favourite part? (make a note)

## COMMUNICATION

- 1 Start the lesson by telling the class one bad experience of yours about using a particular means of transport. Write the key words of the story on the board. Ask Ss if they have had a similar experience. You can also bring in one or two photos about transport problems where you live and discuss them with the class.

Ss work in pairs to do this task. T then calls on some pairs to share their list with the class.

- 2 Ask Ss to explain the words *metro*, *skytrain*, *gridlocked* in English. If they can't, give the Vietnamese equivalents. (*metro*: tàu ngầm trong thành phố, *skytrain*: tàu trên không trong thành phố, *gridlocked*: giao thông tắc nghẽn).

Ss read the two texts individually and underline the problems mentioned. As a class, elicit their answers on the board. Ask if they have similar problems where they live.

### *Suggested answers:*

biggest city without a metro or skytrain

the city is getting gridlocked

there are too many cars (10 million in traffic every day) and more cars are coming

serious pollution

fewer buses

it takes too long to drive in the city

If time allows, ask Ss to suggest solutions to these problems.

- 3 Ss work in groups of four or five to design a future means of transport that will help people in Wonderland, using the prompt web provided. If possible, provide Ss with posters (A0 sized paper) and marker pens.
- 4 Prepare the evaluation form on A4 paper for each group to allow for more writing space if possible. Otherwise, ask the group to copy the table into their notebooks. Explain they should listen carefully to other groups in order to give an evaluation (as a group). (5 is the highest score and 1 is the lowest score).

After all groups have presented, T collects the evaluation and adds up the scores to find out the best presentation.



# SKILLS 1

## Reading

1 Look at the pictures below. What do you think is the connection between them?



2 Read the text below and find the names of the transport inventions.

There have been many interesting transport inventions. Some become popular, but others flop!

The personal hover scooter floats above the ground. It travels at around 30 kph. But it isn't popular. Maybe that's because it's too expensive. Personally, I think it's too hard to park!

The monowheel is a single-wheel bike. The driver sits inside the wheel and pedals to go forward. It has one major problem – it can fall over very easily. I think it looks rather weird.

The Segway is a success. It's a two-wheeled vehicle. The driver pulls the handle to go back or pushes it to go forward. It's not as popular as the inventors hoped, but you might see one in an airport, or park. I guess it is a convenient, green way to travel.

Which new inventions will we use in the future? Which ones won't we use? It's hard to know!

3 Can you find words in the text to match the definitions below?

1. a new creation
2. not to become popular
3. strange or unusual

4 Answer the following questions.

1. Which of the inventions is the most popular?
2. Why don't many people use the personal hover scooter?
3. Which transport does the writer think is strange?
4. Which transport is eco-friendly?

## Speaking

Study Skill: Opinion signal words

believe

think

in my opinion

maybe

will/will not

possibly

probably

5 Read the text again. Which statements are facts? Which are the writer's opinion?

Put them into the **Facts** or **Opinions** boxes.

1. It travels at around 30 kph.
2. Maybe that's because it's too expensive.
3. In my opinion it's too hard to park!
4. It has one major problem – it can fall over very easily.
5. I also think it looks rather weird.
6. The driver pulls the handle to go back or pushes it to go forward.

● **Facts**

● **Opinions**

6 Now in pairs, talk about the transport below. Use a mix of facts and opinions.



### Fact File

**Name:** Sinclair C5

**Description:** Three wheels; small; electric power

**Why flopped:** bad in rain/cold weather; slow; not safe

## SKILLS 1

### Reading

- 1 Ask Ss to look at the pictures and describe what they see. Help Ss to find the connection between the pictures by asking questions such as: *How many people can travel on them? Where are these vehicles used? How can these people control the vehicles?* Do not give the names of the vehicles at this point.

**Suggested answer:**

These are all personal means of transport. One person can travel on them. They are all used for ground transport. People control them by using handle bars.

- 2 Ask Ss to read the text quickly and try to identify the names of transport inventions in the text. Ask Ss to explain their decisions.
- 3 Ss work individually then compare the answers with their partners.

**Key:** 1. invention 2. flop 3. weird

- 4 Ss work in pairs to complete the task. Ask Ss to underline the words in the text that help them to find the answers.

**Key:**

1. The Segway.
2. Maybe because the personal hover scooter is expensive, and it may be difficult to park.
3. The monowheel.
4. The Segway.

For more able class, ask Ss if they agree or disagree with what the author says and why.

### Speaking

- 5 Explain the **Study Skill** box for opinion signal words. T may bring in some photos or write on the board some interesting topics and ask Ss for their opinions. Ask Ss to use opinion signal words where possible.

