

The future's in your hands

5

- **Grammar** Verb patterns, future forms
- **Vocabulary** Phrasal verbs – literal and idiomatic
- **Everyday English** Expressing doubt and certainty

- **Reading** He was only 16 ...
- **Listening** Different generations
- **Writing** Writing for talking



?

- 1 What is the little girl doing? Is she enjoying it?
- 2 What do you think she wants to be when she grows up?
- 3 Do you think she will be successful?



Watch the video introduction



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for self study



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and to *Check your Progress*

Grammar Verb patterns

Complete these sentences with ideas about you. Tell the class.

- One day I want to ...
- Right now, I'd like to ...
- Tonight I'm ...
- This weekend I'm going to ...

STARTER

Hopes and plans

1 Look at the photos and what the people say.

- What do they do?
- What are their problems?
- What do you think they want for their future?

Discuss as a class.

2 Work with a partner. Read the sentences and decide which goes with which person.

- 1 I'm thinking of applying for a job with a big company in New York.
- 2 I'm looking forward to returning to my job when the baby's older.
- 3 I'd like to leave now and get a job, any job. I want to earn some money.
- 4 I try to go fishing every day, but my wife sometimes asks me to help in the house.
- 5 Fortunately, I'm going on holiday next month. We love going to Spain.
- 6 I'm going to study really hard for my exams because I hope to get a well-paid job.

🔊 5.1 Listen and check. What else does each person say?

3 🔊 5.1 Listen again. Complete the lines. Who says them?

- 1 I'd love _____ there for a couple of years.
- 2 I'm planning _____ nothing but read and sunbathe.
- 3 I _____ owing so much money.
- 4 I get fed up with _____ at home all day.
- 5 She _____ us to go travelling, but I'm just happy _____ all day by the river.
- 6 My mum and dad say that I _____ leave school.



I'm so fed up with taking exams. I hate school ...

Damian



I'm a paramedic. I love my job, but it's very stressful and I need a break ...

Paula



I work in advertising. I won an award for one of my ads, but now I need a change ...

Marek



I've got three kids under five. I love them dearly, but I'm so tired – and I miss my work at the hospital ...

Claire

GRAMMAR SPOT

- Find examples in exercises 1, 2 and 3 of:
 - verb + infinitive (with *to*)
 - verb + infinitive (without *to*)
 - verb + *-ing*
 - prepositions *of*, *with* and *to* + *-ing*
- What's the difference between these sentences?
I **like working** in New York.
I'd **like to work** in New York.
- Complete the sentences with the words *work in New York*. Put the verb *work* in the correct form.
I want ... *to work in New York*.
I hope ...
I'd love ...
I'm thinking of ...
I enjoy ...
I'm looking forward to ...
I'm fed up with ...
I can't ...

➔ Grammar reference 5.1 ➔ p146

➔ Verb patterns p158



Grace



Angus

Practice

Discussing grammar

- In these sentences, one or two answers are correct, but not all three. Work with a partner. Tick (✓) the correct answers.
 - I ____ to work in Paris.
a want b enjoy c 'd like
 - I ____ doing housework.
a 'm fed up with b hate c don't want
 - She ____ leave work early tonight.
a wants b 'd like c can't
 - I ____ to see you again soon.
a hope b 'd like c 'm looking forward
 - He often ____ playing computer games with his friends.
a wants b asks c enjoys
 - We ____ going to Italy for our holidays.
a 're hoping b 're thinking of c like
 - We ____ having a few days off soon.
a 're going b 'd love c 're looking forward to
 - Are you ____ learning foreign languages?
a want b like c good at

🔊 5.2 Listen and check.

- Now make sentences with the answers which *weren't* correct in 1. Read them aloud to the class.

🔊 5.3 Listen and check.

I enjoy working in Paris.

Asking for more information

- Complete the questions. Practise with a partner.
 - A I hope to go to university. B (*What / want / study?*)
What do you want to study?
 - A My favourite hobby is cooking. B (*What / like / make?*)
 - A I'm bored. B (*What would / like / do?*)
 - A I'm looking forward to the party. B (*Who / hope / see / there?*)
 - A We're planning our summer holidays. B (*Where / think / go?*)

🔊 5.4 Listen and check. How do the conversations continue? Practise them with a partner.

