

# 2

# Welcome to the future!

WDYT?  
(What do you think?)

What changes would you like to see in the future?

**Vocabulary:** describing products; changes; expressions with *get*

**Grammar:** future tenses; future continuous and future perfect; future time expressions

**Reading:** a scientific report about changes in everyday life in the future

**Listening:** an informal conversation about robots

**Speaking:** organising an event

**Writing:** a product review

**Project:** a presentation on changes in the future

## FACING THE FUTURE

Do you **welcome** new challenges or do you find them **a real struggle**?

1

The fourth industrial revolution will bring **mind-blowing** changes in areas like artificial intelligence and nanotechnology. Will you be able to **let go** of the past and **embrace** the new?

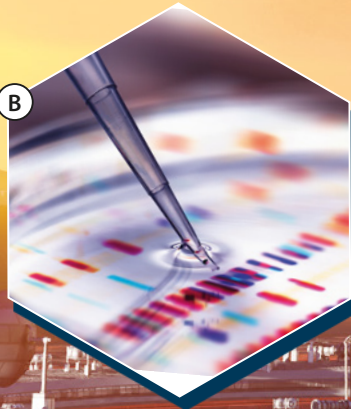
**NO**

What's wrong with old-fashioned things anyway?

**YES**

Sure! I can **adapt** to any **new circumstances**!

B



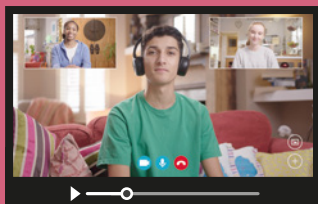
A



Video skills p25



Real-world speaking p31



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## Describing products

1 Look at the words in the box. Which adjectives form a negative with prefixes *un-* or *im-*? What is the opposite of the others?

comfortable easy-to-use handy/useful high quality innovative  
practical reasonable reliable wearable well-made

2 10 Listen to Oscar talking to Mia about useful devices and answer the questions.

- 1 What's her latest device?
- 2 Which device would Oscar like to see in the future?
- 3 Which of the words in exercise 1 do they use?

3 Work in pairs. Discuss your favourite devices and the ones you would like to use in the future.



**2** Given the **major breakthroughs** in space exploration, are you ready to travel to Mars?

**NO** I don't travel well anyway.

**YES** I'll take the risk. I imagine there'll be a **sharp rise** in bookings!

**3** Are you **eager** to get your motorbike or driving licence?

**NO** With the age of driverless vehicles **fast approaching**, is it worth it?

**YES** I may still need to take control of the vehicle if something **unexpected** happens.



**4** **Advances** in DNA technology are great for the safety of our society.

**NO** This technology **is evolving** rapidly; who knows what scientists will do next and at what cost?

**YES** It means we can catch criminals more easily through fingerprints or skin particles.

**Mainly NO**

Enjoy the past while you can, but remember that you can't slow down progress.

**Mainly YES**

You're obviously thinking about the future and it looks like you'll enjoy it!

## Changes

- Check the meanings of the words and phrases in bold in the quiz. Then match questions 1–4 with images A–D.
- Work in pairs. Do the quiz. Compare your answers with your partner. Do you agree with the conclusions?
- Copy and complete the table with the words in the quiz.

Nouns	Verbs	Adjectives
a (real) struggle	welcome	mind-blowing

**7** Complete the sentences with the words in the box.

fast major new real sharp

- I find switching over to a new mobile device a (...) struggle.
- I'm sure we'll see a (...) rise in the use of electric vehicles.
- Quantum computers will be a (...) breakthrough – computers will be faster than ever.
- Some people say the age of digital money is (...) approaching.
- With so many changes, we'll all have to adapt to (...) circumstances.

**8** Complete the questions with words from the quiz in the correct form.

- Are you (...) to try a driverless vehicle? Why/Why not?
- Do you know anyone who finds learning to use new technology a real (...) ? Is it easy to help them?
- How would you like mobile devices (...) in the future?
- People say that there have been some (...) changes in technology this century. Do you agree?
- What do you think the next technological (...) will be? Will you (...) it? Why/Why not?

