

## 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 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 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)*

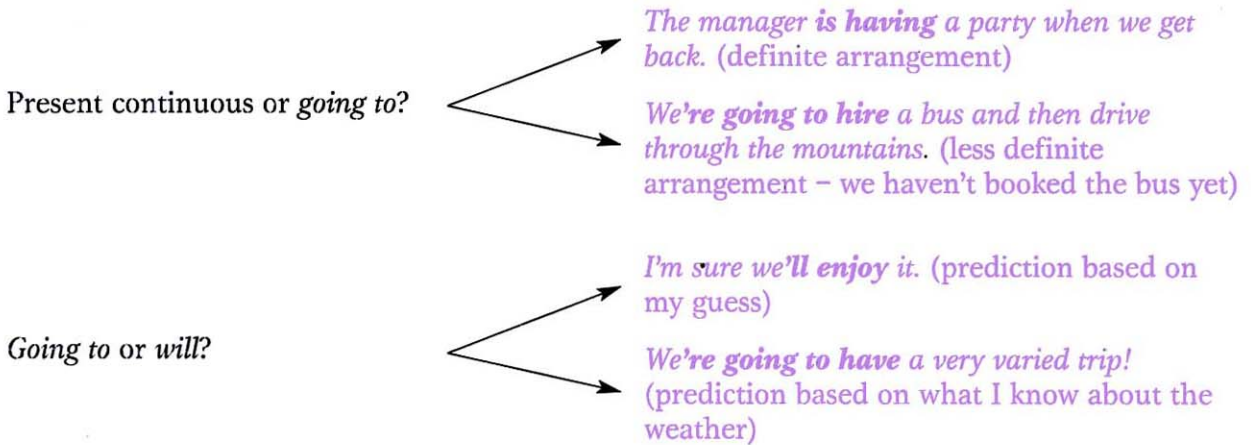
*Going to* and *will* can follow words like *think, doubt, expect, believe, probably, certainly, definitely, be sure* to show that it is an opinion about the future:

*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 likely to occur  
will be  
will find

are going to happen  
are predicted to work  
will continue  
will have

are likely to lead to  
is likely to become  
will develop  
will result

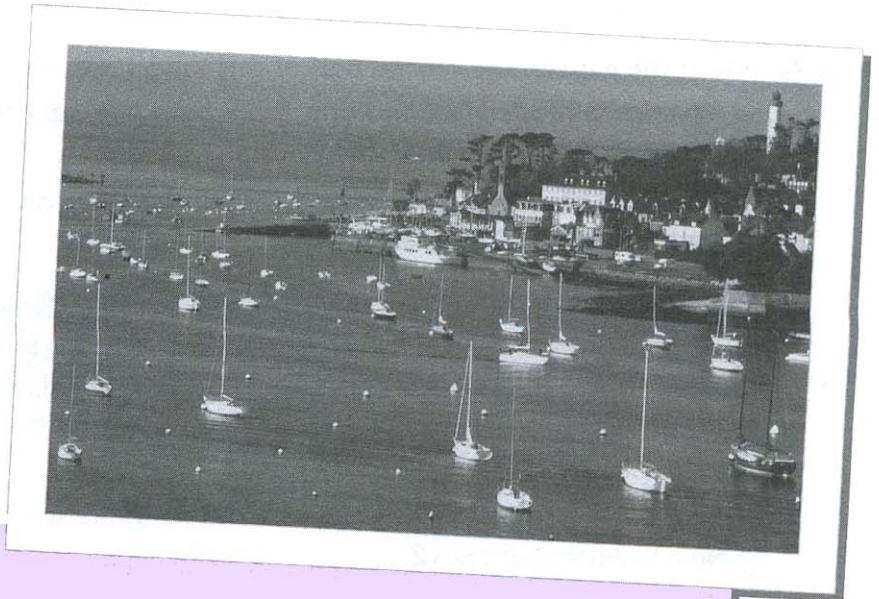
... So, now let us consider the changes that **1** *are likely to occur* in the next 100 years. Unfortunately, I believe that not all changes **2** ..... for the better. For example, in the future more and more people **3** ..... from home and so they **4** ..... more isolated from their colleagues. 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.

.....  
.....  
.....

**D Test practice****General Training Reading****Questions 1–9**

Read the passage below and answer Questions 1–9.

## *How to choose a university course*

**How do I choose a course?**

You've decided you want to do a course. Whether you would like a career change, a better job or simply to learn something new, it's a good idea to think carefully first. Here's a guide to help you.

**Qualifications – why do I need them?**

Qualifications prove you've acquired knowledge or developed skills. For some careers like medicine and law, it's essential you have specific qualifications. For others, such as journalism, it helps to have a particular qualification.

