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# 1

# My world

## Unit objectives:

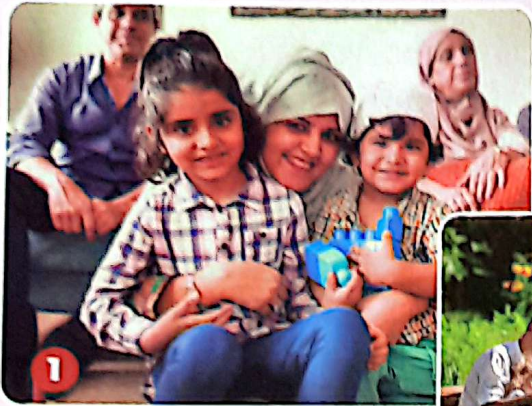
**Reading:** a text about a boy's home and his family; an article about researching your family history

**Listening:** an interview about community gardens

**Speaking:** discuss families and how they are similar and different

**Writing:** an essay about your family tree

**Language:** use the present perfect progressive



## Vocabulary and speaking

## The words you need

- In pairs, describe what you can see in the photographs. What do you think the relationship between the people in each photograph is?
- Read the comments below made by teens about their families and their lives. Match them with the photographs above and explain why. Listen and check your answers.

**a** I live in a very **sociable community**. I know all my neighbors' names.

**b** There are three different **generations** living in my house.

**c** I've got six cousins on my mother's **side of the family**.

**d** All my **relatives** gather once a year for a family **get-together**.

**e** I've got a very large **family**, including a **great-grandfather** and a **great-great-aunt**.

**f** My **close relatives** all live in the same **neighborhood**.

- Work in pairs. Discuss the meaning of the words and phrases in bold in Exercise 2. Use a dictionary to check.
- Tell your partner about your family and the place where you live. Use the words in bold in Exercise 2.

## Reading

### Family connections

- 5 How well do you know your neighborhood? What is your favorite thing about it? Read the text quickly to find out what the writer likes best about his neighborhood.

## Lots in common...



I live in an apartment on the second floor of an old, traditional building in the city center. It has a pretty courtyard and small balconies that look over the street. It also has high ceilings, so although my family's large, it doesn't feel too small. I live with my twin sisters, my parents, and my great-grandmother. She came to live with us a year ago when her son, my grandfather, died. She was 103 last month. When people ask her how she's lived so long, she answers 'honey, sweet potatoes, and a positive attitude'. She's sometimes a little sad that she's lost many friends and relatives of her generation lately, but generally she's very cheerful. I'm similar to her in many ways. Like her, I

love reading. We talk for hours about books we've read. My grandfather was a writer, and my mom's an English teacher; a love of books is something we all have in common.

We've been living in this neighborhood for ten years. We have everything on our doorstep, including a local café where you can borrow books. I've been reading an extremely interesting book about discovering your family history. My great-grandmother and I are planning to research our family and create a family tree.



## COMPREHENSION

- 6 Read the text again and answer the questions.
- Which of his relatives does the writer mention in the text?
  - What do you learn about the writer's apartment?
  - How does the writer's great-grandmother feel about being old?
  - What do the writer and his great-grandmother have in common?
  - What do you think the expression 'on our doorstep' means?
- 7 Work in pairs. What do you think are the advantages and disadvantages of living in a house with different generations? Compare your ideas with another pair.
- 8 Make a class list of advantages and disadvantages. Would you prefer to live in a home with different generations or not? Vote as a class.

### LEARN A NEW PHRASE

**to have something in common** – to share interests, experiences, etc. with others

### READING SKILLS

#### Scanning

You might need to find specific facts or names in a text. Start scanning by using your finger to follow the words in the text quickly. When you see a word that is useful to you, stop and read around it more carefully.

## The present perfect progressive

- Compare these two sentences from the text on page 7. Which is the present perfect simple and which is the present perfect progressive? Find other examples in the text.
  - She's lost many friends and relatives of her generation lately.
  - We've been living in this neighborhood for ten years.
- Complete the rules with *present perfect simple* or *present perfect progressive*. Then choose the correct option in the examples.

The present perfect simple and the present perfect progressive refer to actions which started in the past, but are still true in the present, and both can be used to answer the question *How long...*? While the meaning is often similar, there are some important differences:

- We never use the \_\_\_\_\_ with stative verbs, such as *believe, like, see, know*, e.g. *I've known / been knowing her for two years.*
- We usually use the \_\_\_\_\_ when talking about something temporary or which we don't normally do, e.g. *I've cycled / been cycling to school this week.*
- We use the \_\_\_\_\_ to talk about past experiences with *ever / never* and *before*, e.g. *Have you ever flown / been flying in a hot-air balloon?*

- Complete the text with the correct form of the present perfect progressive, present perfect simple or simple past of the verbs in brackets.

I <sup>a</sup> *'ve been talking* (talk) to my cousin today to arrange a family party. We <sup>b</sup> \_\_\_\_\_ (have) a big family get-together at our house for the last ten years, celebrating Eid al-Fitr. We <sup>c</sup> \_\_\_\_\_ (do) this since they <sup>d</sup> \_\_\_\_\_ (move) away to the country. But this year we're going to their house. We <sup>e</sup> \_\_\_\_\_ (never / do) that before. I <sup>f</sup> \_\_\_\_\_ (always / be) close to my cousins. They're about the same age, and we have a lot in common. I think it's important to keep in touch with your family. As my grandmother <sup>g</sup> \_\_\_\_\_ (say) to me many times: "blood is thicker than water", which means that your relationships with your family are stronger and more important than your relationships with other people.

- Make questions with the present perfect simple or present perfect progressive forms of the verbs given.

