



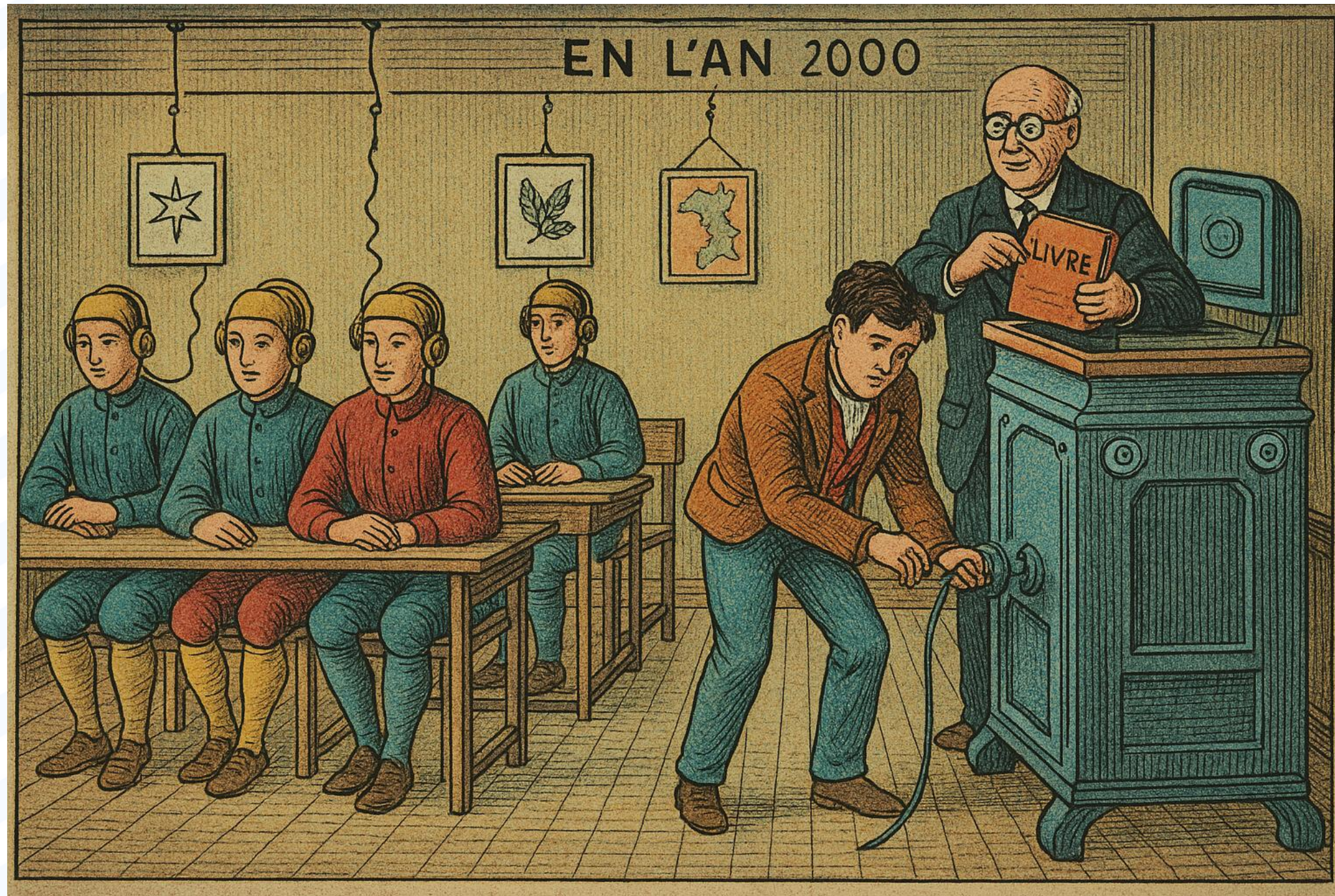
General Upper Intermediate

Unit 5: A perfect future?

Objectives

- Language focus: Future forms
- Vocabulary: Common verbs – take and put
- Everyday English: Over the phone
- Reading: The Boomerang generation!
- Listening: The future of the future
- Writing: Applying for a job





**"People who live
in the past should
not decide the
course of the
future."**

Shon Mehta



1. What vision of the future does the picture from the past suggest?
2. Read the quote. Do you think this is happening in the world today? Where and how? Why do people often fear the future? Do you?

Test your grammar!

