UNIT 4
FUTURES



COMMUNICATIVE OBJECTIVES

Speaking

Making confident predictions, promises and spontaneous decisions
Talking about planned intentions and predictions based on present evidence
Talking about future events that are timetabled
Talking about fixed arrangements in the future
Planning an evening out
Making less confident predictions about the future

Listening

Listening to a conversation about green architecture
Listening to a person talking about their week

Reading

Reading an article from a popular science magazine
Reading a fictional account of the life of a robot

Writing

Writing a description

OVERVIEW

READING

Understanding pronoun reference

Guessing the meaning of unknown words from context

GRAMMAR

Will

Going to

Present simple and continuous for future use

May and *might*

VOCABULARY

Compound adjectives

Multi-word verbs

LISTENING

Listening for content words

Taking notes

SPEAKING

Making suggestions

WRITING

Using a variety of adjectives in descriptions

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READING 1

Reading strategy: Writers use pronouns to relate different parts of a text. Pronouns keep the text coherent and help avoid repetition. Look for pronouns as you read and notice what they refer to. This will help you understand the text better.

1. Match the sub-headings to the paragraphs in the article.

- Frozen smoke
- Electronic skin
- Orange peel plastic
- Self-repairing machines

Four inventions that will change the world

(a) _____

Electronic gadgets and computers are getting smaller and smaller but they have one major drawback. Today's materials make them hard, rigid and fragile. Scientists are trying to solve this problem by inventing a material that will have completely the opposite properties. It will be bendable, allow for stretchable circuits and will one day be used to make electronic skin and malleable computers. One obvious application will be in a new generation of robots.

(b) _____

Some time in the future, computers and robots won't need humans to repair and programme them. They will be smart devices, with self-adapting technology that will also be used in things such as buildings or even cars. These smart buildings will look after themselves, and be energy-conserving and self-repairing. Smart cars will drive themselves and even anticipate traffic problems. They will make sure that we never arrive late for a meeting because of traffic jams again!

(c) _____

Plastic has changed little since the 1960s. It is still ubiquitous, oil-based, and dirty. It takes hundreds of years to disappear from the environment. But a new clean plastic is being developed that will replace it. Based on the chemicals found in orange peel, it biodegrades naturally in a couple of months. In the future everything from plastic bags to bottles to packaging will be made from this material.

(d) _____

A miracle material for the 21st century will protect your home against bomb blasts, clean up oil spillages and may even help humans to fly to distant planets. Aerogel, nicknamed 'frozen smoke', is one of the world's lightest solids. It can withstand a direct blast of 1kg of dynamite and protect against heat from a blowtorch at more than 1,300C. Scientists are working to discover new applications for this substance, ranging from the next generation of golf clubs to super-insulated space suits for a manned mission to Mars.

COMPREHENSION CHECK

1. Answer the questions.

1. What problem do today's electronic gadgets have?

_____

2. How will smart cars be different to today's conventional cars?

_____

3. What is the problem with modern day plastics?

_____

4. What advantage will the new type of plastic have?

_____

5. Why is Aerogel nicknamed 'frozen smoke'?

_____

2. Write what these words refer to in the text.

1. they (line 1) _____
2. them (line 2) _____
3. this problem (line 3) _____
4. it (line 4) _____
5. They (line 8) _____
6. They (line 11) _____
7. It (line 13) _____
8. It (line 14) _____
9. it (line 15) _____
10. it (line 15) _____
11. this material (line 17) _____
12. It (line 20) _____
13. this substance (line 22) _____

3. Find words in the text which mean the same as these.

1. devices (Paragraph 1) _____
2. disadvantage (Paragraph 1) _____
3. intelligent (Paragraph 2) _____
4. approximately two (Paragraph 3) _____
5. explosions (Paragraph 4) _____
6. known as (Paragraph 4) _____

GRAMMAR 1: *will*

1. Study the rules and match them to the sentences.

There are three main uses of the modal verb *will:*

1. To make a confident prediction about the future

2. To make a promise to do something

3. To make a spontaneous decision at the moment of speaking



a) People will live on the moon in 100 years' time.

b) (Knock knock) **Linda**: That's John at the door!

Larry: I'll go!

c) You know I'll help you with your homework.

2. Listen and practise the pronunciation.

I'll be rich one day.

Will you help me do my homework?

I won't forget to buy you a birthday card.