- you / ever / move / house?  
*Have you ever moved house?*
- How long / live / in this town?
- you / read / good books / lately?
- How long / know / your best friend?
- you / study / English / for / a long time?



- Work in pairs. Ask and answer the questions in Exercise 4.

Ask your partner for more information.

Student A: How long have you been living in this town?

Student B: For about three years.

Student A: Where did you live before that?

Student B: I used to live in a small town about ten kilometers away.

Student A: Why did you move?

### REMEMBER

We use *since* to say when exactly something started in the past, and we use *for* to say how long it's been happening for.

## Listening

### A community garden

- 6 In pairs, read the title and look at the photographs. Do you know what a community garden is? Share your ideas. If you aren't sure, try to guess.



- 7 Listen to the interview. Then choose the best option to complete the sentences.

- a Cairo has lots of community gardens because ...
- 1 they have become necessary for growing food.
  - 2 enjoying nature is now a popular hobby there.
  - 3 many people do not have gardens of their own.
- b Rasha ...
- 3 enjoys her community garden.
  - 4 finds working in the community garden hard.
  - 5 would like to join a different community garden.

#### LISTENING SKILLS



##### Listening for detail

Before listening, look at the exercise. Read each sentence carefully and try to identify the specific information you need to listen for. Underline any key words to listen out for.

### COMPREHENSION

- 8 Listen to the interview again. Answer *T* (true) or *F* (false). Correct the false sentences.

- a Rasha comes from Egypt. *T*
- b The community garden is just outside Cairo.
- c Community gardens are shared by groups of people.
- d Rasha has been a member since last year.
- e Rasha's relatives help with the community garden.
- f They mainly grow flowers in the garden.
- g Members of the community garden support each other.
- h The community garden is for adults only.

- 9 Think about your answers to Exercise 6. Were you and your partner correct?

- 10 Discuss in pairs. Would you like to become members of a community garden? How about your family and close relatives? Give reasons for your answers.

#### CRITICAL THINKING



The idea of a community garden is not a new one, but why do you think they have become more common recently? Can you think of any reasons why they might have been more or less popular in the past?

Active citizenship

Participation

WORKBOOK, PAGE 5

11

1 In pairs, look at the picture of a family tree in the article below. Who goes at the top and who goes at the bottom? Why do you think people create family trees?

2 Do you know what these words mean? Use a dictionary if needed.

census    past generations    written records

3 Read the article. Why is it now easier to find out about past generations than it was in the past?

## Your Family Tree

**H**ave you ever wondered about past generations of your family and what their lives were like? Why not research your family tree? Written records have been kept for centuries, and many are now available online. Look them up!

**The Census** Most countries have been taking a census for hundreds of years in some parts of the world for even longer! A census typically registers the people in every house: their date of birth, where they were born, occupation, etc.

**Passenger Lists** When people traveled to other countries in the past, usually by ship, records were kept which show the passengers' names and details of their journey.

**Patients' Records** Hospitals have been keeping patients' records since the 1800s. You might find information about the health of people from past generations of your family in some of these files.

But websites are not the only way to research your family tree. Speak to as many of your relatives as possible, especially



older family members. If you still have great-grandparents or great-great-aunts and uncles, they might remember interesting facts or have cool photographs. Enjoy researching your family tree!

### COMPREHENSION

4 Read the article again. When researching our family trees, which facts about past generations does the article say we can discover?

- a when they were born ✓
- b what they did as a job
- c how much money they had
- d whether they had ever gone abroad
- e whether they were ever ill
- f what their hopes and dreams were

5 In small groups, discuss these questions. Then join another group and compare your ideas.

- a Why do you think people are interested in researching family trees?
- b Do you know anyone who discovered anything really interesting about past generations of their family?

### CRITICAL THINKING

If you were going to create your family tree, what methods of research would you use? Can you think of others that were not mentioned in the article?

### Learning

### Critical thinking

Speaking

Families - how are they similar / different?

6 In pairs, quickly find two things that are similar and two things that are different about your families.

7 Listen to a conversation between Karim and Rowan. Match the questions, a-g, to the correct answers, 1-7.

- |  |                    |
|--|--------------------|
| a Who is from Egypt?                   | 1 Rowan's cousins  |
| b Who is from Lebanon?                 | 2 Karim and Rowan  |
| c Who is from Ireland?                 | 3 Karim            |
| d Who likes rugby?                     | 4 Rowan            |
| e Who doesn't have any sisters?        | 5 Karim's          |
| f Who is from America?                 | 6 Karim's mom      |
| g Whose neighbor is from South Africa? | 7 Rowan's brothers |

8 Listen again. Complete the phrases and answer S (similar) or D (different).

FUNCTIONAL PHRASES

- a Yeah, me \_\_\_\_ S
- b But my family is \_\_\_\_
- c No way! I don't have any sisters \_\_\_\_
- d My family is just \_\_\_\_



Pronunciation

Word stress in countries and nationalities

9 Look at the countries and nationalities. Find the **one** syllable in each word that you think is stressed when it is pronounced. Then listen and check your answers.

- |                      |            |
|----------------------|------------|
| a <u>E</u> gypt      | Egyptian   |
| b Chi <u>n</u> a     | Chinese    |
| c Ire <u>l</u> and   | Irish      |
| d <u>L</u> ebanon    | Lebanese   |
| e Port <u>u</u> gual | Portuguese |
| f Ame <u>r</u> ica   | American   |

PRONUNCIATION SKILLS

Word stress

- There are some word stress patterns in English **but** there are many exceptions, too.
- If you are not sure, check your dictionary and it will show you the stressed syllable.
- When you learn new words, try and record the stressed syllables and practice saying the words correctly.

