



SSLIC 1  
**ENGLISH**

Unit 2  
**Future friend or future foe?**




TABLE OF CONTENTS

**Activities**

-  INTRODUCTORY ACTIVITY
-  EXPLORING ACTIVITY
-  PLANNING ACTIVITY
-  COMPREHENSION ACTIVITY
-  EXAMINING ACTIVITY
-  APPLICATION ACTIVITY
-  STRUCTURING ACTIVITY
-  SIMPLE INTEGRATION ACTIVITY
-  COMPLEX INTEGRATION ACTIVITY
-  SELF-ASSESSMENT ACTIVITY

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-  ICT Activity
-  MULTIMEDIA OBJECTS

-  **INITIAL PHASE**  
What? How? What for? ..... 70
-  **DEVELOPMENT PHASE**  
Working with contents  
1. What's going on? ..... 77  
2. What do you think? ..... 101  
Time to write, time to read ..... 124
-  **FINAL PHASE**  
It's new! What should we do? ..... 129



## WHAT? HOW? WHAT FOR?



### 1 Introductory activity **WHAT WILL THE FUTURE LOOK LIKE?**

Technology is now 'dynamic'. We think something new is incredible, and then by the following year it seems old-fashioned. Everything is changing so fast that it is becoming difficult to predict the future.

1. Scientists say that by 2030, the following technological innovations will be 'normal everyday experiences'. Match the advances/innovations with the pictures.

2. Choose three of these innovations and write one sentence for each one about why they will be useful to humanity. Use some of these phrases:

Number 1. *will be really useful because they will help us to...*

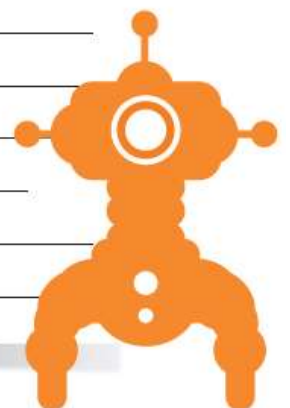
Number 2. *will be fantastic because we will be able to...*

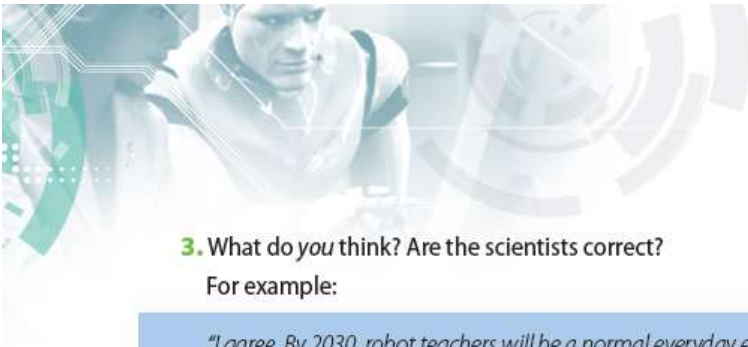
Number 3. *will mean that we won't have to...*

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_





**3. What do you think? Are the scientists correct?**

For example:

*"I agree. By 2030, robot teachers will be a normal everyday experience."  
"I disagree. Robot teachers..."*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4. Now be ready to read out some of your sentences to the rest of the class.**

**2 Exploring activity LESS IS MORE**



Now listen to Dr Proctor talking about future innovations.

**1. Dr Proctor is going to talk about eight different innovations. What do you think these innovations will be called? After each description, you must create the new phrase for the innovation with the suffix 'less'.**

For example:

*Cordless phones: Before mobile phones all telephones were fixed and they had 'cords'. When mobile phones first appeared, they were called 'cord-less phones'.*

*Pilot-less planes: Now that we have drones, these planes fly without pilots. So they are called 'pilot-less' planes.*

FUTURE INNOVATION **1**

will be called \_\_\_\_\_

FUTURE INNOVATION **2**

will be called \_\_\_\_\_

FUTURE INNOVATION **3**

will be called \_\_\_\_\_

FUTURE INNOVATION **4**

will be called \_\_\_\_\_

FUTURE INNOVATION **5**

will be called \_\_\_\_\_

FUTURE INNOVATION **6**

will be called \_\_\_\_\_

FUTURE INNOVATION **7**

will be called \_\_\_\_\_

FUTURE INNOVATION **8**

will be called \_\_\_\_\_

### 3 Exploring activity **BACK TO THE FUTURE**

People in the past sometimes predicted future innovations correctly, but sometimes they were wrong.

1. Look at the following pictures about the future. They were all drawn between 1920 and 1940. Which ones were correct and which ones were wrong? Write the numbers in the space provided.



RIGHT PREDICTION

WRONG PREDICTION

2. Now talk to your partner about the details of the pictures that are right or wrong, then write down a short paragraph for each picture.