Most universities set entry requirements for degree courses. Mature entrants don't always need formal qualifications, but need evidence of recent study, relevant work experience or professional qualifications. Professional bodies may grant you membership if you have certain qualifications. It's not always essential to have a qualification. Working knowledge, such as being able to use computer software, can be just as important.

**What type of course should I do?**

Your motives will help you choose the best course for your aims and goals. If you are career-driven, you'll need a course relevant to your profession. If you are interested in self-development and meeting people, you should find out who else will be on the course.

There are work-related (vocational) and academic courses. Further education colleges offer academic courses and work-related courses. Universities offer higher education qualifications, such as academic first degrees and higher degrees and the more vocational diplomas.

For a career in plumbing, a vocational course is essential. For teaching, you need a degree. However, for many jobs, you have a choice between academic and vocational courses. A vocational course is better if you like doing things with your hands and working manually. You might prefer an academic course if you like researching, analysing and presenting arguments.

### **Which type of study would suit me best?**

Do you prefer on-the-job training, or do you prefer to research and gather facts? Do you like working in a group covering the same topics and working towards the same goal? If you prefer to work on your own, at your own pace, an open or distance learning course might suit you. You study from home, with the help of tuition packs, computers and tutor support via telephone or email. You can speed through the course or take your time. But you do need self-discipline and motivation.

### **What about my personal circumstances?**

You might prefer an open or distance learning course if:

- you're working and you don't know how much time a week you can commit to
- you work irregular hours
- you're at home looking after pre-school children.

Many colleges and training centres now offer flexible open-learning courses, where you can study at your own pace.

### **How do I know if it's a good course?**

You've decided which subject and type of course you want, and how to study it. You now need to choose between different course titles and providers. There are many courses and they aren't of equal value. The only way to assess the quality and value of a course is by research. Read prospectuses (course guides) carefully and note if a course is accredited or validated by a recognised body (this might be an awarding body or a professional body). This can add extra weight to your qualification.

Don't take everything you read at face value; check out the facts about each course yourself. Ask course tutors as many questions as you want.

### **How can I be sure I'm making the right choice?**

Be clear of your goal. If you've decided on a particular job, get an idea of what the job's about and if you'll like it. Read careers information, buy trade magazines, and speak to people currently working in the job. This research is well worth it. It's better to take your time rather than do a course that leads to a job you might not really want. You'll ensure that you don't waste any time or money.

### **What am I going to do after the course?**

Plan for when you finish. If you're aiming for a particular job, do voluntary work while studying. If you're doing an English course and want to be a journalist, you could write for the student newspaper or work on the radio. Having a plan will help you make the most of the opportunities that come your way when you're on the course.



**Questions 1–5**

Complete each sentence with the correct ending **A–F** from the box below.

Write the correct letter **A–F** next to Questions 1–5.

- |  |       |
|--|-------|
| 1 Students who want to do law                    | ..... |
| 2 Mature students                                | ..... |
| 3 Students who are motivated by self-development | ..... |
| 4 Students who have young children               | ..... |
| 5 Students who choose a career in journalism     | ..... |

- A** will not need any experience to start a course  
**B** will benefit from open-learning courses  
**C** could get relevant work experience while they study  
**D** can be accepted onto a course without qualifications  
**E** should enquire about the other students on their course  
**F** must have certain qualifications

**Questions 6–9**

Classify the following statements as applying to

- A** academic courses  
**B** vocational courses  
**C** both academic and vocational courses

Write the correct letter **A–C** next to Questions 6–9.

- |   |       |
|---|-------|
| 6 These courses are available through further education colleges.             | ..... |
| 7 You must take this kind of course if you wish to have a career in plumbing. | ..... |
| 8 You will learn research methods on this type of course.                     | ..... |
| 9 You will learn practical skills on this course.                             | ..... |

## Grammar focus task

These are extracts from the text. Without looking back at the text, fill in the gaps with the correct form of the verbs in brackets and then answer the questions that follow.

- 1 Your motives ..... (*help*) you choose the best course for your aims and goals.
- 2 If you are career-driven, you ..... (*need*) a course relevant to your profession.
- 3 You ..... (*ensure*) that you don't waste any time or money.
- 4 What ..... (*I/do*) after the course?
- 5 Having a plan ..... (*help*) you make the most of the opportunities that come your way when you're on the course.

Which future forms are used? .....

Why? .....

## Future 2

present simple; *be about to*;  
future continuous; future perfect

### A Context listening

- 1 Janet is a university lecturer. She gets nervous when she gives talks at conferences. Look at the pictures. Which do you think would help Janet feel more confident and relaxed?



