



# Upper intermediate 2 – Unit 5

# Tell the class

- How often do you think about the future?
- What do you hope for your own future?
- Where do you see yourself in ten, twenty and fifty years from now?
- Do you have any plans this weekend?

Let's listen to CD 2 look at these pictures and listen to these people talk about the future.  
Who says what? Put a number 1-6 next to the names

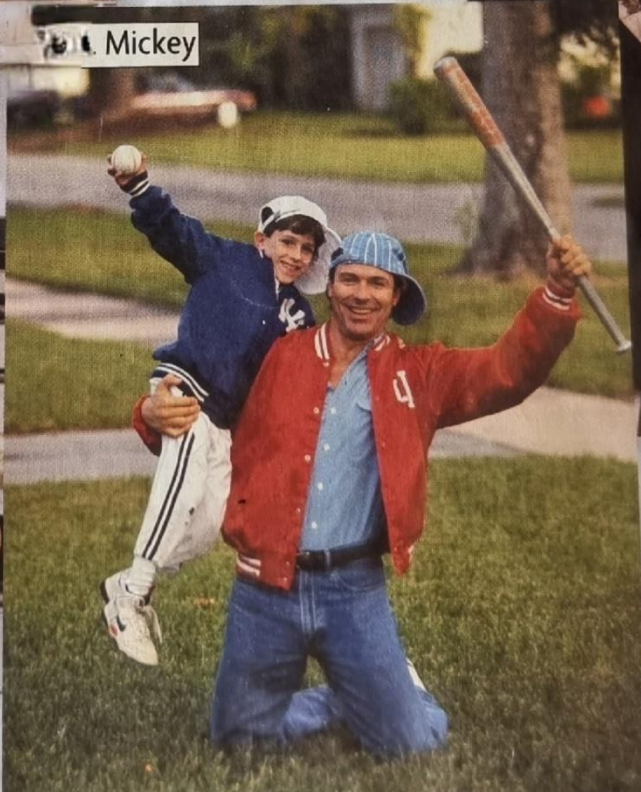
## HOW DO YOU SEE YOUR FUTURE?

Future forms

1 **CD2 2** Look at the pictures and listen to these people talking about the future. Who says what? Put a number 1-6 next to the names.