**9** Work in pairs. Ask and answer the questions in exercise 8.

## VIDEO SKILLS




**10** Watch the video. What is it about?

**11** Work in pairs. Discuss the questions.

- This video uses a timeline throughout. Why?
- There are lots of images in this video. Why do you think this is?

## A scientific report

**1**  **Work in pairs. How do you think these things will be done in the future?**


- a farming and producing food
- b communicating with each other
- c diagnosing and treating illnesses

### Subskill: Predicting content

Use the title, photos and any general comprehension questions to predict the content of a text. Then read the text to check your predictions.

**2** Look at the title of the report and the photos. Read the sentences. Which option do you think is correct?

- 1 By the middle of this century, the world population will have reached ...
  - a just under 10 billion people.
  - b almost 15 billion.
- 2 ... that indoor crops are getting enough light and food to grow.
  - a Farmers will check
  - b Computers will check
- 3 Indoor farming is likely to be ... to the environment than traditional farming.
  - a more harmful
  - b less harmful
- 4 The writer ... we'll be able to keep in touch with our friends without a physical device.
  - a isn't certain whether
  - b is sure that
- 5 Microdevices will be able to treat patients ... of humans.
  - a without the help
  - b with the help

**3**  **11 Read and listen to the report. Check your predictions in exercise 2 and find evidence to support them.**

**4** **Word work** Match the definitions to the words in bold in the report.

- 1 pieces of metal that can stick to other metal objects
- 2 the smallest parts of a living structure that can operate as independent units
- 3 objects that doctors put into someone's body during a medical operation
- 4 given a natural or chemical substance in order to grow
- 5 tubes inside humans through which blood flows
- 6 take care of an animal, sometimes when farming

**5** Complete the sentences with the correct form of some of the words in exercise 4.

- 1 We've used a (...) to get the key out from behind the cupboard.
- 2 My grandpa's tomatoes are (...) with organic waste from our kitchen.
- 3 Red blood (...) carry oxygen around our bodies.
- 4 Our neighbours have always (...) chickens in their garden.
- 5 Would you welcome a mobile phone (...) behind your ear or in your arm?

**6** Read the report again and answer the questions.

- 1 In what ways will indoor farming have less of an impact on the environment?
- 2 How will scientists create meat in the laboratory?
- 3 What are the main differences between the smartphones we use now and the wearable screens we may use in the future?
- 4 Why are the robot birds such a major breakthrough?

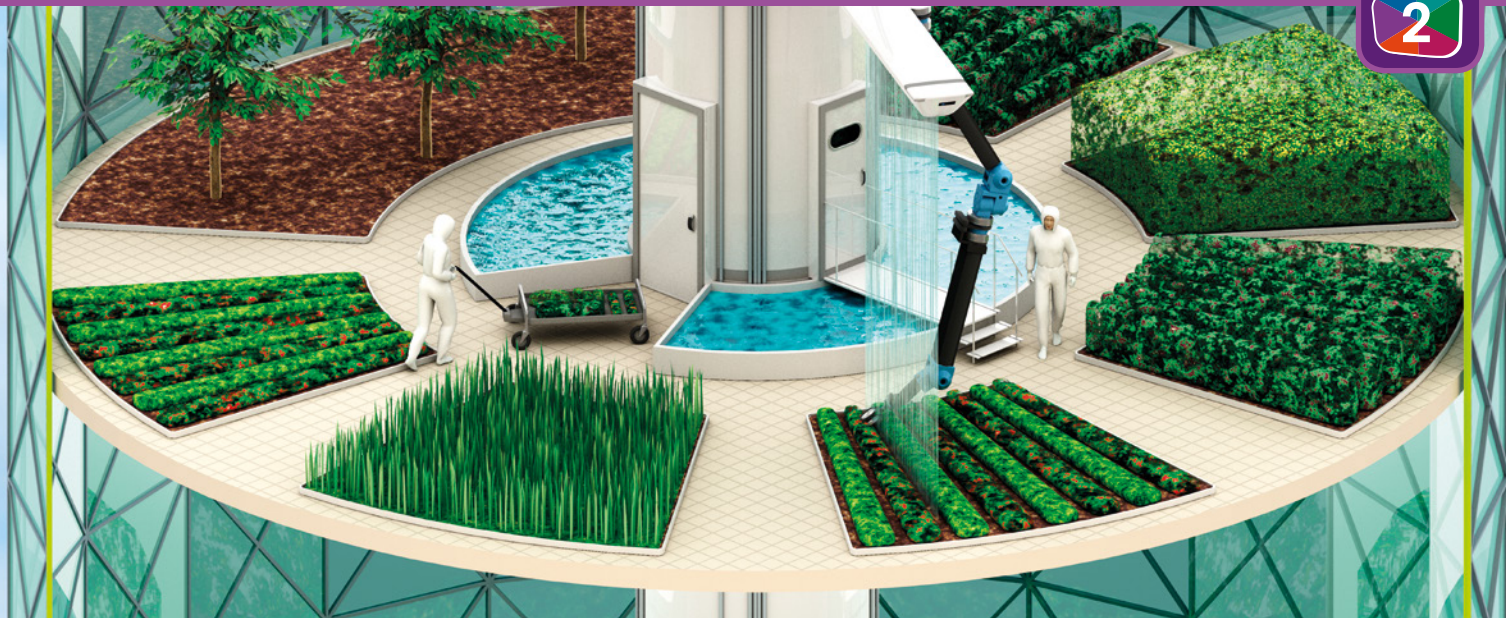
**7**  **Work in pairs. Answer the questions.**