Talking about you

- Ask and answer the questions with a partner.
 - Do you like learning English?
 - Are you thinking of learning any other languages? Which?
 - Where would you like to be right now?
 - What are you looking forward to?

🔗 Go online for more grammar practice

Have you got any plans? *going to, will,* and Present Continuous for future

- 1 Match questions 1–4 with an answer from **Pete** and an answer from **Daisy**.
Who has got definite future plans? Who hasn't?

1 What are you doing this evening?
2 Are you doing anything interesting this weekend?
3 Are you going to have a party for your next birthday?
4 Where are you going on holiday?

Positive Pete (nearly 21)

a Of course I am! I'm going to invite all my friends as usual.
 b I'm going to have a winter holiday this year. I'm going skiing for ten days in the Swiss Alps.
 c Yes, I am. I'm going to my cousin's wedding in the country.
 d I'm meeting Tom for a drink after work.

Doubtful Daisy (nearly 19)

e I don't think so. Maybe I will, but maybe I won't. I had a big one last year for my eighteenth.
 f I'll probably just go to Scotland with my family as usual.
 g No, I'm not. Perhaps we can do something together? I'll call or text you on Friday.
 h Not much. I think I'll just stay at home. Perhaps I'll call Ella and catch up with her news.

- 2 5.5 **Ben** is calling his friend, **Pete**. **Ella** is calling **Daisy**.
Listen and check your answers in 1.

- 3 5.5 Listen again and answer the questions.

- 1 Why is Ben calling Pete?
- 2 Who is Tom? Who is Karen?
- 3 Why can't Ben go out with Pete and Tom?
- 4 What does Ben say at the end of the conversation?
- 5 Why can't Ella see Daisy at the weekend?
- 6 Where's Ella going on holiday?
- 7 Where would Daisy like to go on holiday?
- 8 What does Ella say when Daisy invites her for the evening?

Talking about you

- 4 With your partner ask and answer the four questions in 1 about you.

GRAMMAR SPOT

- 1 **Will, going to** and the **Present Continuous** can all refer to future time.
 - *Going to* can express a plan decided *before* the time of speaking.
I'm **going to** invite my friends.
 - The **Present Continuous** can express a future arrangement.
What **are you doing** this evening?
 - *Will* can express an intention decided *at the time of speaking*.
I'll **call** or **text** you.
- 2 A plan and an arrangement are often the same.
I'm **going to stay**/I'm **staying** with a friend at the weekend.

Grammar reference 5.2 p146

Practice

Discussing grammar

- 1 Work with a partner. Choose the correct verb form.
- 1 **A** Have you decided which university to apply for?
B Oh yes, *I'll / I'm going to* apply for Oxford.
 - 2 **A** I haven't got your mobile number.
B Really? *I'll / I'm going to* text it to you right now.
 - 3 **A** We don't have any fruit in the house.
B *I'll go / I'm going* shopping soon. *I'll / I'm going to* get some apples.
 - 4 **A** My bag is really heavy.
B Give it to me. *I'll / I'm going to* carry it for you.
 - 5 **A** Tony's back from holiday.
B Is he? *I'll / I'm going to* give him a call.
 - 6 **A** What *will we have / are we having* for supper?
B *I'm going to / I'll* make Spaghetti Bolognese and salad.
 - 7 **A** I promised not to tell anyone.
B You can tell me. *I won't / I'm not going to* tell a soul.

- 5.6 Listen and check.

What can you say?

- 2 5.7 Close your books. Listen to the first line of six conversations. Respond to each one with a suitable reply.

Why are you looking forward to the weekend?

Because I'm going to stay with an old school friend.

- 3 5.8 Listen and compare.

Will you, won't you?

- 4 Use the words in **A** to make sentences with *I think ... will ...*. Match them with a sentence in **B**.

I think you'll enjoy this film. You won't be disappointed.