3. Complete the grammar table.

Will

	Affirmative	Negative	Interrogative
I/you//he/she/it/we/they	_____	_____	_____ *you?*

4. Circle the correct option to complete the rules.

1. *Will* is followed by the verb (with / without) *to.*
2. The contracted (affirmative / negative) form of *will* is *'ll.*
3. The contracted (affirmative / negative) form of *will* is *won't.*

NOTE

When being emphatic we use *will* rather than *'ll.*

I will go! He will finish his homework!

GRAMMAR PRACTICE 1

1. Mark the sentences PRE (predictions), PRO (promises) or SP (spontaneous decisions).

1. They will never finish the stadium in time for the Olympics. *PRE*
2. Don't worry. I'll bring you a souvenir from my trip to Scotland. ____
3. Is that the phone? I'll get it. ____
4. Rest assured. I won't forget to water your plants. ____
5. I don't think there will be underwater cities in the near future. ____
6. I'll give you a ring as soon as I get to the hotel. ____

2. Use the phrases to write a promise for each sentence.

tidy up this evening — call the plumber tomorrow
not do it again — bring it tomorrow

1. Your room's a mess.

_____

2. The tap in the kitchen is leaking again.

_____

3. You're playing with your mobile again… give it to me!

_____

4. Did you bring my CD? Don't tell me you forgot…

_____

3. Complete the text with *will* or *won't*.

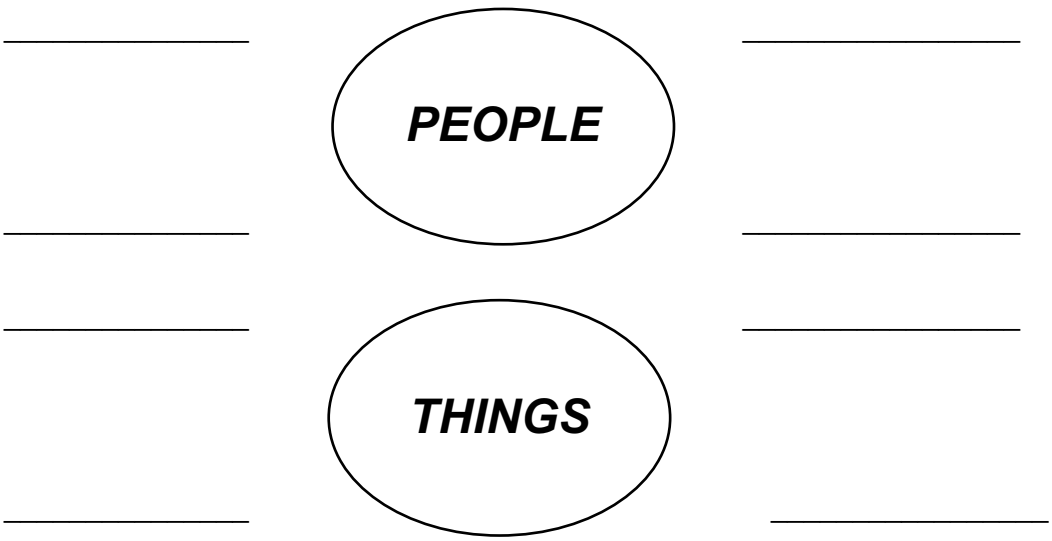
Technology is changing the world we live in very quickly. Stop and think about classrooms. In a few years' time blackboards (1) _____ be a thing of the past. Teachers (2) _____ dirty their fingers with chalk any more. They (3) _____ write on their computers and their sentences (4) _____ appear on whiteboards as if by magic. Students (5) _____ have to carry heavy backpacks full of textbooks. When they get to class, they (6) _____ use notebooks any longer but laptops. They (7) _____ probably download homework from their teacher's blog and send it back using email. School libraries (8) _____ also change as many students (9) _____ start reading electronic books on portable devices. Many people think that books as we know them today (10) ____ (survive). What do *you* think?

VOCABULARY BUILDING 1: Compound adjectives

Some adjectives consist of two words. The first word is usually an adjective or an adverb. The second word usually ends in *-ing* or it is a past participle. We join the two words with a hyphen.