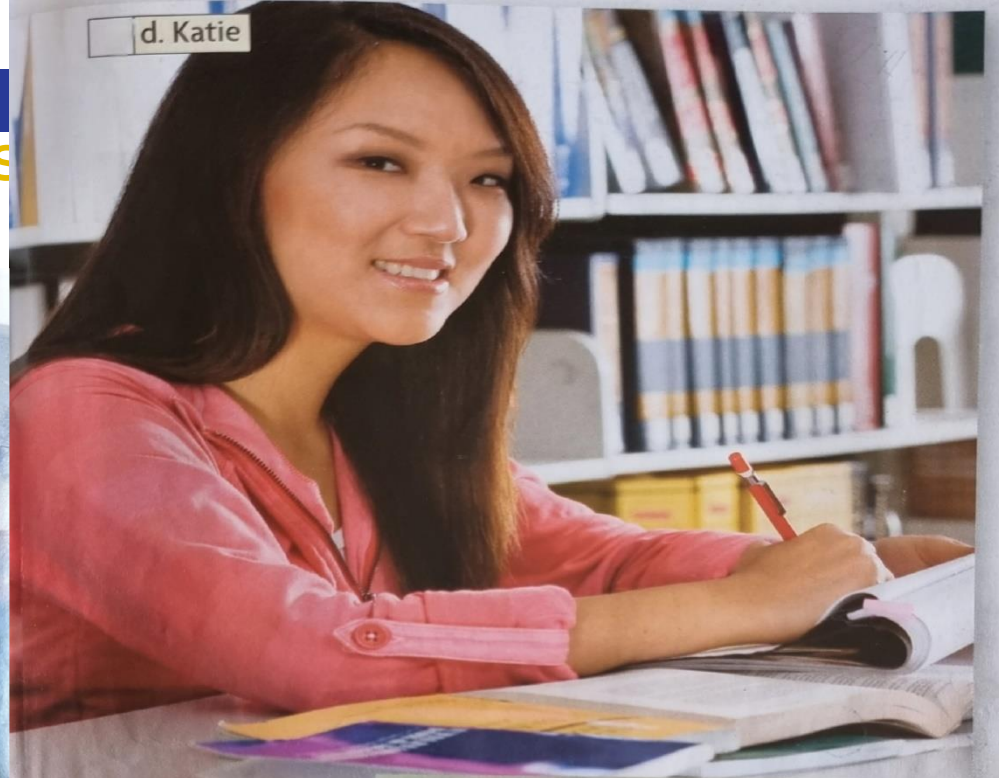
a. Tony



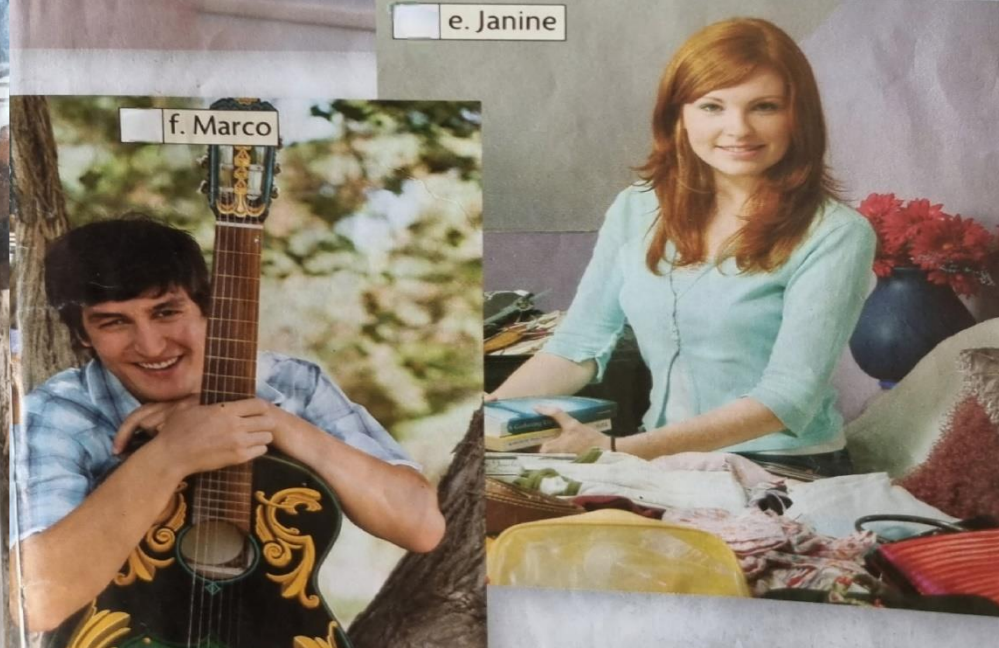
Mickey



Elsie



d. Katie



f. Marco



e. Janine



# Let's listen again...Answer these questions

1- What is Katie going to study?

When do the classes start?

2- What is Mickey doing tomorrow?

What time does the game start?

3- Why are Tony and Marie excited?

When is the baby due?

4- What is happening tomorrow?

What will they do together?

5- Why is Janine packing?

How's she getting to the airport?

6- What are Marco's ambitions?

What will he have done before he's 25?

# Test Your Grammar!

an intention – a prediction – a future fact based on a timetable –  
an arrangement between two people – a spontaneous decision

- 1- Tomorrow's weather will be warm and sunny
- 2- The train to Denver leaves at ten past ten.
- 3- I'm going to be a race-car driver when I grow up.
- 4- We're seeing Sue for lunch for Thursday.
- 5- I'll make some coffee.

1- Prediction 2- a future fact based on a timetable 3-an intention 4- an arrangement between people 5- a spontaneous decision

# Let's take a closer look!

Tenses	Structure	Usage	Examples
Future Simple	Will + Verb/ Will + not + verb ( won't)	make offers	<i>I'll see you tomorrow.</i>
		make promises	<i>Mary will help with the cooking.</i>
		Predictions without evidence	I believe he <b>will be</b> a good doctor.
Present continuous	Is/are/am + verb + ing	to talk about plans/ arrangements	<i>I'm meeting John at work today.</i>
Present continuous "going to"	Is/are/am + going to + verb	Talk about intentions	- <i>They are going to move to Manchester.</i>
		Talk about predictions based on evidence	- <i>Look at the gray clouds, it is going to rain!</i>
Present simple	Subject ( I, You, We, They ) + V <sub>1</sub> Subject ( He, She, It ) + VERB – S / ES / IES	Talk about future events that have been scheduled. Examples would be meetings, timetables, airline schedules, etc.	-The meeting is in the boardroom. It <b>begins</b> at 10:00.  -He'll be here soon. His plane <b>arrives</b> at 6:45.