1. Each of the following situations (1–8) contains a future form. Match them with their corresponding meanings (a–h).

- | | |
|---|--------------------------------|
| 1. Don't worry, you'll pass the test. | a. a timetable |
| 2. I'm meeting Jo for lunch on Friday. | b. a future action in progress |
| 3. The train to Dover departs at 17:00. | c. a prediction |
| 4. Shall we take a short break now? | d. a spontaneous decision |
| 5. I'm going to start a diet. | e. an arrangement |
| 6. I'll prepare some coffee. | f. an intention |
| 7. We'll have completed it by Thursday. | g. the past from the future |
| 8. This time tomorrow I'll be relaxing on the beach. | h. a suggestion |

2. Name the different future forms.

Language focus | Future forms

An eye to the future

1. Look at the pictures and listen to the individuals discussing their plans. Who mentions what? Match each name with a number (1-6). What is each person excited about?

2. Answer the questions about the people.

1. Where are Ted and Pamela going?
What will they be doing at this time tomorrow?

2. What is Francesca going to study?
How long does her course last?

3. Who will be coming to watch Jason?
What time does the match start?

4. Why is Asha going to San Francisco?
Why will she be able to buy her own place?

5. Why are Lucy and Mark excited?
What does Mark hope?

6. What is Jonathan going to do to ensure success?
What's his ambition?

Listen and check.



Audio 5.2

3. Who gave the answers below? What are the questions?

- 1. Because the teams are great rivals.
- 2. No, they're not. It's all work, work, work!
- 3. Sebastian.
- 4. The amount of debt she'll have.
- 5. Twice what she's earning now.
- 6. Two o'clock.

Listen and check.



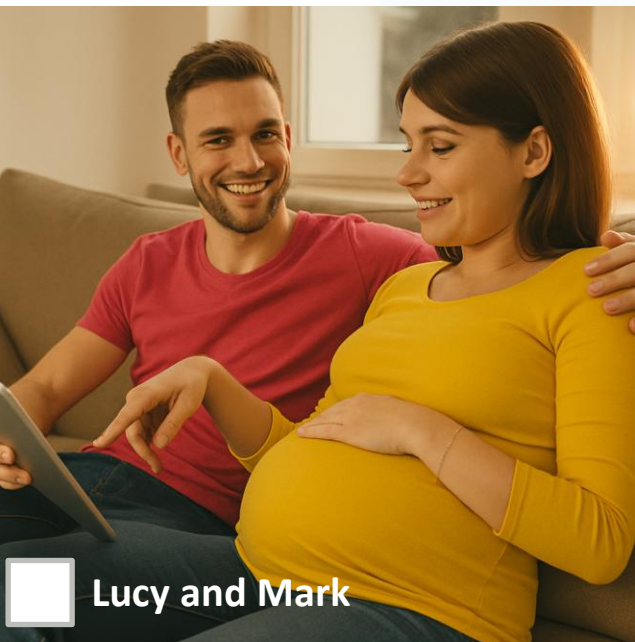
Audio 5.3



☐ Ted and Pamela



☐ Jason



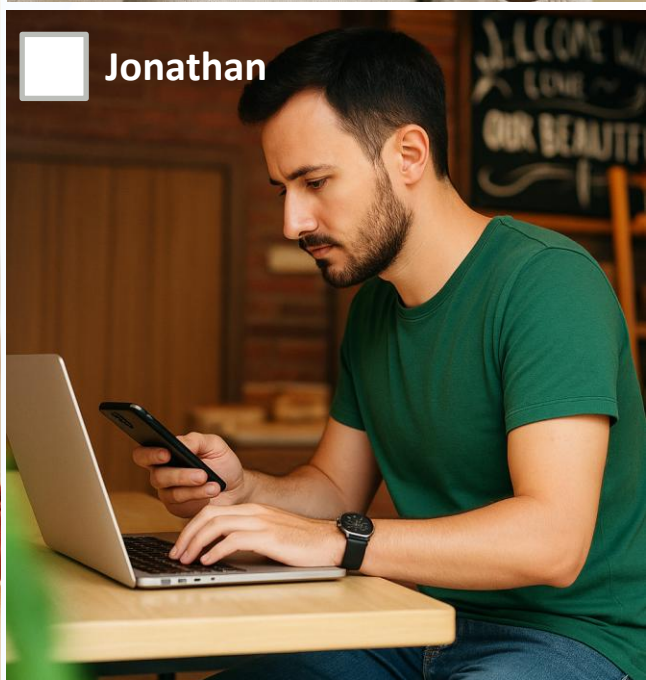
☐ Lucy and Mark



☐ Francesca



☐ Asha



☐ Jonathan

LANGUAGE POINT

1. What's the difference between these sentences?

What **do** you **do** on Fridays? | What **are** you **doing** this Friday?

Get in the car. I'll **give** you a elevator./ I'm **going to give** Lisa a lift to her house.

I'll **write** the answer to this email tonight./ I'll **have written** the answer to this email by tonight.

We'll **have** supper at 8.00. / We'll **be having** supper at 8.00.

2. There are many ways to talk about the future in English. The differences in meaning can be quite subtle, and in many situations more than one form is possible:

I'm **meeting** Gerald for dinner./ I'm **going to meet** Gerald for dinner.

