

# Cars will most likely fly.

• Making a probable prediction

• Making a definite prediction

## 1 | Vocabulary

**A** Do you think these things will exist in 20 years? Mark ✓ (will exist) or X (won't exist).

- |             |                   |                       |
|-------------|-------------------|-----------------------|
| ___ cash    | ___ printed books | ___ landline phones   |
| ___ laptops | ___ credit cards  | ___ gas-powered cars  |
| ___ DVDs    | ___ watches       | ___ language teachers |

**B PAIR WORK** Tell your partner what you think will exist or won't exist.

*Example:*

A: In 20 years, credit cards won't exist. It will all be digital.

## 2 | Conversation

CD2 **36 A** Listen. What does the engineer say cars will be like in the future? What will be driving cars in the future?



Katie: So, could you tell me what you think cars of the future will be like? \_\_\_\_



Engineer: Well, they'll be faster and lighter. Cars will be made of plastic—a light and very strong plastic.



Katie: Interesting. And what kind of fuels will they use? \_\_\_\_



Engineer: They'll likely be using hydrogen. \_\_\_\_ They'll definitely be cleaner than today's cars. We're working on zero emission cars.



Katie: That will be fantastic. Is it possible that cars may not need drivers?



Engineer: Oh, yes. One day, computers will make all the decisions for the driver and even control the driving. The driver will just sit back and relax. \_\_\_\_



**B PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

- |   |                                |
|---|--------------------------------|
| 1. They definitely won't be using gasoline. | 3. A driver could even sleep.  |
| 2. Will they still use gasoline?            | 4. How will they be different? |

### 3 | Language Booster

**A** Notice the different ways we make predictions.

Making a probable prediction	Making a definite prediction
Cars could Cars will probably Cars will likely Cars will most likely	be made of plastic. fly.
	Tomorrow's cars will Cars will definitely Cars won't
	be faster and lighter. use hydrogen.

**B PAIR WORK** Take turns making predictions. Use the ideas from the Vocabulary section and your own ideas.

### 4 | Listening

CD2 **37 A** Listen. A radio host is interviewing a futurologist. Check (✓) the things a futurologist does.

- |   |  |
|---|--|
| <input type="checkbox"/> 1. predicts the future               | <input type="checkbox"/> 4. looks at trends and patterns   |
| <input type="checkbox"/> 2. suggests the likelihood of things | <input type="checkbox"/> 5. looks at the short-term future |
| <input type="checkbox"/> 3. studies the past and the present  |  |

CD2 **38 B** Listen to the rest of the interview. Does the futurologist think these things are probable or not probable? Check (✓) the correct column.

	Probable	Not probable
1. People will store their minds on a computer.		
2. There will be brain transplants.		
3. People will travel through time.		
4. Computers will have emotions.		
5. People will live forever.		

ONLINE PRACTICE

## SPEAK *with* CONFIDENCE

**A PAIR WORK** Think of what could or will happen in these areas in the future. Agree on a prediction for each topic.

medicine	technology	transportation
food	weather	entertainment

I think there will be a cure for cancer.

Me too. When do you think it will happen?



**B GROUP WORK** Share your predictions. Do others agree with your predictions?

## 1 | Vocabulary

**A** Some scientists believe the world's climate could increase by up to 5°C within the next 100 years. Circle the things below that you think will be affected by this climate change.

ice caps	storms	rainforests
sea levels	fresh water	cities
coral reefs	animal species	

**B PAIR WORK** Tell your partner why you chose your answers.

*Example:*

A: If temperatures rise, the ice caps will melt.

B: And then sea levels will rise.



## 2 | Conversation

CD2 39 **A** Listen. Why does Nicki think glass is better than plastic? What does Wes say about glass?



**Wes:** I read that they've banned plastic bottles in some European towns.

**Nicki:** That's a good idea.

**Wes:** Why do you say that?

**Nicki:** Well, if they ban plastic bottles, companies will have to make glass bottles.

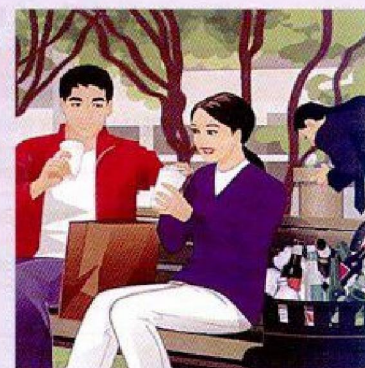


**Wes:** Are you saying glass is better than plastic?

**Nicki:** Yes! Glass is much better than plastic.

**Wes:** But why?

**Nicki:** Because plastic breaks down so slowly. It stays on our planet for a long time.



**Wes:** But using more glass will also affect the environment. Making glass uses a lot of energy.

**Nicki:** I hadn't thought of that. To be honest, I don't know what the best solution is.

**B PAIR WORK** Practice the conversation.

CD2 40 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

### 3 | Language Booster

**A** Notice the different ways we add emphasis.

Comment	Adding emphasis
Glass is more expensive.	Glass is definitely more expensive.
Glass is better than plastic.	Glass is much better than plastic.
That's a good idea.	That's a really good idea.
That's bad for the environment.	That's certainly bad for the environment.