- 2 6 Listen to Janet's conversation with her colleague, Phil. What advice does Phil give her?

- 3 6 Listen again and complete the sentences below. Write no more than three words for each answer.

- Janet ..... on the report all next week.
- By the end of the year, Janet ..... the same talk at six conferences.
- When she gets to Rome, Janet ..... very nervous.
- Before he gives his talk in London, Phil ..... it at least ten times.
- Janet is in a hurry because the train to the airport ..... in 20 minutes.

- 4 Look at the sentences used in Exercise 3 and answer these questions.

- Which sentences talk about events that will be over before a time in the future?  
.....
- Which sentences talk about events or situations in progress at a particular time in the future? .....
- Which sentence talks about a scheduled event? .....

## B Grammar

### 1 Present simple

We use the present simple with a future meaning

- ◆ to talk about timetables or schedules:

*The conference only **lasts** three days.*

*The train to the airport **leaves** in 20 minutes.*

- ◆ after conjunctions such as *when, as soon as, after, before, until, as long as*:

*I'll be feeling really nervous **when** I **get to** Rome. (~~not when I will get to Rome~~)*

*Can you do it **before** we **have** the departmental meeting? (~~not before we will have the meeting~~)*

Note that other present tenses are also possible:

*I won't be able to relax **until** I'm actually **giving** my talk.*

### 2 Be about to

+	<i>am/is/are about to + verb</i>	<i>I'm about to go to Rome.</i>
-	<i>am/is/are not about to + verb</i>	<i>I'm not about to go to Rome.</i>
?	<i>am/is/are ... + verb?</i>	<i>Are you about to go to Rome?</i>

We use *be about to* to talk about something likely to happen in the immediate future:

*I'm about to go to Rome for a conference. (I will be leaving very soon)*

- ▲ The negative form suggests the speaker has no intention of doing something:

*I'm not about to cancel my trip. (= I have no intention of cancelling my trip)*

### 3 Future continuous

+	<i>will be + verb + -ing</i>	<i>I'll be feeling nervous.</i>
-	<i>will not (won't) be + verb + -ing</i>	<i>She won't be feeling nervous.</i>
?	<i>will ... be + verb + -ing?</i>	<i>Will you be feeling nervous?</i>

We use the future continuous

- ◆ to describe or predict events or situations continuing at a particular point in the future or over a period of time in the future:

*I'll be working on the report all next week.*



*I'll be thinking of you in Rome.*

*By the year 2015 it is estimated that well over one billion people **will be learning** English.*

- ◆ to talk about events that are planned or already decided (this use is similar to the present continuous for future arrangements):

*I'll be seeing Sarah at lunch.*

## 4 Future perfect simple

+	<i>will have + past participle</i>	<i>I'll have done it by then.</i>
-	<i>will not (won't) have + past participle</i>	<i>We won't have done it by then.</i>
?	<i>will ... + have + past participle?</i>	<i>Will you have done it by then?</i>

We use the future perfect simple to talk about a future event that will finish before a specified time in the future, often with *before*, *by* + fixed time, or *in* + amount of time:

*By the end of the year I will have given the same talk at 6 conferences!*

*I'll have finished it by next Friday.*

*In a week's time I'll have written the report.*

## 5 Future perfect continuous

+	<i>will have been + verb + -ing</i>	<i>I'll have been studying here for three months.</i>
-	<i>will not (won't) have been + verb + -ing</i>	<i>We won't have been studying here for long.</i>
?	<i>will ... + have been + verb + -ing?</i>	<i>How long will you have been studying here?</i>

We use the future perfect continuous to show how long an activity or situation has been in progress before a specified time in the future. We usually mention the length of time:

