

Future 1

plans, intentions and predictions:
present continuous; *going to*; *will*

A Context listening

- 1 You are going to hear Tim, a sports team coach, talking to Amanda, a player in the team, about a trip they are going to make. Before you listen look at the pictures. Which sport does the team play? Which two countries will they visit?



- 2 5 Listen and complete the table below. Write no more than two words or a number for each answer.

Country	Number of matches	Number of free days	Accommodation	Other plans
1	2	3	stay in a 4	do lots of walking
5	6	7	8	visit some 9

- 3 5 Now listen again and write

- A if Tim makes this statement
B if Amanda makes this statement
C if both Tim and Amanda make this statement

- We're travelling to Scotland by plane.
- We'll have fun even if the weather is bad.
- The team will be pleased with the accommodation in Athens.
- The two countries are going to provide very different experiences.
- The team manager is holding a party on our return.

- 4 Look at the statements in Exercise 3 and answer these questions.

- Which tense is used in statements 1 and 5?
- Which structure is used in statements 2 and 3 to refer to the future?
- Which structure is used in statement 4 to refer to the future?
- Which statements talk about a fixed arrangement?
- Which statements are predictions?

B Grammar

1 Present continuous

We use the present continuous to talk about plans or definite arrangements for the future:

We're staying in a small hotel. (we have made the arrangements)

Notice that time expressions are used or understood from the context in order to show that we are talking about the future (and not the present):

The manager is having a party just after we get back. (time expression given)

We're playing four matches there. (future time expression understood)

2 Will

+	will + verb	<i>We'll enjoy it.</i>
-	will not (won't) + verb	<i>He won't enjoy it.</i>
?	will ... + verb?	<i>Will they enjoy it?</i>

We use *will*

- ◆ to make predictions, usually based on our opinions or our past experience:

I think it'll be extremely hot there.

- ◆ to talk about future events we haven't arranged yet:

We'll probably stay in some sort of mountain lodge there.

- ◆ to talk about future events or facts that are not personal:

The best player on the tour will get a special trophy.

The prime minister will open the debate in parliament tomorrow.

- ◆ to talk about something we decide to do at the time of speaking:

Tell me all about it and I'll pass on the information to the rest of the team.

We often use *will* to make offers, promises or suggestions:

Don't worry, I'll let everyone know. (a promise)

3 Going to

+	am/is/are + going to + verb	<i>We're going to hire a bus.</i>
-	am/is/are not + going to + verb	<i>He's not going to hire a bus.</i>
?	am/is/are ... + going to + verb?	<i>Are they going to hire a bus?</i>

Going to often means the same as the present continuous and *will*.

We use *going to*

- ◆ to talk about events in the future we have already thought about and intend to do:

We're going to hire a bus. (we intend to go, but we haven't made the arrangements yet)

We're going to get a boat to a couple of the islands.

- ◆ to make predictions when there is present evidence:

Well, we're certainly going to have a varied trip. (I am judging this from what I know about the plans)

Going to and will can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

I think it's going to be a great trip.

I'm sure we'll enjoy it whatever the weather.

It'll probably rain every day.

We can often choose different future forms to talk about the same future situation. It depends on the speaker's ideas about the situation:

Present continuous or going to?

The manager is having a party when we get back. (definite arrangement)

We're going to hire a bus and then drive through the mountains. (less definite arrangement – we haven't booked the bus yet)

Going to or will?

I'm sure we'll enjoy it. (prediction based on my guess)

We're going to have a very varied trip! (prediction based on what I know about the weather)

Often there is very little difference between *going to* and *will* for predictions.

Grammar extra: Making predictions using words other than will

In formal writing we often use expressions other than *will* to predict the future (e.g. *be likely to, be predicted to, be estimated to, be certain to*):

The population is likely to increase to 22 million in 2011.

The average annual rainfall is predicted to be ten per cent lower than today's figures.

C Grammar exercises

1 Fill in the gaps in the second half of this model answer with phrases from the box.

Thanks to modern technology, there have been enormous changes in the workplace over the past 100 years.

