UNIT

6

Future Living

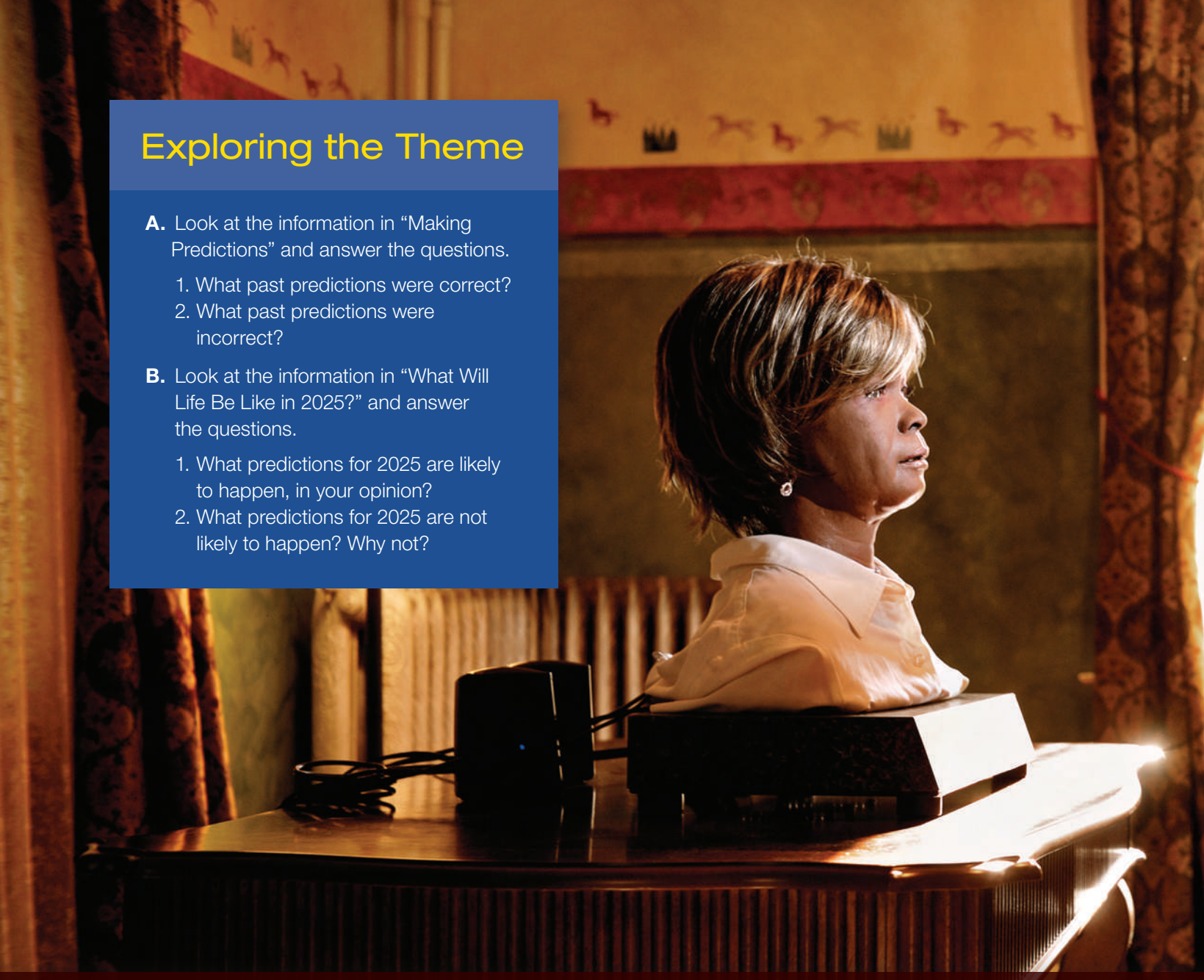
ACADEMIC PATHWAYS

Lesson A: Understanding pronoun reference
Evaluating a writer's attitude
Lesson B: Understanding a multimodal text
Lesson C: Using pronouns to avoid repetition
Writing sentences about the future

Think and Discuss

1. How do you think life will be different 50 years from now? How about in 100 years?
2. Do you think we will live on other planets someday? Why, or why not?

