

UNIT

10

SPEAKING

- › Talk about your future plans/wishes
- › Make predictions about situations
- › Make suggestions and learn to say *no* politely

LISTENING

- › Listen to a radio interview with lottery winners
- › Watch an extract from a documentary about the wettest place in Europe

READING

- › Read an extract from an instruction book about survival
- › Read an article with tips on things to do with your friends

WRITING

- › Improve your use of linkers and write a short story
- › Write a message board notice about your country

BBC CONTENT

- ▶ Video podcast: What are your plans for the future?
- ▶ DVD: Wild Weather

the future



▶ Life's a lottery p98



▶ Survive! p100



▶ Let's do something p102



▶ Wild Weather p104

LISTENING

1A Look at the photo below and read the newspaper extract. What's surprising about the story?

Big Mac couple's lotto win

A couple who work together at McDonald's say they have no plans to stop working after winning £1.3 million on the lottery.

Elaine Gibbs, twenty-eight, and Aled Bevan, twenty-three, from Cardiff, met four years ago at work and learnt about their big win last Thursday. 'We're going to stay here. It's an enjoyable job and they treat us well,' said Aled.



B Work in pairs and discuss. How do you think the couple plan to spend their money?

C ▶ 10.1 Listen to a radio interview and check your ideas. Tick the couple's plans.

- move house
- stop work
- get married
- buy a car
- travel around the world
- have a holiday
- buy some clothes
- start a family

D Discuss. What do you think of Elaine and Aled's plans?

GRAMMAR *be going to; would like to*

2A Look at the sentences. Then underline the correct alternative to complete the rules below.

- 1 We're going to get married.
- 2 I'd like to learn to drive.

Rules:

- 1 Use *be going to* when you *have/don't have* a definite plan.
- 2 Use *would like to* when you want to do something or when you *have/don't have* a definite plan.

B Look at audio script 10.1 on page 174 and complete the table with the correct forms of *be going to* and *would like to*.

I' _____		buy	some new clothes.
We' _____	going _____	look for	a house.
He _____		buy	a car.

I' _____	like _____	learn to drive.
We' _____		move.

What	_____	you	going _____	do?
	_____		like _____	

C ▶ 10.2 Listen and check your answers.

D Circle the correct pronunciation of *going to* and *would*. Then listen again and repeat.

- 1 going /tu:/ going /tə/
- 2 /wud/ /wuld/

▶▶▶ page 146 **LANGUAGEBANK**

PRACTICE

3A Write the sentences in full. Use *be going to* or *would like to*.

- 1 I / like / move into a big flat / city centre.
I'd like to move into a big flat in the city centre.
- 2 I / like / drive / sports car.
- 3 I / go / have / holiday / in the Caribbean.
- 4 I / not / go / buy / any presents / my family and friends.
- 5 I / like / move / to another country.
- 6 I / go / buy / a boat.
- 7 I / like / start / my own business.
- 8 I / not / go / keep / all the money for myself.

B Imagine you won the lottery yesterday. What are your plans? Change the sentences so that they are true for you.

C Work in pairs and compare your answers.

VOCABULARY plans

4A Complete the collocations with verbs from the box.

have buy go for get move
start do go learn stay

- 1 have a holiday, a barbecue, a party
- 2 _____ married, a new suit, a job
- 3 _____ nothing, a course, a lot of exercise
- 4 _____ shopping, clubbing, jogging
- 5 _____ in, with friends, at a hotel
- 6 _____ Spanish, to drive, to swim
- 7 _____ a walk, a bike ride, a drink
- 8 _____ a new job, a family, a new business
- 9 _____ to another country, house, into a flat
- 10 _____ a present for a friend, a boat, some jeans

B Work in pairs. Student A: say the verb. Student B: say the phrases that go with the verb.

C Look at the collocations in Exercise 4A again. Add a new phrase to each verb.

Speakout TIP

When you study, make lists of words that go together. Cover all the verbs, and try to remember them. Then cover the other words and try to remember the full phrases.

SPEAKING

5A What are you going to do/would you like to do in the future? Complete the table using your own ideas or the photos to help.

	You	Student 1	Student 2
this weekend	<i>shopping</i>	<i>basketball</i>	
next week			
next year			

B Work in groups. Ask and answer questions about your plans/wishes for the future. Make notes in the table.