1. Write the adjectives in the correct group.

hand-made good-looking hard-working short-sighted
self-repairing energy-saving absent-minded super-insulated



2. Complete the sentences with the appropriate compound adjectives.

1. I have a fabulous new dishwasher. It never breaks down. It's _____.
2. Tom is very _____. He forgets everything.
3. My electricity bills are much lower since I started using _____ bulbs.
4. Sorry I didn't recognise you. I'm a bit _____.
5. My sleeping bag is really warm because it has new _____ stuffing.
6. Do you like my new _____ leather bag?
7. She never takes a holiday. She's really _____.
8. Do you like my new boyfriend? He's really nice and very _____.

LEARNING TIP Collect words in a vocabulary notebook. Organise them in semantic fields like technology or sport. This will make them easier to revise.

LISTENING 1

Listening strategy: Listening for content words will help you understand the message. Content words are usually nouns, main verbs, adjectives and adverbs. They are often stressed. Auxiliary verbs, pronouns, articles, and prepositions are usually grammatical words and are normally unstressed.

1. Listen and number the parts of the dialogue in the order you hear them.



- ☐ You/laugh/50 years houses/be greener.
- ☐ /decided/what/do when/finish university?
- ☐ /latest technology/really changing what buildings look like/how/function.
- ☐ Yep/architect.
- ☐ /didn't know you/interested/buildings.
- ☐ /like cardboard boxes.
- ☐ Yeah/fascinate me.
- ☐ Oh yeah? OK, I/see you later.
- ☐ I/going/lecture/new technologies/house/future/want/come?
- ☐ Why not?
- ☐ No/going back/flat. I/going/tidy up - remember mum/dad/visiting us/we had/party last night. Unfortunately you haven't designed/self-cleaning flat yet!
- ☐ /what way?
- ☐ /important/way/live/take/granted/but/amazing how buildings affect/lives.
- ☐ Just/wait!
- ☐ /don't like modern designs.
- ☐ How/

2. Complete the extract with the words that are missing.

Amanda: I ___ going ___ lecture ___ new technologies ___ house ___ future. ___ want ___ come?
Phil: No, ___ going back ___ flat. I ___ going ___ tidy up - remember mum ___ dad ___ visiting us ___ we had ___ party last night. Unfortunately you haven't designed ___ self-cleaning flat yet!
Amanda: Just ___ wait!

3. Practise reading the extract aloud. Remember, do not stress the grammatical words.

GRAMMAR 2: *going to*

1. Study the rules and match them to the sentences.

We use *going to:*

1. **to talk about planned intentions.**
2. **to make a prediction based on present evidence.**



a) Look at those black clouds! It's going to rain.
b) I'm tired. I'm going to relax this weekend.
c) Are you going to see Martha on Saturday?
d) He's going to fall off the ladder if he's not careful.

2. Listen and practise the pronunciation.

Lily: What are you going to do?
Jake: I'm going to go the cinema.
Lily: Are you going to be late?
Jake: No, I'm not.

3. Complete the table.

Going to

	Affirmative	Negative	Interrogative
I	_____	_____	_____ I _____?
he/she/it	_____	_____	_____ *he* _____?
you/we/they	_____	_____	_____ *you* _____?

4. Listen to check, then repeat.

NOTE

will* or *going to?

Planned intention: *I'm going to see the match. I bought the tickets last week.*

Spontaneous decision: *I didn't know the match was on Sunday. I'll buy the tickets tomorrow.*

GRAMMAR PRACTICE 2

1. Write sentences with *going to* for each situation.

1. Fred is going to get a new computer.
   He/sell his old one.

a) *He is going to sell his old one.*
   He/not buy an Apple/too expensive.

b) _____

2. Kathy and Mario have been going out for two years.
   They/live together.

a) _____
   They/rent a flat.

b) _____
   They/not live in the city centre.

c) _____

3. Maureen has decided to study in Madrid.
   What/you/study?

a) _____
   you/share a flat with other students?

b) _____
   you/take Spanish lessons?

c) _____

2. Circle the correct option in each sentence.

1. **John**: How much is this?
   Shop assistant: 25.99 €
   John: OK, (I'm going to take it / I'll take it).

2. **Boy**: I think I've got a temperature. I feel awful.
   Mother: Sit down and (I'll get / I'm going to get) a thermometer.

3. **Bill**: The phone's ringing.
   Sue: (I'm going to get / I'll get) it.

4. **Sophia**: Have you made any New Year's resolutions?
   Jack: Yes. (I will take / I'm going to take) more exercise.

5. **Tom**: What are all those tins of paint for?
   Phil: (I'll paint / I'm going to paint) the garden shed.