▲ Robovie, a talking robot, helps a 69-year-old woman with her supermarket shopping in Kyoto, Japan.



Exploring the Theme

A. Look at the information in "Making Predictions" and answer the questions.

1. What past predictions were correct?
2. What past predictions were incorrect?

B. Look at the information in "What Will Life Be Like in 2025?" and answer the questions.

1. What predictions for 2025 are likely to happen, in your opinion?
2. What predictions for 2025 are not likely to happen? Why not?

MAKING PREDICTIONS

In 1900, an American engineer, John Watkins, made some predictions about life in 2000. Many of his predictions were correct. Among other things, Watkins predicted television, mobile phones, and digital photographs.

However, predictions are often very difficult to get right. Here are some examples:

"The telephone [cannot] be seriously considered as a means of communication."

— Western Union memo, 1876

"I have no faith in [flying machines] other than ballooning."

— William Thomson, British scientist, 1899

"All the calculations . . . in this country could be done on three digital computers. No one else would ever need machines of their own, or would be able to afford to buy them."

— Cambridge University Professor Douglas Hartree, 1951

▲ A man chats with Bina48, a human-like robotic head.

WHAT WILL LIFE BE LIKE IN 2025?

Here are some experts' predictions for life in 2025:

- Most cars will be electric, and they will drive by themselves.
- Most of our energy will come from the sun, not oil.
- People will be able to record and replay their memories.
- Most families will own a robot.
- Some robots will have rights, such as the right to own property or run a business.

PREPARING TO READ

A | **Building Vocabulary.** Find the words and phrases in **blue** in the reading passage on pages 105–106. Read the words around them and try to guess their meanings. Then match the sentence parts below to make definitions.

Word Partners
Use **intelligence** with adjectives: **human** intelligence, **ambient** intelligence, **artificial** intelligence.

_____ 1. If things **adapt to** you,	a. you tell people what you think they should do.
_____ 2. You use "**entire**"	b. to give an example.
_____ 3. You say "**for instance**"	c. it can understand and learn things.
_____ 4. If you **suggest** something,	d. to describe all of something.
_____ 5. If something has **intelligence**,	e. they change in order to deal with you.

B | **Building Vocabulary.** Find the words and phrases in **blue** in the reading passage on pages 105–106. Read the words around them and try to guess their meanings. Then complete the sentences.

keep track of **link** **network** **pattern** **temperature**

1. The _____ on Mars is much lower than on Earth.
2. A _____ connects all the computers in a computer lab.
3. Some people use the calendar in their phone to _____ their appointments.
4. Some people prefer a striped _____ on their walls; others prefer plain walls instead.
5. You can _____ your computer with the Internet using a cable, or you can connect wirelessly.

C | **Using Vocabulary.** Answer the questions. Discuss your ideas with a partner.

1. What do you think the **temperature** outside is today?
2. How do you **keep track of** news events?
3. What **patterns** can you see around you (for example, on people's clothes or on book covers)?

D | **Brainstorming.** List some technologies that make life easier or more fun today than in the past.

Technologies That Make Life Easier	Technologies That Make Life More Fun
high-speed trains	3-D movies

E | **Predicting.** Scan the reading passage on pages 105–106 quickly. Underline five sentences with *will*.

What do you think the passage is about?

a. schools in the future b. offices in the future c. homes in the future

HOW WILL WE LIVE?

track 2-01

▲ Will the homes of the future be located in tall skyscrapers like these in Dubai? And what will life inside the home really be like?

