

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

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

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

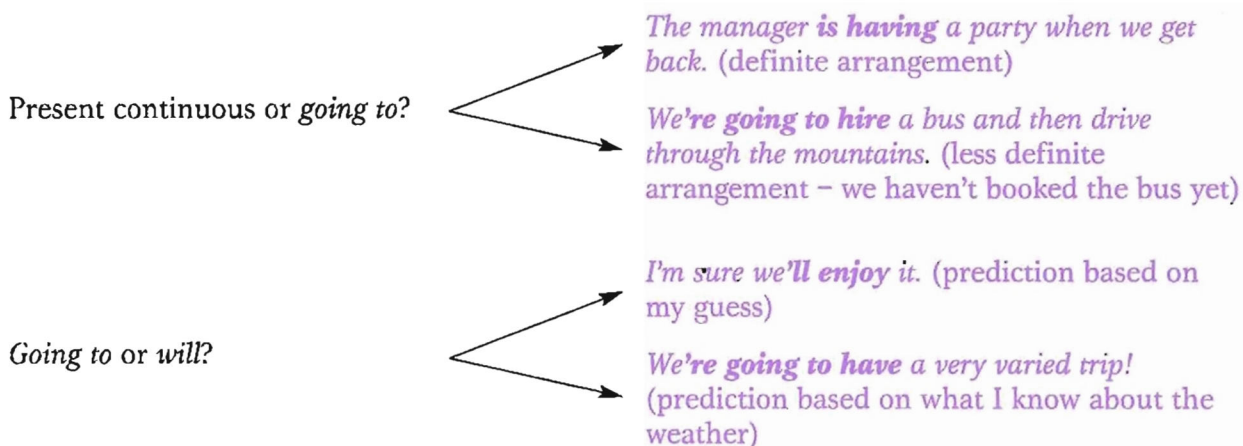
Going to and will can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

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:



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?

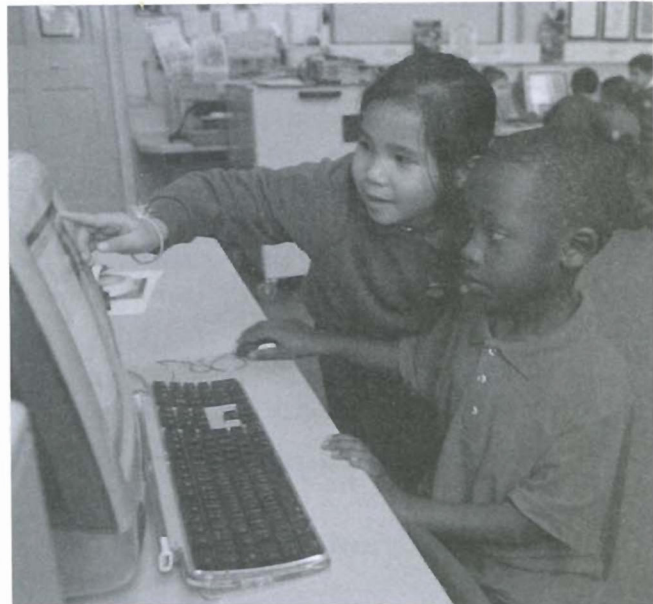
- | | | |
|--------------------------------|-----------------------|-----------------------|
| are going to feel | are going to happen | are likely to lead to |
| are likely to occur | are predicted to work | is likely to become |
| will be | will continue | will develop |
| will find | will have | will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

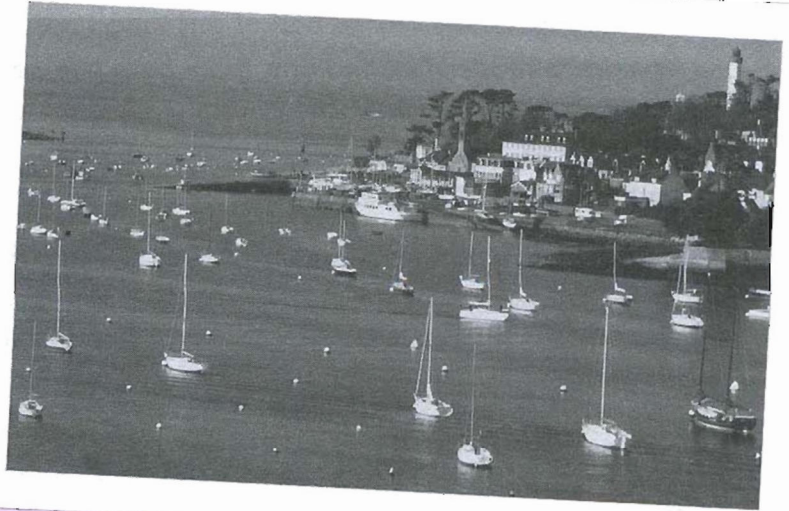
A further possible change is that handwriting **6** obsolete. We are already so used to using a keyboard that today's children are losing the ability to spell without the aid of a word processor:

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.

.....

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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