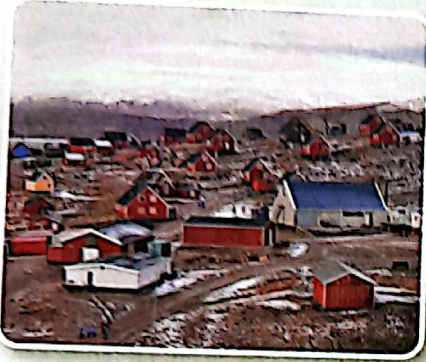
10 In pairs, look at the families below. How are they similar? How are they different? Think of as many ideas as you can. Which one is more like your family? In what ways? Tell your partner.



- 1 In pairs, look at the photographs below. What do you think life is like in each place?
- 2 Read the text quickly. Were your answers in Exercise 1 correct?

## Unusual communities

What is life like in communities far away from other towns and cities?



### Ittoqqortoormiit, Greenland

In 1925, a group of Inuit people arrived in a part of Greenland, now called Ittoqqortoormiit. It is far away from other places in Greenland. Since that time, people have been living here in the traditional way, hunting animals for food on land and in the sea. The town's brightly colored wooden houses have been homes for generations of families.

Nowadays, around 400 people live here and it's a very close and friendly community. There is just one small supermarket, one restaurant, a school, and a museum.

For nine months of the year, the sea around Ittoqqortoormiit freezes, so boats cannot travel here. The sea ice is very important for hunting.



### Palmerston Island, Pacific Ocean

Have you ever wanted to live on a desert island? Palmerston Island has beautiful beaches with white sand, blue sea and palm trees. There's just one problem: it's a long way from anywhere. There isn't an airport on the island and it's too far from land for helicopters to travel to. The only way to reach the island is by boat. The journey takes nine days!

People have been living on Palmerston Island since 1863. The community is very small and sociable – only 62 people live here. Everyone in the neighborhood knows each other very well.

There are no shops on the island and people don't use money here – they just share what they have.



#### LEARN A NEW WORD

**Inuit** – a member of a Native American people who live in the cold northern areas of North America and Greenland



#### RESEARCH

Find out about another unusual community.

- Where is it?
- How long have people lived there?
- How can you travel there?
- What is life like for people in the community?

- 3 Read the text again and decide *I* for Ittoqqortoormiit, *P* for Palmerston Island or *B* for both.
  - a There's a small supermarket, a school, and a museum. *I*
  - b People have been living here for less than 200 years.
  - c More than a hundred people live there.
  - d It's possible to travel here by boat.
  - e People don't use money here.
  - f The weather conditions are very important for hunting.
- 4 Talk to your partner. Choose one of the places from the text. Discuss the questions below.
  - a What would you like about living there? What would be difficult?
  - b What do you think might be a problem for the future of this community?
  - c Why is it important to protect smaller communities and traditional ways of life?

## Culture

## Family history

5 Look at the photographs. What do you know about each country?



6 Read the texts quickly and answer the questions.

- Where are Lily and Farez from?
- Which countries did past generations of their families come from?

## My family history

### Lily



I live in Vancouver, but I have family all over the world.

My grandparents on my mother's side are from China. They worked hard so that my mom could have a good education. My mom came to Canada

to go to university and she met my dad here.

My mom doesn't have any brothers or sisters, but my dad is one of five children. Three of my aunts and uncles moved to different countries. I have cousins in Germany, Thailand, and Scotland!

Dad and I have been researching our family tree online. We've found out some really interesting things about past generations of our family.

### Farez



I'm Senegalese, but my family is from Lebanon.

My mom was born in the capital city, Beirut, and my grandparents on my father's side are from Byblos, a city on the coast. Many generations of my father's family grew up in the area

and lots of my relatives on his side of the family still live there.

I keep in touch with them through social media. They've told me a lot about my family history. My great-great-grandfather was Egyptian. People from past generations of my family also came from Kuwait, Ethiopia, and even Sri Lanka!

I love living in Senegal. It's a beautiful country and everyone is friendly. People are kind and they share what they have with their neighbors. But my Lebanese history is also very important to me.

7 Read the texts again. Answer *T* (true) or *F* (false). Correct the false sentences.

- Education was very important to Lily's grandparents. *T*
- Lily doesn't have any uncles or aunts on her mother's side. *F*
- Lily has been researching her family history at school. *F*
- Farez's mother was born in Senegal. *F*
- Farez has a lot of family in Lebanon. *F*
- Farez found out about his family history by researching online. *F*



### VALUE

I am proud of my family history and where I come from.