PICTURE THIS: You wake up in the morning. A soft light turns on in your room. You go into the bathroom and the shower starts. The water is the perfect temperature. After your shower, you go into
A the kitchen. Your favorite breakfast is already cooked, and it's on the table, ready to eat. Now it's time to go to work. It's a rainy day. You live alone, but you find that your umbrella and hat are already by the door.

How is all this possible? Welcome to your future life!

APPLIANCES THAT TALK

Technology will allow homes in the future to be "smart." Appliances will communicate with each
B other—and with you. Your stove, for instance, will tell you when your food is cooked and ready to eat. Refrigerators will suggest recipes based on food items you already have.

The technology is possible because of tiny information-storing devices called RFID[1] chips. People already use them to keep track of pets and farm animals. Future RFID chips will store information
C about all the items in your cabinets.[2] For example, they will record the date that you bought each item. Other devices will "read" this information using radio waves. When you need more food, your cabinets will tell you to buy it.

[1] **RFID** is "radio-frequency identification."

[2] A **cabinet** is a type of cupboard used for storing medicine, drinks, and other items.

HOUSES THAT THINK

Are you tired of the color or pattern of your walls? In a smart home, you won't have to repaint them. The walls will actually be digital screens, like computer or TV screens. The technology is

D called OLED,[3] and it's here already. OLEDs are tiny devices that use electricity to light things. You can find the same technology in today's thin TV screens. OLED walls will become clear, like windows, or display colors and patterns, like walls.

A computer network will link these walls with everything else in your house. Called "ambient[4] intelligence," this computer "brain" will control your entire house. It will also adapt to your

E preferences. Your house will learn about your likes and dislikes. It will then use that knowledge to control the environment. For example, it will set the heat in the house to your favorite temperature. It will turn on the shower at the right temperature. It will also darken the windows at night and lighten them when it's time to wake up.

ROBOTS THAT FEEL?

But how about your cooked breakfast, and the umbrella and hat you found by the door? For those, you can thank your robot helper. Futurologists predict that many homes will have robots in the future.

F Robots already do many things such as building cars and vacuuming floors. But scientists today are starting to build friendlier, more intelligent robots—ones that people will feel more comfortable having around in the house.

Sociable[5] robots will be able to show feelings with their faces, just like humans. They will smile and frown, make eye

G contact, and speak. These robots will do work around the house such as cooking and cleaning. They will even take care of children and the elderly.

How soon will this smart home be a reality? There's a good chance it will be a

H part of your life in 25 or 30 years, perhaps sooner. Much of the technology is already here.

PR2 ▲
Developer: Willow Grange, USA
Abilities: cooks breakfast; takes care of elderly people; delivers mail

[3] **OLED** means "organic light-emitting diode."
[4] **Ambient** refers to what is around you.
[5] If you are **sociable**, you are friendly.

UNDERSTANDING THE READING

A | **Understanding the Gist.** Look back at your answer for exercise **E** on page 104. Was your prediction correct?

B | **Identifying Main Ideas.** Look back at the reading on pages 105–106. Match each main idea below to a paragraph from the reading (A–H).

_____ 1. An electronic system called "ambient intelligence" will control an entire house.
_____ 2. RFID technology will allow parts of the house to communicate with us.
_____ 3. OLED screens will change the way your walls look.
_____ 4. Intelligent homes may be a part of our everyday life within 30 years.
_____ 5. Robots that act like humans will do housework and take care of people.

C | **Identifying Key Details.** Read each statement below. Then circle **T** for true and **F** for *false*, according to the reading. Correct the false statements.

Appliances That Talk

1. Someday, kitchen cabinets will tell you it's time to buy more food. **T** **F**
2. RFID chips are already used today for keeping track of children. **T** **F**

Houses That Think

3. People will change their wall patterns using RFID technology. **T** **F**
4. Darkening windows at night is an example of ambient intelligence. **T** **F**

Robots That Feel?