- 1 Would you eat vegetables grown vertically in water?
- 2 Which of the new kinds of phones would you prefer? Why?
- 3 In your opinion, is research in nanotechnology important?

### CRITICAL THINKING



- 1 **Remember** Write one sentence to describe each of the three advances in the report.
- 2 **Analyse** Which are the most useful? Why?
- 3 **Create** Design your own wearable screen. What functions does it have? Do you think wearable screens will have a positive or negative impact on our lives?



# INNOVATIONS THAT WILL ROCK OUR WORLD

In this week's report, we're going to have a look at some rapidly evolving technologies and consider how they might change our lives forever.

## High-rise farming and food production

The United Nations predicts that the world population will have reached 9.8 billion by 2050, but our farmland will probably not be able to support the necessary food production. A solution may be to grow crops and raise animals on top of skyscrapers or, alternatively, develop indoor farming using artificial light. The crops will be grown in vertical containers of water rather than soil, and then **fertilised** by the waste products from animals. Computers will control the process automatically, making sure the plants get the right balance of food and light. This means we'll enjoy a variety of food all year round without relying on the weather or damaging the land further. In the same way, creating meat and seafood by growing **cells** from the muscle of an animal in the laboratory is a fast-approaching reality. This lab-grown or 'clean' meat could mean that we no longer need to **raise** animals on farms. Both advances will help to reduce the impact farming has on the environment.

## Communication via wearable screens

You're meeting a friend in town in 15 minutes, but you've missed the bus. The next bus doesn't leave for ten minutes. You're going to be late again. In 2040, you probably won't need to reach for your smartphone: you'll contact your friend through a screen projected onto your arm. What makes us think that? There has been a sharp rise in wearable phones. They're an improvement on smartwatches because you can take calls, swipe through your favourite apps and tap to select one from your wrist. They don't only have voice recognition, but also gesture recognition – you can wave your finger to scroll up or down. And one day, perhaps we'll be able to replace devices with small **implants** under our skin.



## Microdevice treatment

Scientists in Switzerland have created a tiny device which looks something like an origami bird. This mind-blowing bird is just a few micrometres long, so it can only be seen under a microscope. Through the use of **magnets**, it can be programmed to move its wings, bend its neck, move its head, hover and turn. How will that improve our lives? Well, in a not-too-distant future, perhaps doctors will be programming these birds to perform medical tasks in the body. For example, one of them could fly through our **blood vessels** killing cancer cells.