### Active citizenship

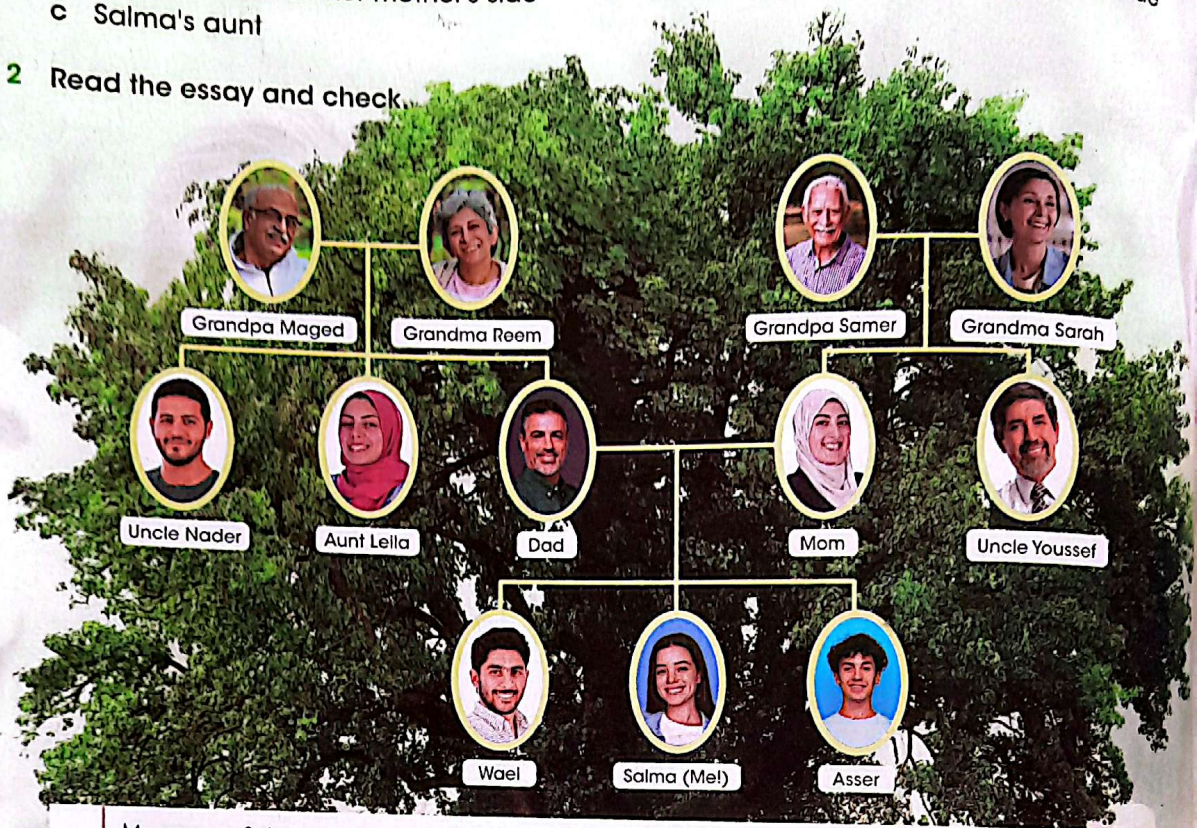
### Respect for diversity

8 Work in pairs. Tell your partner about your family history. Discuss the questions below.

- Did any past generations of your family come from different countries?
- Do you have any relatives in other countries?

## My family tree

- 1 Look at the family tree. Find these people:
  - a Salma's younger brother
  - b Salma's uncle on her mother's side
  - c Salma's aunt
  - d Salma's grandfather on her mother's side
  - e Salma's grandmother on her father's side
- 2 Read the essay and check...



My name is Salma and this is my family tree. It shows three generations of my family.

Starting with my generation, I have two brothers – Wael and Asser. Wael is 19 and he's very clever. He's studying chemistry at university. Asser is my younger brother. He's 11 and he's really shy.

My mom doesn't have any sisters, but she has one brother, Uncle Youssef. He's a lot older than my mom, but he's really friendly.

My dad has one brother and one sister. Uncle Nader has his own business and he's very busy. My dad's sister is Aunt Leila. She's younger than Dad and she has long, dark hair.

Grandma Sarah is on my mom's side of the family. She's very generous and always buys us presents. She was married to Grandpa Samer, but sadly, he died two years ago. I really miss him!

Grandpa Maged and Grandma Reem are my dad's parents. Grandpa Maged is 75, but he's still healthy. He plays tennis twice a week! Grandma Reem is very active, too.

- 3 Number the paragraph headings to match Salma's essay.
  - a Aunts and uncles on my dad's side of the family
  - b Introduction 1
  - c Grandparents on my dad's side of the family
  - d Me and my brothers
  - e Grandparents on my mom's side of the family
  - f Aunts and uncles on my mom's side of the family

### PUNCTUATION SKILLS

When you are describing relationships between people, use apostrophes to show possession: My dad's sister is Aunt Leila.

- 4 Look at the essay again. Find the apostrophes that show possession.
- 5 Read the essay again and complete the information.

Family member	Relationship to Salma	Adjectives that describe him / her	Other information
Wael	brother	clever	studying chemistry at university
Nader			
Sarah			
Maged			

- 6 Draw your own table in your notebook and make notes about the people in your family.
- 7 On a plain piece of paper, draw your own family tree. Draw pictures of your relatives or use photographs.
- 8 Using your notes from Exercise 6 and the tips in the **WRITING SKILLS** box, write an essay about your family tree. Write 150-175 words.
- 9 Exchange your work with your partner. Check your partner has:
  - a started with an introduction
  - b included a paragraph for each part of his / her family
  - c used adjectives and provided extra information
  - d used apostrophes correctly to show possession
- 10 Listen to your partner's feedback and write a final version of your essay.

**WRITING SKILLS**



**Writing about your family**

- Start with a brief introduction.
- Use a new paragraph to describe each part of the family.
- Use adjectives to describe the different people in your family. Provide information about each one.
- Use apostrophes to show possession.

**UNIT REVIEW**

Use the content below and complete your own revision page.

Unit 1 topic: .....

**Vocabulary:** write eight new words, their parts of speech, and their meanings from Unit 1.

- a relative *noun: someone in your family*
- b generation .....
- c ...

**Grammar:** complete the sentences with the correct verb forms.

- a I usually drive to work but I ..... (walk) recently. I'm trying to get fit!
- b Mazen ..... (not learn) Japanese for very long. He started classes last month.
- c How long ..... (you / know) Sarah?
- d My best friend and I ..... (never have) an argument.

Write two interesting facts you have read in Unit 1.