Remind Ss of the difference between a fact and an opinion that they learnt in **Getting Started**. Ss work in pairs to complete the task.

**Key:**

1. fact 2. opinion 3. opinion
4. fact 5. opinion 6. fact

- 6 Ss work in pairs to prepare their presentation about the vehicle. Remind them to use statements about both facts and opinions. Ss can add their own ideas where possible. Call on some pairs to present it to the class.



## SKILLS 2

### Listening

- 1 Look at the picture. Which do you think are the correct options below?



1. This vehicle *can/can't* fly.
2. It *needs/doesn't* need a driver.
3. Learning to drive this vehicle is *easy/not easy*.
4. We *can/can't* buy them today.
5. It *is/isn't* very fast.

- 2 Now listen and check your answers.

- 3 Listen again and answer the following questions.

1. What is the name of the vehicle?
2. How fast can it travel?
3. In which year was it designed?

- 4 Tick (✓) the benefits of this vehicle that are mentioned in the recording.

- |   |                          |
|---|--------------------------|
| 1. It can avoid traffic.  | <input type="checkbox"/> |
| 2. It can avoid bad weather.  | <input type="checkbox"/> |
| 3. It travels fast.   | <input type="checkbox"/> |
| 4. You can invite three of your relatives or friends to travel with you in this vehicle at the same time. | <input type="checkbox"/> |
| 5. Learning to drive it is simple.  | <input type="checkbox"/> |

### Writing

- 5 Write a short paragraph about a future means of transport in this unit. Include both facts and opinions about the vehicle.

- name of transport
- how it looks
- how it functions
- what you think about it



- 6 Swap your writing with your friend. Find which sentences are facts, and which ones are opinions. Do you agree or disagree with your friend's opinions?

## SKILLS 2

### Listening

- 1 Have Ss guess the answers first. Tell Ss that the questions ask about what they think, and not what is true about the vehicle. Remind them to use opinion signal words where possible. Do not give corrective feedback at this time. Accept all answers from Ss and ask them to explain why they think so.
- 2 Play the recording and ask Ss to check their answers in 1.

**Key:** 1. can 2. doesn't 3. easy 4. can't 5. is



#### Audio script:

I'm here at Noi Bai Airport to tell you about this amazing flying car. It just landed here at the airport 15 minutes ago.

So this vehicle is called TF-X™. It was designed in 2013. But it will take a couple of years before you can own yours. It's a kind of driverless car and airplane. It has many benefits. With its automated system, the car can avoid traffic. It drives at 300 kph – impressive, isn't it? It has four seats, so your family or friends can join the ride. The coolest thing is learning to drive a TF-X™ is simple: you'll be able to do it just after a few hours!

- 3 Ss work individually to answer the questions and compare the answers with their partners.
  1. The vehicle is called TF-X™.
  2. It can travel at 300 kph.
  3. It was designed in 2013.
- 4 Ss work in pairs to do the task. Give corrective feedback and play the recording again if necessary.

#### Key:

1. It can avoid traffic.	✓
2. It can avoid bad weather.	(not mentioned)
3. It travels fast.	✓
4. You can invite three of your relatives or friends to travel with you in this vehicle at the same time.	✓
5. Learning to drive it is simple.	✓

### Writing

- 5 Refer to the text in **Reading** to support Ss in this task.
- 6 Have Ss swap their writing with each other. Ask them to identify facts and opinions. For more able classes, ask Ss to give their own feedback about their friend's writing (including mistake correction and whether they agree or disagree with their friend's ideas.)



# LOOKING BACK

## Vocabulary

1 Use the clues in the two pictures to form a phrase.

a.  +  = *environmentally friendly helicopter*

b.  +  =

c.  +  =

d.  +  =

e.  +  =

2 Complete this table.

### TRANSPORT POSSIBILITIES IN THE FUTURE

	Verb (ride,...)	Energy used (solar,...)	Characteristics (intelligent, flying,...)
bicycle			
car			
train			
airplane			

## Grammar

3 Change the personal pronouns in brackets into suitable possessive pronouns.

This bicycle is (1. I) \_\_\_\_\_. It's parked next to (2. you) \_\_\_\_\_. Are Phuong and Dung at school today? I can't see (3. they) \_\_\_\_\_. I really like Anna's bike. I wish I had (4. she) \_\_\_\_\_.

4 Look at the information about *skycycling tubes*. Then write a description of this means of transport using *will* and *won't*.



(+) easy-to-drive  
slow  
healthy  
environmentally friendly

(-) driverless  
cheap  
high-speed

Skycycling tubes will be easy to drive. They will \_\_\_\_\_ . They \_\_\_\_\_ .