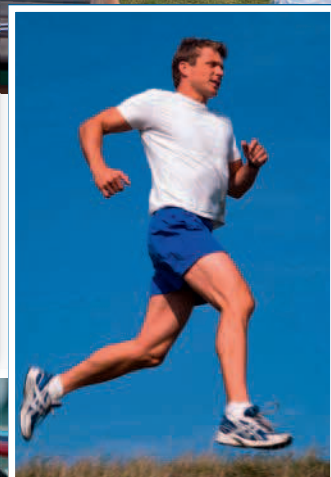
A: *Rafael, what are you going to do this weekend?*

B: *Well, I'm going to watch a basketball match ...*

C Tell the class about someone in your group. Can they guess who it is?

A: *This weekend, he's going to watch a basketball match and next month he's going to do a course in sports education. Next year he'd like to go to the USA.*

C: *Is it Rafael?*



VOCABULARY phrases with get

1A Work in pairs. Look at the four photos and discuss.

- Where are the people?
- Which situation is the most dangerous? Why?

B Look at sentences 1–5 below and discuss. Which ones can happen at sea (S) and which can happen in the desert (D)? Which can happen in both (SD)?

- You don't have enough water so you get thirsty. **S D**
- Sharks are swimming around.
- There are snakes and insects.
- You fall off your raft.
- You're hot and you sweat a lot.

C Complete the sentences to make phrases with *get* and the words in the box below.

hot wet hungry thirsty bored
sunburnt lost tired

- When I exercise in the gym I get very hot.
- I didn't drink anything all day so I got _____.
- I stayed up too late and I got really _____.
- I forgot my umbrella yesterday and I got _____.
- I didn't eat breakfast so I'm getting _____.
- I didn't have a map so I got _____.
- I stayed out in the sun and I got _____.
- This exercise isn't very interesting! I'm getting _____.

Speakout TIP

The verb *get* has more than twenty meanings in English! It can mean 'become' (*get hungry*), 'arrive' (*get home*), 'obtain' (*get a job*), 'buy' (*get a new car*) and is in many phrases: *get up*, *get on a plane*, *get dressed*. When you hear or see the word *get*, think about which meaning it has.

Which meaning does *get* have in these phrases: *get to the airport*, *get a new haircut*, *get better*, *get some chocolate*?



READING

2A Read the survival tips below. Cross out the incorrect alternatives.

B Work in pairs and compare your ideas.

C Work in pairs. Student A: read the text on page 165. Student B: read the text on page 162. Were your ideas correct? Tell your partner.

SURVIVE!

Imagine your boat sinks and you are alone on a raft in the middle of the sea. Or your car breaks down in the desert and you're far away from the nearest town. Could you survive? Here are some tips to help!

At sea:

- Do/Don't sit in the bottom of the raft.
- Do/Don't sleep a lot.
- Do/Don't drink sea water.
- Do/Don't put rubbish in the water.
- Do/Don't move around too much on the raft.

In the desert:

- Do/Don't sleep on the ground.
- Do/Don't take off your shirt.
- Do/Don't travel in the day.
- Do/Don't wear shoes.
- Do/Don't wear gloves.

GRAMMAR *will, might, won't*

3A Look at the sentences and complete the rules.

- You'll get wet.
- You won't get sunburnt.
- You might sweat too much.

Rules:

1 Which sentence do we use when we think something in the future:

- is certain to happen? _____
- is possible? _____
- is certain not to happen? _____

2 What are the full forms of 'll and won't?

B 10.3 Listen to the sentences 1–3 above. Then listen and repeat.

C 10.4 Listen and underline the sentence you hear.

- You'll get too hot. / You get too hot.
- We'll fall into the water. / We fall into the water.
- They'll sweat too much. / They sweat too much.
- I'll get hungry. / I get hungry.

page 146 **LANGUAGEBANK**

PRACTICE

4A What can you remember? Complete the sentences below with 'll, won't or might.