People don't use money on Palmerston Island.

.....

# 2

# Changes

## Unit objectives:

**Reading:** a online forum about hopes and dreams; an article about the future of work

**Listening:** a lecture about the future of social media

**Speaking:** predict the future

**Writing:** a letter to your future self

**Language:** use the future progressive and *was / were going to*



## Vocabulary and speaking

## The words you need

1 In pairs, describe what you can see in photographs 1-10. What ambition do you think each photograph shows?

2 Read the comments below. Match ambitions a-j to the photographs above.

a I want to **become rich** when I'm older.

b I hope to **have a good career**.

c I want to **save up for my first car**.

d I would love to **travel abroad** more.

e I want to **become an influencer**.

f It's my dream to **take part in** lots of **extreme sports**.

g It's my dream to **become a writer**.

h I would love to **become a performer**.

i I'd love to **have a big wedding**.

j I hope to **go to university** and study law.

3 Work in pairs. Discuss your ambitions. Can you match any of your ambitions with the photographs above? What other ambitions do you have?

## Reading

### Hopes and dreams

4 Read the online forum quickly. Which ambitions from page 18 are mentioned?

#### What do you hope to be doing in ten years' time?



#### Harry

When I was younger, I thought I was going to become a famous footballer. Now I know that won't happen, but I'm hoping to become an influencer – I have 20,000 followers on Instagram now! 😊



#### Injy

Well, I won't be studying at university. I'd love to start my own business. I already make and sell jewelry online.



#### Kevin

I don't travel much at the moment, so I really want to travel abroad a lot in the future. Actually, I hope I will be living abroad in my thirties. I'd rather have lots of different experiences in my life than get a good job or become rich.



#### Lola

I really want to focus on my fitness. I didn't use to do much sport, but I've just started running and I love it! I hope to do a marathon in the future.



#### Asser

I write short stories on my blog, and I have lots of followers. I'd love to become a writer if I can.



#### Courtney

When I was younger, I thought I was going to become a businessperson. Now, I really want to go to university and study to be a doctor.



#### Tyler

Easy! By the time I'm 25, I will be driving a sports car, living in a big house and running my own business. 😊



#### LEARN A NEW WORD

**follower** – someone who regularly checks a particular person's posts on social media

#### READING SKILLS

##### Recognizing key words and synonyms

- If you need to answer specific questions related to a text, read the questions carefully and underline the key words.
- As you read the text, look for the key words or synonyms of those key words. A synonym is a word with a very similar meaning, e.g. *big* – *large*.
- Read the sentence you found the word or synonym in. Does it answer the question?

### COMPREHENSION

5 Read the forum again and answer the questions.

- Who wanted to become a sports star as a young child?
- Who wants to become an author?
- Who wants to live in another country?
- Who used to want to go into business?
- Who has big plans for when they are in their twenties?
- Who didn't use to do much running?
- Who already has an online business?

Work in pairs. Discuss the dreams, hopes, and ambitions in the forum. Who has ambitions related to having experiences? What do you think makes people happier – having experiences, having a good job, or owning things? Give reasons.

- 1 Look at the sentences from the forum on page 19. Which one talks about a previous plan or dream? Which one talks about a future plan or dream?
- a When I was younger, I thought I was going to become a famous footballer.
  - b Actually, I hope I will be living abroad in my thirties.

- 2 Complete the rules with *the future progressive* or *was / were going to*.
- a We use \_\_\_\_\_ for future plans that have changed and are no longer true.
  - b We use \_\_\_\_\_ to talk about an action or situation that will be in progress at a point in the future.

- 3 In pairs, find other examples of the future progressive in the forum on page 19. How do we form the future progressive? Complete the sentence.

We form the future progressive with <sup>a</sup> \_\_\_\_\_ + <sup>b</sup> \_\_\_\_\_ + the <sup>c</sup> \_\_\_\_\_ form of the verb.

- 4 Complete the sentences with the future progressive form of the verbs in brackets.
- a Do you think you *will be living* (live) here in five years' time?
  - b The new phone model is so expensive! I definitely \_\_\_\_\_ (not / buy) it!
  - c In 25 years' time, people \_\_\_\_\_ (live) on Mars.
  - d In ten years' time, people \_\_\_\_\_ (not / work) so many hours because robots \_\_\_\_\_ (do) more jobs.
  - e Do you think people \_\_\_\_\_ (use) taxis without drivers in ten years' time?
  - f People \_\_\_\_\_ (not / pay) with cash in five years' time.

- 5 Complete the sentences with your own ideas using *was / were going to*. Make some true sentences and some false sentences.

- a When I was younger, I ...
- b Last year, I ...
- c A few years ago, I ...
- d My parents ..., but ...
- e Some of my friends ..., but ...

- 6 In pairs, take turns reading out your sentences. Ask questions to work out which of your partner's sentences are true and which ones are false.

- 7 In pairs, complete the sentences with your own ideas. Use the topics in the box to help you. Ask each other questions to find out more.

family home technology travel work

- a Next year, ...
- b In five years' time, ...
- c In ten years' time, ...
- d In twenty years' time, ...

In five years' time, I won't be living with my parents.

Why not?