**B PAIR WORK** Take turns adding emphasis to the sentences below.

The weather will change.      Storms will be stronger.  
Ice caps may melt fast.      Sea levels will rise.

*Example:*

A: The weather will certainly change.

B: Yes, there will definitely be problems if it does.

### 4 | Pronunciation Emphatic stress

**CD2 41 A** Listen and practice. The first sentence in each pair already has added emphasis. You can emphasize this even more by adding strong stress.

- Glass is definitely more expensive.      Glass is **definitely** more expensive.
- Glass is much better than plastic.      Glass is **much** better than plastic.

**B PAIR WORK** Practice saying the sentences in the Language Booster section. Add emphatic stress.

ONLINE PRACTICE 

## SPEAK *with* CONFIDENCE

**GROUP WORK** Discuss these questions. Give your opinions.

Is the Earth getting warmer?

Will there be problems if the earth gets warmer?

How will cities be different in the future?

The Earth is definitely getting warmer.

It's going to be a really big problem.

But I think it's warming up pretty slowly.

Why do you say that?

## 1 | Vocabulary

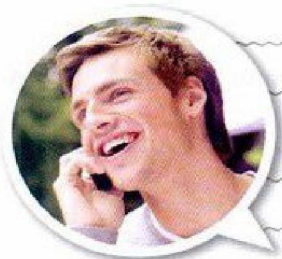
**A PAIR WORK** Look at these chores. Which word doesn't belong? Cross it out. Compare with a partner.

- |              |  |
|--------------|--|
| 1. pick up   | the clothes / my children / <del>the buildings</del> |
| 2. drop off  | the counter / my friend / the dry-cleaning           |
| 3. clean out | the desk / the pencils / the closet                  |
| 4. hang up   | the clothes / the picture / the dishes               |
| 5. throw out | the yard / the papers / old food                     |
| 6. wipe off  | the counter / the garbage / the sink                 |
| 7. put away  | the dishes / the groceries / my children             |
| 8. take out  | the garbage / the recycling / the counter            |

**B PAIR WORK** Tell your partner which chores you do often and which ones you never do.

## 2 | Conversation

CD2 42 **A** Listen. Why are Dan and Mike having a party? How are Doug and Carlos going to get there?



Doug: Hey, Carlos. It's Doug. Do you have any plans later?

Carlos: Um, I guess. I plan to clean my room later. Why do you ask?

Doug: Dan and Mike are having a party tonight. Mike's leaving for the summer so it's kind of a goodbye party. Lots of our friends will be there.

Carlos: It sounds fun...

Doug: Yeah. So, can you make it?

Carlos: Sure. I'll hurry and get all this stuff done.

Doug: Great. I'll pick you up. My sister is going to lend me her car.

Carlos: Really?

Doug: Yeah. I'll be going right by your dorm.  
What time is good?

Carlos: Anytime.

Doug: OK. I'll come around 7 p.m.



**B PAIR WORK** Practice the conversation.

CD2 43 **C** Listen. Write the three extra sentences you hear in the conversation. Practice the new conversation.

### 3 | Language Booster

**A** Notice the different ways we describe plans, and make decisions and promises.

Describing plans	Making decisions and promises
I plan to I'm going to I have to I'm planning to	I'll pick you up. I'll come around 7:00. I'll call when I'm close.

**B PAIR WORK** Imagine you are going to do three of the things in the Vocabulary section. Take turns telling each other. Then decide what you will do together afterwards.

*Example:*

A: I have to drop off the dry-cleaning.

B: Can you watch a movie after?

A: I'll try to be quick.