## Future tenses

1 Read examples a–f and match them with the words in the box.

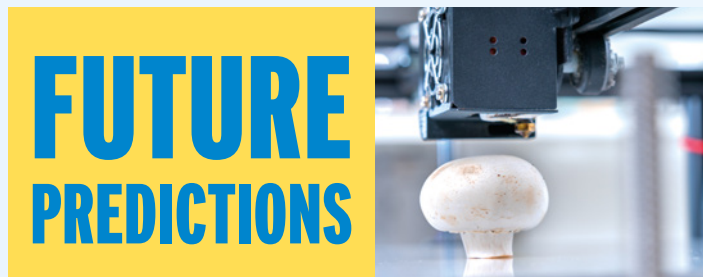
*be going to* present continuous present simple will

- a You've missed the bus. You're **going to** be late again.
- b In 2040, you probably **won't need to** reach for your smartphone.
- c I've missed the bus. I'll **let** my friend know.
- d The next bus **doesn't leave** for ten minutes.
- e You're **meeting** a friend in town in 15 minutes.
- f In this report, we're **going to** have a look at some rapidly evolving technologies.

2 Which future form do we use to talk about these things? Use the examples in exercise 1 to help you.

- 1 a timetable or programme
- 2 a future arrangement, often with a date, time and place
- 3 a future plan or intention which is already decided (often without an exact date)
- 4 general predictions about the future, often with *I think, I hope, I'm sure, probably, definitely*, etc.
- 5 predictions about the future for which we can see some evidence now
- 6 a decision which we make at the moment of speaking

3 Choose the correct option.



We predict that there **1 is being/will be** a major breakthrough in 3D printing and that you **2 can/will be able to** print your own dinner. Imagine you've just found out that one of your friends is a vegetarian and that they **3 are arriving/arrive** for dinner soon. The local supermarket **4 closes/will close** in ten minutes. In the future, having to run to the shops **5 is/will be** a thing of the past. You **6 are being able/will be able to** print another meal in minutes!

**7 Are you going/Do you go** camping next weekend? Do you want to know if it's **8 raining/going to rain** on Saturday? In the not-too-distant future, your smart mirror **9 is showing/will show** you the weather forecast and it **10 is also checking/will also check** whether you're well enough to go!

4 Complete the dialogue with the correct future form of the verbs in brackets. There may be more than one possible answer.

1 (...) you (...) **(do)** anything tomorrow?

Rob's band **2 (...)** **(play)** in the evening. Why?

I **3 (...)** **(go)** to the Science Museum. There **4 (...)** **(be)** an exhibition on about how advances in technology **5 (...)** **(change)** our lives forever. My brother says they've got an amazing VR experience.

I've never tried virtual reality! I **6 (...)** **(not / do)** anything in the morning. I **7 (...)** **(go)** with you.

Let's get the bus which **8 (...)** **(leave)** at 9:00 am.

OK. I **9 (...)** **(bring)** sandwiches for lunch if you like.

Good idea! Can you make enough for three? Sam **10 (...)** **(come)**, too.

5 Complete the questions with a suitable future form. Use your own ideas.

- 1 (...) you (...) anything tomorrow?
- 2 (...) you (...) over the holidays?
- 3 (...) you (...) when you leave school?
- 4 Do you think you (...) in the future?
- 5 (...) in the next century?

6 Work in pairs. Predict your partner's answers to the questions in exercise 5. Ask and answer the questions.


7 Answer the question to solve the Brain teaser.

**B R A I N TEASER**

You're going to spend the night on a desert island and it's getting dark. You've got a box of matches, some driftwood, a candle and some newspaper.

*What will you light first?*

## Expressions with *get*

- 1  Work in pairs. How do we use robots in our daily lives? Make a list. Then read the short article. Did you include any of these uses?

### THE EVOLUTION OF ROBOTS

There are millions of robots on Earth and they are rapidly **getting more sophisticated**. So, are our lives **getting better** as a result? Look at these examples and decide for yourself!

#### REMOTE LEARNING


When a child or young adult with a long-term illness is unable to **get to class**, AV1 robots can take their place instead. The robot sits in the lesson and **gets information**. Using an app on their mobile device to control the robot, the student at home can listen, look around and even take part.