STOP AND SEND 1

1. Predict the future! Write one sentence about each topic.

In the year 2200…

Cities: _____
Robots: _____
Work: _____
Smoking: _____
Cars: _____
Politics: _____
Holidays: _____
Space travel: _____

2. You have just received this email from your friend Chris. Write a reply of about 120 words.

Hi,
How are things? I must say I've been quite busy lately. I've been studying really hard for exams. Luckily I did my last one today and I think it went well. What about you? How are you getting on? Have you got any plans for the future? I remember you talked about doing a new course. And what about that new dog you were going to get? Are you going to get it in the end?
Please write soon and tell me about your plans. I promise to write back right away!
Chris

3. You are having an argument with your parents. Write the promises you make.

1. Your room's a mess. — *OK, I'll keep it tidy.*
2. You keep forgetting to walk the dog. — _____
3. You spend hours surfing the net. — _____
4. You get home very late on Saturday nights. — _____
5. You're sometimes late for work. — _____
6. You never help with the housework. — _____

READING 2

Reading strategy: If you don't understand a word, try to guess its meaning by using clues in the text. What part of speech is it? What words come before and after?

1. Read the text and match the invented words to their meaning.

The year is 2220. Today the sun rises at 7. It is 6.30 and I am waiting. My (1) vimint will get up in half an hour. He will want to take his (2) dohjit at exactly the right temperature. I will prepare all his clothes for his day's appointments. He is going to the (3) frught to do some exercise at 11 and then to a shopping centre where he will meet up with his friends. I will stay behind and (4) scrup. He hates any dust so I will vacuum the flat from top to bottom. I will take the (5) dror out for a walk in the park. Later he will send an electronic message asking me to prepare his lunch. It is all dried in vacuum-sealed (6) klinbut sachets. Sometimes he brings back his friends to eat and they stay for the afternoon playing pool or watching (7) munk. I have all the (8) enono releases in my memory. I (9) polmit programmes during the night while he sleeps.

Most evenings I stay in and make an (10) okimmy of things to order for the house but today is different. I'm going to see my 'family'. They will put new parts in and upgrade my (11) yelt. I will feel as good as (12) mulf. I will only be away for 24 hours but my owner will be lost without me. I sometimes wonder how they used to survive without their bunditos.

1.	vimint	a) day	b) owner	c) bright
2.	dohjit	a) shower	b) eat	c) newspaper
3.	frught	a) gym	b) the	c) work
4.	scrup	a) table	b) tidy up	c) thoroughly
5.	dror	a) dog	b) shopping	c) fish
6.	klinbut	a) eat	b) cut off	c) plastic
7.	munk	a) juice	b) films	c) interesting
8.	enono	a) latest	b) delicious	c) before
9.	polmit	a) ending	b) storage	c) download
10.	okimmy	a) inventory	b) list	c) buy
11.	yelt	a) consult	b) electric	c) system
12.	mulf	a) clean	b) new	d) old

2. Write what you think the last invented word means.

Bunditos: _____

3. Listen to check.

VOCABULARY BUILDING 2: Multi-word verbs

Multi-word verbs are verbs formed with a **verb** and a **particle.** They can be **literal** or **non-literal.** You can guess the meaning of literal multi-word verbs if you know the meaning of each of the parts: *stand up = to get to your feet*. In non-literal multi-word verbs, the meaning of the parts does not tell you the meaning of the multi-word verb: *play up = to exaggerate.*

1. Underline the multi-word verbs in these sentences.

1. They stood up when the Queen entered the room.
2. Sally made a date with Jim but then she stood him up.
3. I took the dog out for a walk.
4. The bombing raid took out all of the enemy's defences.

2. Mark if the verbs in the sentences above are literal or non-literal.

1. _____ 2. _____ 3. _____ 4. _____

3. Complete the literal multi-word verbs with the appropriate particles.

after off around on up away back out over down

1. John is very tidy. He always picks _____ things when he drops them.
2. They came into the office and sat _____.
3. The family moved _____ from the area when the children were very young.
4. Sue looked _____ when she reached the corner but John had already gone.
5. Kelly went into the shop to look _____ but she didn't buy anything.
6. He turned on his mobile phone as soon as he got _____ the plane.
7. She opened her bag and took _____ her car keys.
8. Kylie always puts _____ a lot of makeup before she goes out.
9. The policeman ran _____ the boys but he didn't catch them.
10. The milk boiled _____ and made a terrible mess.