What are the most significant changes that have occurred and what changes do you foresee in the next 100 years?

are going to feel	are going to happen	are likely to lead to
are likely to occur	are predicted to work	is likely to become
will be	will continue	will develop
will find	will have	will result

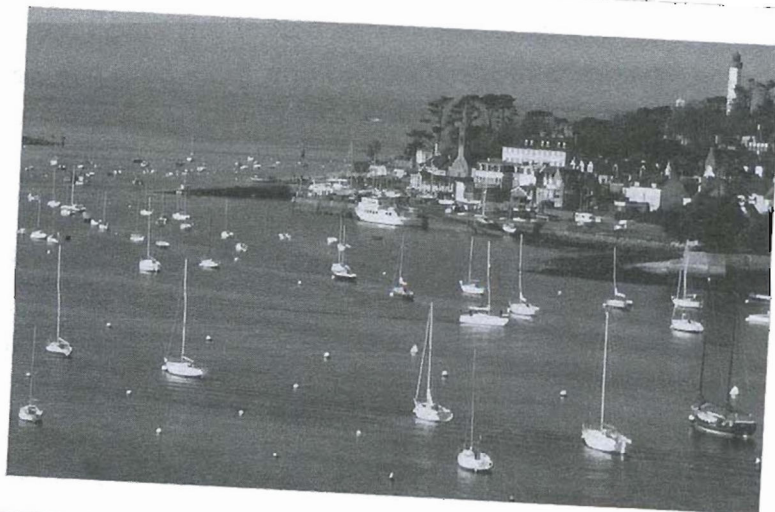
... So, now let us consider the changes that **1** are likely to occur in the next 100 years. Unfortunately, I believe that not all changes **2** for the better. For example, in the future more and more people **3** from home and so they **4** more isolated from their colleagues. On the other hand, they **5** (certainly) greater freedom to choose their working hours.

A further possible change is that handwriting **6** obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor.

Without a doubt, even greater changes **7** in technology used in the workplace. Computers **8** (undoubtedly) to grow even more powerful and this **9** (probably) in an even faster pace of life than we have now. Let us hope that our employers **10** a way to reduce the stress on workers this fast pace can bring. I also think these improvements in technology **11** even more globalisation than now and companies **12** very strong international links.



2 Underline the most suitable form of the verbs.



Dear Paul and Claire

We're having a wonderful time here in France. The weather is beautiful and we've got lots of plans for how to spend the next couple of weeks. Tomorrow **1** *we're going out / we will go out* on a glass-bottomed boat to look at the wonderful sea life, and then on Wednesday we think **2** *we're taking / we'll take* a tour of the old town. Ollie's aunt lives quite close, so **3** *we're visiting / we're going to visit* her too if we have time.

The hotel is lovely and lively and has lots of good night life. Tonight **4** *they're holding / they'll hold* an international evening, with lots of food from different countries.

As you know, we're here with our friends, John and Wendy, but **5** *they aren't staying / they won't stay* as long as us, so **6** *we're probably doing / we'll probably do* the really 'touristy' things with them, and be lazy in our second week. You can hire small sailing boats for the day, so we think **7** *we're doing / we're going to do* that next week, and **8** *we're also going to try / we're also trying* to have time to do some shopping!

I hope you are ready for your big trip. **9** *You're loving / You'll love* Australia. In fact **10** *you're going to probably end up / you'll probably end up* staying there much longer than you've planned.

Have a great time, and **11** *we're going to see / we'll see* you when you get back.

Love Kath and Ollie

3 Fill in the gaps with the present continuous or *will*-future form of the verbs in brackets.

Kirsty: Hi Elaine. It's Kirsty, here.

Elaine: Hello, how are you?

Kirsty: Fine. Listen, I know this is very short notice but are you doing (1 *do*) anything tonight?

Elaine: Nothing why?

Kirsty: Well I (2 *take*) my class to the theatre, but one of them can't go. Would you like to come?

Elaine: I'd love to. What's the play about?

Kirsty: Oh, I (3 *tell*) you all about that a little later. I (4 *pick*) you up at 6.30 – is that okay?

Elaine: Yes, OK. Or how about meeting a bit earlier? We could have a coffee beforehand.

Kirsty: Well, I (5 *see*) the school principal at four, but I suppose I could come after that. My meeting (6 *probably/finish*) at about 5.30. Is that okay?

Elaine: Yes, of course. What time does the play actually start?

Kirsty: At 7.30, although we (7 *need*) to be there before as I (8 *meet*) my students at the theatre at seven. Afterwards they (9 *probably/want*) to talk about the play for a little while. But I hope that (10 *not/go on*) for too long. There (11 *be*) plenty of time for us to discuss it at tomorrow's lesson.

Elaine: That's fine. I (12 *see*) you at 5.30!

4 Write sentences about yourself.

1 Write two **intentions** about your future.

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.....

2 Write three **plans** or **arrangements** for your future.

.....

.....

.....

3 **Predict** three things that you think will happen to the workplace in the future.

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.....

.....