# Try this exercise!

- 1- He looks very pale and confused. He \_\_\_\_\_(faint)
- 2-Somebody is at the door. I \_\_\_\_\_(check) who it is.
- 3-I'll never pass the exam.' 'Don't worry, I \_\_\_\_\_(help) you prepare it
- 4-I \_\_\_\_\_(meet) John's parents for the first time tomorrow.
- 5-We \_\_\_\_\_(leave) at 9 tomorrow, because the train \_\_\_\_\_(leave) at 9.45.
- 6-What \_\_\_\_\_(you/ do) next weekend?
- 7-\_\_\_\_\_ (you/ take) Jack to school today, please?
- 8- I love photography. I \_\_\_\_\_(buy) a digital camera soon. I just need to save a bit more.
- 9- The conference \_\_\_\_\_ (start) at 6. Don't be late. It will be in the large venue.
- 10- When he comes to London next week, he \_\_\_\_\_(stay) with some friends.

# Answers

1- He looks very pale and confused. He **is going to faint**.

2-Somebody is at the door. I **will check** who it is.

3-I'll never pass the exam.' 'Don't worry, I **will help** you prepare it

4-I **am meeting** John's parents for the first time tomorrow.

5-We **are leaving** at 9 tomorrow, because the train **leaves** at 9.45.

6-What **are you going to do** next weekend?

7- **Will you take** Jack to school today, please?

8- I love photography. I **am going to buy** a digital camera soon. I just need to save a bit more.

9- The conference **starts** at 6. Don't be late. It will be in the large venue.

10- When he comes to London next week, he **is staying** with some friends.



# “Will” or “Going to”

1- ('ll see/ 'm going to see)

- I'm very excited. I \_\_\_\_\_ my whole family this weekend.
- I don't know if I have time to come in this evening to help with the reports. I \_\_\_\_\_.

2- (are you going to do/ will do)

- So you're off to Canada for a year! What \_\_\_\_\_ there?
- I'm sure you will pass your exams, but what \_\_\_\_\_ if you don't?

3- ('ll come/ 'm coming)

- I \_\_\_\_\_ with you if you like.
- I \_\_\_\_\_ with you whether you like it or not.

4- (are you doing/ are you going to do)

- Your latest grades are terrible . What \_\_\_\_\_ about it?
- What \_\_\_\_\_ this evening?

5- ('m giving / 'm going to give)

- I've had enough of her lazy attitude I \_\_\_\_\_ her a good talking- to.
- I \_\_\_\_\_ a presentation at 3:00 this afternoon. I'm scared stiff.

6- (leaves/is leaving)

- John! Peter \_\_\_\_\_now. Come and say good-bye.
- The bus \_\_\_\_\_ at 8:00, so don't be late.

7- ('ll see/ 'm seeing)

- I \_\_\_\_\_ you outside the theater at 8:00.
- I \_\_\_\_\_ Peter this afternoon, so I'll tell him the news.

8- ('ll make/ am going to make)

- I \_\_\_\_\_ myself a sandwich. Do you want one?
- No thanks. I \_\_\_\_\_ something later.

# Answers

1- I'm very excited. **I'm going to see** my whole family this weekend. / I don't know if I have time to come in this evening to help with the reports. **I'll see.**

2- So you're off to Canada for a year! What **are you going to do** there? / I'm sure you will pass your exams, but what **will you do** if you don't?

3- **I'll come** with you if you like. / **I'm coming** with you whether you like it or not.

4- Your latest grades are terrible. What **are you going to do** about it? / What **are you doing** this evening?

5- I've had enough of her lazy attitude **I'm going to give** her a good talking-to. / **I'm giving** a presentation at 3:00 this afternoon. I'm scared stiff.

6- John! Peter **is leaving** now. Come and say good-bye. / The bus **leaves** at 8:00, so don't be late.

7- I **will see** you outside the theater at 8:00. / **I'm seeing** Peter this afternoon, so I'll tell him the news.