#### DANGEROUS PLACES

NASA is **getting ready** to send their robot Valkyrie to Mars to help prepare for the arrival of humans. Unlike robots before her, she can walk in a similar way to humans, so she'll be able to **get out of** the spacecraft on her own and take the first steps on the planet.

- 2 Look at the words with *get* in bold in the text. Replace them with the correct form of words in the box.


attend   become   improve  
leave   prepare   receive

- 3  Work in pairs. Choose the correct option to complete the questions. Then ask and answer.

- Have you ever had a toy robot? Did you get rid **up/over/of** it?
- Would you like a robot to go to class for you if you were getting **over/through/on** an illness?
- What are the top three things that get **in/on/with** your nerves?
- When was the last time you got **into/on/around** trouble? What happened?
- How often do you get **out of/away/about** doing the housework? How do you manage it?
- Are you going to get **in/down to/with** studying as soon as you get home?



## An informal conversation

- 4  12 Listen to Rob and Tania talking about robots. Answer the questions.


- Who is excited about this new technology?
- Who's a little uneasy?

- 5 Answer the questions. Then listen again and check your answers.

- What can an AV1 robot do?
- What happens in the TV series *Lost in Space*?
- How can drones be used effectively?
- Why does Tania mention the Industrial Revolution?
- According to Tania, will robots ever be able to have feelings like humans?

### Subskill: Understanding the speaker's attitude

Listening to the way the speaker says something will help you to understand a rapid conversation.

- 6  13 Listen to five extracts from the dialogue. Match extracts 1–5 with emotions in the box. There is one emotion you do not need.

amused   annoyed   bored  
excited   uneasy   upset

- 7 Listen again. Match the emotions from exercise 6 with reasons a–f. There is one reason you do not need.

- that their friend hasn't understood something properly
- about what robots may end up doing
- about a piece of news
- that their friend doesn't appear to embrace change
- robots will take over the world
- with an argument that has been used before

- 8  Work in pairs. Discuss the questions.

- Will robots ever control the world? In what ways?
- What rules will we need to protect ourselves?

## Future continuous and future perfect

### 1 Read the examples and answer the questions.

#### Future continuous

Will we **be taking** our orders from them?

Robots **will be doing** that for us.

We **won't be going** to class.

#### Future perfect


Will robots **have taken** control by then?

We'll **have forgotten** how to speak to real people.

We **won't have got** rid of classrooms completely.

- How do we form the future continuous and the future perfect?
  - Which one do we use to talk about actions that ... ?
    - will be complete before a specific time in the future
    - will be in progress at a specific time in the future
- 2** Read the sentence pairs. Complete sentence a with the future continuous and sentence b with the future perfect.

### By 2050 ...

- We (...) **(get)** together with our friends to try new types of fish like jellyfish.
    - More common types of edible fish like cod and tuna (...) **(die out)**.
  - There'll be robots on the football pitch, but they (...) **(not play)**. They'll be the referees.
    - A team of robots (...) **(not beat)** your country's national team in a World Cup match.
  - Schools (...) **(not teach)** kids how to read and write. Kids (...) **(learn)** how to explain their ideas to a computer so it can record them.
    - Many people (...) **(not learn)** how to read or write. Their computers will be able to do this for them in thousands of different languages.
- 3**  Work in pairs. Discuss how many of these predictions you think will come true. Would you embrace these changes?

### 4 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

- My friends and I (...) **(play)** an important match at ten o'clock on Saturday.
- I (...) **(relax)** by the sea this time next week.
- My cousin (...) **(win)** an important competition by the time she's 18.
- My best friend (...) **(study)** at university in two years' time.
- I (...) **(travel)** around the world before I'm 30.