I'm **working** at home tomorrow./ I'll **be working** at home tomorrow. The flight **arrives** at 15.57. | The flight **will arrive** at 15.57.

Go to pages 18-21 for grammar reference.

Practice I Which future form?

1. Choose the correct form. In which sentences are both options correct?

1. I'll come / I'm coming

- a. I _____ along with you if you're okay with it.
- b. I _____ along whether you're ready or not.

2. Are you going to do / Will you do

- a. You're heading to Canada for two years! What _____ over there?
- b. I believe you'll succeed, but what _____ if you fail?

3. I'll see / I'm going to see

- a. I can't wait. I _____ my cousins this weekend.
- b. I'm unsure if I can make it tonight. I _____.

4. Leaves / Is leaving

- a. Anna _____ shortly. Come and say farewell.
- b. The train _____ at 9.15, so be on time.

5. I'm giving / I'm going to give

- a. I'm done with his excuses. I _____ him a serious warning.
- b. I _____ a demo at 2:00 this afternoon. I'm nervous.

6. Are you doing / Are you going to do

- a. Your grades are dropping fast. What _____ to fix them?
- b. What _____ later tonight?

7. I'll see / I'll have seen

- a. You _____ enough of this town by the end of the trip.
- b. I'm aiming to achieve my goals. You _____.

8. I'll see / I'll be seeing

- a. I _____ you near the station at 6.
- b. I _____ Mark later, so I'll give him the message.

2. Complete the announcement using the most natural future form – Present Simple, *will* or the Future Continuous. More than one answer may be possible!



"Good afternoon ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time, we **1.** _____ (take off). Our flight time today **2.** _____ (be) approximately six and a half hours and we **3.** _____ (fly) at 37,000 feet, at a cruising speed of 575 miles per hour. We **4.** _____ (come in) over the coast of Newfoundland before heading down to Boston. We **5.** _____ (arrive) in Boston at 20.45 US time. The cabin crew **6.** _____ (serve) an evening meal during the flight. If you need any assistance, just press the call button and a flight attendant **7.** _____ (come) to help you. In case of turbulence, **8.** _____ (keep) your seatbelt fastened when in your seat."

(Near the end of flight)

"In a few moments time, the crew **9.** _____ (give out) landing cards for those who **10.** _____ (need) them. In 20 minutes, we **11.** _____ (land) at Boston Logan airport where the temperature is a chilly 5° C. Please put your seats in the upright position and remain seated until the plane **12.** _____ (come) to a complete standstill. We hope you have enjoyed your flight with Virgin Atlantic."

Talking about you

3. Complete the questions with the most natural future form. Sometimes there are several possibilities.

1. Where _____ (you go) on holiday this year?
2. When _____ (you go)?
3. How _____ (you get) there?
4. (you stay) _____ in a hotel? Which?
5. How long _____ (you be) away for?
6. What _____ (you all do) there?

4. Use the questions to make a conversation about holiday plans.



Audio 5.5

I hope so / I don't think so

5. Listen to the questions and fill in the various answers.



Audio 5.6

1. 'Do you think you'll ever get a promotion?'

- 'I _____ so.'
- 'I _____ one day.'
- 'It's possible, but I _____ it.'
- 'I'm sure I _____.'
- 'I'm sure I _____. My boss doesn't even know my name!'

2. 'Are you going out tonight?'

- 'Yes, I am.'
- 'I think _____, but I'm not sure.'
- 'I _____ be.'
- 'You _____! I'm meeting the guys at the pub.'

3. 'Do you think the world's climate will change dramatically in the next 50 years?'

- 'I _____ so.'
- 'I hope _____.'
- 'Who _____. Maybe.'
- 'I'm convinced it _____. All the experts say so.'

6. Ask and answer similar yes/no questions about future possibilities in your life.

Do you think you'll ever be famous?

I'm sure I will, because I ...

1. **become famous**

work in another country
marry a wealthy person
speak fluent English
have grandchildren

2. **go to the movies soon**

meet up with friends this weekend
eat at a restaurant in the next few days

3. **we find life on another planet**

humans live to be 150 years old
discover a cure for cancer



Future Proofing is a BBC Radio 4 series about the future. You're going to listen to excerpts from an episode called 'The future of the future'. In this, presenters **Timandra Harkness** and **Leo Johnson** talk to people with very different ideas about what the future will be.

1. What will life be like 100 years from now?
2. **Timandra** and **Leo** are in **New York**. The first person they talk to is a fortune teller – **Angela Lucy, a Tarot card reader**. Listen to the conversation. Answer the questions about these extracts from it.