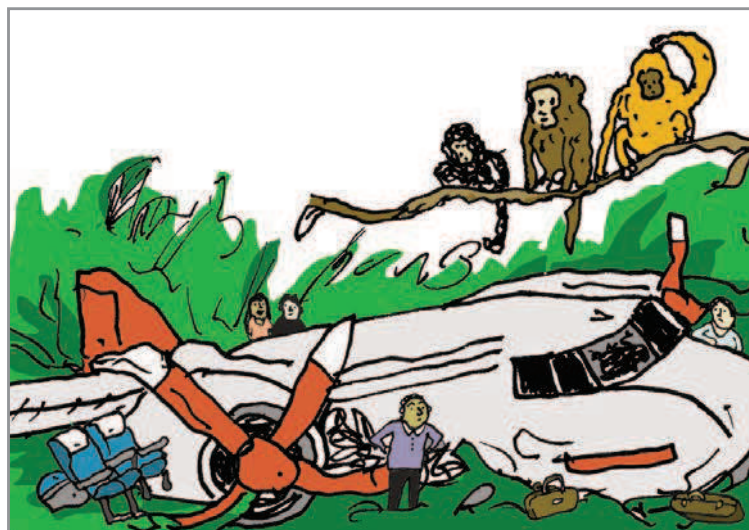
- Don't sit in the bottom of the raft. You 'll _____ get wet.
- Don't drink sea water. You _____ get thirstier after you drink it.
- Don't put rubbish in the water. Sharks _____ come because for them it's food.
- Don't move around on the raft. You _____ fall into the water.
- Don't sleep on the sand. You _____ get too warm.
- Always use sun cream. You _____ get sunburnt with it on.
- Travel at night. You _____ sweat so much.
- Always wear shoes. You _____ step on a snake, so it's safer to have them on.

B Read the texts on pages 162 and 165 again to check your answers.

SPEAKING

5A Work in pairs. Look at the cartoon below and discuss.

- What happened to the plane? Why did it crash?
- How are the people from the plane feeling?
- What problems might they have?



B Work in pairs. Choose three objects from the box below that might help the people from the plane. Give reasons for your choice.

chocolate a radio a box of matches a mobile phone
sun cream a knife a bottle of water playing cards

I think chocolate is useful because they might get hungry.

C Think of three other objects that might be useful. Use your dictionary if you don't know the word.

D Work with another pair and compare your objects. Decide which five objects will help the people in the cartoon.

WRITING *too, also, as well*

6A Look at the sentences. What is the position of *too*, *also* and *as well* in the sentences?

- Your body loses a lot of water when you sweat, so relax and try to sleep a lot, **too**.
- Fish is your most important food and it's **also** easy to catch.
- Most fish are safe to eat and you can drink water from fish eyes **as well**.

B Put *too*, *also* and *as well* into the story.

We walked all morning and we walked for five hours in the afternoon. We had a short break for lunch. We stopped for a rest in the afternoon. In the evening, Sam taught us how to kill a snake and how to cook it. I didn't like the smell, but I ate some and Sam ate some.

C Finish the story with your own ideas. Use *too*, *also* and *as well*.

10.3 LET'S DO SOMETHING

▶ **FUNCTION** | making suggestions

▶ **VOCABULARY** | adjectives

▶ **LEARN TO** | respond to suggestions

VOCABULARY adjectives

1A Look at the adjectives in the box. Do they all mean *OK* or *very good*?

brilliant wonderful amazing fantastic
great awesome excellent cool lovely

B How many syllables are in each adjective? Write the adjectives in the correct column in the table.

O	Oo	Ooo	oOo
		<i>brilliant</i>	

C ▶ 10.5 Listen and check. Then listen and repeat.

Speakout TIP

Some adjectives are very informal, e.g. *cool* and *fantastic*. The *Longman WordWise Dictionary* shows this as:

cool adjective spoken informal

Use these words with friends, and not in formal situations, e.g. a job interview.

READING

2A Work in pairs and complete the sentences.

- When I meet my friends, we usually do
 - the same old things.
 - something different each time.
- We like doing things
 - indoors.
 - outdoors.
- At weekends, we meet
 - for just a few hours.
 - for the whole weekend.
- We need new ideas for things to do.
 - true
 - false

B Read the article about how to spend time with friends. Tick five activities that you think are good ideas.

C Work in pairs and compare your ideas.



We're all super-busy these days so it's important that friends make the most of their time together. If you're stuck for ideas, we've got some suggestions ...

