

UNIT 12: LOOKING BACK AND PROJECT

VOCABULARY

1. Write the correct words to complete the phrase.



1. ____ the grass



2. ____ weights



3. make ____



4. do the ____



5. ____ the dishes

Answer keys:

1. *cut the grass* 2. *lift weights* 3. *make tea*
4. *do the laundry* 5. *do the dishes*

2. Fill the gaps with verbs from the box

make	understand	guard	recognise
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1. Robots will be able to _____ our houses when we are away.
2. My father never goes to the café because he can _____ coffee at home.
3. Do you _____ all that I've said?
4. Will robots be able to _____ our faces?

Answer keys:

1. *guard* 2. *make* 3. *understand* 4. *recognize*

GRAMMAR

3. Read and complete the interview about home robots with *will be able to* or *won't be able to*.

Interviewer: Robots are already in factories. Will people have robots at home?

Robot expert: Yes, they will. I think they (1) _____ do all of our housework.

Interviewer: But they (2) _____ replace the personal computer. Is that right?

Robot expert: That's true, but one day they (3) _____ use computers.

Interviewer: Amazing! What other things (4) _____ home robots _____ do?

Robot expert: Well, they will be able to do the gardening but they (5) _____ play sports and games with you.

Answer keys:

1. *will be able to*
2. *won't be able to*
3. *will be able to*
4. *will home robots be able to*
5. *won't be able to*

4. Make questions with these words. What are the positive and negative answers to these questions?

1. robots/Will/make coffee/be able to/in the future/?
2. ride a bike/Could he/in Year 6/when he was/?
3. you/Can/do the dishes/?

Answer keys:

1. *Will robots be able to make coffee in the future?*
Yes, they will./ No, they won't.
2. *Could he ride a bike when he was in Year 6?*
Yes, he could./ No, he couldn't.
3. *Can you do the dishes?*
Yes, I can./ No, I can't.

5. Write what you could do when you were ten, what can you do now, and what you will be able to do after you finish Year 6.

When you were ten years old	Now	After you finish Year 6
<i>- I could swim.</i>	<i>- I can draw a picture.</i>	<i>- I will be able to play the guitar.</i>
<i>- _____.</i>	<i>- _____.</i>	<i>- _____.</i>
<i>- _____.</i>	<i>- _____.</i>	<i>- _____.</i>
<i>- _____.</i>	<i>- _____.</i>	<i>- _____.</i>

6. Match the questions with the correct answers.

Questions	Answers
1. Can you ride a motorbike?	A. No, he couldn't.
2. What do you think about the new robot?	B. No, they won't.
3. Could he read when he was six?	C. Yes, I can.
4. Will robots be able to do difficult things like riding a bike or driving a car?	D. In my opinion, it's too smart.

Answer keys:

- 1 – C 2 – D 3 – A 4 – B

PROJECT

1. Draw a robot of your own (or find a photo or a picture of a robot).

2. Think about the questions below and write a description of your robot.

- What's its name?
- What does it look like?
- What can it do now?
- What will robots be able to do in the future?



OUTLINE OF A PRESENTATION

1. Structure of a presentation

- Introduction: greeting the audience, introducing themselves and the topic
- Main body: presenting the main points (students can build up the main points by answering the questions and organising the answers in a logical way)
- Conclusion: summarising the main points, inviting questions from the audience and thanking the audience for listening.

2. Useful language

- **Introduction**
- Greeting (Hello/ Hi/ Good morning/ Good afternoon)
- Introducing themselves (My name is.... These are my team members:)
- Introducing the topic (Today we are going to talk about.../ Have you ever thought about...?/ Have you ever seen...?/ Have a look at this picture. It shows.../ How does the picture make you feel?)
- **Main body**
- Presenting the main points (Firstly/ Secondly/ Another point is.../ In addition...)
- **Conclusion**
- Summarising the main points (To sum up/ To conclude/ In short/ All in all...)
- Inviting questions (Are there any questions?/ Does anyone want to know more about...?/ Feel free to ask us anything./ Is there anything you would like to ask?...)
- Thanking the audience (Thank you/ Thanks for listening/ Thanks for your time./ Thank you for your attention...)