5. Scientists are building robots that can help take care of elderly people. **T** **F**
6. Robots will soon be more intelligent and sociable than humans. **T** **F**

D | **Critical Thinking: Evaluating Attitude.** Work with a partner. First, circle the words to complete this sentence.

The author of the reading passage on pages 105–106 seems **positive (optimistic)** / **negative (pessimistic)** about the future.

Find examples that support your answer. Look for words and phrases the writer uses to describe the scene in the opening paragraph. Does the description make life sound pleasant or unpleasant?

Look at how the writer describes appliances, houses, and robots. Does the writer make these devices sound practical (useful) or impractical (not useful)?

Now discuss this question with your partner: Do you agree with the writer's attitude about the future? Why, or why not?

CT Focus

Evaluating a writer's attitude means thinking about how they feel about the subject. Ask yourself: Is the author generally positive or negative? Do I agree or disagree with his or her attitude?

E | **Personalizing.** Discuss answers to these questions in a small group.

1. Which future technologies in the reading would you like to have in your home?
2. Are there other household technologies you would like to have?

DEVELOPING READING SKILLS

Reading Skill: *Understanding Pronoun Reference*

Pronouns usually refer to nouns that appear earlier in a text. The pronoun may refer to a noun earlier in the sentence, or in a previous sentence. It's important to understand which noun a pronoun refers to.

Subject pronouns usually refer back to subjects in sentences:

Your favorite breakfast is already cooked, and it's on the table, ready to eat.
subject **subject pronoun**

Object pronouns usually refer back to objects in sentences:

When you need more food, your cabinets will tell you to buy it.
object **object pronoun**

Note: Pronouns always match the nouns they refer to in number and in gender.

A | **Matching.** Underline the subject and object pronouns in the following paragraph about Wakamaru. Then draw an arrow to the noun that each pronoun refers to.

track 2-02

Engineers in Japan built a sociable robot named Wakamaru. They designed Wakamaru to help and serve people in a friendly, caring, and intelligent way. Wakamaru can recognize faces and use gestures. It knows 10,000 words and can use them to talk to people about the weather and other subjects. Wakamaru can do many tasks for a family. For example, at night, it moves quietly around the house, but it can wake family members up if there is any trouble. During the day, Wakamaru can also send them email and text messages.

B | **Understanding Pronoun Reference.** Find these sentences in the reading passage on pages 105–106. Write the word(s) that each underlined pronoun refers to.

1. Paragraph C: People already use them to keep track of pets and farm animals.

   them = _____

2. Paragraph C: For example, they will record the date that you bought each item.

   they = _____

3. Paragraph D: The technology is called OLED, and it's here already.

   it = _____

4. Paragraph G: They will smile and frown, make eye contact, and speak.

   They = _____

Before Viewing

A | **Using a Dictionary.** Here are some words you will hear in the video. Complete each definition with the correct word. Use your dictionary to help you.

ambitious	colonize	credible	frontier	mission	restore

1. A _____ is an important job that usually involves travel.
2. If you _____ a place, you go there and control it.
3. If you are _____, you want very much to be successful.
4. If an idea is _____, it is believable.
5. A _____ is an area where people are just starting to live.
6. If you _____ a place, you make it the way it was in the past.

B | **Predicting.** Do you think humans could live on Mars now? How about in the future? Discuss your ideas with a partner.

While Viewing

A | As you view the video, circle whether statements 1-4 are true (**T**) or false (**F**).

1. Only a few unmanned missions have gone to Mars.	**T**	**F**
2. There are some places on Earth that are similar to the surface of Mars.	**T**	**F**
3. We are certain that there never was any life on Mars.	**T**	**F**
4. Scientists believe that humans could live on Mars in the future.	**T**	**F**

After Viewing

A | Discuss the statements (1–4) above with a partner. Correct the false statements.

B | **Synthesizing.** Which technologies in the reading on pages 105–106 might be useful for living on Mars?