Audio 5.7

1. "The Three of Swords" – it means physical separation from somewhere.
2. "The Fool" – it means the leap of faith. Going to New York City, looks like you take the leap.
3. "I'm starting to suspect you're paid by some New York estate agent."
4. "The future of the future is people trusting their own intuition more."
5. "Do you think it is overstated ... that we will put more and more of our trust in the machines and less trust in our own judgement?"

What is the 'Three of Swords'? Separation from which city?

What does Timandra think 'The Fool' card might mean?

Why does Timandra think this?

Who believes this? Who questions it? Why?

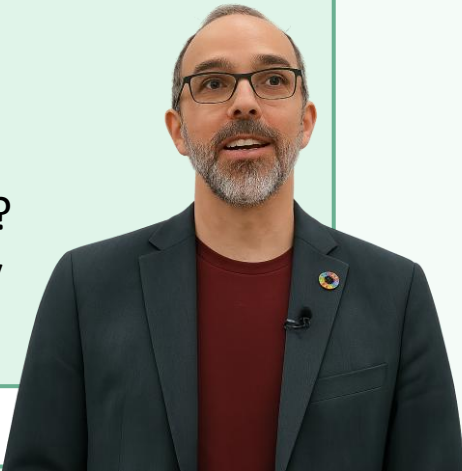
How does Angela respond? What does she call machines at the end of the conversation?

3. Listen to **Astro Teller – Captain of Moon Shots**.



Audio 5.8

1. Which company does Astro work for?
2. What's his job and what does he have to do?
3. What's his basic belief about the future?
4. What does he say about kids going to college today?
5. How does he say his grandparents viewed the future?
6. Who are the 'surfers' and who are the 'turnips'? Why are these terms used?



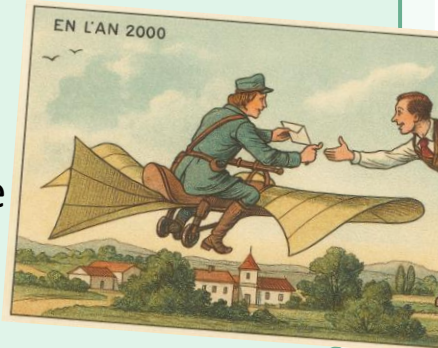
4. **Matt Novak** is the editor of **Gizmodo Paleofuture Blog**.

This looks at how past times viewed the future. How does the picture illustrate this? Listen to Matt and answer the questions.



Audio 5.9

1. Where is he?
2. How does his view differ from Astro Teller's?
3. What does he say about these things?
 - people at the start of the 20th century
 - older people
 - TV in the US
 - the smartphone
 - the Internet
 - electricity



Part of the 10,000 year clock being developed by The Long Now Foundation.

5. Listen to **Alexander Rose of The Long Now Foundation**, which aims to make us take a longer-term view of the future.



Audio 5.10

1. What is his project?
2. What fundamental desires does he say remain 'pretty much the same'?
3. What does he say about the way we often view the past and the future?

- Whose ideas about the future do you agree with most? Whose most surprised you? Why?
- If the four people met, who do you think would agree or disagree?
- What's your opinion of fortune tellers? Have you ever been to one?
- Why do people often think the past was better than the present or future?



Reading and Speaking

Meet the 'Boomerang' Kids & their parents

Who are they?

They're the children who just CAN'T or WON'T leave home. Or, to put it another way, they are 'kidults', in their 20s or 30s, who 'boomerang' back home, having previously fled the nest. In the UK, more than 3 million 20-somethings still live in the family home. It is a trend echoed throughout the world.

1. When do young people typically move out in your country? List pros and cons of leaving home as an adult.

- From the children's point of view.
- From the parents' point of view.

2. Read the introduction to the article and answer the questions .

1. Why are they called 'Boomerang kids'? What's a 'kidult'?
2. What does 'fled the nest' mean? Who are the 'empty nesters'?
3. What do you think causes them to 'boomerang'?

3. Read about Julian and Amy and answer the questions.

1. What did she/he do when they left home?
2. Why did he/she move back?
3. What does she/he like/not like about being back home?
4. How does he/she feel about other people in the house?
5. What does the future hold for her/him?

The Kids

Julian Hanlon, (25)

back living with parents, Alan and Barbara.

"I didn't expect to return home. I studied music at Cambridge and after graduating, I went travelling with some guys – round Europe, singing in bars to pay our way – it was great! But it had to end. I'd got a place to do Opera Studies at the Guildhall School of Music, but I came back with a load more debt – so here I am, back in my old bedroom. It feels weird, but thanks to mum and dad, I'm rent free. We get on well most of the time – but my elder brother, Tim, has joined us now. He's just separated from his wife. I think it's tough on mum and dad – both their big sons back. My brother's depressed, but he's going to try and put things right with Annie. My girlfriend calls us 'mummy's boys' because mum still cooks and washes for us! That's a real bonus – I'll miss that when I move out. Anyway, I'm singing in Don Giovanni next month. I hope my family will be proud of me in the end."