- Get some exercise! Go swimming or play tennis or go for a walk in the park.
- Enjoy a 'movie marathon'. Rent some DVDs, get lots of snacks and spend the day being film critics.
- Paint a room in your flat. Invite your friends to help you.
- Go to a club or a concert or a music festival.
- Go to the zoo. Show each other your favourite three animals.
- Go to the theatre. Read the play together first.
- Do some internet shopping. Buy something for each other.
- Go for a bike ride and have a picnic lunch.
- Play a card game. First, look in a book of card games (or on the internet) for a new game.
- Cook something, e.g. a cake, or dinner. Try a new recipe together. Invite some friends and have a food tasting.
- Play a computer game together or watch a fitness DVD and practise aerobics or yoga.
- Go to an art gallery. Find a painting you like and talk about why you like it.

FUNCTION making suggestions

3 ▶ 10.6 Listen to two conversations. Which activities from the article do the friends decide to do?

4A Look at the sentences. Underline four phrases for making suggestions.

- 1 How about going to an art gallery?
- 2 What about having a 'movie marathon'?
- 3 Let's cook something.
- 4 Why don't we invite Augusto and Carla for lunch?

B ▶ 10.7 Complete the suggestions below. Then listen and check.

- 1 How _____ to the zoo?
- 2 What _____ something more relaxing?
- 3 Why _____ some internet shopping?
- 4 _____ to the theatre.

C Listen to the sentences again. Does the speaker sound positive? Does his/her voice start high or low?

D Listen again and repeat.

5A Complete the suggestions.

- 1 How about _____ swimming?
- 2 What about _____ a new recipe?
- 3 Why don't we _____ a picnic lunch?
- 4 Let's _____ to the cinema.

B Work in pairs and take turns. Student A: make a suggestion. Student B: say *OK* if your partner sounds positive or *no thanks* if he/she doesn't.

LEARN TO respond to suggestions

6A ▶ 10.8 Listen to the conversations again. Match the suggestions 1–5 with the responses a)–e) below.

- 1 visiting an art gallery
- 2 cooking
- 3 inviting friends for lunch
- 4 a bike ride
- 5 going to see a play

- a) Ah, fantastic!
- b) I don't really feel like doing that.
- c) Sounds lovely.
- d) That sounds a bit tiring.
- e) Brilliant!

B Look at the phrases a)–e) above and decide if they are positive (+) or negative (-).

▶▶▶ page 146 **LANGUAGEBANK**

7 Work in pairs and take turns. Student A: choose three weekend activities and make suggestions. Student B: respond to the suggestions. When you respond negatively, give a reason.

A: *Why don't we go for a walk in the park?*

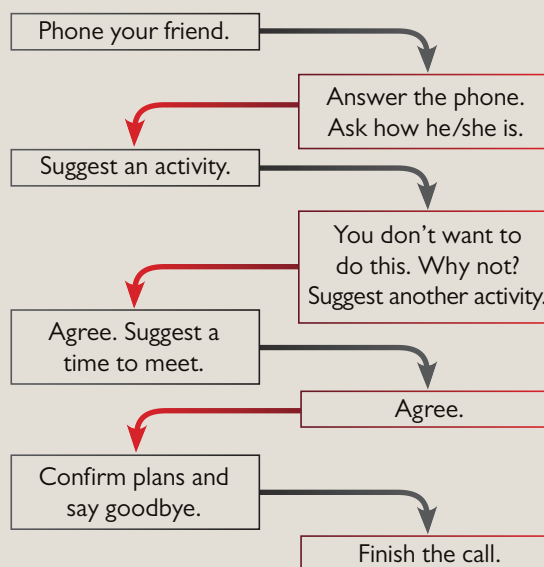
B: *Mmm. I don't really feel like doing that. It's too cold!*

SPEAKING

8A Complete the table with three activities you would like to do. Write a place and a time next to each activity.

	You	Student 1	Student 2	Student 3
Activity 1	zoo Sunday 2p.m.			
Activity 2				
Activity 3				

B Work in pairs and take turns. Student A: phone your partner and suggest an activity for tomorrow. Student B: respond and suggest another activity. Use the flowchart to help you role-play the conversation. Add your partner's information to the table above.



C Phone two more students and suggest activities. Add their information to the table above.

D Work in groups. Tell the other students about your plans.

I'm going to play tennis with Alfonso and then I'm going to ...