PREPARING TO READ

A | **Building Vocabulary.** Read the paragraph below. Notice the words in **blue**. These are words that you will see in the reading passage on pages 112–113. Match each word with its definition.

We know that it is very cold on Mars. Scientists recorded the temperature of Mars in several places on the planet. They took these temperatures to discover the **average** temperature on Mars, which is minus 60 degrees Celsius. Because the temperature is so low, there is no **liquid** on Mars, only ice. Carbon dioxide (a gas) is **trapped** in this ice—it cannot get out. However, heat can melt the ice and turn it into water. This can **release** the carbon dioxide and let it into the atmosphere. When the **level** of carbon dioxide increases in the atmosphere, Mars will become warmer.

_____ 1. **average**	a. a substance that flows freely, for example, water or oil
_____ 2. **trapped**	b. stop holding; let go
_____ 3. **liquid**	c. the normal, or typical, amount of something
_____ 4. **release**	d. a point on a scale, usually showing the amount of something
_____ 5. **level**	e. held and kept from moving

B | **Building Vocabulary.** Find the words in **blue** in the reading passage on pages 112–113. Read the words around them and try to guess their meanings. Then match the sentence parts below to make definitions.

_____ 1. A **survey**	a. is a place where people use machines to make things.
_____ 2. A **goal**	b. is a living thing that grows in the earth with a stem, leaves, and roots.
_____ 3. When you **breathe**,	c. is the aim or purpose of an activity.
_____ 4. A **factory**	d. is an activity in which people try to get information.
_____ 5. A **plant**	e. you take air into your lungs.

Word Partners

Plant is both a noun and a verb:
(*n.*) l. a living thing that grows in the earth: **a tomato** plant; **a healthy** plant;
2. a factory, or a place where power is produced: **an assembly** plant; **a nuclear power** plant;
(v.) put in the ground: plant **a tree**; plant **a flag**.

C | **Using Vocabulary.** Answer the questions in complete sentences. Then share your sentences with a partner.

1. What is one of your main **goals** in life? How will you achieve it?

2. What is the **average** temperature in your area?

3. What kind of **plants** grow well in your area?

4. Are there many **factories** in your area? What do they make?

5. When was the last time you gave information in a **survey**?

Word Usage

Average has noun and adjective forms:

(*n.*) 1. In math, the result of adding two or more amounts and then dividing the total by the number of amounts: *The **average** temperature is 70 degrees.* 2. the normal amount or quality for a particular group: *Rainfall was twice the **average** for this time of year.*

(*adj.*) 1. typical, normal: *The **average** adult man burns 1,550 to 2,000 calories a day.* 2. ordinary: *Wakamaru is not an **average** robot.*

D | **Predicting.** Read the title and look at the pictures and captions of the reading passage on pages 112–113. What do you think the passage is about?

a. the technology we will use to travel to Mars and other planets

b. what an average day on Mars will be like for people in the future

c. how we can make Mars a place where people can live

track 2-03

A **WILL HUMANS** someday live and work on Mars? Many scientists think so. In fact, they are already working on plans to turn Mars into a new Earth.

B Humans need three basic things to live: water to drink, air to breathe, and food to eat. Because of the lack of these necessities, it isn't possible to live on Mars right now. For one thing, there is not enough oxygen. There is also no liquid water—just some ice. So how can we make Mars habitable?[1] The answer, say scientists, is a process called *terraforming*.

C Terraforming means changing the environment of a planet so that it is similar to Earth's. On Mars, the average temperature is about minus 60 degrees Celsius. So one of the main goals of terraforming Mars is to warm it up. One idea for warming Mars comes from a problem here on Earth—climate change. Most scientists agree that Earth is becoming warmer due to increased levels of greenhouse gases in our atmosphere. We might create similar conditions on Mars by building factories that release greenhouse gases. The gases will change the atmosphere on Mars. Rain will fall, and it may be possible to grow plants for food. The plants will add more oxygen to the air.