Grammar focus task

- 1 had taken out; had sold 2 had patented; soon became
3 had observed 4 bought; returned; discovered; had long since
expired 5 challenged; lost; had failed

Unit 5

A: Context listening

- 1 hockey; Scotland and Greece
2 1 Scotland 2 four/4 3 3/three 4 mountain lodge
5 Greece 6 three/3 7 four/4 8 (a) (small) hotel 9 islands
3 1 A 2 B 3 A 4 C 5 A
4 1 present continuous 2 will 3 going to 4 sentences 1 and 5
5 sentences 2-4

C: Grammar exercises

- 1 2 will be 3 are predicted to work 4 are going to feel
5 will certainly have 6 is likely to become
7 are going to happen 8 will undoubtedly continue
9 will probably result 10 will find 11 are likely to lead to
12 will develop (> B2 and B3, Grammar extra)
2 2 we'll take 3 we're going to visit 4 they're holding
5 they aren't staying 6 we'll probably do 7 we're going to do
8 we're also going to try 9 You'll love 10 you'll probably
end up 11 we'll see (> B1-B3)
3 2 'm taking 3 'll tell 4 'll pick 5 'm seeing
6 will probably finish 7 'll need 8 'm meeting
9 'll probably want 10 won't go on 11 will be
12 'll see (> B1 and B2)
4 Answers will vary. Suggestions: 1 I'm going to visit my
grandmother. (I will visit my grandmother at the weekend
sounds like a promise rather than a planned visit.)
2 I'm travelling to America next week.
3 I think we will stop using fax machines. (> B1-B3)

D: Test practice

Reading

Questions 1-5: sentence completion

Test tip: Sentence completion with a box of possible answers is similar to matching questions. Scan the passage for the key words in the questions and underline or highlight them. Then carefully read the information close to those words and try to match it to the ideas in the options (A-F). Remember there are more options than you need to use. Some of the extra options may not be mentioned at all, or may be the opposite of the information in the passage.

- 1 F (For some careers like medicine and law, it's essential you have specific qualifications.) 2 D (Mature entrants don't always need formal qualifications) 3 E (If you are interested in self-development and meeting people, you should find out who else will be on the course.) 4 B (You might prefer an open or distance learning course if ... you're at home looking after pre-school children.) 5 C (... and want to be a journalist, you could write for the student newspaper or work on the radio)

Questions 6-9: classification

Test tip: Underline or highlight the key words in the reading passage (e.g. *academic*, *vocational*). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (6-9). Remember the words in the questions will not always match the words in the passage exactly. Here you need to decide whether these questions apply to only one type of course or to both.

- 6 C (Further education colleges offer academic courses and work-related courses) 7 B (For a career in plumbing, a vocational course is essential.) 8 A (You might prefer an academic course if you like researching, analysing and presenting arguments.) 9 B (A vocational course is better if you like doing things with your hands and working manually.)

Grammar focus task

- 1 will help 2 'll need 3 'll ensure 4 am I going to do
5 will help

The future forms used are: *will*, *going to*

Will is used to give suggestions and advice > B2

Going to is used to talk about future intentions > B3

Unit 6

A: Context listening

- 2 Phil advises Janet to practise in front of the mirror.
3 1 will be working 2 will have given 3 will be feeling
4 will have rehearsed 5 leaves
4 1 sentences 2 and 4 2 sentences 1 and 3 3 sentence 5

C: Grammar exercises

- 1 2 won't (will not) be reading 3 will be playing computer games
4 will be doing sport; studying 5 will be resting
6 will be seeing friends (> B3)
2 2 will have peaked - a 3 will have risen - d
4 will have grown - f 5 will have gone up - b
6 will have increased - c (> B4)
3 2 ✓ 3 they won't ask they don't ask
4 is your meeting about to start does your meeting start
5 after I'll get after I get 6 ✓ 7 ✓
8 We're about to fly We fly
9 I'll receive I receive (> B1)
4 2 'll be travelling 3 'll hopefully have saved up
4 get (when + present simple) 5 'll probably have been
travelling (for a few months = duration) 6 'll have visited (by then)
7 was going to do 8 'll be starting/'m about to start
9 won't have finished 10 find out (as soon as) (> B1-B5,
Grammar extra)

D: Test practice

Academic Writing Task 2

Test tip: Make sure that you read all parts of the question carefully and address each point made. Organize your thoughts and ideas well. Do not try to memorize essays. Make sure you have at least 40 minutes to spend on this task and try to leave time to check your spelling at the end.

Model answer

Nowadays, most people worry about over-population and living in crowded cities. However, it is predicted that we will have the opposite problem by the year 2030 when one third of the population will be aged 65 or over and birth rates are predicted to decline. What effect will this have on our society?

By 2030 the percentage of the population aged 65 or older will have risen significantly, to more than 30%. This means that fewer people will be working, and therefore fewer people will be paying income tax. In the future it may be necessary for governments to increase the official retirement age to 70 or even older. When