*By the end of the month I'll have been working here for three years.*

### Grammar extra: The future in the past

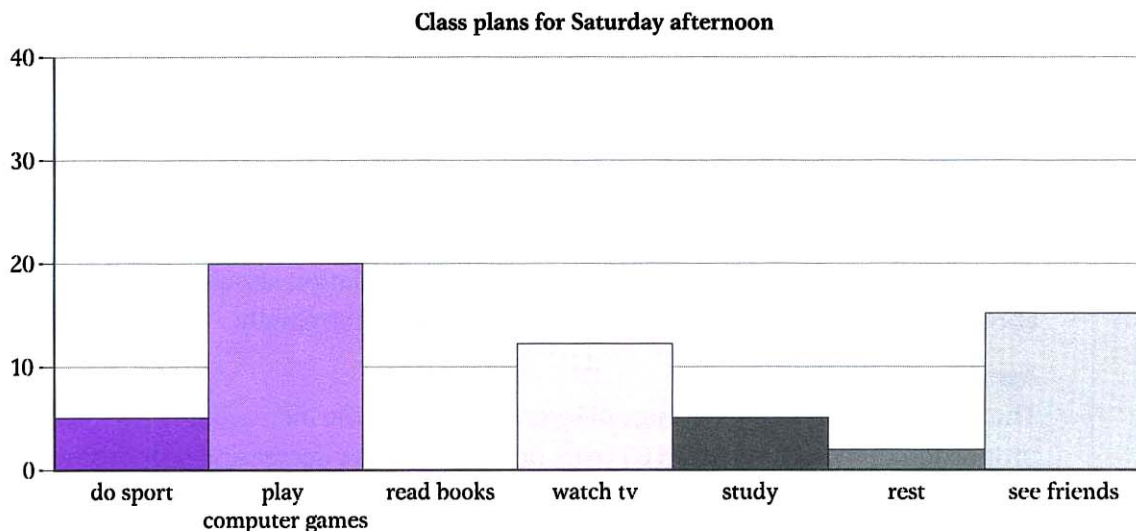
We use *was/were going to*, *was/were planning to*, *was/were about to* + verb to talk something planned which did not or will not happen:

*I was going to leave this morning but they cancelled my flight.*

*We were about to leave when the phone rang.*

**C Grammar exercises**

**1** The following chart shows the results of a class survey about planned activities for Saturday afternoon. Complete the sentences using the future continuous tense.



- 1 Twelve students will be watching TV on Saturday afternoon.
- 2 The students ..... books on Saturday.
- 3 The largest group of students ..... this Saturday afternoon.
- 4 A similar number of students ..... and ..... this weekend.
- 5 A very small number of students ..... this weekend.
- 6 Approximately 15 students ..... this weekend.

**Write what you will be doing at the following times.**

- 7 At six o'clock tomorrow I'll .....
- 8 Next Saturday afternoon I won't .....
- 9 On Sunday morning .....
- 10 In a year's time .....

**2** Read the following projections about the future population of Australia.

## Population projections

According to the latest available projections (which are based on several combinations of assumptions reflecting past trends in births, deaths and migration), the total population of Australia is likely to have increased to between 22.3 and 23.3 million by 2021.

The projected population will increase at a declining rate. The average annual growth rate is predicted to be between 0.5 and 0.8 during 2011–2021. Without overseas migration, the projected total population should peak at about 23.3 million in 2041, and then start to decline marginally.

### Age distribution

The projected population will age progressively due to the increasing proportion of the elderly (aged 65 years or more) and the decreasing proportion of children (aged under 15 years). In brief, the number of persons aged under 15 is projected to be between 3.7 and 4.1 million in 2031; the population of working age (15–64 years) is projected to increase to between 14.4 and 15.0 million in 2031; and the number of persons aged 65 years or more is projected to increase to between 2.94 and 2.98 million in 2031. The projections also show significant increases in the number of persons aged 80 years or more.

Write the verbs in brackets in the future perfect tense. Then choose the correct ending for each sentence.

- |   |                                   |
|---|-----------------------------------|
| 1 By the year 2021 the population of Australia <u>will have reached</u> (reach) | a by the early 2040s.             |
| 2 The population of Australia ..... (peak)                                      | b to almost 2.98 million.         |
| 3 By the year 2031 the number of children aged under 15 ..... (rise)            | c a maximum of 23.3 million.      |
| 4 By 2031 the number of people of working age in Australia ..... (grow)         | d to between 3.7 and 4.1 million. |
| 5 By 2031 the number of people aged 65 and over ..... (go up)                   | e significantly.                  |
| 6 By the year 2031 the number of people aged over 80 ..... (increase)           | f to around 15 million.           |

**3** In six of these sentences there is a verb in the wrong tense. Underline each mistake and write the correction.

- 1 When I'll find the answer I'll let you know. .... I find .....
- 2 My exams finish on 27th June. ....
- 3 I'll be fine in the interview as long as they won't ask me technical questions. ....
- 4 What time is your meeting about to start tomorrow? .....
- 5 I'll hand in my notice for this job after I'll get the contract for my new one. ....
- 6 I'll text you before we set off. ....
- 7 The bus doesn't arrive until 7.30 in the evening. ....
- 8 I've got my schedule for the Japan trip. We're about to fly to Tokyo at 10 am on Monday, and then travel by train to Kyoto for one night. ....
- 9 The moment I'll receive my results I'll phone you. ....

**4** Fill in the gaps with a future form from this unit and the verbs in brackets.

Teacher: What will you be doing (1 you/do) this time next year?