For example:

*The prediction in Number One is not really true. We have invented jet-packs, but we have to wear special flying suits, and the jets are still very difficult to use. We can't just 'go for a flight' with our family.*

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WHAT? HOW? WHAT FOR?




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#### 4 Exploring activity **GOOD OR BAD? PAST PERSPECTIVES ON WHAT IS 'NORMAL' FOR US**

Every new invention or technological innovation brings advantages, but also potential disadvantages. What did some people say in the past about things we now accept as normal?

- Here are eleven technological innovations that we now accept as normal. Try to fill in the gaps in each sentence, and then decide which innovation the person was criticising. The first one has been done for you.



light    agriculture    home    Britain    cold  
boat    movement    patient    box    buying    black

whiteboards    telephones    cars    submarines    trains    fridges  
television    anaesthetic    on-line shopping    the electric street light



- A** (1995) "It's much easier to see white chalk on a blackboard. Black chalk is impossible!"  
This person was criticising whiteboards.
- B** "(1910) "It will make people's kitchens much too \_\_\_\_\_."  
This person was criticising \_\_\_\_\_.
- C** (1902) "I must confess that my imagination only sees problems with this type of \_\_\_\_\_. It will suffocate its crew and be lost at sea."  
This person was criticising \_\_\_\_\_.
- D** (2002) "This won't work, because women like to get out of the house, like to see what they're \_\_\_\_\_, like to handle merchandise – and they like to be able to change their minds."  
This person was criticising \_\_\_\_\_.
- E** (1875) "God wanted to make the nights dark. If we make them \_\_\_\_\_, it will be too easy for people to be on the streets at night, causing them to be ill with colds."  
This person was criticising \_\_\_\_\_.

**F** (1839) "The abolition of pain in surgery is impossible. 'Knife' and 'pain' are two words in hospitals that must always be associated in the consciousness of the \_\_\_\_\_."

This person was criticising \_\_\_\_\_.

**G** (1946) "This invention won't be able to sustain any interest after the first six months. People will get tired of looking at a wooden \_\_\_\_\_ every night."

This person was criticising \_\_\_\_\_.

**H** (1810) "In Bavaria the Royal College of Doctors declared that railroads, if they were constructed, would cause the greatest deterioration in the health of the public, because such rapid \_\_\_\_\_ would cause brain trouble in travellers, and vertigo among those who looked at moving trains."

This person was criticising \_\_\_\_\_.

**I** (1977) "There is no reason for any individual person to have one in their \_\_\_\_\_."

This person was criticising \_\_\_\_\_.

**J** (1878) "The Americans need this type of communication, but in \_\_\_\_\_ we do not. We have plenty of messenger boys."

This person was criticising \_\_\_\_\_.

**K** (1903) "The horse is here to stay. Horseless carriages propelled by gasoline might attain speeds of 14 to 20 miles per hour! The danger to our people of vehicles of this type speeding through our streets and poisoning the atmosphere would be terrible. In addition, the development of this new power may displace the use of horses, which would destroy our \_\_\_\_\_."

This person was criticising \_\_\_\_\_.



## 5 Exploring activity PREDICTING FUTURE INNOVATIONS

If you can remember the unit called 'The World of Inventions', then you will also remember that inventions are usually the result of a *need*.

1. Try to imagine the problems the world might experience in the future. Complete the information for the possible problems below.

*In the future, there might be...*

a lack of food

a lack of fresh \_\_\_\_\_

over-populated \_\_\_\_\_

\_\_\_\_\_ sea-levels

serious air \_\_\_\_\_

major \_\_\_\_\_ change

traditional \_\_\_\_\_ sources running out

mountains of \_\_\_\_\_



RUBBISH  
POLLUTION  
CITIES  
CLIMATE  
ENERGY  
RISING  
WATER

2. Work in pairs. Try to think of future innovations that will solve these potential problems. Choose *three* that interest you and write sentences using the model below:

For example:

*"A special food pill will be invented that stops hunger and gives us all our vitamins"*

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## 6 Introductory activity **WHAT ARE WE GOING TO DO?**

Now it's time to think about what you will be doing at the end of the unit.

As we've seen, tomorrow's world is going to be very different from today's world. But we don't know if it's going to be better or worse.

You are going to write an article for your class blog about a future innovation, and you are going to decide whether you think it will be beneficial to future generations, or harmful and dangerous.

Then you will read the other articles on the blog that have been written by your classmates, and make comments about them.

### REMEMBER



**IT'S YOUR FUTURE!**

**AND YOUR CHILDREN'S FUTURE. THIS IS IMPORTANT!**

1. Speculate a little, with a partner, on the following questions.

- What will you have to do?
- What steps will you need to follow?
- Are you going to work alone, in pairs or in groups?
- Who is the article for?
- What kind of comments do we need to make about our classmates' work?



2. Now watch the clip and check the ideas you have just discussed.

- What do we have to do?
- What steps do we need to follow?
- Who will I work with?
- Who is the article for?
- What kind of comments do we need to make?