

3 future

VOCABULARY

ORGANIZATION

1 A Match 1–5 with a)–e) to make sentences.

- 1 Will you be able to **meet**
- 2 Well, I'm ready! Should we **get**
- 3 Do you think she's going to **put** things
- 4 My son always **gets**
- 5 I'm going to **use** my time

a) started and open the meeting?
b) distracted when he's doing his homework.
c) off? She already has a lot of work to do.
d) wisely and check my luggage while I'm waiting for the taxi.
e) the deadline on this job, or will you be late?

B Match the sentences in Exercise 1A with the responses below. Complete the responses with the words in the box.

ahead prioritizing multitasking
leave waste

- 1 Don't worry. I'll finish. I don't usually **leave** time.
- 2 Tell him to finish it all **ahead** of time, and then it won't be such a problem.
- 3 I don't think so. She probably wants to get it done **fast**, and she is pretty good at **multitasking**.
- 4 Good idea because we **have** limited time. I'd like to start by **prioritizing** our most important tasks.
- 5 Yes, it's better not to **waste** things to the last minute, or you'll miss your flight.

WRITING

MESSAGES: LEARN TO USE NOTE FORM

6 A Match messages 1–6 with situations a)–f).

- 1 Gone to lunch.
Back soon.
- 2 Mr. Jackson
called. No
message. Will
call again later.
- 3 Dentist appointment
canceled. Need
to reschedule.
- 4 At the
movies.
Dinner in the
oven. See you
later.
- 5 —
Messages
Going swimming
after school—
want to come?
- 6 Sorry, didn't
clean up
bedroom—was
late for school.

- a) a brother sending a message to his sister
- b) a mother leaving a message for her son
- c) a secretary leaving a message for his/her boss
- d) a colleague leaving a message for other colleagues
- e) a son leaving a message for his mother
- f) a person leaving a message for self as a reminder

GRAMMAR

THE FUTURE (PLANS)

3 Underline the correct alternatives to complete the conversation.

A: ¹Do you go/Are you going anywhere this weekend?

B: Yes, we ²'re going/³I go to D.C. to see some of the sights.

A: That's nice. Where ³are you going/might you stay?

B: I don't know yet. I ⁴have/⁵I'm going to take a look online later.

A: I have some friends there. They ⁵might/are going to have some space. I ⁶give/might give you their number.

B: Thanks. That's great. What about you? ⁷Do you do/⁸Are you doing anything exciting?

A: No, I think I ⁹spend/¹⁰I'm spending the weekend watching DVDs.

4 Complete the email. Use the present continuous, **will/might** or **be going to**. There may be more than one possibility.

Hi Ros,

I ¹_____ (you/do) anything on the weekend? Do you want to come out with us? Danny and I ²_____ (go out) on Saturday night. It would be great if you could come. We ³_____ (try) one of the restaurants in Trastevere—it's really nice around there. One thing we've planned is we ⁴_____ (meet) up with a few people from class for a drink first, in Piazza Santa Maria. Do you know it? We ⁵_____ (be) outside Café Marzo from about 6:30, if you want to join us. I'm not sure how late we ⁶_____ (be). If anyone still has enough energy at the end of the evening, a DJ friend of mine ⁷_____ (play) at the Gioia Music Restaurant, so we ⁸_____ (go) there and dance a bit afterwards. We'll see how things go. I ⁹_____ (call) you tomorrow to see what your plans are.

Talk to you soon,

Silvia

Grammar

1 Underline the correct alternative.

1 A: I 'm having/will have a party tonight. Do you want to come?

B: I'd love to. What time *is it going to/might it start?*

2 A: Mel will travel/is travelling around Italy for work next month. Lucky thing!

B: *Might she go to/Will she visit Rome?*

A: Yes, I think she's staying/won't stay there for a few days when she first arrives.

3 A: What are you going to/will you do tomorrow?

B: I might not/'m going to do anything! I'm so tired, I think I'll just relax/'m relaxing.

4 A: I'm so excited because our team won our semi-final match and so we're playing/might play in the finals on Saturday.

B: That's fantastic! Well, let me know what time it starts and I'll bring the boys along to watch.

A: OK then. I'm checking/'ll check with the coach when I see him later and let you know by text.

C Match the underlined words and phrases in extracts 1–5 with meanings a)–e).

1 Unfortunately, I have to organize things in minute detail ...

2 ... you see them as you wander around the city.

3 I'm going to a tournament next week ...

4 ... we made it to the finals.

5 I think planning comes naturally to me.

a) walk around slowly in a relaxed way with no specific purpose

b) be successful in or achieve something

c) do something easily without learning it

d) a competition with different rounds and leading to a winning team

e) precise and accurate

2 Complete the predictions with the words and phrases in the box.

could be going to (x2) may not
not going to probably unlikely will (x3)
won't

1 Tom won't be there yet. Let's face it, he's always late.

2 A: So, do you think it's likely you get the job?

B: Well, it's —. Over 500 people have applied and I guess they're — looking for someone with more experience than me.

3 I really don't like the look of those black clouds.

I'm sure there's — be a big storm very soon.

4 Mia's doing very well at school. I hope she — continue her studies at university. I'm sure she — make an excellent teacher.

5 We — be able to sell our house in the current weak economic climate but we're — try. We — lucky and find the right buyer. You never know!

6 I'm sorry but I'm — be at work this week. The doctor said I have 'flu and must stay at home.



7 Complete the text with one word in each space. Contractions are one word.

THE FUTURE OF LANGUAGE LEARNING

In the future, we¹ — going to see more and more people using technology to learn languages. There will² — software that gets computers to read texts aloud and translate them. And we³ — only talk on the computer; we will also talk with the computer in any language we choose.

We will also begin to understand the importance of the five senses in language education, and researchers and publishers are likely⁴ — look at children's toys for inspiration. Music is going⁵ — play an increasing role in language learning. Short texts and phrases will be set to music, and this will help students to remember the words, just like *The A, B, C Song* helps children learn the alphabet.

Textbooks may⁶ — unrecognizable when compared to today's books. They will come with microchips that produce smells and sounds. So if we are learning the word *bread*, when we touch that part of the page, it will smell like bread. If we are learning the word *cry*, when we touch the word, it⁷ — make a crying sound.

At first, these books⁸ — likely to be expensive, but market economics will drive prices down. So get ready for fun and games while you learn another language—these changes could happen sooner than you think!