Student 1: Well, that's difficult to say but I hope that I ..... (2 travel) round the world. Before then I ..... (3 hopefully/save up) enough money for the ticket. I plan to end up in Australia and when I ..... (4 get) there I'll get a job and earn some money. So, in a year's time I ..... (5 probably/travel) for a few months already. I hope that I ..... (6 visit) quite a lot of different countries by then too.

Teacher: What do you plan to do when you graduate?

Student 2: Well, my plans have changed a bit. I ..... (7 do) a journalism course, but I didn't get accepted. So I've sorted something else out and I ..... (8 start) a hospitality course tomorrow, actually. It's for six months, so I ..... (9 not/finish) in time to go travelling next spring, unfortunately. However, as soon as I ..... (10 find out) if I've passed the course, I can apply for a job in a hotel in Australia.



## D Test practice

### Academic Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

***The birth rate in most developed countries is predicted to begin to fall over the next 50 years. By 2030 it is estimated that over one third of the population in most developed countries will be aged 65 and over.***

***What effects will these predictions have on developed countries if they prove true? What can be done now to deal with this situation?***

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

### Grammar focus task

Look at the extract from a model answer below. Fill in the gaps with the verbs in the box in the correct future tense.

be    pay    rise    work

... By 2030 the percentage of the population aged 65 or older 1 ..... significantly, to more than 30%. This means that fewer people 2 ....., and therefore fewer people 3 ..... income tax. In the future it may be necessary for governments to increase the official retirement age to 70 or even older. When today's 30-year-olds 4 ..... in their sixties it is unlikely that they will enjoy the relaxed lifestyle that today's older generation can expect when they give up work.

## B Grammar

### 1 Countable and uncountable nouns

#### Countable nouns

- ◆ generally have a singular and plural form:  
*a window, lots of windows*  
▲ Some countable nouns only have a plural form: *clothes, trousers, jeans, scissors*
- ◆ take a singular or plural verb form:  
*The window is big. The windows are big.*
- ◆ can be replaced by a singular or plural pronoun:  
*I'd like that desk; it's better than mine.*  
*It's got shelves as well. They're really handy.*
- ◆ can be measured with weights and measures: *two kilos of potatoes*  
or numbers: *It's got three drawers.*
- ◆ can be used with *a/an*:  
*a desk, an apple*

### 2 Some and any

#### Some

- ◆ is generally used in positive statements: *There are some shelves above the desk.*
- ◆ can also be used in questions and particularly in requests and offers:  
*Would you like some biscuits?*
- ◆ means 'an unspecified (not large) amount':  
*It would be great to get some money to help with the rent. (we don't know how much money)*
- ▲ We use *some of* with other determiners (e.g. *my, the, these*) to refer to a particular group:  
*Some of my students have part-time jobs.*

#### Any

- ◆ is usually used in negatives and questions:  
*My desk hasn't got any drawers. Has your desk got any drawers?*
- ◆ can also be used in positive statements to mean 'it doesn't matter who/which/where/when':  
*Call me any time if you need further help. (= it doesn't matter when you call)*
- ▲ We can also use *no + noun* to mean the same as *not ... any*:  
*My desk has got no drawers. (= my desk hasn't got any drawers)*  
We use *no* when the noun is a subject:  
*No applicants had the necessary experience for the job. (not Not any applicants)*

Words like *something/anything, somebody/anybody*, etc. follow the same rules as *some* and *any*.

#### Uncountable nouns

- ◆ cannot be plural: *advice (not advices), furniture (not furnitures), data*  
▲ Some uncountable nouns look plural but they are not: *news, economics, physics*
- ◆ take only a singular verb form:  
*The natural light is really nice.*
- ◆ can be replaced by a singular pronoun:  
*'What shall we say about the furniture?'*  
*'Well, it's not luxurious but it is very comfortable.'*
- ◆ can be measured with weights and measures: *two kilos of sugar*  
or with words like *a piece of, cup of, bit of, slice of*: *a piece of information*
- ◆ cannot be used with *a/an*:  
*information (not an information)*

# Countable and uncountable nouns

countable and uncountable nouns; quantity expressions  
(many, much, a lot of, some, any, a few, few, no)

# 7

## A Context listening

**1** You are going to hear Alan and Sara talking about advertising a spare bedroom to rent. Before you listen look at the types of furniture below. Tick the furniture you think might be in the room.