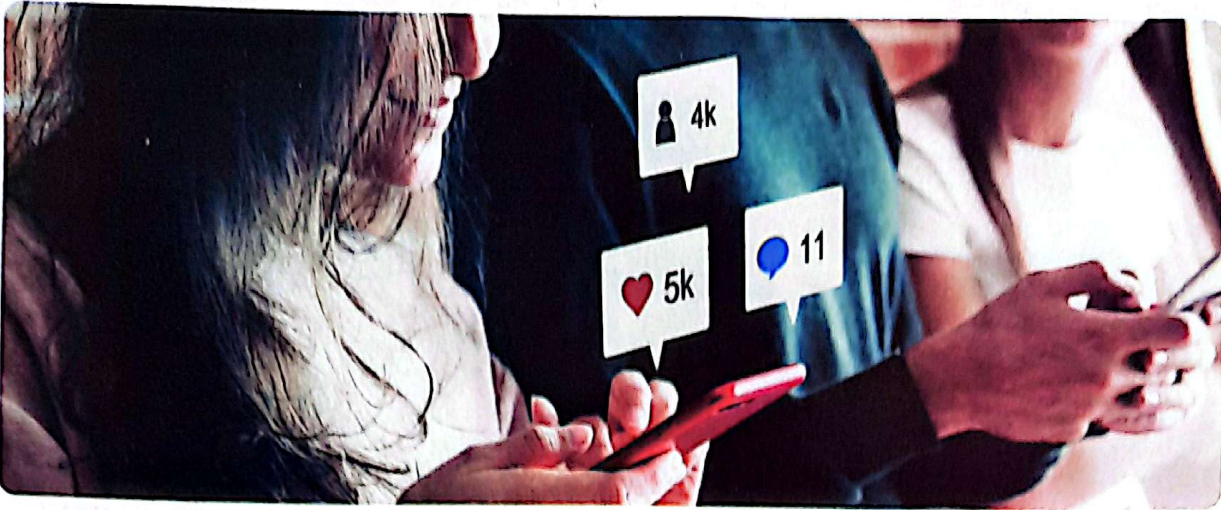
Because I'll be studying at university and living with my friends.



## Listening

### The future of social media

8 Work in pairs. Discuss the questions below.



- What social media do you use?
- How long do you spend on social media each day?
- What do you mainly use social media for? Rank the activities below from most common (1) to least common (5).

buying things    chatting to friends  
following celebrities    researching products  
telling others about your life

#### LISTENING SKILLS



##### Listening for examples

When you need to listen for specific information, this will often be an example, a reason, or an explanation. When listening for examples, listen for these kinds of phrases: *such as, for instance, for example.*

9 Listen to a lecture about the future of social media. Number the main ideas in the order that you hear about them.

- virtual reality
- the history of social media 1
- researching a product
- sharing information and informing others
- common interests
- other services



### COMPREHENSION

10 Listen again and complete the sentences.

- The ways we give information to companies include the **things we research and buy**.
- Social media sites will become more specific with similar interests, and become more like \_\_\_\_\_.
- Social media is the main platform for researching products in \_\_\_\_\_.
- Social media might be used to make payments or book our \_\_\_\_\_.
- In the future, we may even be able to share tastes and \_\_\_\_\_ using virtual reality headsets.

#### RESEARCH



Find out more about virtual reality headsets. For example, where you can buy them; how much they cost; how you use them; what you can use them for.

#### Learning

#### Critical thinking

11 Work in pairs. Discuss the predictions from the lecture. Which ones do you think will come true? Give reasons.

## The future of work

1 Read the article. Choose the best title.

a The rise of robots

b Work in the 1850s

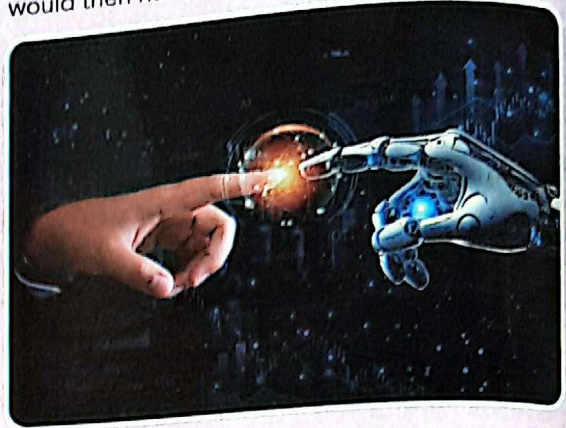
c The changing world of work

AI (Artificial Intelligence) is developing quickly. This may create jobs, but people may also lose their jobs. So, how will work change?

Some experts argue that up to 800 million jobs will be lost in the next ten years. That's 25% of all jobs! Data entry staff, receptionists and customer service staff could all be replaced by chatbots. But so too could journalists and lawyers as chatbots can write articles and contracts quickly. Also, it probably won't be long until taxi and delivery drivers are replaced by cars without drivers. Many of these changes are already happening and they will increase in speed.

While many jobs may be lost, new opportunities could be created. You could say that the jobs which will disappear are boring. Losing them might be a good thing. It may also bring other benefits to people's lives. For example, working 70 hours a week was normal in the 1850s. By the 1940s, 40 hours a week had become normal. Some believe that with new AI, in the future we

will all only be working 30 hours a week. People would then have more free time.



The working world is changing quickly, but humans have experienced big changes before. Previous large changes brought us cars, planes, computers, and the Internet. What will this new change bring us?

### COMPREHENSION

2 Read the article again. Answer the questions.

- How many jobs might be lost to AI? **800 million**
- Which jobs might be replaced by AI?
- What could replace taxi and delivery drivers?
- What is the author's opinion about the jobs that could be replaced?
- How did jobs change between the 1850s and 1940s?
- What might a normal working week be in the future?

3 Read the conclusion again. Do you think the writer is or isn't worried about the changing world of work? How do you know?

4 Work in pairs. Do you think AI will change work a lot? Do you think this change will be positive or negative? Give reasons.