D There will be many difficulties in terraforming Mars. The project could take many centuries, and the cost will be high. We have some of the technology, such as the ability to create greenhouse gases, but not the money. However, life on Mars is a real possibility for future generations.

[1] If a place is **habitable**, you can live there.

TURNING THE RED PLANET GREEN

1 FIRST VISITS

Terraforming Mars will probably be a thousand-year project, starting with several survey missions. The flight to Mars will take six months, and each mission might last 18 months.

E

2 HOMES ON MARS

Each new mission will build more habitation modules—places to live. These will allow future visitors to spend more time on Mars and learn more about living on the planet.

F

3 GLOBAL WARMING

To warm up the planet and to make water flow and create an atmosphere, we will need to increase the carbon dioxide level on Mars. Greenhouse gases will melt the ice in Mars's polar regions. When the ice becomes water, the water will release the carbon dioxide that was trapped inside the ice.

G

4 LIFE UNDER DOMES

Enormous domes will provide climate-controlled living spaces, first for plants and later for humans. It will take centuries to improve the rocky surface so that people can grow plants.

H

5 POWERING THE PLANET

Nuclear power[2] and wind turbines[3] are two current technologies that we might be able to use on Mars for power.

I

6 DON'T FORGET YOUR MASK

Even 1,000 years from now, there may still not be enough oxygen for humans to breathe. People on Mars may still need to use equipment similar to scuba gear.[4]

J

[2] **Nuclear power** comes from the energy that is released when the central parts of atoms are split or combined.
[3] **Wind turbines** are engines with blades. They produce power when wind spins the blades.
[4] **Scuba gear** is equipment that helps people breathe underwater.

UNDERSTANDING THE READING

A | **Understanding the Gist.** Look back at your answer for exercise **D** on page 111. Was your prediction correct?

B | **Identifying Key Details.** Complete the following sentences with information from the reading on pages 112-113. Note the paragraphs where you find the information.

Paragraph ____ 1. There is no _____ on Mars—just ice.

Paragraph ____ 2. Terraforming Mars means making it similar to _____.

Paragraph ____ 3. For many years, humans probably won't be able to _____ on Mars without special equipment.

Paragraph ____ 4. The flight to Mars will take _____ months.

Paragraph ____ 5. One way to warm up Mars is to build _____. These will release _____ gases into the air.

Paragraph ____ 6. Two technologies that exist now will probably give us power on Mars: _____ and _____.

C | **Sequencing.** Put the steps to living on Mars in the correct order. Write the letter of the step in the correct place on the time line.

a. People will build more habitation modules, spend more time on Mars, and learn more about it.
b. People will build domes and start to grow plants in them for food.
c. People will build factories on Mars to warm it up.
d. People will visit Mars on 18-month missions and start to build places to live.

NOW _____ _____ _____ _____ **1,000 years from now**

Strategy

To find the noun that a pronoun refers to, remember that:

(1) the pronoun and noun normally have the same relationship to the verb (either subject or object)

(2) the pronoun and noun have the same number and gender (male or female).

D | **Understanding Pronoun Reference.** Find these sentences in the reading passage on pages 112–113. Then match the underlined pronoun to the noun it refers to. Two nouns will not be used.

____ 1. Terraforming means changing the environment of a planet so that <u>it</u> is similar to Earth's.	a. greenhouse gases
____ 2. So one of the main goals of terraforming Mars is to warm <u>it</u> up.	b. the environment
____ 3. <u>These</u> will allow future visitors to spend more time on Mars . . .	c. terraforming
	d. Mars
	e. habitation modules

E | **Critical Thinking: Synthesizing/Evaluating.** Discuss these questions in small groups.

1. Does the information in the reading support the information in the video "Colonizing Mars"? What additional information did you learn?
2. Which predictions from this unit do you think are most likely to happen? Why?

GOAL: In this lesson, you are going to plan, write, revise, and edit sentences on the following topic: ***What will a typical day be like in 2050?***

A | Read the information in the box. Then complete the sentences (1–8) with *and*, *but*, or *so*.