- |   |                                       |   |  |
|---|---------------------------------------|---|--|
| <input type="checkbox"/> shelves          | <input type="checkbox"/> a wardrobe   | <input type="checkbox"/> a lamp         | <input type="checkbox"/> a bedside table |
| <input type="checkbox"/> a filing cabinet | <input type="checkbox"/> a bed        | <input type="checkbox"/> a desk         | <input type="checkbox"/> a mirror        |
| <input type="checkbox"/> a sofa           | <input type="checkbox"/> a towel rail | <input type="checkbox"/> a coffee table | <input type="checkbox"/> a rug           |

**2**  **7** Listen and answer the questions below.

**1** Which three pieces of furniture are in the room?

A a bed

C a desk

F a mirror

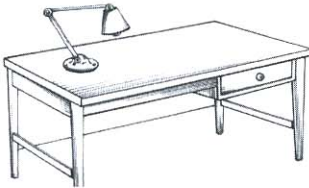
B a bedside table

E a lamp

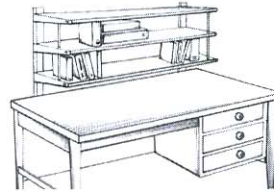
G a wardrobe

**2** What does the desk look like?

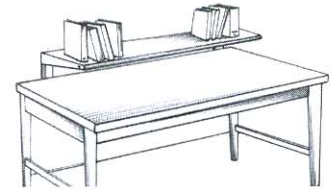
A




B



C



**3**  **7** Listen again and fill in the gaps in the advertisement. Write no more than one word or a number for each answer.

### Accommodation for rent

Small, furnished **1** ..... available. Sunny with a nice view of the **2** ..... Good location close to two types of **3** ..... Rent **4** £..... per **5** ..... Rent includes **6** ..... and all other bills.

**4** Look at the two groups of nouns in the table below. How are they different? Add the nouns from Exercises 2 and 3 into the table in the correct group.

Group 1	Group 2
advertisement newspaper windows	money news accommodation

### 3 Quantities

We can use the following words to say how many or how much:

	Plural countable nouns	Uncountable nouns
everything	<i>all (of)</i>	<i>all (of)</i>
large quantities	<i>lots of / plenty of / a lot of</i> <i>many (of)</i> <i>most (of)</i> <i>a large/considerable/substantial number of</i>	<i>lots of / plenty of / a lot of</i> <i>much (of)</i> <i>most (of)</i> <i>a large/considerable/substantial amount of</i>
medium quantities	<i>some (of)/a certain number of</i>	<i>some (of)/a certain amount of</i>
small quantities	<i>(a) few (of)</i> <i>a small/limited/tiny number of</i>	<i>(a) little (of)</i> <i>a small/limited/tiny amount of</i>
nothing	<i>no / not any / none of</i>	<i>no / not any / none of</i>

*A few* and *a little* are different from *few* and *little*. Compare:

*Few rooms have such good natural light.* (= not many, so you are lucky)

*We have a few rooms available with a sea view.* (= a small number)

*Little research has been done in this area.* (= not enough)

*A little research has already been carried out in this area.* (= a small amount)

▲ We use *a few of* with other determiners (e.g. *my, the, these*) to refer to a particular group:

*A few of the rooms have a sea view.*

*Lots of / a lot of* are less formal than *much/many*:

*There are lots of advertisements for accommodation in the paper.*

*Many scientists believe that global warming is having a negative impact on our climate.*

▲ We do not usually use *lots of* with negative statements:

*We don't have a lot of/much time so we'll have to be quick.* (~~not we don't have lots of time~~)

▲ We do not usually use *much* in positive sentences:

*I found a lot of information on the Internet.* (~~not much information~~)

#### Grammar extra: Nouns that can be both countable and uncountable

Sometimes the same noun can be either countable or uncountable depending on the meaning (e.g. *light, room, cake, time*). Materials and liquids can also be either (e.g. *glass, paper, coffee, wine*). Compare:

*The natural light is really nice.* (uncountable)

*Both of the lights in the ceiling are really old.* (countable)

*There isn't much room for a desk.* (uncountable = space)

*We have two spare rooms.* (countable = rooms in a house)

*Do you drink much coffee?* (uncountable = in general)

*I'd like to order a coffee, please.* (countable = a cup of coffee)

## C Grammar exercises

- 1** Fill in the gaps with a word from the box below in the correct form. If the word is countable, you may need to change it to a plural form.

advice   cake   -challenge   electricity   information   situation   size

- 1 I've faced many challenges in my life, but none as difficult as this.
- 2 Some of the best ..... I heard while I was a student was to take regular breaks when studying so that you don't lose concentration.
- 3 A dictionary is a wonderful source of .....
- 4 I've made some little ..... for Claire's birthday party.
- 5 One hundred years ago cars all looked the same but these days they come in lots of different shapes and .....
- 6 My job as a journalist means I can find myself in difficult ..... at times, but at least it's never boring.
- 7 There was no ..... in the remote cottage, so they had to cook over the fire.

