# 5 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

1 We're travelling to Scotland by plane. .....

2 We'll have fun even if the weather is bad. .....

3 The team will be pleased with the accommodation in Athens. .....

4 The two countries are going to provide very different experiences. .....

5 The team manager is holding a party on our return. .....

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

1 Which tense is used in statements 1 and 5? .....

2 Which structure is used in statements 2 and 3 to refer to the future? .....

3 Which structure is used in statement 4 to refer to the future? .....

4 Which statements talk about a fixed arrangement? .....

5 Which statements are predictions? .....



LIVEWORKSHEETS

## 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?***

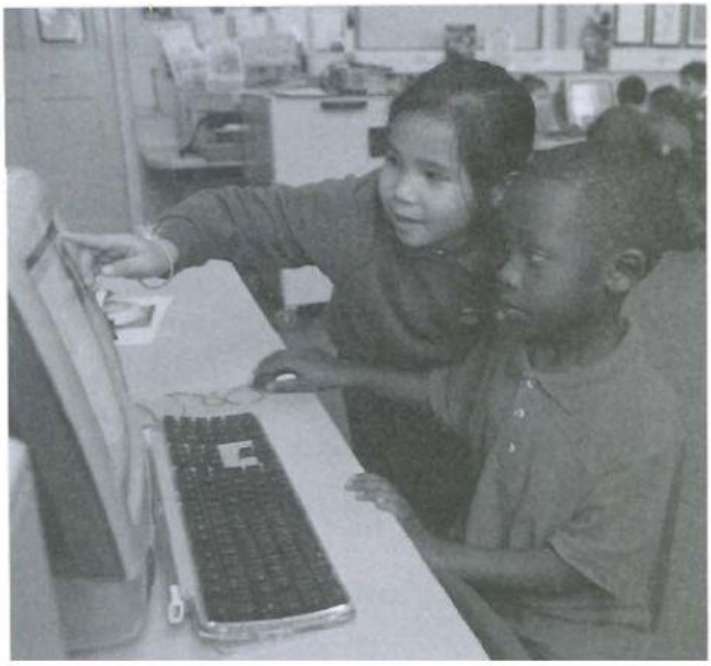
| | | |
|---|---|---|
| are going to feel | are going to happen | are likely to lead to |
| ~~are likely to occur~~ | are predicted to work | is likely to become |
| will be | will continue | will develop |
| will find | will have | will result |

... 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.

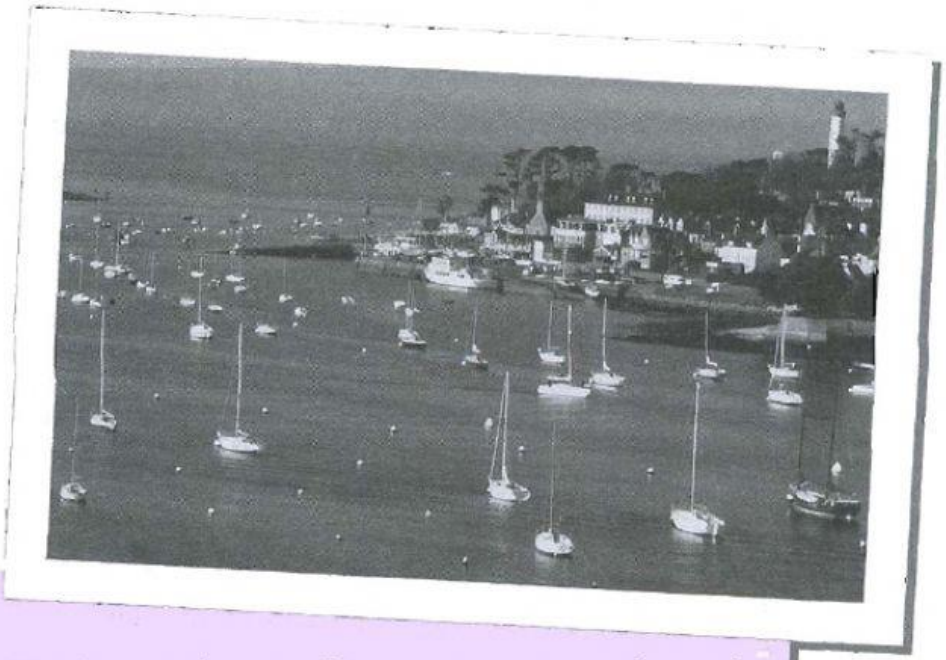
I also think these improvements in technology **11** ..... even more globalisation than now and companies **12** ..... very strong international links.





LIVEWORKSHEETS

**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



LIVEWORKSHEETS

**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.

.....

.....

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

.....

.....

.....

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

.....

.....

.....