- 8- **I'm going to make** myself a sandwich. Do you want one? / No thanks. I **will make** something later.



# Questions

- 1- Why is cash problematic for both banks and consumers?
- 2- What are the downsides of cashless payments?
- 3- What does 80% refer to in the video?
- 4- What are the potential problems caused by going cashless?
- 5- What do central banks do to control money?

- 1- It's cumbersome, requires a lot of work and is expensive. Consumers also want payment methods which are faster and easier to use.
- 2-All of your payments are monitored and could be used to control or influence you. Digital money is also vulnerable to cyber-attacks and banks are not yet well protected against such attacks
- 3-It refers to the drop of retail cash transactions in percentages in the last 10 years in Sweden.
- 4-Not everyone knows how to use online banking, people in remote areas might have problems with internet access, some people, e.g. the homeless, rely on cash
- 5-They are the entities that print and create money to control how much of it is in circulation.



# Let's discuss

- Do you prefer to pay with cash or card?
- Do you use payment apps on your phone?
- How do you prefer to pay for things online?
- What other things will change in the future?

# A dystopian future in films - just for entertainment?

Last week I decided to watch the film *Divergent*, (and the next day was so addicted, I absolutely had to watch part two: *Insurgent*). In this action-packed movie, the remaining population that have survived a devastating war are separated into groups, or 'factions', depending on their main personality traits (honesty, bravery, intelligence, selflessness and peacefulness). Similarly, the huge hit series *The Hunger Games* shows people divided into districts that each produce their own resources for the dictator state, 'The Capitol'. In both films, these groups are created to maintain peace between the citizens and the state, and to increase productivity.

Although this may not be the most likely future that awaits us, there are plenty of apocalyptic possibilities that are repeatedly shown in modern-day films (skipping over the bloodthirsty zombie stories). Take, for example, the film *Elysium* that portrays an extreme separation of rich and poor, where the wealthiest people live on a sort of satellite outside of Earth, where there is no disease and no imperfection. All the other humans live in overpopulated slums on what remains of our dirty planet, all resources being exploited for the good of the rich. Then we have the brilliant *Wall-E*, where humans have similarly left Earth to live on a space-vessel, this time leaving no humans behind, but instead piles of waste on a polluted planet.

So it's the responsibility of robots like adorable Wall-E to try and clear away the destructive human damage. Next there's the devastating disease that wipes out almost everyone in *I Am Legend*, or the totalitarian rule in *V for Vendetta*, where inhabitants of the United Kingdom are spied on by surveillance. These are just a few of the dark possibilities we can see in modern-day futuristic films, of course not

So what is the purpose of these countless dystopian and often depressing films? Firstly, they can of course be extremely entertaining and exciting. We see a different world to what we know and often get to watch mankind fight against extinction - far more exciting than the portrayal of a perfect future would be. Secondly, these films can also be thought provoking and can encourage us to think about how we behave and what possible consequences this behavior could have on our planet.

Sometimes they also highlight aspects of our current life that we are perhaps in denial about, or underestimate. For example, how the gap between the richest and poorest in the world is already staggeringly high and increasing. Or how much waste is created every day around the world, or how online surveillance from certain governments is constantly tightening.

Although these films might be predominantly made for entertainment, they are often more than just this. So maybe it's time to take note of the message behind the special effects and try to avoid a similar future!

# True or False

- 1- The future seems destructive and full of natural disasters.
- 2- *The Hunger Games* shows people divided into districts that each produce their own resources for the dictator state.
- 3- The purpose behind all these movies is to encourage people to change their thoughts and behavior towards the future.
- 4- Based on the passage the meaning of the word “dystopian” is to imagine the worst scenarios possible.
- 5- It seems in the future people will be highly vulnerable to become the bloodthirsty zombie and live in overpopulated slums.
- 6- The gap between the richest and poorest in the world is already staggeringly high and increasing.

# Answers

1- False

2- True

3- True

4- False

5- False

6- True

# Assignment

- Five years from now...
- 1) You will be living abroad. True / False
- 2) You will have had five children. True / False
- 3) You'll still be studying English. True / False
- 4) You'll also be studying another language. True / False
  
- Twenty-five years from now...
- 1) You will have become a perfect English-speaker. True / False
- 2) You will have become very rich. True / False
- 3) You will have moved house. True / False
- 4) You will have achieved all your goals in life! True / False