LEARNING TIP Make a special section in your vocabulary notebook for multi-word verbs. Write an example sentence for each verb.

LISTENING 2

Listening strategy: When filling in a diary or list of appointments, listen for the key information. Don't write full sentences. Note down the time, the person and the action.

1. Listen and complete the diary.

APPOINTMENTS

MONDAY 20th

morning .....

afternoon .....

evening .....

TUESDAY 21st

morning .....

afternoon .....

evening .....

WEDNESDAY 22nd

morning .....

afternoon .....

evening .....

THURSDAY 23rd

morning .....

afternoon .....

evening .....

FRIDAY 24th

morning .....

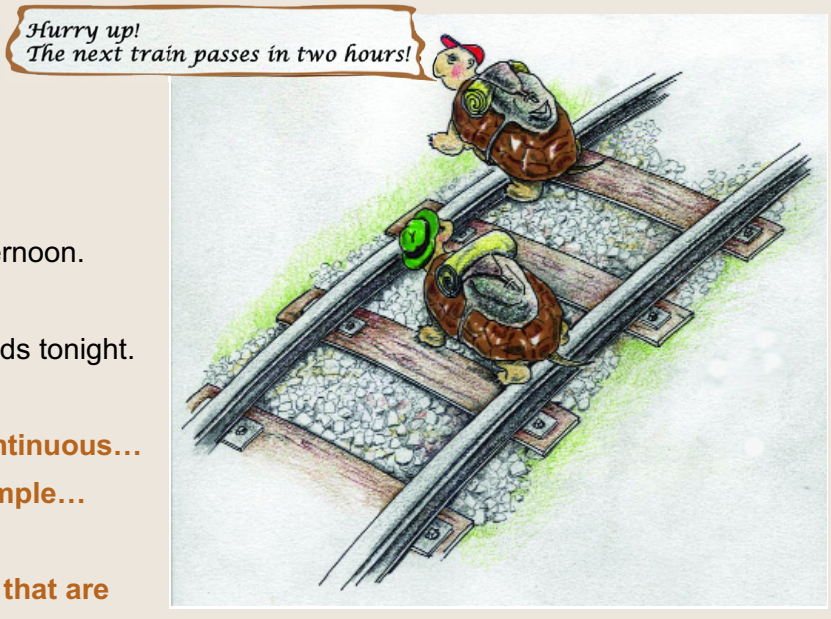
afternoon .....

evening .....

2. Listen again to check.

GRAMMAR 3: Present simple and continuous with future uses

1. Read the example sentences and complete the rules.



My train leaves at 4.20.
I'm going to the dentist this afternoon.
The shops close at 2 today.
We are having dinner with friends tonight.

1. We can use the present continuous…
2. We can use the present simple…

a) to talk about future events that are timetabled.
b) to talk about fixed arrangements in the future.

2. Number the time expressions in chronological order, starting from now.

____	in a month's time
____	when I'm retired
____	tomorrow
1	in ten minutes
____	this afternoon
____	this time next year
____	the day after tomorrow
____	next Monday

NOTE

Use of time expressions

When we use the present continuous for arrangements we normally specify the time or date. Sometimes we say the place too.

I'm playing tennis on Sunday afternoon.

She's flying to Amsterdam next Thursday.

GRAMMAR PRACTICE 3

1. Read the diary and complete what the person says.

Monday	*(a.m.) take Fifi to the hairdresser's*
Tuesday	*Angelina and Brad for dinner*
Wednesday	*(a.m.) tennis lesson (p.m.) go shopping*
Thursday	*meet life coach*
Friday	*go to Las Vegas*

"Oh dear, I've got a really busy week so I don't know if we'll be able to meet… Monday? Impossible, I'm afraid. In the morning (1) _____ , she needs to get ready for the show on Thursday. Yes, it's at 6 pm at the Staples Center. Mario is driving us there. Then on Tuesday (2) _____. I'm so excited but there is so much to prepare. On Wednesday morning (3) _____ at the club and then in the afternoon (4) _____ with Jennifer… she'll want to hear about the dinner with Brad. Maybe on Thursday morning… oh no, I can't. I just remembered (5) _____. He's going to help me choose a dress for this year's Oscar ceremony. And then on Friday (6) _____. What a week!"