A	
1	you / enjoy this film
2	I / call Laura
3	you / pass your driving test
4	my team / win
5	it / be warm today
6	I / join a gym
7	they / get divorced
8	I / go by train
B	
a	You won't fail again.
b	I won't go on a diet.
c	You won't need your jumper.
d	I won't text her.
e	I won't fly.
f	You won't be disappointed.
g	They won't stay together.
h	They won't lose this time.

- 5.9 Listen and check. What is the final line?

Pronunciation – want or won't?

- 5 5.10 Listen and repeat.

1 /d/ /wɒnt/	2 /əʊ/ /wəʊnt/
I want to fly	I won't fly
We want to go.	We won't go.

- 5.11 Listen to more sentences. After each one say '1' if you hear *want*, and '2' if you hear *won't*. Practise saying them.

Go online for more **grammar practice**



Listening and speaking

Different generations – what can we look forward to?

- Brainstorm family vocabulary in small groups – *father, mother, etc.*
 - What are 'in-laws', 'half-brothers or sisters', 'stepchildren' and 'great grandparents'? Do you have any of these?
 - What do children call their grandparents in your country?
- Think of three people in your family of different ages.
 - Write notes – *name, age, relationship to you, job, interests.*
 - Do you know any of their hopes and plans for the future? Talk to your group about them.
- 5.12 Listen to the conversation between three members of one family, **Emma, Richard, and Harry**. What is the relationship between them? Complete the sentences and answer the questions.
 - Emma is Harry's _____ and Richard's _____. How old is she?
 - Harry is Emma's _____ and Richard's _____. How old is he?
 - Richard is Harry's _____ and Emma's _____. How old is he?
- 5.12 Listen again and answer the questions.
 - What is special about their birthdays?
 - Who is looking forward to their birthday? Who isn't? Why / Why not?
 - What is Harry's good idea? What do Richard and Emma think about it?
 - What are Emma's parents' jobs?
 - Who is Zac? What are Harry and Zac planning to do?
 - Who went to the Galapagos Islands. Who would like to go?
 - How are David and Rosie related to Richard and Emma?
 - What things in the future is Emma *not* sure about?
 - Who is John? What is Emma thinking of doing before she settles down?

What do you think?

- Do think this is a happy family? How do you know?
- What's your opinion of Emma? Do you understand how she feels? Why/Why not?
- What do you think Emma should do now?

Reading and speaking

He was only 16 ...

- 1 Look at the photos and the headings. Which of these two boys do you think is most likely to succeed in their future career? Why? Discuss with the class.
- 2 Divide into two groups.

Group A Read about **Adam Mudd**.

Group B Read about **Joel Kioko**.

Discuss statements 1–7. Are they true (✓) or false (✗) for your boy?

- 1 His family are quite well off.
 - 2 His special talent could lead to a successful future.
 - 3 After three years of hard work he became rich.
 - 4 He is going to travel abroad.
 - 5 He used his talent to help the students in his school.
 - 6 He developed his talent alone without help from others.
 - 7 For the next few years, his life will be very different. How?
- 3 Find someone from the other group and compare your answers. Tell each other about your person.
 - 4 Read the sentences. Who do you think said each one? Why?
 - 1 'I didn't do it for the money.'
 - 2 'This court does not believe that you didn't know what you were doing.'
 - 3 'Thank you! We love coming to your lessons.'
 - 4 'We had no idea what he was doing. We'll help him all we can now.'
 - 5 'I'm a bit worried about being so far from home.'
 - 6 'You're going to be a big star one day!'
 - 7 'We tried to make friends with him. We didn't bully him.'
 - 8 'I'm going to use my experience to help others.'

Adam Mudd

FROM schoolboy TO cyber hacker!

He was just 16 when, working alone in his bedroom at home, **Adam Mudd** created a computer program - a virus called *Titanium Stresser*. At 18, he started selling the program to cyber criminals worldwide and earned nearly £400,000. He caused chaos - websites crashed 'from Greenland to New Zealand, from Russia to Chile'. All in all, because of Mudd there were 1.7 million attacks on more than 650,000 victims. These included users of *Xbox Live*, *Minecraft*, *Runescape*, *TeamSpeak* and *Microsoft*.

What went wrong?