DVD PREVIEW

1A Match phrases 1–6 with pictures A–F.

- 1 It's stormy.
- 2 It's windy.
- 3 It's snowing.
- 4 It's sunny.
- 5 It's cloudy.
- 6 It's raining.

B Work in pairs and take turns. Student A: point to a photo and ask about the weather. Student B: reply.


A: *What's the weather like?*

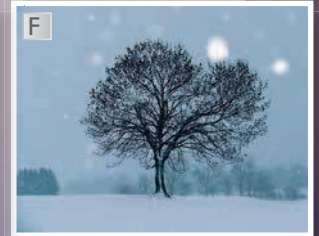
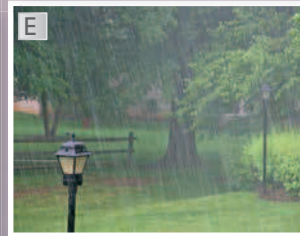
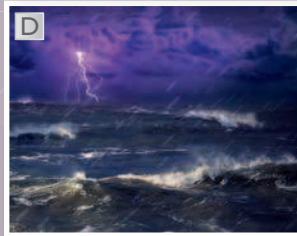
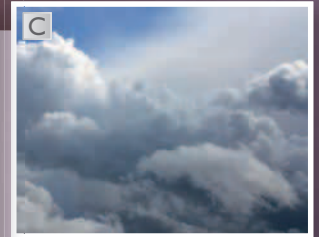
B: *It's raining.*

2A Complete the weather forecast with the words from the box.

hot warm cool cold wet dry

In Dublin today, it'll be ¹ hot and sunny with temperatures up to twenty-five degrees Celsius. Tomorrow will be cloudy but quite ² _____, with a high of twenty. Things will change on Friday night: it'll be a ³ _____ night with rain from midnight to early next morning. The temperature will fall to ten so it'll feel quite ⁴ _____, but the rain will stop so we'll have a ⁵ _____ day all Saturday. Sunday will be windy and cloudy ... and very ⁶ _____, so make sure you wear your winter coat!

B  **10.9** Listen and check your answers.



DVD VIEW

3A Read the programme information. Which places do you think the presenter visits for each of the four programmes?

BBC Wild Weather

In *Wild Weather* the presenter, Donal MacIntyre, looks for the wildest weather in the world. He travels to different places and finds answers to the questions: Where does the weather come from? How does it work? There are four programmes: *Hot*, *Wet*, *Wind* and *Cold*. Follow his journey as he finds and experiences dramatic moments of amazing weather.



B Watch the DVD and answer the questions.

- 1 Which programme is it: *Hot*, *Wet*, *Wind* or *Cold*?
- 2 The presenter talks to two people. Where do they work?


C Watch the DVD again. Underline the correct alternative.

- 1 In Bergen it rains one / two / three out of three days.
- 2 There are two / three / four types of umbrellas.
- 3 They sell Bergen rain to tourists in bottles / cups / cans.
- 4 In one year, 105 / 125 / 225 tonnes of rain fall on a family house.
- 5 The longest period of rain in Bergen was in 1990 / 1992 / 1995.
- 6 It rained for 73 / 83 / 93 days.

speakout the weather

4A Make sentences with the prompts below.

- 1 What / favourite / kind / weather? Why?
- 2 What / kind / weather / hate? Why?
- 3 What / be / weather / like on your last holiday?
- 4 What / favourite / season? Why?
- 5 What / like / do in (spring/summer/autumn/winter)?
- 6 What / best / season / visit your country or city? Why?

B  **10.10** Listen to people answer the questions above. Number the questions in the order you hear the answers.

C Look at the key phrases below. Listen again and tick the ones you hear.

keyphrases

I love/hate [stormy] weather.

I really [don't like/like/love/hate] it when it [rains/'s hot].

The best time to visit [country/city/town] is [month/season] because ...

That's when ...

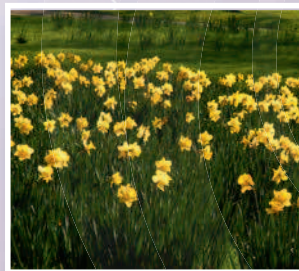
It's the perfect time to ...

It [rained/was sunny] every day, [but/and] we had a [great/awful] time.