The Parents

Alan Hanlon, (61)

"In some ways it's nice having the boys back. Family is important to us and we're happy to help Julian while he's training, and, of course, we're sorry for poor Tim. But we had got over the 'empty nest' syndrome, or at least I had. We'll both be retiring soon, and I was looking forward to having the freedom that brings. Now it's like we've gone back in time – the mess and the noise. But Barbara seems to love it! I think she does far too much for them and I take issue with that. The boys seem to take it for granted that they live rent free, and their mum will cook and clean for them.

One thing I do like is having their friends round again – we have some good times together. Julian's girlfriend is great fun and this takes Tim's mind off his problems for a while. We're all hoping he'll get back with his wife. And, of course Barbara and I take great pride in Julian's singing. I suppose we'll put up with it for the time being."

Amy Butcher, (22)

left home at 18 but now back with mum, Faye.

"I loved my independence. I work in the make-up section in a city department store, and I was sharing a flat with two girlfriends. But then the landlord put up the rent and that was that. So, I'm back with mum. It's not easy. It's not that I don't get on with her – I do. And I know the bit of rent I pay her, helps. But she gets on my nerves sometimes – she's obsessively tidy. She's always tidying away my things and I can't find them. Also she worries when I'm out late with friends. But I worry about her, too. The thing is, I'm not sure about her new boyfriend. I know he doesn't like me. I love when it's just mum and me and we stretch out on the sofa and watch a film together. We'll be doing that tonight. I'm saving like mad – but the store is going to close. I don't know what I'll do then. I think I'll look for work in a beauty parlour."



Faye Butcher, (57)

"I missed Amy a lot when she moved out. You see, I've been a single mum since Amy's dad left when she was ten, so we're very close and I love having her around again. She helps me with my make-up and keeps me in touch with the world of music, films and phone apps. But it's not all fun. Amy's as untidy today as she was as a teenager. The house is littered with her stuff. It's my house and I like it tidy – I'm always putting her things away. I'm going to make her a list of house rules. I know she'll take offence and say I'm treating her like a kid. She's right.

But a bigger problem is Rob – he's an old friend. He helps me with household chores from time to time. Amy won't speak to him – she thinks he's my boyfriend. He's not – well, not yet. Anyway, it's an awkward situation for me. I'm going to have to say something to her. I'm always kind to her boyfriends."

4. Read about the parents in the text. Then answer these questions.

1. What do the parents like about the arrangement?
2. What do they complain about? What do they hope for?

Spoken English

1. Look at the examples of the word 'thing' from the texts. How can you express the sentences differently?

'He's going to try and put things right with his wife.'

'She's always tidying away my things.'

'The thing is, I'm not sure about her new boyfriend.'

'One thing I do like, is having their friends round.'

2. Find three more examples in audioscript 5.1.

3. Ask and answer these questions.

- Is rugby your kind of thing? What is?
- How are things with you at the moment?
- Do you have a thing about tidiness?
- Do you make a big thing of birthdays? What do you do?
- What's the thing you like most/least about learning English?

What do you think?

- What's your opinion of the children and the parents?
- Do you sympathize with their parents' views? Why?
- Is it possible to 'grow up' while still living at home? Why might it be difficult for both kids and parents?