Mudd comes from a comfortable home in the pretty village of Kings Langley, Hertfordshire, England. This is where he was living with his parents when he created the software. As well as selling the virus, he carried out nearly 600 attacks with it himself, with the user name **themuddfamily**. Many of these attacks were on West Herts College, where he was a student. One attack was so large that it not only crashed the network in his college, it also hit 70 other schools and colleges, including Cambridge University. Mudd explained these attacks by saying he was bullied at college and nobody helped him.

When finally arrested, aged 19, Mudd was working on his computer in his bedroom. At first, he denied doing anything wrong. Then he said the money was not important to him - it was all about status, and he wanted to make friends in the gaming community online. Mudd found it difficult to make friends outside his family. His parents were in

court to support their son. However, the judge at his trial refused to free him - he said that he must be a lesson to others. Mudd will probably spend the next two years in prison.

Mudd is one of many teenage hackers.

The average age of a hacker is just 17, and teenagers are behind some of the world's most notorious cyber attacks. Often the best teenage hackers get really good IT jobs in the end.



Joel Kioko

FROM Kenyan slum TO the world stage!

Sixteen-year-old **Joel Kioko** comes from Kenya, East Africa. He was born in Kuwinda, a slum in the capital, Nairobi. He says, 'It's dirty, obviously, but it's a good place. It's home.' But Joel is very different from the other teenagers in Kawinda - he's going to leave home because he's won a dance scholarship. He is going to train to be a ballet dancer at the English National Ballet School in London.

How did this happen?

Amazingly, Joel took up dancing only three years ago. He went with a female cousin to her ballet class. 'I thought, what is this strange dance? It's not like Kenyan dancing.'

But then when he saw the men dancing, and they were leaping and jumping, he thought 'I knew this is what I wanted to do with my life.'

Luck was on his side. An American dance teacher, **Cooper Rust**, from the School of American Ballet in New York, saw him dance. She comes to Kenya every year to teach ballet classes to poor children, and when she saw Joel she couldn't believe how beautifully he moved, and with no training at all. She invited him to train with her, and he began working in her studio three or four times a week. He was shy at first, but Rust liked the way he learnt so quickly and worked so hard. He even started teaching children just a few years younger than himself. That was three years ago, and now Joel is moving to London.

Joel says his dream is to become a principal dancer, but he'd also like to run a dance studio in Nairobi, 'and just take kids from the street, like they found me.' He wants to show them that dance can be a way to a better future. He would also like to move his family out of Kuwinda. There was a terrible fire there last year - 2,000 people lost their homes, including his family.

Roleplay

Work with a partner. Think of questions to ask either Joel or Adam in an interview. Act out the interview to the class. Begin like this.

Nice to meet you Joel/Adam. I'd like to ask you some questions, is that OK?

Yes, of course.

So, can you tell me a bit about when you were a child?

What do you think?

Work in small groups and discuss these questions.

- Which boy do you think will be most successful in the future? Why?
- Imagine an **unsuccessful** future for both boys.
Perhaps Joel will feel homesick, and he'll decide to ...
Perhaps Adam will ...
- Imagine a successful future.
Joel will be ...
I think Adam will ...
I don't think ...
- How can each teenager influence their own future? Who needs more help? Why?

Language work

Have a competition! How many examples of verb patterns you can find in the articles?

▶ **Watch** a video about young people who have turned their lives around and have become an inspiration to others.



Vocabulary and speaking

Phrasal verbs – literal

1 Phrasal verbs consist of a verb + adverb/preposition. They can be **literal** or **idiomatic**. Look at these sentences. Which are literal? Which are idiomatic?

carry out

- a He **carried out** nearly 600 virus attacks.
- b I **carried out** the rubbish to the bin.

take up

- a He **took up** dancing three years ago.
- b She **took** the baby **up** to the bedroom.

2 Complete these literal phrasal verbs with a word from the box.

up at down on back off

- 1 Come in and take _____ your coat!
- 2 Put _____ something warm. It's cold today.
- 3 That was our family home. I grew _____ there.
- 4 If you don't feel well, go and lie _____.
- 5 Look _____ the countryside. Isn't it beautiful?
- 6 I'll lend you £20. Pay me _____ when you can.