### 4 | Pronunciation Stress in two-word verbs

**CD2 44 A** Listen and practice. Notice the stress in these two-word verbs.

- |                             |                          |                       |
|-----------------------------|--------------------------|-----------------------|
| 1. <b>Clean out</b> my desk | <b>Clean</b> my desk out | <b>Clean</b> it out   |
| 2. <b>Throw out</b> papers  | <b>Throw</b> papers out  | <b>Throw</b> them out |

**B PAIR WORK** Practice these sentences. Pay attention to stress.

- |  |   |
|--|---|
| 1. I'll <b>take</b> the recycling <b>out</b> . | 3. I'm planning to <b>clean</b> the closet <b>out</b> . |
| 2. I'll <b>pick</b> you <b>up</b> later.       | 4. Are you going to <b>put</b> away the dishes?         |

ONLINE PRACTICE

## SPEAK *with* CONFIDENCE

**A** Write down three things you're planning to do this Saturday and Sunday.

Saturday

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Sunday

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B GROUP WORK** Share your plans. Then decide what to do together on one of the days. Decide where you'll go, how you'll get there, and any other details.

I'm going to the park at 2:00 on Saturday.

I'll be studying at the library then.

The weather is supposed to be beautiful! Can you guys come?

Yes! I'll bring some drinks and some snacks.

- Asking about goals and wishes
- Discussing goals and wishes

## 1 | Vocabulary

**A** Look at these goals people sometimes set for themselves. Rank them from 1 (most important) to 10 (least important).

- |                                  |                             |                                    |
|----------------------------------|-----------------------------|------------------------------------|
| _____ be financially independent | _____ get out of debt       | _____ move out of my parents' home |
| _____ lose weight                | _____ get my own place      | _____ manage money better          |
| _____ be more confident          | _____ go to graduate school | _____ get in better shape          |

**B PAIR WORK** Tell your partner which goals you think will be easy to achieve and hard to achieve.

## 2 | Conversation

CD2 45 **A** Listen. What doesn't Hung want to do after graduation? What does Nicole hope to do?

Nicole: So, do you have any plans after graduation? \_\_\_\_\_

Hung: I don't want to get a job right away. I feel like I need a break.  
I'd like to take some time off and travel around Europe. \_\_\_\_\_

Nicole: How fun. Where do you want to go?

Hung: I'm not sure. I want to see Italy, Spain, and France.  
I don't know if I can go to all three. \_\_\_\_\_

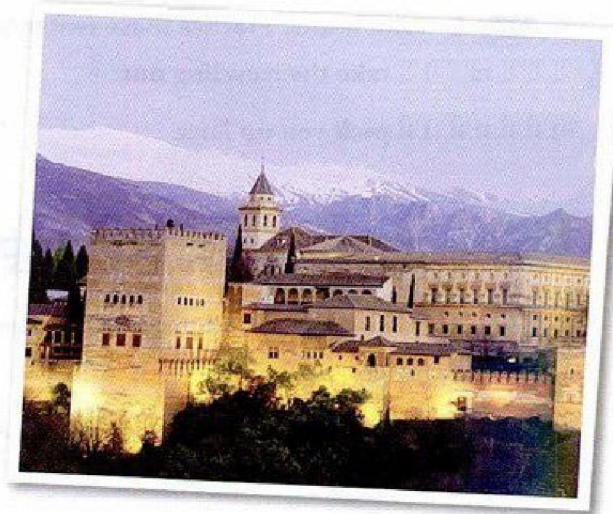
Nicole: They all sound great to me.

Hung: What about you?

Nicole: I want to find a job right away. Then I hope to  
move out of my parents' home and get my own place.

Hung: I wish I could get my own place, too. \_\_\_\_\_

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**B PAIR WORK** Practice the conversation. Then find the best places to add the sentences below to the conversation and practice it again.

1. Are you going to look for a job?      3. But I know that will have to wait.

2. I'll have to choose just one.      4. I've always dreamed of going there.

### 3 | Language Booster

**A** Notice the different ways we ask about and discuss goals and wishes.

Asking about goals and wishes	Discussing goals and wishes
What are your goals?	I want to
What would you like to do?	I'd like to do some traveling.
What do you hope to do?	I hope to get my own place.
What do you wish you could do?	I wish I could

**B PAIR WORK** Ask and answer questions about goals and wishes using the ideas in the Vocabulary section or your own ideas.

*Example:*

A: What would you like to do?

B: I'd like to get my own place. Do you want to get your own place?

### 4 | Listening

CD2 46 **A** Listen to four people discussing their goals and wishes. Number the pictures from 1 to 4.



CD2 46 **B** Listen again. How do they plan to achieve their goals? Take notes.

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

**C PAIR WORK** Tell your partner if you have any of the same goals and how you might achieve them differently.

## SPEAK *with* CONFIDENCE

**A** List three personal goals you would like to achieve.

Within the next year: \_\_\_\_\_

Within the next few years: \_\_\_\_\_

Within the next ten years: \_\_\_\_\_

**B GROUP WORK** Share your goals. Discuss the best ways to achieve them.

ONLINE PRACTICE