- 2** Underline the correct form of the verbs.

- 1 Despite the recent improvement in the economy, unemployment has continued / *have continued* to rise.
- 2 Our company hasn't changed its products for over 30 years but now the time *has come* / have come for a rethink.
- 3 The ideas in the report *was* / were presented in a very clear way.
- 4 The data *show* / shows that the numbers of people buying mobile phones has remained stable for the past two years.
- 5 Transport to and from the airport *is included* / are included in the price.
- 6 There *was* / were no facilities like running water or electricity in the village.
- 7 All the information *is* / are interesting and well presented, but we need to consider the whole situation very carefully before we reach a decision.
- 8 There *was* / were some important news about the proposed new hospital in the local paper today.

**3** Fill in the gaps with *amount*, *number*, *few*, *little*, *many* or *much*.

**How much sleep do we need?**

The 1 amount of sleep each person needs depends on 2 ..... factors, including age. Infants generally require about 16 hours a day. For most adults, seven to eight hours a night appears to be the ideal 3 ..... of sleep, although a 4 ..... people may need as 5 ..... as five hours' sleep or as 6 ..... as ten hours' sleep each day. Getting too 7 ..... sleep creates a sleep debt, and eventually, your body will demand that the debt be repaid.

A large 8 ..... of people over 65 have frequent sleeping problems, such as insomnia, and deep sleep stages in 9 ..... elderly people often become very short or stop completely. Microsleeps, or very brief episodes of sleep in an otherwise awake person, are another mark of sleep deprivation. In 10 ..... cases, people are not aware that they are experiencing microsleeps. The widespread practice of burning the candle at both ends in western industrialized societies has created so 11 ..... sleep deprivation that what is really abnormal sleepiness is now almost the norm.

**4** Read the extract from a talk about a holiday destination. Decide if the underlined quantity expressions are correct or not. Tick (✓) them if they are right and correct them if they are wrong.

The island is beautiful. Don't be dismayed when you get off the plane and find yourself in a large, rather ugly city with 1 a little sense of the old way of life you have read about. Just a short car ride away is the island you have been promised with its small villages and slow pace of life. And there really is 2 anything for everyone. For those that like sunbathing, it has 3 some of the most beautiful beaches in the world. If you like walking, the paths take you through some breathtaking scenery. 4 Little other places can match the stunning landscape of this island. For water sports enthusiasts, there are 5 any unusual activities such as diving for pearls or turtle spotting, along with 6 few of the more common sports such as waterskiing or windsurfing. If history is your thing, don't worry. There's 7 much history round every corner. Ruins from the ancient civilisations that lived here over 3000 years ago are everywhere, and although 8 a lot of people come here just to see the palace, you can find some lesser remains scattered around the surrounding hills.

Visit it 9 some time of the year and you will not be disappointed. Not 10 many places in the world can offer so much. 11 Not any holiday will ever match this one - our island has got it all!

- 1 a little.....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....

**D Test practice****Academic Reading**

You should spend about 20 minutes on **Questions 1–14** which are based on the Reading Passage below.

## *Dressed to dazzle*

As high-tech materials invade high-street fashion, prepare for clothes that are cooler than silk and warmer than wool, keep insects at arm's length, and emit many pinpricks of coloured light.

The convergence of fashion and high technology is leading to new kinds of fibres, fabrics and coatings that are imbuing clothing with equally wondrous powers. Corpe Nove, an Italian fashion company, has made a prototype shirt that shortens its sleeves when room temperature rises and can be ironed with a hairdryer. And at Nexia Biotechnologies, a Canadian firm, scientists have caused a stir by manufacturing spider silk from the milk of genetically engineered goats. Not surprisingly, some industry analysts think high-tech materials may soon influence fashion more profoundly than any individual designer.

A big impact is already being made at the molecular level. Nano-Tex, a subsidiary of American textiles maker Burlington, markets a portfolio of nanotechnologies that can make fabrics more durable, comfortable, wrinkle-free and stain-resistant. The notion of this technology posing a threat to the future of the clothing industry clearly does not worry popular fashion outlets such as Gap, Levi Strauss and Lands' End, all of which employ Nano-Tex's products. Meanwhile, Schoeller Textil in Germany, whose clients include famous designers Donna Karan and Polo Ralph Lauren, uses nanotechnology to create fabrics that can store or release heat.