3 Do or mime these actions with a partner. Guess the phrasal verb.

- throw something away
- try something on
- look for something
- turn something off
- turn round
- pick something up



4 Complete the sentences with a phrasal verb from 3.

- 1 I'm _____ my glasses. I can't find them anywhere.
- 2 I like these jeans. Can I _____ them _____?
- 3 That dress looks great on you. _____ so I can see the back!
- 4 Don't drop litter on the floor! _____ it _____!
- 5 Don't _____ that newspaper _____. I want to read it.
- 6 Why are all these lights on? _____ them _____.

Phrasal verbs – idiomatic

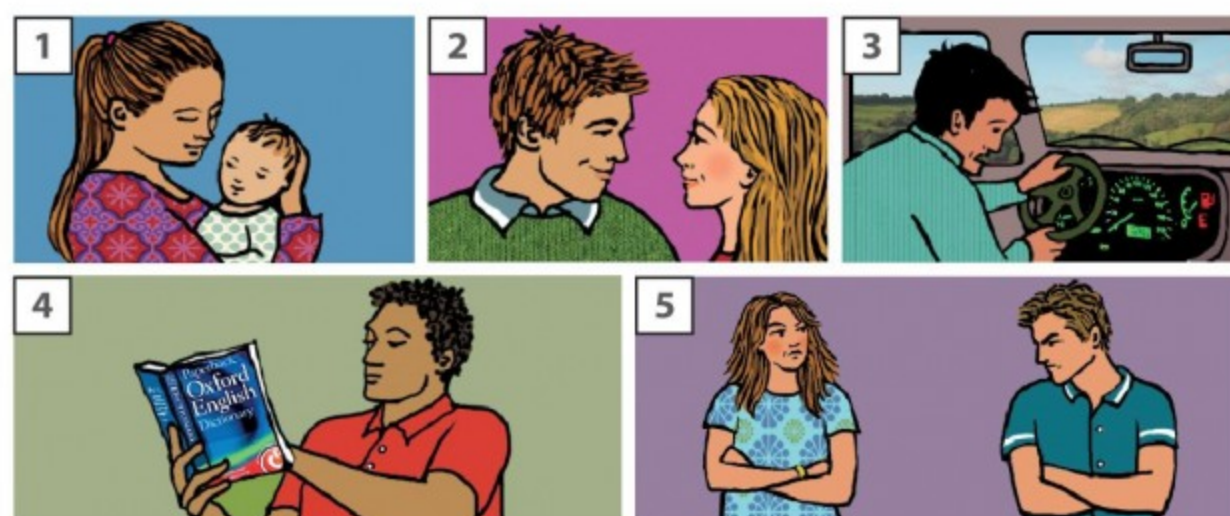
5 Replace the idiomatic phrasal verbs with a phrase from the box.

get up-to-date became successful
stop learnt bit by bit

- 1 He will **give up** dancing if he is homesick.
- 2 She **picked up** Spanish when she worked in Madrid.
- 3 Their new business **took off** very quickly.
- 4 I'm just calling to **catch up** with your news.

6 Match the phrases with the pictures and make sentences.

look after a baby look up a word run out of petrol
fall out with someone get on well with somebody



7 Complete the sentences with a phrasal verb from 6.

- 1 'What does this word mean?' 'I don't know. I'll _____ it _____.'
- 2 My boss is a great guy. I _____ very well _____ him.
- 3 Leave little Evie with me. I'll _____ her while you're out.
- 4 It was a terrible journey – traffic jams all the way, and we nearly _____ petrol.
- 5 I feel miserable because I _____ my best friend last week.

Talking about you

8 Complete the sentences with a phrasal verb in the correct form.

- 1 Do you use a dictionary to _____ new words?
- 2 How do you usually _____ with your friends' news? Do you text or call?
- 3 Do you always _____ with your parents or do you sometimes argue?
- 4 Do you ever _____ with friends and stop speaking to them?
- 5 Are you good at _____ foreign languages?
- 6 Where did you _____? Do you still live there?

5.13 Listen and check. Ask and answer the questions about you with a partner.

Go online for more vocabulary practice

Everyday English Expressing doubt and certainty



1 Read the questions and the possible answers.

- Which agree 100%?
- Which disagree 100%?
- Which are not certain?