### LEARN A NEW WORD

**chatbot** - a computer program designed to have a conversation with a human over the Internet

### READING SKILLS

#### Reading arguments for and against

When you read an opinion text, try to identify arguments for or against a point of view. This can help you when you need to do research for an essay or presentation.

#### Learning

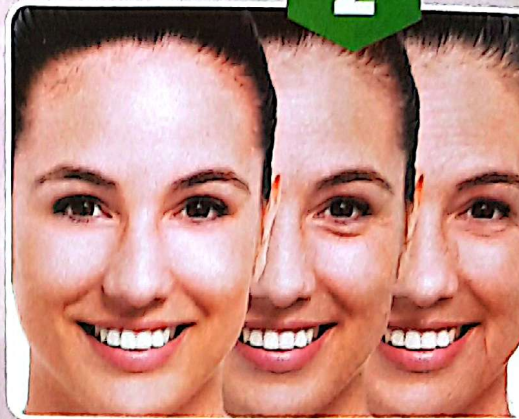
#### Critical thinking

### CRITICAL THINKING

How could AI affect other parts of life? Do you think the changes will generally be positive or negative? Why?

## Speaking

### Predicting the future

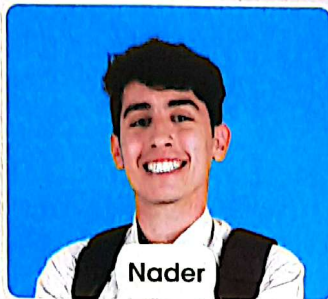


5 Look at the photograph. What do you think you will be doing in five, ten and twenty years' time? Make one prediction for each time period.

6 Listen to two cousins discussing their future. Choose *H* (Hana) or *N* (Nader) for each ambition.



Hana



Nader

- a travel more *N*
- b become a doctor
- c own a pet
- d buy a house
- e start a business
- f become an influencer

7 Listen again. Number the expressions in the order that you hear them.

- a In an ideal world, I'd ...
- b It would be amazing if ...
- c Eventually, I'm hoping ...
- d I've always dreamed of ... 1
- e Top of my list is ...
- f I really want to ...

#### SPEAKING SKILLS

##### Reacting to people

- When people discuss their hopes and dreams with each other, they often use short phrases to react positively. For example, *I hope so!* *That's a great idea!* *Me too!*
- Make sure you use a range of phrases such as these to react to your partner.



## Pronunciation

### Elision

8 Find the letters of words next to each other that end and start in the same sound. When these words are spoken, the sounds join together. Listen to check your answers.

- a Any ideas what you want to do?
- b Well, recently I've started doing more on the blog.
- c Top of my list is skydiving.

9 Listen and repeat the sentences from Exercise 8. Notice how the words link together.

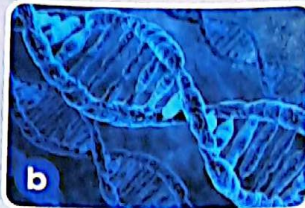
10 In pairs, write a list of things you want to do in the future. Tell another pair what's on your list and why.

Personal empowerment

Self-management

1 Match the words in the box with the photographs below.

3D printing DNA smartwatch X-ray

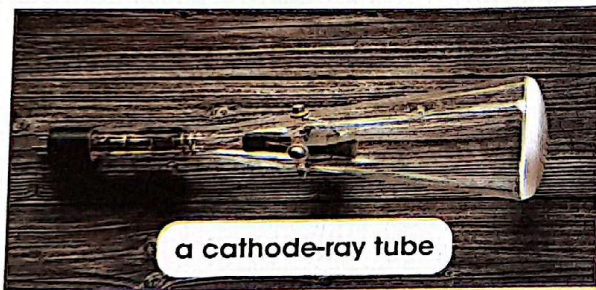


- 2 Work in pairs. Discuss what you know about the things in Exercise 1.
- 3 Read the article. Which of the things in Exercise 1 does the article mention?

### Science and technology working together

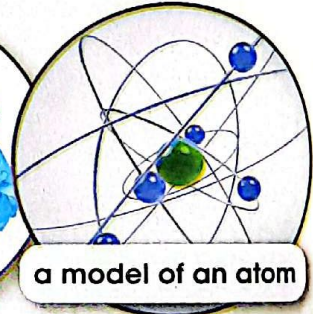
Science and technology work together to make changes to our lives. Our scientific knowledge makes it possible for us to create and build new technologies. Then, these technologies often help us to discover new things about our world. And this can add to our existing scientific knowledge, which might then mean we create a new technology, and so it continues. If we don't have a certain technology, then we may not be able to develop in science.

Let's look at an example. In the 1800s, a new technology was invented called the cathode-ray tube. By passing electricity through a glass tube, scientists were able to see something called electrons. Without the cathode-ray tube, we wouldn't have TVs, computers or phone screens today.



In 1895, scientist Wilhelm Röntgen noticed that his cathode-ray tube was producing other rays that passed through paper, some metals and, very importantly, through skin but not through bone. With this scientific knowledge, scientists invented the X-ray machine, which we now use in hospitals all over the world.

In 1914, father and son, William Henry Bragg and William Lawrence Bragg, used this technology to pass X-rays through crystals, so that they could see the atoms in the crystal. It was this scientific knowledge that allowed Rosalind Franklin to discover the shape of DNA in 1952. This has changed the way we understand the world and everything in it.



4 Read the article again and answer the questions.

- When was the cathode-ray tube invented?
- What wouldn't we have today without the invention of the cathode-ray tube?
- What did Wilhelm Röntgen notice in 1895?
- Why did William Henry and William Lawrence Bragg pass X-rays through crystals?
- Who discovered the shape of DNA?

5 Work in small groups. Discuss the questions.

- Are each of the things in Exercise 1 examples of technology or science?
- How would you explain to someone the difference between science and technology?