## Future time expressions

### 5 Copy and complete the table with the time expressions from exercise 4.

Future continuous	Future perfect
at 6:30 pm	by 6:30

### 6 Work in pairs. Ask and answer questions about these topics.

- sport
- entertainment
- travel
- school and university

### 7 Complete the text with the correct past or future form of the verbs in brackets.

#### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

#### From Science Fiction to Science Fact

When Jules Verne **1** (...) **(publish)** *From the Earth to the Moon* in 1865, no other writer before him **2** (...) **(go)** into such scientific detail about a journey to space. In fact, these details **3** (...) **(come)** close to predicting the Apollo 11 launch in 1969. Since Apollo 11, the Russian space agency **4** (...) **(send)** tourists into space and more companies **5** (...) **(probably / do)** the same soon.

In 1895, H. G. Wells **6** (...) **(write)** about a group of inventors who **7** (...) **(sit)** around a dining room table. Their host **8** (...) **(start)** to talk about time being the fourth dimension and later, he told them about travelling in time. After reading it, I have been wondering about these questions: **9** (...) we (...) **(travel)** through time in 50 years' time? And **10** (...) we (...) **(prevent)** a disaster by travelling back in time to fix it by the end of this century?



## Organising an event

- 1 Watch the video and find three mistakes in the invitation.
- 2 Watch again. Complete gaps 1–6 in the dialogue.
- 3 Watch again. Which of the Key phrases do you hear?

Liam

OK, we need to **1** (...) on a date for the end of semester party.

Emma

Didn't we say the first Saturday in December?

Liam

Won't we be taking exams then?

Emma

No, we'll be done by then.

Liam

Great! Who's going to make a **2** (...) for a place?

Emma

Paul mentioned the pizza place would **3** (...) free. Do you want to go there?

Liam

But we went there last year and the year before. Can't we go somewhere else?

Emma

Like where? Every year we **4** (...) about trying a new place. What's wrong with the pizza place anyway?

Liam

I guess you're right. Will we have to **5** (...) up like movie stars again? Can we at least change the theme?

Emma

To what? A movie star theme is easy.

Liam

How about a futuristic theme for a change?

Emma

You're on! Let's **6** (...) what the others say.



- 4 Create your own dialogue. Follow the steps in the Skills boost.

### SKILLS BOOST

#### THINK

Think of an event which would appeal to your friends and create an invitation. Look at the model invitation to help you.

#### PREPARE

Remember to include phrases to make suggestions, negotiate and agree or disagree.

#### PRACTISE

Practise your dialogue.

#### PERFORM

Act out your dialogue for the class or record it and play it to your class.

- 5 **Peer review** Listen to your classmates and answer the questions.

- 1 Would you like to attend their event?
- 2 Which Key phrases did they use?

### Key phrases

#### Making suggestions

Didn't we say ... ?

Shall we go for that then?

Can't we go somewhere else? / Can we at least ... ?

How about / What about ... (for a change)?

#### Negotiating

Won't we be ... then? Like where/what/who?

Who's going to ... ? What's wrong with ... anyway?

#### Agreeing and disagreeing

You're on!

I guess you're right.

I'm not so sure about that.



US → UK

Won't we be **taking** exams then? (US) →

Won't we be **doing** exams then? (UK)



**TECHWORLD** HOME NEWS REVIEWS MORE ▾

Home > Reviews > HD237xe

**HD237xe** ★★★★★

I've just purchased the HD237xe wireless model online. Although I find it much easier to get down to doing my homework with music in the background, my sister doesn't and I was getting fed up with having to turn it down when my family was home. I'll also be able to watch TV series on my tablet without disturbing my sister.

What I love about them is they're extremely easy to use and the sound quality is outstanding. Even though they're lightweight, they feel really strong. They're stylish with an adjustable leather headband that doesn't squeeze your head. The comfortable black and gold over-ear pads definitely won't make your ears sweaty, even after hours of use.

However, there are a couple of annoying things. Despite being able to listen to music with excellent sound quality, the battery drains fast and they take longer than average to charge. You can easily get round this by planning ahead. If you aren't going to be near an electricity socket for the day, you'll need to fully charge them the night before.

In spite of the negative points, I would definitely recommend these to music lovers. They are great if you are looking for a reasonably priced model with a great design. I'd consider getting a battery pack and spare cable for charging on the go, though.

**TECHWORLD**  
REVIEWS WANTED

Have you bought a technological device recently? Why don't you write a review about it for our readers? Don't forget to describe the good and bad points, and who you'd recommend it for. We'll publish the best reviews in next month's edition.