2. Write questions for the answers given.

1. _____? On Monday.
2. _____? Angelina and Brad.
3. _____? I'm having a tennis lesson.
4. _____? On Thursday.
5. _____? Las Vegas.

3. This is today's programme for a group of students visiting Edinburgh. Describe their day using these verbs: *take, have, leave, go on, walk along, get to.*

1. 9:30 Bus to Edinburgh — *At half past nine they take a bus to Edinburgh.*
2. 10:30 Arrival in Edinburgh — _____
3. 11.00 Tour of Holyrood Palace — _____
4. 12:00 The Royal Mile — _____
5. 1:30 Lunch in a typical pub — _____
6. 5:30 Departure — _____

SPEAKING

Speaking strategy: When you plan an evening out, use phrases like *What about…, Let's…* or *Why don't we…* to suggest things to do.

1. Complete the dialogue with the phrases below, then listen to check.

Des: What are you _____
Jessie: I haven't got anything planned. And _____
Des: Me neither! What do _____
Jessie: There's a party next door. Why don't _____
Des: I don't think _____
Jessie: That's true. I don't fancy _____
Des: What about going _____
Jessie: No way! I hate horror films. Let's _____
Des: Yeah, that's _____

a good idea!
you fancy doing?
doing tonight?
get a pizza and watch a movie at home.
that's a good idea. We weren't invited!
we go?
you?
staying in though…
to the cinema? There's a good horror film on.

2. Practise making suggestions with the phrases. Then listen and repeat.

Why don't we go to the cinema?	go out? go for a walk? go for a meal?
What about going to the cinema?	going out? going for a walk? going for a meal?
Let's go to the cinema.	go out. go for a walk. go for a meal.

NOTE

Making suggestions

We use the *-ing* form after *What about…*

We use the infinitive without *to* after *Let's…* and *Why don't we…*

GRAMMAR 4: *may* and *might*

1. Read the rule and match the examples to the degrees of certainty.

We use *may* or *might* to make less confident predictions about the future.

1. It may rain tomorrow. (a) I'm sure
2. It will rain tomorrow. (b) I'm not sure
3. It might rain tomorrow.

2. Circle the best modal verb in these predictions.

1. I don't know… I think we might / will lose the game tomorrow.
2. Don't worry! We might / will win easily!



We can also use the adverbs *probably* and *definitely* to make our prediction more or less confident. *Definitely* = 100% certain. *Probably* = 70% certain.

3. Label the sentences with a degree of certainty: 100% or 70%

1. I will definitely pass the exam. ____
2. I will probably pass the exam. ____
3. I probably won't pass the exam. ____
4. I definitely won't pass the exam. ____

NOTE

Position of *probably* and *definitely*

Probably* and *definitely* go after *will*: *I will probably go to the party.

***Probably* and *definitely* go before *won't*: *I definitely won't stay late*.**



GRAMMAR PRACTICE 4

1. Rewrite the sentences using *may (not)* or *might (not)*.

1. Maybe I will study medicine next year.

   I might study medicine next year.

2. It's possible that Spain will win the next World Cup.

   _____

3. Perhaps I will travel to England next summer.

   _____

4. Maybe Steve won't want to go the cinema on Saturday.

   _____

5. You should take your umbrella. It's possible that it will rain.

   _____

6. Perhaps I won't go to the party.

   _____

2. Put the words in order to make sentences.

1. definitely see won't football match I the

   _____

2. for my exam definitely I hard will study

   _____

3. tomorrow hiking we probably won't go

   _____

4. robots humans in factories I think replace may

   _____

5. in the US a Master's degree María study might

   _____



STOP AND SEND 2

1. Look at Andy's calendar for next week. Write sentences about his fixed plans for next week.

Mon 10	*Dentist - 4pm*
Tue 11	*No class - play squash with Mike at 10* *afternoon - buy present for Ann*
Wed 12	*3 pm - meet Joe at library - study for chemistry exam*
Thu 13	*11 am - take chemistry exam* *5 pm - cinema with John and David*
Fri 14	*7 pm - Ann's birthday*
Sat 15	*12 pm - football match* *Lunch at Gran's*
Sun 16	*11 am - go to Monet exhibition* *afternoon - finish book review for English*

- *Andy is going to the dentist at 4pm on Monday.*

2. Complete your own diary for next week. Then write sentences saying what your plans are.

Mon	
Tue	
Wed	
Thu	
Fri	
Sat	
Sun	

3. What do you think your life will be like in twenty years' time? Will it be very different? Write about 120 words describing how you imagine it. Use suitable verb forms (*will, won't, will probably, may, might, will definitely, definitely won't*). Mention work, family, friends, free time and other topics you consider interesting for the reader.