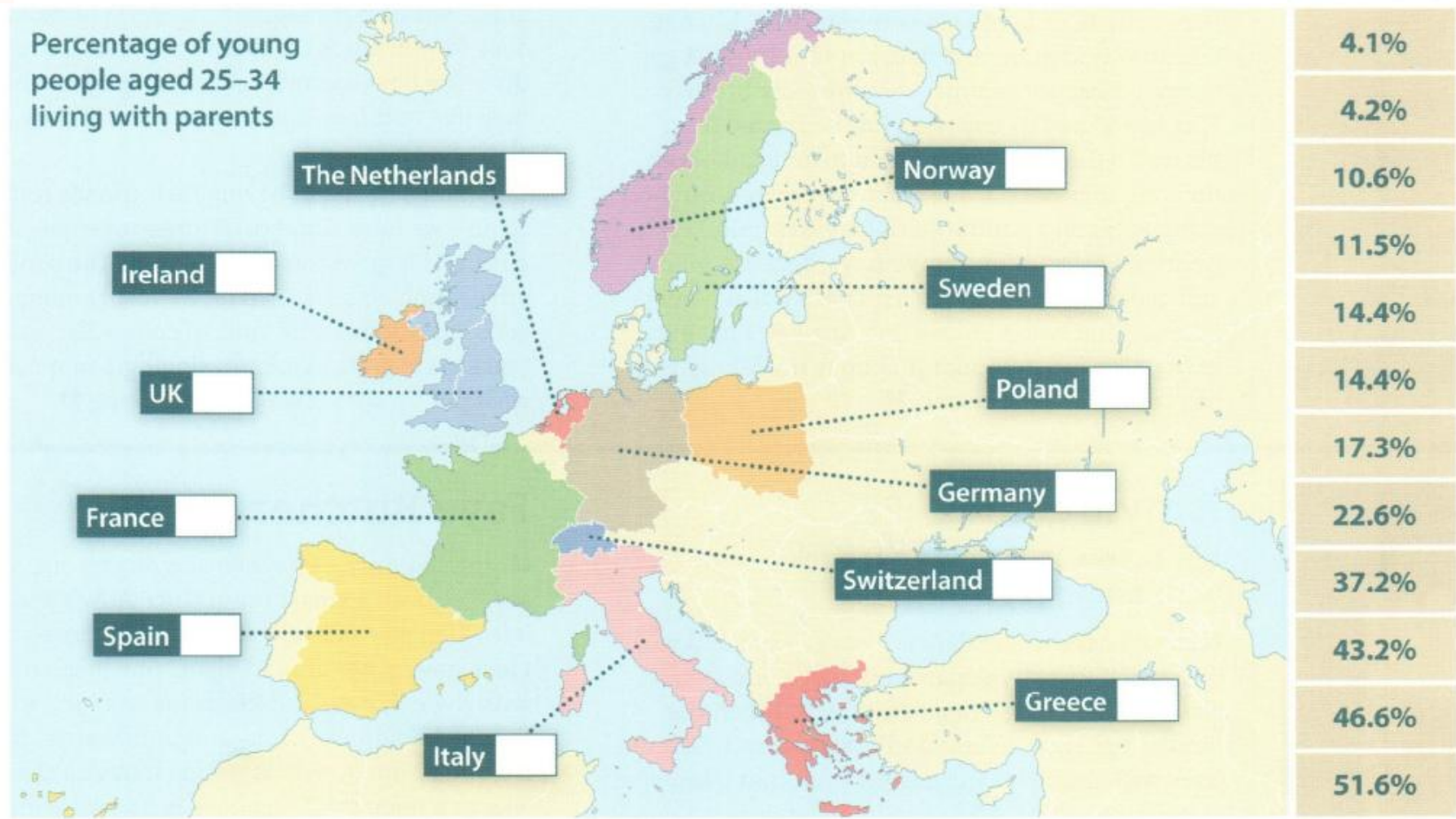
1. Read about the study. Do any of the figures surprise you? Which one and why?
Is **Matthew's** problem a familiar one in your country?

'Boomerang' statistics

A study in the UK has shown that the number of young people who still live at home has grown to 1.24 million. Of this number 835,000 are men, 395,000 women, and almost 100,000 think they will never move out. It is not only a problem in the UK – it is a growing problem throughout Europe and in the US.

"When I graduated, I already had a huge debt, and I very quickly realized that I couldn't afford to rent, let alone buy, even a shoe-box sized flat, so I moved back home." Matthew O'Neill.

2. Look at this map and decide which percentage goes with which country.



3. Check your answers below.
Were you correct?

- Greece – 51.6
- Italy – 46.6
- Poland – 43.2
- Spain – 37.2
- Ireland – 22.6
- Germany – 17.3
- UK – 14.4
- Switzerland – 14.4
- France – 11.5
- The Netherlands – 10.6
- Norway – 4.2
- Sweden – 4.1

1. The verbs take and put can be used in many ways. The expressions in bold all come from the texts on page 10. Replace them with their synonyms.

1. The landlord put up the rent. 2. They take it for granted that they live rent free. 3. We'll put up with it for the time being. 4. I take issue with my wife doing that.	tolerate increased have a problem with accept without question
---	--

2. Put the words in the correct column.

offence | place | a stop to sth | my arm round her | no notice
sb in charge of | responsibility | my advice | part in | a risk | criticism
pressure on sb | ages | your mind off sth

Take	Put

3. Complete the sentences with an expression with *take* or *put* in the correct form.

1. The wedding is going to _____ in an old country church. It's lovely, but it's miles away. It _____ to get there.
2. My son spends hours each day playing video games. I don't know how I can _____ to it.
3. Please don't _____, but the colour of that dress doesn't suit you at all.
4. I told you that boy was no good for you. Why didn't you _____ and have nothing to do with him?
5. The older you get, the more you have to learn to _____ for your own life.
6. My boss is _____ me to work extra hours, but I won't. I don't want to.
7. I tried to get the teacher's attention, but she _____ of me at all. She just ignored me.
8. You need to stop being so defensive and learn how to _____.

Listen and check. 
Audio 5.11

4. Match a line in **A** to a line in **B**. Underline the expressions below with take or put.

A	B
1. Take your time. 2. The party's on the 21st. 3. Take it easy. Calm down. 4. I asked who the boring guy at the bar was - and it was her boyfriend! 5. Put yourself in my shoes! 6. It's not your fault.	Put it in your diary. You always take things too personally. There's no hurry. What would you do? There's no need to panic! I really put my foot in it!

5. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in take off take sb on take over

1. I expect the stores will be _____ a lot of extra staff during the sales.
2. The news was such a shock to me, I couldn't _____ it _____ at first.
3. The business really _____ after the new manager _____.
4. You called me a liar. How dare you! _____ that _____ and say sorry!

6. Complete the sentences with a phrasal verb with *put*.

1. Why don't we _____ some music _____? What would you like?
2. The disgusting smell of the cheese _____ me _____ eating my sandwich.
3. Could you _____ all your clothes, please? Your room's a total mess.
4. There was a fire in the factory. It took nearly 50 firefighters to _____ the blaze.

Listen and check. What are the responses?



Audio 5.12



1. Listen to the beginning of three phone calls. What kind of call is each one?

- When and why do we make small talk? Who with? What about?
- Why do organizations have automatic caller menus?
- Why do people find them frustrating?



Audio 5.13

2. A caller is trying to get through to the Customer Services Department in a credit card company. Complete the text with the missing lines.

- a. All our lines are now closed.
- b. We are currently experiencing unusually heavy call volumes.
- c. and you will be connected to an operator.
- d. Please continue to hold.
- e. to report a lost or stolen card, press 3

3. After completing 'Calling Customer Services,' listen and check your answers.



Audio 5.14

Calling Customer Services



“ Thank you for calling Fast Response Credit.

Our priorities are service, quality and customer satisfaction.

To help us deal with your call more efficiently, please select one of the following options.

to update your account details, press 1

to check your balance, press 2

1. _____

to request a statement, press 4

to leave a voice message, press 5

For all other enquiries, please hold

2. _____



3. _____ You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.



Your call is important to us.

4. _____

Alternatively, please submit your query online at www.fastresponse.com.



Thank you for calling Fast Response Customer Services Department.

5. _____

To speak to an operator, please call Monday to Friday, between 8.30 a.m. and 4.30 p.m. ”

Trying to end a phone call

4. Reorder the lines from the end of a call between colleagues Andy and Barry, then listen and check.



Audio 5.15



- ☒ 1 A. So, Barry. It was good to talk to you. Thanks for calling.
- ☐ A. I certainly will. And you'll email me a copy of the report?
- ☐ A. That's great, Barry. Have a good weekend! Now, I really must ...
- ☐ B. My pleasure. By the way, how's your golf these days? Still playing?
- ☐ B. Same to you, Andy! Bye! Oh, did I tell you ...
- ☐ B. OK. Don't want to keep you. So, you'll give me a call when you're back, right?
- ☐ A. No, not much. I just don't seem to find the time these days. Anyway, Barry ...
- ☐ B. It'll be with you first thing tomorrow.
- ☐ A. It's true. Right, Barry. I must fly. I'm late for a meeting.
- ☐ B. What a shame! You used to enjoy it so much.
- ☐ A. Bye, Barry. Tell me next time.

5. Discuss these questions.

- Who's trying to end the conversation? Who wants to chat?
- How does Andy signal that he wants to end it?
- How do they confirm their arrangements?

6. Role Play: Prepare your phone conversation and practice it with a partner/teacher.

Student A

You have a summer job in London and you need accommodation for two months. You see an advert for a house share.

1. Decide what date you would need to move in and out.

2. Call the number on the advert and find out the following:

- What is the room like?
- How many people live in the house?
- Is the house near a bus stop/Tube station/shops?
- How much is the rent and what happens with bills?

Student B

You are in a house share in London. One of your housemates is moving out, so there is a room available over the summer.

1. Decide on the following information:

- What is the room like?
- How many people live in the house?
- Is the house near a bus stop/Tube station/shops?
- How much is the rent and what happens with bills?

2. Find out as much as you can about the person who calls about the room. When you answer the phone, begin by giving your name.

There is no one future tense in English. Instead, there are several verb forms that can refer to future time. Sometimes, several forms are possible to express a similar meaning, but not always.

will for prediction

1. The most common use of **will** is as an auxiliary verb to show future time. It expresses a future fact or prediction - at some time in the future this event will happen. This use is uncolored by ideas such as intention, decision, arrangement, etc.

I'll **be** 25 in a few days' time.

It **will be** cold and wet tomorrow, I'm afraid.

You'll **feel** better if you take this medicine.

This is the nearest English has to a neutral, pure future tense.

2. **Will for prediction can be based more on opinion than fact or evidence. It is often found with expressions such as *I think ... , I hope ... , I'm sure ...***

I **think** Labour **will win** the next election.

I **hope** you'll **come** and visit me.

I'm **sure** you'll **pass** your exams.