LIVEWORKSHEETS

## D Test practice

### General Training Reading

***Questions 1–9***

*Read the passage below and answer Questions 1–9.*

# *How to choose a university course*

**How do I choose a course?**

You've decided you want to do a course. Whether you would like a career change, a better job or simply to learn something new, it's a good idea to think carefully first. Here's a guide to help you.

**Qualifications – why do I need them?**

Qualifications prove you've acquired knowledge or developed skills. For some careers like medicine and law, it's essential you have specific qualifications. For others, such as journalism, it helps to have a particular qualification.

Most universities set entry requirements for degree courses. Mature entrants don't always need formal qualifications, but need evidence of recent study, relevant work experience or professional qualifications. Professional bodies may grant you membership if you have certain qualifications. It's not always essential to have a qualification. Working knowledge, such as being able to use computer software, can be just as important.

**What type of course should I do?**

Your motives will help you choose the best course for your aims and goals. If you are career-driven, you'll need a course relevant to your profession. If you are interested in self-development and meeting people, you should find out who else will be on the course.

There are work-related (vocational) and academic courses. Further education colleges offer academic courses and work-related courses. Universities offer higher education qualifications, such as academic first degrees and higher degrees and the more vocational diplomas.

For a career in plumbing, a vocational course is essential. For teaching, you need a degree. However, for many jobs, you have a choice between academic and vocational courses. A vocational course is better if you like doing things with your hands and working manually. You might prefer an academic course if you like researching, analysing and presenting arguments.



LIVEWORKSHEETS

**Which type of study would suit me best?**

Do you prefer on-the-job training, or do you prefer to research and gather facts? Do you like working in a group covering the same topics and working towards the same goal? If you prefer to work on your own, at your own pace, an open or distance learning course might suit you. You study from home, with the help of tuition packs, computers and tutor support via telephone or email. You can speed through the course or take your time. But you do need self-discipline and motivation.

**What about my personal circumstances?**

You might prefer an open or distance learning course if:

- you're working and you don't know how much time a week you can commit to
- you work irregular hours
- you're at home looking after pre-school children.

Many colleges and training centres now offer flexible open-learning courses, where you can study at your own pace.

**How do I know if it's a good course?**

You've decided which subject and type of course you want, and how to study it. You now need to choose between different course titles and providers. There are many courses and they aren't of equal value. The only way to assess the quality and value of a course is by research. Read prospectuses (course guides) carefully and note if a course is accredited or validated by a recognised body (this might be an awarding body or a professional body). This can add extra weight to your qualification.

Don't take everything you read at face value; check out the facts about each course yourself. Ask course tutors as many questions as you want.

**How can I be sure I'm making the right choice?**

Be clear of your goal. If you've decided on a particular job, get an idea of what the job's about and if you'll like it. Read careers information, buy trade magazines, and speak to people currently working in the job. This research is well worth it. It's better to take your time rather than do a course that leads to a job you might not really want. You'll ensure that you don't waste any time or money.

**What am I going to do after the course?**

Plan for when you finish. If you're aiming for a particular job, do voluntary work while studying. If you're doing an English course and want to be a journalist, you could write for the student newspaper or work on the radio. Having a plan will help you make the most of the opportunities that come your way when you're on the course.



LIVEWORKSHEETS

***Questions 1–5***

*Complete each sentence with the correct ending **A–F** from the box below.*

*Write the correct letter **A–F** next to Questions **1–5**.*

**1** Students who want to do law .....
**2** Mature students .....
**3** Students who are motivated by self-development .....
**4** Students who have young children .....
**5** Students who choose a career in journalism .....

| |
|---|
| **A** will not need any experience to start a course |
| **B** will benefit from open-learning courses |
| **C** could get relevant work experience while they study |
| **D** can be accepted onto a course without qualifications |
| **E** should enquire about the other students on their course |
| **F** must have certain qualifications |

***Questions 6–9***

*Classify the following statements as applying to*
***A** academic courses*
***B** vocational courses*
***C** both academic and vocational courses*

*Write the correct letter **A–C** next to Questions **6–9**.*

**6** These courses are available through further education colleges. .....
**7** You must take this kind of course if you wish to have a career in plumbing. .....
**8** You will learn research methods on this type of course. .....
**9** You will learn practical skills on this course. .....



LIVEWORKSHEETS

**Grammar focus task**

**These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.**

1 Your motives ..... (*help*) you choose the best course for your aims and goals.

2 If you are career-driven, you ..... (*need*) a course relevant to your profession.

3 You ..... (*ensure*) that you don't waste any time or money.

4 What ..... (*I/do*) after the course?

5 Having a plan ..... (*help*) you make the most of the opportunities that come your way when you're on the course.

Which future forms are used? .....

Why? .....



LIVEWORKSHEETS