5A Work in pairs. Interview each other using the questions in Exercise 4A. Make notes on your partner's answers.

B Work in groups and compare your answers. What did you find out?

C Tell the rest of the class. How many people talked about the same place?



writeback reply on a message board

6A Read the message from a travel website. Write the name of your town/city/country.

Message Board

02-Feb-09 12.26 pm

I want to visit _____ for two weeks.

What's the best time of year to come?

What about clothes?

Posted by: **Lars, Sweden**

[Reply](#)

[< Previous Message](#) | [Next Message >](#)

B Write a reply. Use the phrases in brackets to help.

Message Board

< 03-Feb-09 11.55 pm >

Hi Lars, I'm from _____ and I live
(country)

in _____. The best time to visit is _____
(town/city) (month/season)

because _____ and also you can _____.
(weather) (activity)

You _____, too. Bring _____ and
(give another idea) (clothes)

_____ as well, or you'll be too _____.
(clothes) (adjective)

Posted by:

[Reply](#)

[< Previous Message](#) | [Next Message >](#)

VERB PHRASES

1A Complete the questions with the correct verbs.

- On your next holiday, do you want to:
 - stay at home or g___ abroad?
 - st___ in a hotel or with friends?
- You have a free Saturday. Do you want to:
 - g___ shopping or g___ a walk?
 - in the evening, st___ in and d___ nothing, or h___ a party and then g___ clubbing?
- Time for some big changes. Do you want to:
 - g___ married or go travelling?
 - m___ to an English-speaking country or stay in your country?

B Work in pairs and take turns. Ask and answer the questions.

GOING TO; WOULD LIKE TO

2A Look at the list. Write sentences using *be going to* and *would like to*.

- I'd like to have dinner with Gemma, but I can't – she's busy.*
- I'm going to Oxford. I've got my bus ticket.*

Weekend wish list

- dinner with Gemma – she's busy!
- go to Oxford (bought bus ticket) ✓
- go to the U2 concert – no tickets!
- meet Andy for drink (he said OK) ✓
- Watch 'Gone with the Wind' on DVD (borrowed it from Cindy) ✓
- sleep a lot – no time!

B Make your own 'Weekend wish list'. Then look at the list and tick the things that are possible. Write reasons for the things that aren't possible.

C Work in pairs and take turns. Tell your partner about your plans for the weekend.

PREDICTIONS

3A You and some friends are going to spend the weekend in a hotel on a high mountain. Read the information.



- It's a beautiful, quiet place.
- It always rains at this time of year.
- Walking in the mountains is beautiful, but very dangerous.
- There are ten beds.
- The hotel has a very good kitchen. Their restaurant can serve meals for twenty-five people maximum.
- Not all the students like 'mountain life'!

B Complete the sentences with *might*, *might not*, *'ll* or *won't*.

- It _____ rain.
- We _____ get bored.
- Someone _____ get hurt.
- Some people _____ like it. I think I _____ like it.
- There _____ be enough beds for all of us.
- The food _____ be very good.
- There _____ be enough food.
- It _____ be very peaceful.

C Work in pairs and compare your answers.

D Discuss. Would you like to go on this kind of weekend break? Why/Why not?

MAKING SUGGESTIONS

4A Correct the sentences.

- Why we don't have a party in the school garden?
- Let's to have 90s music.
- What about start at 7 o'clock?
- That a great idea!
- Sound good.
- That might be problem.

B Work in groups. Make suggestions for a class party/celebration. Think about the place, food, music, etc. Use the phrases above to help.

C Tell the other groups about your party/celebration. Which one would you like to go to?

We're going to have a barbecue in the park. We're going to bring beef and ...

THE WEATHER

5A Rearrange the letters to complete the sentences.

- When it's sunny (nusny) I often go to the beach.
- When it _____ (irsan) I usually go running.
- When it's _____ (dulcoy) I always feel depressed.
- When it _____ (swons) I never go out.
- When it's _____ (dinyw) I like going for a walk.
- When it's _____ (roymts) I feel quite nervous.

B Write four sentences about you and the weather. Begin each sentence with: *When it ... I ...*

C Work in pairs and compare your ideas.

BBC VIDEO PODCAST



Watch people talking about their ambitions for the future on ActiveBook or on the website.

Authentic BBC interviews

www.pearsonELT.com/speakout