Language for Writing: Using *And*, *But*, and *So*

Writers use the conjunctions *and*, *but*, and *so* to connect information in sentences.

***And* introduces an additional idea . . .**

- to connect words: People will visit Mars and Venus.
- to connect phrases: People will visit Mars and build habitation modules.
- to connect clauses: People will visit Mars, and they will build habitation modules.

***But* introduces a contrasting idea . . .**

- to connect words: It's hot but habitable.
- to connect phrases: People will live on Mars but not on Venus.
- to connect clauses: People will live on Mars, but they won't live on Venus.

***So* introduces results . . .**

- to connect clauses: It's very cold on Mars, so we will need to warm it up.

Remember:

- to use a comma when you connect clauses.
- when you use *and* and *but*, you don't have to use the subject and the auxiliary verb in the second clause, if they are the same in the first clause:

People will live on Mars. People will work on Mars.
subject ↖ **auxiliary verb** **subject** ↖ **auxiliary verb**

People will live **and** work on Mars.

For more explanation of conjunctions, see page 213

Example: In the future, we will use solar energy for fuel, ___but___ we probably won't use oil.

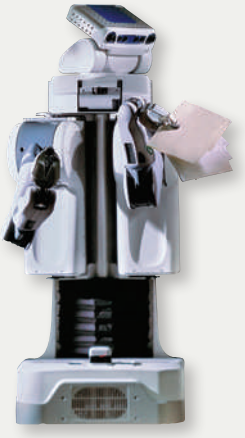
1. Missions to Mars are expensive, _____ we probably won't send people there for many years.
2. Scientists have sent robots to the moon _____ to Mars.
3. In 1900, John Watkins predicted digital photographs _____ mobile phones.
4. We already know how to warm up the Earth, _____ it will probably be possible to warm up Mars.

5. There is no liquid water on Mars, _____ no plants can grow there.
6. NASA wanted to send people to Mars 30 years ago, _____ the government didn't have enough money.
7. People have already been to the moon, _____ they haven't been to Mars.
8. Travel to Mars is dangerous, _____ we will send robots instead.

B | Combine the sentences using *and*, *but*, or *so*. Leave out the pronoun and auxiliary verb when possible.

Example: Robots can vacuum houses. They can build cars. (*and*)

Robots can vacuum houses and build cars.



1. PR2 can take care of elderly people. It can deliver mail. (*and*)

2. PR2 cooks. It doesn't communicate. (*but*)

3. Wakamaru knows 10,000 Japanese words. It is able to communicate with people. (*so*)

4. There is not enough oxygen on Mars. Humans cannot breathe there. (*so*)

C | With a partner, list three items that will be different in the future. Think about what they will look like and how they will work. Note your ideas in the chart. Then write sentences about the items using *and*, *but*, and so.

Object	What It Will Look Like / How It Will Work
1.	
2.	
3.	

Writing Skill: *Using Pronouns to Avoid Repetition*

As you saw on page 108, pronouns usually refer to nouns that appear earlier in a text. Writers use pronouns to avoid repetition.

Example: *Robots will do many things around the house.* ➔ *For example, robots will clean the house and prepare food.*

Robots will do many things around the house. ➔ *For example,* ***they*** *will clean the house and prepare food.*

Try not to use the same pronoun to refer to more than one thing in a sentence, as this can confuse the reader.

D | Draw a line through the repeated nouns in sentences 1–5 and replace them with pronouns.

1. RFID chips will keep track of the food in your cabinets, and RFID chips will tell you when it's time to go to the store.
2. People on survey missions to Mars will build domes and live in the domes.
3. People will terraform Mars and make Mars more like Earth.
4. Even after a thousand years, people won't be able to breathe on Mars, so people will have to use breathing equipment.
5. Mars doesn't have any oxygen, but plants will slowly add oxygen to the atmosphere over many years.

