

**FUNDAMENTAL ENGLISH**

# UNIT 7-10



# Future ; Plans and Intention

**1** Read the examples. Then complete the rules with *will*, *be going to*, *the present continuous* or *the present simple*.

- 1 My flight **leaves** at midday tomorrow.
- 2 I'm certainly **going to take** as few clothes as possible.
- 3 I'm **flying** to Costa Rica later this week.
- 4 I'm **not going to take** any pale clothes.
- 5 Thinking about it, I probably **won't take** jeans either.
- 6 I'll definitely **pack** some ear plugs.

We can use *be going to*, *will*, the present continuous and the present simple to talk about future plans and intentions. We use:

The present simple

..... to talk about timetabled events.

The present continuous

..... to talk about firm arrangements, usually with a time reference.

be going to

..... to talk about something we are (not) planning to do.

will

..... when we decide (not) to do something while we are speaking or writing.



Hi, Markus

My dad and I can't wait to see you again! Our flight leaves (timetabled future) (leave) at 9.30 am on Friday, so I'm getting very excited! I know you are studying/ 're going to / study (study) on Friday afternoon, so we Will/ 'll probably wait (probably / wait) for you in our hotel. I know we are going to go(plan)/ are going (go) for a bike ride during the day on Saturday, but do you have any plans for the evening? Can we do something together or are you going (arrangement) (you / go) out somewhere? I'm reading an Amsterdam guidebook, but I / are you going to go (plan) will/'ll definitely need (decided while writing) (definitely / am/ 'm not going to bring (plan) (not / bring) it with me, so I will/'ll do (decided while writing) (do) an online search to see what recommendations there are.

See you very soon,  
Sam



# 4

Correct the mistake with the future form in each sentence.



**we are getting**

- 1 This evening we get the train to my cousins' house.
- 2 You can visit any time, so just let us know when you will come. **you are going to come/ you are coming**
- 3 I've booked my flights, now I try to book some hostels. **I'll try/ I'm going to try**
- 4 Oh no, the forecast is for rain this weekend, so I probably don't go out. **won't go**
- 5 I like the sound of Mexico, I think I visit there next. **I'll visit**
- 6 My best friend goes on holiday as soon as term ends. **'s going /'s going to go**

## GRAMMAR

### Modals of ability and possibility

**1** Read the examples. Then complete the rules with the **verbs**.

- 1** ... reading fantasy, science fiction and anything else I **could** lay my hands on.
- 2** Eventually I **managed to** get published.
- 3** You **were able to** present your own work and listen to the work of others.
- 4** ... a belief that I **might** not **be able to** understand certain 'grown-up' issues because I was just a teen.
- 5** ... the many new opportunities they **will be able to** have through reading.

To talk about ability or possibility in the past, we use:

**a** **could** or **was/were able to** for general ability.

**I managed to** or **was/were able to** for a specific situation.

For the future, we use:

**will be able to** to talk about a definite ability or possibility.

**might be able to** ... to talk about a less certain ability or possibility.

## 2 Choose the correct verbs.



- 1 I managed to / *could* convince her to read the book.
- 2 People say that Albert Einstein couldn't / *can't* read until he was nine.
- 3 I'm away this weekend, so I *might not be able to* / won't be able to come on Saturday.
- 4 The homework was really difficult, but I *could* / managed to finish it.
- 5 Do you think you *could* / might be able to bring my book back tomorrow?
- 6 I hope I was able to / *could* give you the information you required.
- 7 My sister *managed to* / could read by herself from the age of four.
- 8 I *could* / will be able to write a book review for the website.



### 3 Complete the text with the verbs in the box.

could    managed to x2    wasn't able to  
will be able to

Beth Reekles started writing her first novel, *The Kissing Booth*, because she simply **wasn't able to** find anything good to read about real teenage issues. Every time she finished writing a chapter, she posted it on the story-sharing website Wattpad. Within 18 months, she had <sup>2</sup> get 19 million views! **managed to**

Soon a publisher got in touch to offer Beth a contract for three books. Beth couldn't believe it and neither <sup>3</sup> **could** her parents. She was just 17 years old and still at school!

Despite her success, Beth didn't want to become a full-time writer. Over the next few years, she **managed to** balance writing and studying for a degree in physics – her other major interest – and write three more books. Her first novel was also made into a film. Now, she hopes she **will be able** to do two jobs in the future: scientist and writer!



## WRITING

### A story (1)

- 1 Read the task. How do you think the story might continue from the first sentence?

You see this announcement in a magazine.

#### Stories wanted!

We are looking for exciting stories by teenagers to publish in our magazine. Your story must begin with this sentence:

*Billy crawled nervously through the hole in the wall and looked down.*

Your story must include:

- a boat
- a dangerous animal.

Write your **story**.



# modals of ability & possibility

## 1 Could

ใช้พูดถึง ความสามารถทั่วไปในอดีต หรือ ความเป็นไปได้

Ability in **the past** (ทั่วไป)

- I **could** swim when I **was five**.

→ ใช้กับความสามารถโดยรวม (general ability)

# modals of ability & possibility

## 1 ★ Could

ใช้พูดถึง ความสามารถทั่วไปในอดีต หรือ **ความเป็นไปได้**

Possibility (เป็นไปได้)

- It **could** rain **tomorrow**.
- Anyone **could** make that mistake.