Sensory Perception Technologies (SPT) embodies an entirely different application of nanotechnology. Created in 2003 by Quest International, a flavour and fragrance company, and Woolmark, a wool textile organisation, SPT is a new technique of embedding chemicals into fabric. Though not the first of this type, SPT's durability (evidently the microcapsule containing the chemicals can survive up to 30 washes) suggests an interesting future. Designers could incorporate signature scents into their collections. Sportswear could be impregnated with anti-perspirant. Hayfever sufferers might find relief by pulling on a T-shirt, and so on.

The loudest buzz now surrounds polylactic acid (PLA) fibres – and, in particular, one brand-named Ingeo. Developed by Cargill Dow, it is the first man-made fibre derived from a 100% annually renewable resource. This is currently maize (corn), though in theory any fermentable plant material, even potato peelings, can be used. In performance terms, the attraction for the 30-plus clothes makers signed up to use Ingeo lies in its superiority over polyester (which it was designed to replace).

As Philippa Watkins, a textiles specialist, notes, Ingeo is not a visual trend. Unlike nanotechnology, which promises to transform what clothes can do, Ingeo's impact on fashion will derive instead from its emphasis on using natural sustainable resources. Could wearing synthetic fabrics made from polluting and non-renewable fossil fuels become as uncool as slipping on a coat made from animal fur? Consumers should expect a much wider choice of 'green' fabrics. Alongside PLA fibres, firms are investigating plants such as bamboo, seaweed, nettles and banana stalks as raw materials for textiles. Soya bean fibre is also gaining ground. Harvested in China and spun in Europe, the fabric is a better absorber and ventilator than silk, and retains heat better than wool.

Elsewhere, fashion houses – among them Ermenegildo Zegna, Paul Smith and DKNY – are combining fashion with electronics. Clunky earlier attempts involved attaching electronic components to the fabrics after the normal weaving process. But companies such as SOFTswitch have developed electro-conductive fabrics that behave in similar ways to conventional textiles.

Could electronic garments one day change colour or pattern? A hint of what could be achieved is offered by Luminex, a joint venture between Stabio Textile and Caen. Made of woven optical fibres and powered by a small battery, Luminex fabric emits thousands of pinpricks of light, the colour of which can be varied. Costumes made of the fabric wowed audiences at a production of the opera *Aida* in Washington, DC, last year.

Yet this ultimate of ambitions has remained elusive in daily fashion, largely because electronic textiles capable of such wizardry are still too fragile to wear. Margaret Orth, whose firm International Fashion Machines makes a colour-changing fabric, believes the capability is a decade or two away. Accessories with this chameleon-like capacity – for instance, a handbag that alters its colour – are more likely to appear first.



**Questions 1–6**

Look at the following list of companies (1–6) and the list of new materials below.

Match each company with the correct material.

Write the correct letter **A–H** next to the companies 1–6.

**NB** You may use any answer more than once.

- |                         |       |                                    |       |
|-------------------------|-------|------------------------------------|-------|
| 1 Corpe Nove            | ..... | 4 Schoeller Textil                 | ..... |
| 2 Nexia Biotechnologies | ..... | 5 Quest International and Woolmark | ..... |
| 3 Nano-Tex              | ..... | 6 Cargill Dow                      | ..... |

**New materials**

- A** material that can make you warmer or cooler
- B** clothing with perfume or medication added
- C** material that rarely needs washing
- D** clothes that can change according to external heat levels
- E** material made from banana stalks
- F** material that is environmentally-friendly
- G** fibres similar to those found in nature
- H** clothes that can light up in the dark

**Questions 7–14**

Complete the summary below.

Write **NO MORE THAN TWO WORDS** from the Reading Passage for each answer.

**Major changes in fabrics**

**Using plants**

Nanotechnology will bring changes we can see, while the brand called **7** ..... will help the environment. Fibre made from the **8** ..... plant has better qualities than silk and wool.

**Electronics**

In first attempts to use electronics, companies started with a material made by a standard **9** ..... method and then they fixed **10** ..... to the material.

**Luminex fabric**

- needs a **11** ..... to make it work.
- has already been used to make stage **12** .....
- is not suitable for everyday wear because it is too **13** .....

The first products that can change colour are likely to be **14** .....

**Grammar focus task**

Which of these nouns from the text are countable (C) and which are uncountable (U)? Which is an example of a noun that can be both countable and uncountable? How is it used in the text?

- 1 materials (paragraph 1) .....C.....
- 2 shirt (paragraph 2) .....
- 3 heat (paragraph 3) .....
- 4 technique (paragraph 4) .....
- 5 sportswear (paragraph 4) .....
- 6 fibre (paragraph 5) .....
- 7 clothes (paragraph 6) .....
- 8 choice (paragraph 6) .....