E | Replace the underlined pronouns with a word or phrase from the box. One item is not needed.

people	**plants**	**the robots**	**the domes**	**the colors**

1. Sociable robots will communicate better with people. <u>They</u> will speak to them and make eye contact with them, so <u>they</u> will feel more comfortable.
2. People will build domes on Mars. They will live in <u>them</u> and grow plants in them.
3. People will use OLED screens to change the colors of their walls. If they don't like <u>them</u>, they will just push a button and change them.

WRITING TASK: Drafting

A | **Brainstorming.** Imagine a typical day in 2050. What will it be like? Brainstorm some ideas about your typical day. Use these categories or your own ideas.

My home: _____

Study: _____

Work: _____

Family: _____

Travel: _____

Entertainment: _____

Other things: _____

B | **Planning.** Follow the steps to make notes for your sentences.

Step 1 Choose three categories you want to write about (for example, your home, work, and travel). Write them in the chart below.

Step 2 Use your brainstorming notes above to add two or three details for each category.

On a typical day in 2050 . . .	
Category:	
Details:	
Category:	
Details:	
Category:	
Details:	

C | **Draft 1.** Use the information in the chart in exercise **B** to write a first draft of your sentences.

WRITING TASK: Revising and Editing

D | **Peer Evaluation.** Exchange your first draft with a partner and follow these steps:

Step 1 Read your partner's sentences. Then answer the questions below about them.

1. Are the ideas organized in a logical way?	**Y**	**N**
2. Does all the information relate to the main idea?	**Y**	**N**
3. Does the writer include details for each category?	**Y**	**N**
4. Does the writer use pronouns to avoid repetition?	**Y**	**N**

Step 2 Tell your partner one thing that you liked about his or her sentences.

Step 3 Share your answers to the questions in Step 1 with your partner

E | **Draft 2.** Write a second draft of your sentences. Use what you learned from the peer evaluation activity. Make any necessary changes.

F | **Editing Practice.** Read the information in the box. Then find and correct one mistake with *and*, *but*, or *so* in each of the sentences (1–7).

In sentences with *and*, *but*, and *so*, remember to:

- use *and* to introduce an additional idea, *but* to introduce a contrasting idea, and *so* to introduce a result.
- use a comma when you connect two clauses.
- leave out repeated subjects and auxiliary verbs with *and* or *but*.

1. People will live on Mars someday, and it is too expensive to travel there now.
2. Mars is too cold for human visitors, but they will need to warm it up.
3. Robots will take care of children, so they will do housework.
4. A trip to Mars sounds amazing, and I would not like to live there!
5. Smart appliances will buy food but cook dinner.
6. We might have flying cars in 2050, and there will probably be fewer cars on our roads.
7. In the future, you will put a language chip in your brain, but you won't have to study foreign languages.

WRITING TASK: Editing

G | **Editing Checklist.** Use the checklist to find errors in your second draft.

Editing Checklist	Yes	No
1. Are all the words spelled correctly?		
2. Do your subjects and verbs agree?		
3. Is the first word of every sentence capitalized?		
4. Does every sentence end with the correct punctuation?		
5. Did you use *and*, *but*, and *so* correctly?		

H | **Final Draft.** Now use your Editing Checklist to write a third draft of your sentences. Make any other necessary changes.

UNIT QUIZ

p.103
1. One _____ for 2025 is that most of our energy will come from the _____ and not from oil.

p.104
2. You can use *for instance* to give an _____.

p.106
3. We already have _____ that build cars and vacuum floors.

p.108
4. Pronouns usually refer to nouns that appear _____ in a text.

p.109
5. If a human travels into space, the journey is called a manned _____.

p.110
6. A _____ is a living thing that grows in the earth with a stem, leaves, and roots.

p.112
7. Terraforming means changing a planet so it's more similar to _____.

p.115
8. You combine ideas with *but* to show a _____.