## A product review

**1** How often do you read reviews before you buy something? Which of the factors influence you when buying a product?

- design
- price
- quality
- a different factor

**2** Read the advert from an online magazine. What is it asking for? What information do you need to include?

**3** Read the review. Can you guess what technological device it is reviewing? Would you buy the device? Why/Why not?

**4** Read the review again and complete the paragraph plan. Does the review mention everything in the advert?

Paragraph 1: *Describe what it is, what it does and where and when you bought it.*

Paragraph 2: (...)

Paragraph 3: (...)

Paragraph 4: (...)

**5** Find the expressions used at the start of each paragraph in the review. Match expressions a–d with paragraphs 1–4.

- a All things considered 4
- b On the plus side
- c The downsides are
- d I recently bought

▶ **Subskill: Connectors of contrast**

We can use words like *although, even though, however, in spite of* and *despite* to introduce a contrast and connect our ideas. *Although* and *though* have the same meaning, but *though* is less formal and it can be used at the end of a sentence.

**6** Find six connectors of contrast in the review. What follows each one: a noun, an *-ing* form or a clause?

- 1 *although* – a clause

**7 Rewrite the sentences with the words in brackets.**

- 1 This wireless speaker is easy to use, but it's rather expensive. **(although)**
- 2 This phone is too big to fit in your pocket, but it takes amazing photos. **(despite)**
- 3 In spite of looking a little old-fashioned, the tablet is extremely reliable. **(even though)**
- 4 My smartwatch is a welcome device, but it is a real struggle to use. **(in spite of)**
- 5 This power bank is useful in some circumstances. However, it takes a long time to charge. **(though)**

**8 Read the advert again. Then write a review for the online magazine. Follow the steps in the Skills boost.**

**SKILLS BOOST**

**THINK**

Read the advert and review carefully again and choose one of these technological devices: a phone, a games console or a camera. Make notes about what it is and does, its good and bad points and your recommendation. Don't forget to introduce some contrasts and connect your ideas.

**PREPARE**

Use the paragraph plan in exercise 4 to organise your notes and choose an appropriate sentence beginning for each paragraph.

**WRITE**

Write your review, but don't include the name of the device. Use the model to help you.

**CHECK**

Read your review and answer the questions.

- 1 Have you organised your review into logical paragraphs?
- 2 Have you begun each paragraph with an appropriate expression?
- 3 Have you used connectors of contrast?
- 4 Have you used some of the vocabulary and grammar from this unit?

**9 Peer review** Exchange your review with a partner. Answer the questions.

- 1 Can you guess the technological device they are reviewing?
- 2 Does the review persuade you to buy the device? Why/Why not?
- 3 Do you think it is more convincing than your own review? Why/Why not?

**Grammar**

**Future tenses**

**Predictions**

We use *will* for general predictions.

*You'll contact your friend through a screen projected onto your wrist.*

We use *be going to* for predictions with some evidence in the present.

*You're going to be late again.*

**Plans and intentions**

We use the present simple for timetables.

*The next bus doesn't leave for ten minutes.*

We use the present continuous for future arrangements, often with a date, time and place.

*You're meeting a friend in town in 15 minutes.*

We use *be going to* for future plans or intentions which are already planned.

*We're going to have a look at some of the technologies.*

We use *will* for future plans that are decided at the moment of speaking.

*Thanks for reminding me! I'll phone her.*

**Future continuous and Future perfect**

**Future continuous**

We use the future continuous to talk about actions that will be in progress at a specific time in the future.

*Will we be taking our orders from them?*

*Robots will be doing that for us.*

*We won't be going to class.*

**Future perfect**

We use the future perfect to talk about actions that will be complete before a specific time in the future.