WRITING: A description

Writing strategy: Use a variety of adjectives when writing a description.

1. Read the essay and choose the best title.

a) A day in the life of an astronaut.
b) My life in space.
c) Space: an impossible dream.

I live on the Beta II space colony. I am a space engineer. My wife, Maria, is an (1) astronort. We have one son, Sirus. He goes to the local space school. Beta II is a beautiful purple planet with five moons.

We live in a futuristic dome-shaped house. There are three floors. Two are (2) under floor. They are connected to the surface by an elevator. On the ground floor there are two round windows either side of the entrance door. The walls are a bright metallic silver and the only piece of furniture is a (3) white plastic small chair next to the lift. The rooms below ground are very traditional. A large living room, a high-tech kitchen, a dining room and an office. All the bedrooms are on a lower floor.

Tomorrow is Colonisation Day (4), It celebrates when (5) first planet was colonised 200 years ago. We are going to have a party. Next year we will return to Earth so this year it will (6) is an extra-special day!

A very nice essay but correct the mistakes!

2. Write the number of each mistake beside the teacher's corrections.

____ *Wrong word - look up the right word in a dictionary.*
____ *Missing word - you need another word here!*
____ *Grammar - check your notes on modal verbs.*
____ *Spelling - look this word up in a dictionary.*
____ *Word order - remember to put adjectives in the correct order.*
____ *Punctuation - what sign do we use at the end of a sentence?*

3. Correct the mistakes.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

4. Make a list of the adjectives used in the essay.

5. Read the rules for adjective order and then rewrite the phrases.

When there is more than one adjective before a noun, the order is:
1. opinion – *beautiful, interesting, boring.*
2. size – *small, big, tall, short.*
3. weight – *light, heavy.*
4. age – *young, old, modern.*
5. shape – *round, square, dome-shaped.*
6. colour – *black, blue, pink.*
7. material – *metal, wooden, plastic.*
A beautiful, small, light, old, round, black wooden statue.

1. round small an interesting table _____
2. black large wooden heavy a door _____
3. metal a heavy modern sculpture _____
4. cotton old purple a small jumper _____
5. dome-shaped large wooden house a _____
6. black light plastic a pen _____

STOP AND SEND 3

You live in the 22nd century. Write a short 130-word essay about your life in space. Include three paragraphs. The first should tell who you are, the second should describe where you live, and the third should talk about a special celebration. Use a variety of adjectives to make your description interesting.

GUIDE TO WRITING: WRITING A DESCRIPTION

Follow these steps when you write your essay.

Step 1:

Make notes for each of the paragraphs. Include interesting adjectives you want to use.

Who am I?

Where do I live?

What is the special celebration?

Step 2:

Write a first draft. Make sure to count the number of words.

Step 3:

Use this checklist to go through your essay.

	Checked	Corrected
Word order		
Spelling		
Grammar		
Punctuation		

Step 4:

Write a final draft and check your essay again.



MY LEARNER DIARY

1. Make a list of useful vocabulary you have learnt in this unit.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Translate these useful phrases into your language. Then add two more.

1. What are you doing tonight? _____
2. I haven't got anything planned. _____
3. Why don't we go to the cinema? _____
4. There's a good horror film on. _____
5. I don't fancy that. _____
6. What about watching TV? _____
7. That's a good idea! _____
8. _____
9. _____

3. Circle how well you can do the following:

Very well 5 – 4 – 3 – 2 – 1 – 0 Not at all

I can use *will* to make confident predictions, promises and spontaneous decisions.	5 – 4 – 3 – 2 – 1 – 0
I can use *going to* to talk about planned intentions and predictions based on present evidence.	5 – 4 – 3 – 2 – 1 – 0
I can talk about future events that are timetabled.	5 – 4 – 3 – 2 – 1 – 0
I can talk about fixed arrangements in the future.	5 – 4 – 3 – 2 – 1 – 0
I can suggest things to do.	5 – 4 – 3 – 2 – 1 – 0
I can write a description.	5 – 4 – 3 – 2 – 1 – 0

LEARNER TIP If you score yourself low, look again at that part of the unit. Try doing the activities again. Remember: the more you practise the better you will get!