Skycycling tubes won't be driverless. They won't \_\_\_\_\_ . They \_\_\_\_\_ .

## Communication

5 Match the sentences in A with those in B. Some sentences in A can be matched with more than one sentence in B.

A

- Will we travel in driverless cars in the future?
- Will we have high speed trains in the next five years?
- I think we will have electric taxis very soon.
- Will the Segway be environmentally friendly?
- I hope it will be a lovely picnic.

B

- Yes, of course.
- Oh, I think we won't have them until the year 2030.
- I don't know. Perhaps we won't travel in driverless cars in the future.
- Yes, I just hope it won't rain.
- Yes, maybe we will.

Finished! Now I can ...	✓	✓✓	✓✓✓
• talk about means of transport and travelling in the future			
• use <i>will</i> for future prediction			
• use possessive pronouns			
• understand the difference between facts and opinions			
• use signal words when giving opinions			

## LOOKING BACK

### Vocabulary

- 1 Have Ss work individually to combine the pictures together to form a phrase. If possible, T prepares sets of cut-outs of these pictures. Ss then work in groups and shuffle the cards to form more combined words.

**Key:** b. solar-powered taxi      c. driverless plane  
d. space car                      e. underwater bus

- 2 Ss first work individually then work in groups to fill in the table. Remind them that they are imagining the future so there are no right or wrong answers.

*Suggested answers:*

#### TRANSPORT POSSIBILITIES IN THE FUTURE

	Verb	Energy used	Characteristics
bicycle	ride, pedal	wind-powered	automated, high-speed
car	drive	water-powered	flying, driverless
train	drive	solar-powered	underwater, supersonic
airplane	fly, drive	solar-powered	driverless

### Grammar

- 3 Ss work individually then compare their answers with each other.

**Key:** 1. mine    2. yours    3. theirs    4. hers

- 4 Ss write the text and swap with each other for peer comments.

*Suggested answers:*

Skycycling tubes will be easy to drive. They will be slow. They will be healthy and environmentally-friendly.

Skycycling tubes won't be driverless. They won't be cheap. They won't travel at high speed.