1 Q Do you think Damian will pass his exams?

- A ▶ Of course he **will**.
 ▶ He **might** do.
 ▶ Mmm ... **maybe**.
 ▶ I **doubt** it.
 ▶ **No chance**.

2 Q Does Marek earn a lot of money?

- A ▶ Yes, **absolutely**.
 ▶ I **think so**.
 ▶ Mmm ... I'm **not sure**.
 ▶ I **don't think so**.
 ▶ **Definitely not**.

3 Q Is England going to win the World Cup?

- A ▶ **Definitely!**
 ▶ **Perhaps**.
 ▶ They **might** do.
 ▶ **Anything's possible**.
 ▶ **Not a chance**.

2 5.14 Listen to the conversations. Underline the answers the two people give. Do they agree?

3 5.14 Listen again. Pay attention to the stress and intonation. Practise the conversations in groups of three. Choose your own replies.

4 Work with a partner. Complete these conversations with a word or phrase from 1.

- 1 A Paula's job is really stressful, isn't it?
 B _____. She's a paramedic.
 A Is she having a holiday soon?
 B I _____ so. She says she _____ go to Spain.
- 2 A Isn't it Emma's birthday next week?
 B Yes, _____. It's on the 21st.
 A So she's a Capricorn.
 B No, I _____. I think she's an Aquarius.
- 3 A Do you think Anita and Paul are in love?
 B _____. They're going to get married next June in Hawaii.
 A Hawaii! Are you going to the wedding?
 B _____. I can't afford it.

5.15 Listen, compare and practise.

5 Work in groups. Discuss these questions.

- 1 Did Mark Zuckerberg invent Facebook?
- 2 Was David Bowie American?
- 3 Was Sherlock Holmes a real person?
- 4 Is the population of China more than two billion?
- 5 Do some vegetarians eat fish?
- 6 Is the weather going to be nice this weekend?
- 7 Are you going to be rich and famous one day?
- 8 Is your school the best in town?

5.16 Listen and compare.

Go online for more **speaking practice**

Writing


Writing for talking

'My dreams for the future ...'

1 Think about your future. How do you see your life ... ?

- next year
- in five years' time
- in ten years' time
- when you're 40 or 50

Write some notes about your hopes and ambitions at each of these times. Tell the class.

2  5.17 Read and listen to **Susannah** talking about her future. What are her definite plans? What is she not sure about? What are her hopes, ambitions, and dreams?

3 Read Susannah's talk again carefully. There are six paragraphs. In each one underline any words or phrases that would be useful when you write a talk about your future. Compare with your partner.

4 Rewrite the first paragraph about you. Read it aloud to your partner.

5 Write a talk about your future plans and dreams. Mark pauses and words you want to stress. Practise reading it aloud. Give your talk to the class. Answer any questions.

MY DREAMS FOR THE FUTURE

Hello everyone. My name's Susannah - Susie for short. I'm 20 years old. At the moment, I'm in my second year at art school, and I often dream about my future. I have big plans, and I'd like to tell you a bit about them.

My most immediate plans are holiday plans. I'm going to visit my brother who's working in Australia. My mother and I are going to spend Christmas with him in the summer sun. I'm very excited about that.


When I return I need to make a final decision about which course to study next year. I'm still not sure - I'm thinking of doing either fashion design or landscape design. It's difficult because I'm interested in both clothes and gardens. If I choose landscape, I'd like to work with my friend Jasper. He's brilliant with gardens, and we've already worked on two together. It was great fun, and we get on really well.

In five or ten years' time, I would like to have my own business and work for myself like my father. He has his own building business. Perhaps I'll do a business course after I finish art school.

Of course, one day I hope to marry and have children. Ideally before I'm 30, but I can't plan when I'll meet the right person, and I haven't got a boyfriend at the moment.

In my dreams, I see myself at 40 running a successful gardening company with about 20 employees. I'll design beautiful gardens for beautiful people. I'll have a beautiful house, two beautiful children, and of course a husband who's as successful as I am. Who knows ... it could even be Jasper!



 Go online for more writing practice