#### RESEARCH

Find out about other ways X-rays have helped science.

## » Culture

### Leisure time of the future

- 6 Work in pairs. What is virtual reality (VR)? Choose the correct definition.
- an environment produced by a computer that feels like reality and which a person can take part in
  - robots doing things that humans usually do, but more efficiently
- 7 Work in pairs. Discuss the questions.
- Have you ever used a VR headset? What have you used it for?
  - What things do you think you will be able to do with a VR headset in the future?
- 8 Read the article. Which of your predictions from Exercise 7 are mentioned?

## Virtual reality – the future of leisure activities



Virtual reality (VR) could become a big part of our leisure time in the future. In the same way that we pay to go to the movie theater, a theme park, or bowling, we will pay to rent VR experiences.

**Travel** A day out in Paris, unless you live nearby, is often too expensive. VR headsets will allow you and your family to walk around Paris, visit the Louvre Museum, and go up the Eiffel Tower.

**Movies** You want to watch a new movie with friends. You will no longer go to the movie theater, but instead all put on your headsets and sit next to each other watching the latest movie. Afterwards, you and your friends will even be able to walk around the movie location together.

**Music** Your favorite band are performing in Helsinki, Finland, and you want to see them. Put on your headset and you are in the crowd watching them live. It all sounds perfect, but it will still probably cost you more to get a better view!



**Sports** We can already play a lot of games using a VR headset, but in the future, you won't just play against your friends, you could control who you play with and play against anyone in the world including the world's best players.

Virtual reality may change just about everything we do in our free time!

- 9 Read the article again and answer the questions.
- What will we pay for in the future?
  - What could VR allow you to do with your family around Paris?
  - What could you do with friends once you have watched a movie?
  - What will be more expensive to do when watching live music?
  - Who could you play tennis against?

#### VALUE

I appreciate how technology may change our lives.

- 10 Work in pairs. Discuss the future of leisure time and VR. Would you be happy to spend your leisure time like this? Do you think meeting up using VR would be as good as meeting face to face? Give reasons.

## A letter to my future self

- 1 Choose a point in time from the box. Complete the sentence with your own ideas.

this time next year  
in ten years' time

in five years' time  
in twenty years' time

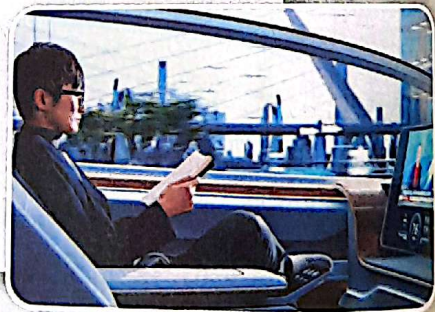
I will be ...

- 2 In pairs, read out your sentences from Exercise 1. Ask each other questions to find out more.
- 3 Basel has written a letter to his future self guessing what he is doing in the future. Read the letter. Which paragraph is about future technology?

Dear future me,

- 1 What are you doing now? Maybe your dream of becoming a footballer has come true and you are earning millions of dollars. If not, are you still playing football in order to stay fit? And if you're not a professional footballer, I hope that you are working for a large international company so that you can travel the world, that way I'm sure you won't be disappointed!
- 2 Who are your friends now? Have you kept in touch with your school friends, Selim and Maged? Maybe you are living together like you said you were going to. Hopefully you can cook now so that you are not eating only takeaway food. 😊
- 3 The world must be very different now. Do you have robots to do everything? And if so, are you happy about this because you cannot stand doing housework? I imagine you are not using cars without drivers, but instead you are driving a Ferrari! If you are not driving a Ferrari, you are traveling to work on a hoverboard! 😊

From me now, Basel



- 4 Read the letter again. Match the paragraphs to the questions they answer.

Paragraph 1

Paragraph 2

Paragraph 3

a What is the world like now?

b Who do you know?

c What job do you have?

5 You are going to write your own letter to your future self. Make predictions about your future self to complete the letter plan. Use the sentence stems to help you.

Paragraph 1 What job do you have?

Maybe your dream of becoming a ... has come true and you are now ...

I hope that you are working / living ...

Paragraph 2 Who do you know?

Have you kept in touch with ... from school?

Maybe you are now living with ...

Paragraph 3 What is the world like now?

The world must be very different now. Do you have ... ?

I imagine you are not ..., but instead ...



**WRITING SKILLS**



**Writing a letter to your future self**

- Think about what your plans are now. Think about your ambitions, hopes, and dreams. Do they come true? Ask your future self or guess.
- Use linking phrases (*so that, in order to*) to describe why your future self is doing something.
- Use conditionals with *if* to imagine situations.

6 Using your plan from Exercise 5 and the tips in the **WRITING SKILLS** box, write your own letter to your future self. Write 150–175 words.

7 Work in pairs. Exchange letters and give feedback.

8 Use your partner's feedback to improve your letter.

9 Read your revised letter to the class. Speak clearly and slowly.

**UNIT REVIEW**

Use the content below and complete your own revision page.

Unit 2 topic: .....

Vocabulary: write eight new words, their parts of speech, and their meanings from Unit 2.

- a take part in verb: be involved in an activity with other people
- b ambition .....
- c ...

Grammar: complete the sentences with the correct future progressive form of the verbs in brackets.

- a ..... you ..... (work) tomorrow morning at 11 o'clock?
- b We ..... (not / drive) cars in twenty years' time.
- c Humans ..... (live) on the Moon in 2050.
- d Robots ..... (do) our housework for us in five years' time.

Write two interesting facts you have read in Unit 2.

AI will change the way we work.