3. **Will** is common in the main clause when there is a subordinate clause with **if, when, before, etc.** Note that we don't use **will** in the subordinate clause.

You'll **break** the glass **if** you aren't careful.

When you're ready, we **we'll start** the meeting.

As soon as Peter comes, we'll **have** lunch.

going to for prediction

Going to can express a prediction based on a present fact. There is evidence now that something is sure to happen.

Careful! That stone **is going to** fall over. Too late!

Look at that grey sky! It's **going to be** a rainy day.

Notes:

- Sometimes there is little or no difference between **will** and **going to**.

We'll run

We're going to run

out of money if we aren't careful.

- We use **going to** when we have physical evidence to support our prediction.

They are **going to win**. (It's 4-0, and there are only three minutes left.)

That glass **is going to fall**. (It's rolling to the edge of the table.)

- We can use **will** when there is no such outside evidence. Our prediction is based on our own personal opinion.

I'm sure you'll **have** a good time at the wedding. (This is my opinion.)
I reckon Liverpool **will win**. (Said the day before the match.)

- Compare the sentences.

I bet Safa **will be** late home. The traffic is always bad at this time.
(= my opinion)

Joe's **going to be** late home. He left a message on my phone.
(= a fact)

Don't lend Sarah your car. He'll **crash** it.
(= a theoretical prediction)

Look out! We're **going to crash**!
(= a prediction based on evidence)

Decisions and intentions - will and going to

1. *Will* expresses a decision or intention made at the moment of speaking.

There's someone at the door. I'll **phone** you back in a minute.
The phone's ringing.' 'I'll **get** it.'

2. *Going to* is used to express a future plan, decision, or intention made before the moment of speaking.

When she leaves school, she's **going to** train as an actor.
We're **going to** get married in the spring.

Other uses of will and shall

1. *Will* as a prediction is an auxiliary verb that simply shows future time. The word itself has no real meaning.

Tomorrow **will be** cold and windy.

2. *Will* is also a modal auxiliary verb, and so it can express a variety of ideas.

I'll **help** you with those tasks.(= offer)

Will you **marry** me?(= willingness)

Will you **open** the door?(= request)

My PC **won't start**.(= refusal)

I'll **love** you for ever.(= promise)

The mobile's ringing.' 'It'll **be** for me.'(= prediction about the present)

3. *Shall* is found mainly in questions. It is used with I and we.

Where **shall** I **put** your milk? (I'm asking for instructions.)

What **shall** we **do** today? (I'm asking for a decision.)

Shall I **cook** supper tonight? (I'm offering to help.)

Shall we **eat** out for dinner? (I'm making a suggestion.)

Present Continuous for arrangements

1. The *Present Continuous* is used to express personal arrangements and fixed plans, especially when the time and place have been decided.

I'm **having** lunch with Peter tomorrow.

What time **are** you **meeting** her?

What **are** you **doing** today?

2. The *Present Continuous* is used to refer to arrangements between people. It is not used to refer to events that people can't control.

It's going to snow this afternoon. ~~It's raining this afternoon.~~

The sun rises at 6.30 tomorrow. ~~The sun is rising ...~~

Notes:

- Sometimes there is little or no difference between the *Present Continuous* and *going to* to refer to the future.

We're seeing

We're going to see

Hamlet at the theatre tonight.

- When there is a difference, the *Present Continuous* emphasizes an arrangement; *going to* expresses a person's intentions.

I'm **seeing** my girlfriend tonight.

I'm **going to** ask her to marry me. ~~I'm asking...~~

What **are** you **doing** this weekend?

What **are** you **going** to do about the broken kitchen? (= What have you decided to do?)

Present Simple for timetables

1. The *Present Simple* refers to a future event that is seen as unalterable because it is based on a timetable or calendar.

My flight **leaves** at 11.10.

Term **starts** on June 4.

What time **does** the show **start**?

2. It is used in subordinate clauses introduced by conjunctions such as *if, when, before, as soon as, unless, etc.*

We'll have a picnic **if** the weather **stays** fine.

When I **get** home, I'll cook the dinner.

I'll leave **as soon as** it **stops** raining.

Future Continuous

1. The *Future Continuous* expresses an activity that will be in progress before and after a time in the future.

Don't phone at 8.00. We'll **be having** dinner.

This time tomorrow I'll **be flying** to Lyon.

2. The *Future Continuous* is used to refer to a future event that will happen in the natural course of events. This use is uncolored by ideas such as intention, decision, arrangement, or willingness. As time goes by, this event will occur.

Stay and meet Joe. He'll **be arriving** any minute now.

We'll **be going** right back to the match after the break. (said on the radio)

Future Perfect

The *Future Perfect* refers to an action that will be completed before a definite time in the future. It is not a very common verb form.

I'll **have done** all my work by this evening.

It's our anniversary next month. We'll **have been married** twenty years.