## modals of ability & possibility

### ★ 2 Was/Were able to

ใช้พูดถึงความสามารถ ที่สำเร็จในเหตุการณ์เฉพาะ (specific occasion)

- She **was able to** finish the test on time.
- They **were able to** find the hotel easily.



## modals of ability & possibility

### 3 Managed to

ใช้พูดถึงการ **พยายามจนสำเร็จ** (success after effort)

- He finally **managed to** solve the problem.
- We **managed to** catch the last bus.

# Specific Situation or General Ability?

## General Ability (ความสามารถโดยรวม/ปกติในช่วงเวลา)

- ใช้ **could**
- สื่อว่า “โดยทั่วไปทำได้” แต่ ไม่ได้ โฟกัสเหตุการณ์เดียว
- When I was young, I **could** run very fast.
- She **could** play the piano when she was five.

# Specific Situation or General Ability?

## Specific Situation (เหตุการณ์เฉพาะ/ครั้งเดียว)

- ใช้ **was/were able to** หรือ **managed to**
  - มี “จังหวะเฉพาะเจาะจง” ที่ทำสำเร็จ
- 
- Although it was raining, we **were able to** finish the game.
  - He lost his keys, but finally he **managed to** open the door.



# Test

## Specific Situation or General Ability?

When I was a child, I \_\_\_\_\_ climb trees.

Yesterday, I \_\_\_\_\_ climb that very tall tree.



## 2 Choose the correct words.



- 1 I've just heard that my parents *are going to increase / will increase* my allowance soon.
- 2 I *won't live / won't be living* at home when I'm 20.  
I *'ll be studying / 'll study* at university by then.
- 3 By the 2030s, no one *is using / will be using* cash.
- 4 Look, there's a really long queue. We *won't get / aren't going to get* into the gig.
- 5 We *'ll be stayed / 'll be staying* with my cousins in London, but we *'ll be spending / 'll be spend* most of our time at the festival.

## GRAMMAR

### The passive

#### 1 Read the examples. Then complete the rules.

- 1 Some of us **are always being asked** to help around the home.
- 2 Some teens **have never been paid** anything at all for doing housework .
- 3 What **should** teenagers **be expected** to do at home?
- 4 Each chore **has to be done** somehow or other.
- 5 I **was given** £20 **by** my parents for helping.

- a We use the passive when the person or thing that causes the action is either unknown, unimportant or obvious.
- b We form the passive using the appropriate form of the verb **to be** and the ..... of the **past participle**
- c We can use **by** ..... to say who performed the action of the verb.



**2** Read the active sentences. Which two would be better in the passive? Why?

- 1 My brother's **cooking** dinner this evening.
- 2 I'm glad that someone **has cleared up** the mess.
- 3 The courier **hasn't delivered** the parcel yet.

**3** Complete the second sentence with the correct passive form of the verb in bold.

- 1 They **installed** a new screen in our classroom. **Past simple**  
A new screen ..... **was installed**
- 2 An electrician **is fixing** the dishwasher right now. **Present con.**  
The dishwasher ..... **is being fixed**
- 3 Someone **was sorting** the recycling. **Past con.**  
The recycling ..... **was being sorted**
- 4 Teachers **shouldn't give** us homework for the ..... **Modal form**  
holidays.  
We ..... **shouldn't be given**
- 5 Someone **has put away** the plates and bowls. **Present perfect**  
The plates and bowls ..... **have been put away**

**4** Complete the sentences. Use the active or passive form of the verbs in brackets, adding *by* if necessary. There may be more than one possible answer.

- 0 The world's first dishwasher was designed by (design) Josephine Cochrane in 1886.
- 1 Your coffees \_\_\_\_\_ (make) next. **will be made/ are going to be made**
- 2 The judges awarded (award) the prize to an Italian author.
- 3 My phone bill \_\_\_\_\_ (not pay) yet. **has not been paid**
- 4 This building \_\_\_\_\_ (open) in 2013. **opened / was opened**
- 5 I called (call) my coach yesterday to check the time of the match.
- 6 Tickets \_\_\_\_\_ (should / collect) before 8 pm. **should be collected**
- 7 I think Bayern Munich \_\_\_\_\_ (might / beat) in the final tomorrow night. **might be beaten**
- 8 This song \_\_\_\_\_ (not write) anyone famous. **was not written by**

## VOCABULARY

### *be allowed to, let and make*

- 1** Read the examples. Then choose the correct meanings.

EP

- 1** It's vital that people **are allowed to** enjoy their childhood.  
It's important that people **can** / *don't* enjoy their childhood.
- 2** Parents should **let** teenagers spend their allowance as they please.  
Teenagers **should** / *shouldn't* decide how to spend their allowance.
- 3** My parents **didn't make** me repaint the living room.  
Helping to repaint the living room **was** / *wasn't* my choice.

- 2** Compare the rules for your home in pairs. Use the ideas in the box or your own ideas. Start with *I'm (not) allowed to* or *My parents (don't) make/let me*.

clear up after meals	eat breakfast in bed
get home before 11 pm	have friends over
use my phone in my room	miss meals
get up late at the weekend	wear whatever I like
watch what I like on TV	

I'm usually allowed to wear whatever I like.

Me too, except when we visit my grandparents.