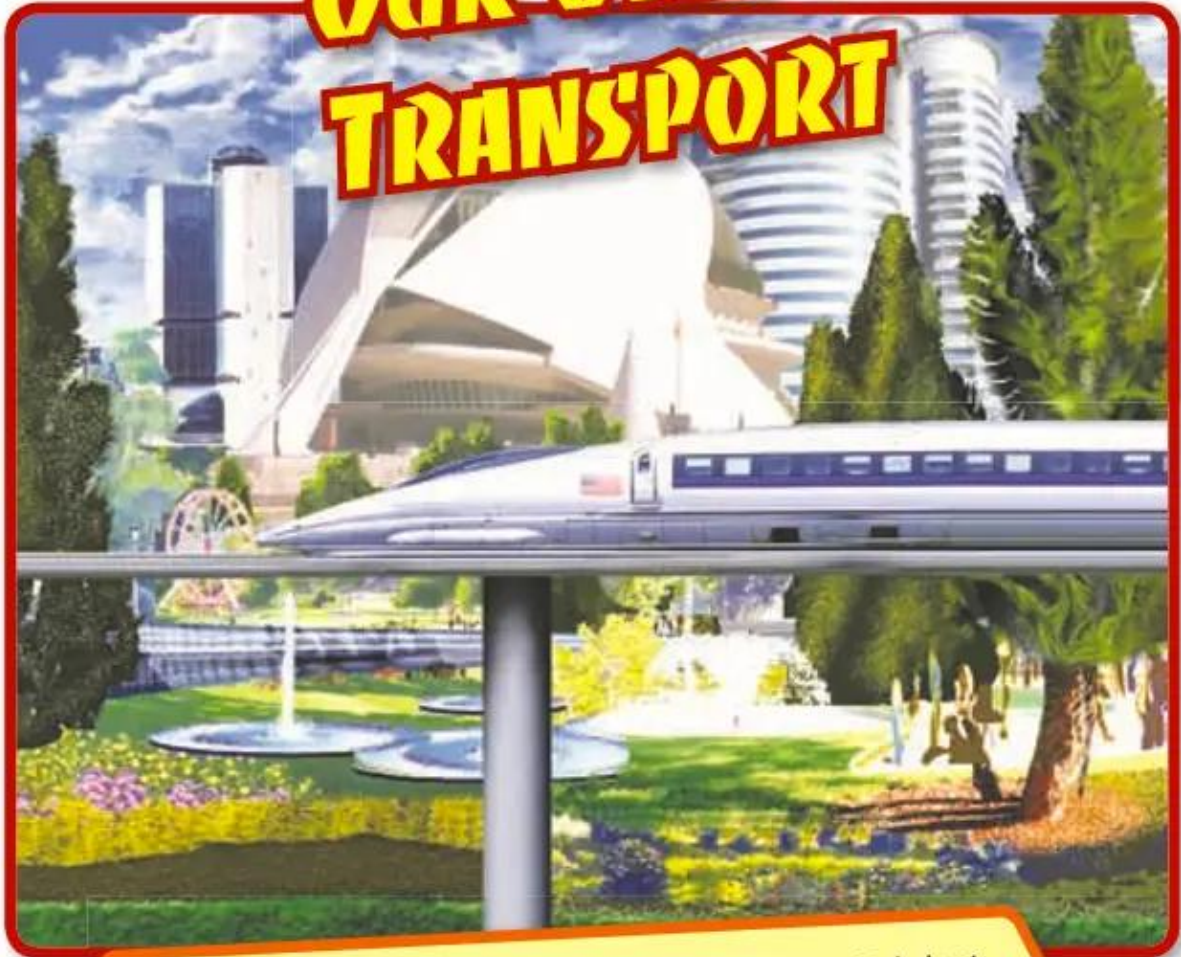
### Communication

- 5 Ss work individually then compare their answers with each other. Accept all correct answers.

*Suggested answers:* 1. c    2. e    3. b    4. a    5. d



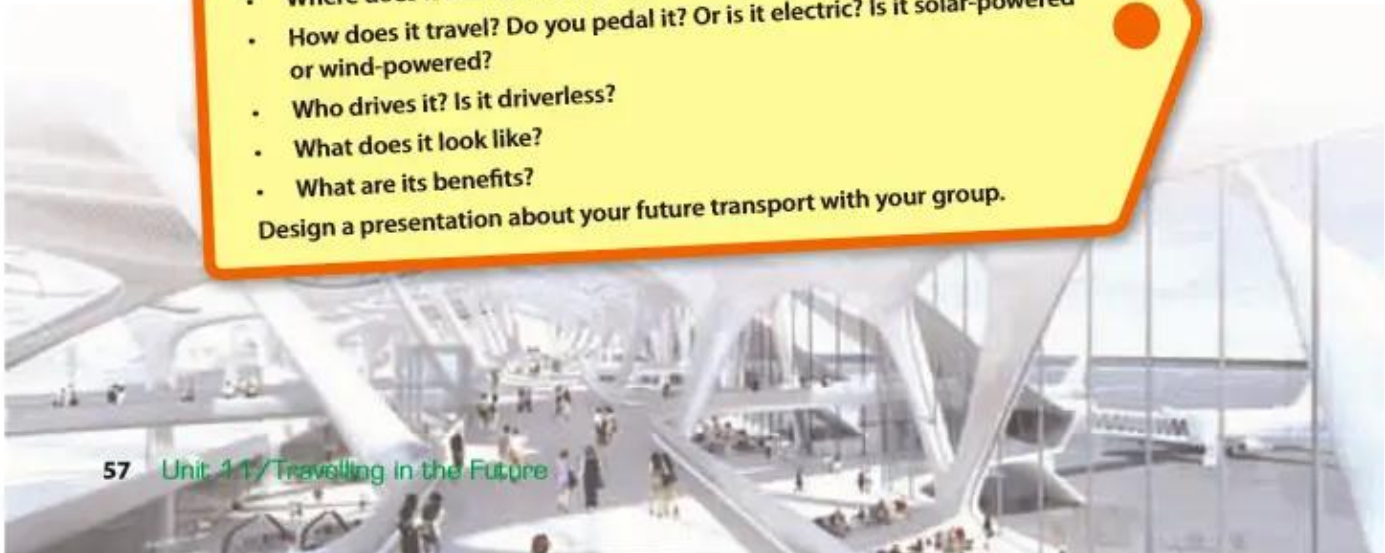
# OUR OWN FUTURE TRANSPORT



In groups, brainstorm ideas for your future means of transport. Think about the following:

- Where does it travel? Does it fly, float, drive or something else?
- How does it travel? Do you pedal it? Or is it electric? Is it solar-powered or wind-powered?
- Who drives it? Is it driverless?
- What does it look like?
- What are its benefits?

Design a presentation about your future transport with your group.



## **PROJECT**

### **Our own future transport**

Encourage Ss to use pictures or videos to illustrate their ideas. They may use posters or prepare a presentation using a computer if possible.