*Will robots have taken control by then?*

*We'll have forgotten how to speak to real people.*

*We won't have got rid of classrooms completely.*

**Vocabulary**

**14 Describing products**

badly-made, comfortable, difficult-to-use, easy to use, expensive, handy, hard-to-use, high quality, impractical, innovative, low quality, old-fashioned, practical, reasonable, reliable, uncomfortable, unreliable, unwearable, useful, useless, wearable, well-made

**15 Changes**

a real struggle, a sharp rise, adapt, advances, eager, embrace, evolving, fast approaching, let go, major breakthroughs, mind-blowing, new circumstances, unexpected, welcome

**16 Expressions with get**

get better, get down to, get information, get into trouble, get more sophisticated, get on somebody's nerves, get out of (the car), get out of (doing something), get over, get ready, get rid of, get to class

# 2

# Project

WDYT?  
(What do you think?)


What changes would you like to see in the future?

**TASK:** Imagine you have travelled to the future. Give a presentation to the class on the changes you see.

### Learning outcomes

- 1 I can use my creative skills to create an interesting presentation.
- 2 I can use other people's ideas for inspiration.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p118

- 1  Watch a video of three students giving their presentation. What aspect of future changes do they describe?



### STEP 1: THINK

- 2 Read part of the script and look at the Model slides. Which features do the students include in the first part of their presentation?
  - 1 attractive presentation slides
  - 2 the names of the presenters
  - 3 their chosen changes
  - 4 a video to illustrate one of the changes
  - 5 some humour and creativity

### STEP 2: PLAN

- 3 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.

#### CREATIVITY



#### Getting inspiration from others

##### Tips

Try 'blue sky thinking' by getting everyone in the group to share their ideas, even if they sound wild or unsuitable.

Write these ideas on different coloured cards or sticky notes and display them on a poster on the wall.

Look at what the other groups have written for further inspiration. If you decide to copy an idea exactly, remember to ask for permission.

##### Key phrases

*I like/love this idea. What do you think?*

*Don't you think that this/it is a good/great idea?*

*Do you mind if we use this idea? We really like it.*

*Sure! Go ahead! (Scott) came up with that one.*

- 4 Work in groups of three. Brainstorm your ideas for changes in the future onto an A3 poster. Use the tips and Key phrases in the Super skills box.
- 5 Choose one change for each member of the group. Research your change and make notes.

### STEP 3: CREATE

- 6 Read the *How to ...* tips on p118 and look at the Model slides. Are they successful? Why/Why not?
- 7 Create your presentation slides. Use the Model slides, tips and Key phrases to help you.

# Model project

## WELCOME TO THE FUTURE

We travelled to the future and  
this is what we saw!

Ash, Scott and Billie

## WELCOME TO THE FUTURE



We set our clock to 2050

Developments in  
sport



Amazing advances in mobile  
technology



Changes in transport

### STEP 4: PRESENT

8 Give your presentation to the class and answer any questions.

9 **Peer review** Listen to the other presentations.

- 1 Which presentation did you enjoy the most? Why?
- 2 Think of one or two questions to ask each group of time travellers.

**Ash:** Hi everyone, it's Ash here and welcome to our presentation all about the future. Our reporters Scott and Billie set the clock for the year 2050. When they got there, they saw some incredible breakthroughs!

**Scott:** Thanks Ash and welcome to the future, where transport as we know it will be completely unrecognisable! Why? Because they'll have invented teleportation! This means people will be able to travel from anywhere to anywhere in milliseconds. They'll have multiplied the power supply and increased the internet bandwidth to cope with this.

**Billie:** Yes, I think we can all agree that teleportation will be a huge game changer! Imagine you're at home but there's a big event – say a film premiere in Hollywood – that you really want to go to. In 2050, you'll have time to get ready, be there in time for the film and you won't get into trouble for missing school the next day – because you'll get back before school starts! Isn't that amazing?

**Ash:** It really is! Thank you Billie and Scott – 2050 sounds incredible. You know, I think I should teleport myself there with the magic of video!

## 2 FINAL REFLECTION

### 1 The task

Was your presentation organised?



Did you create well-designed slides?



### 2 Super skill

Did you get inspiration from other students?



### 3 Language

Did you use new language from this unit? Give examples.



### Beyond the task

How could creative skills such as 'blue sky thinking' and/or 'getting inspiration from others' help you to make decisions or solve problems?