

# 10A | Turning out well



**Made it!**

## SPEAKING

- 1 Work in small groups.  
The photos show four endurance races.  
Read about them on page 138 and do the tasks.
- 1 Discuss the main difficulties which each race presents.
- 2 Agree on one which you will all take part in.
- 3 Make a list of five essential items you will take with you, apart from food, drink, clothing and means of transport.
- 2 Choose a representative to explain your list to the rest of the class.
- 3 Work as a whole class. Discuss the questions.
  - With the existence now of support teams, satellite phones and GPS, do races like these really pose such a difficult challenge? Why or why not?

## READING

- 1 Read the text about the Atlantic Rowing Race and answer this question:

What were the main difficulties experienced by the two rowers?

- 2 Read the text again and choose the correct alternative to complete the sentences.

- 1 Just before the finishing line, James *expressed regret at taking part in the race / was visibly angry at Ben's rowing speed / invited Ben to row.*
- 2 In paragraph 3 we learn that James often argued with his wife / was used to a different kind of race / was hoping to retire after the event.
- 3 Marina was concerned that Ben was pushing himself too hard / would not win the race / would fight with James.

Cassandra Jardine saw TV presenter Ben Fogle and Olympic gold medallist James Cracknell reach land, 49 days after setting out from the Canary Islands in the 3,000-mile Atlantic Rowing Race. They finished third overall and were the first two-man crew to make it to Antigua.



- 15 ① A tiny light on the horizon was the first sign for the loved ones of James Cracknell and Ben Fogle that the men were alive. As the glimmering light came closer they made contact. 'It's Ben,' screamed Marina Hunt, Fogle's girlfriend.
- 20 ② A cheer rose up from the boat of supporters who had come out to watch them approach the end of their seven-week ordeal. Shortly before reaching the finishing line Cracknell handed over the oars to the slower rower, a gentlemanly gesture in acknowledgement that this dangerous challenge had been Fogle's idea. Cracknell became involved when the presenter of television wildlife programmes bounced up to the Olympic gold medallist oarsman at a party and asked him to accompany him on the Atlantic Rowing Race to raise money for charity.

- 4 The stress of the event caused James to *consider suicide / cry / lose his will to win.*
- 5 Because of bad weather they were unable to row / their boat was damaged / they both suffered injuries.
- 6 When their boat capsized they lost all their equipment / considered asking for help / were in the lead.
- 7 After the race, the two men said that they had more similarities than differences / would never row again / had each benefited from the other's personality.

- 3 Work in pairs. Tell each other about an occasion when you had to spend time with someone with a very different personality to your own.

30 ③ They made an odd couple. Cracknell had trained all his adult life for three Olympic Games, an event for which he had to row with all his might for six minutes. His wife, Beverley Turner, said he had lived 'in a pressure cooker of competition' with only one aim, to come first. 35 She wondered if this race would be 'kill or cure' for his hyper-competitive spirit.

40 ④ Fogle was, by his own admission, 'useless' at rowing, but with a passion for tough challenges. As a teenager he climbed the volcano Cotopaxi; in 2000 he accepted the challenge of being marooned for a year on a remote Scottish island for the television show *Castaway*; and in 2004 he ran the 155-mile Marathon des Sables. But Fogle is not competitive. 'Ben just wants to do things, he doesn't want to win,' Miss Hunt says.

45 ⑤ She was concerned as to how her laid-back boyfriend would cope with Cracknell's insatiable will to win. 'Ben is non-confrontational and James can be a bully,' she said. 'I kept begging Ben to stand up to him. And I was worried that he was over-straining himself, rowing faster than he would have done on his own or with someone else in order to keep up with James.'

50 ⑥ Meanwhile, Beverley Turner was anxious about the mental stress her husband was suffering. Used to Olympic training in which everything was done for him and all he had to do was row, he was unprepared for the psychological stress of ocean rowing. 'I never heard him say one positive thing about the race when he called home. At times, he was sobbing down the phone,' said Turner. 'I thought he might throw himself overboard.'

60 ⑦ This was the worst of all years to take part in this race, which is timed to start after the end of the hurricane season. Usually, the seas are calm and the winds favourable, but the rowers were hit by three low-pressure systems, two tropical storms and Hurricane Zeta. For days on end they were confined to their airless cabin, the size of a car boot, trying to distract themselves with card games and anecdotes while Cracknell fretted about the time they were losing and other boats pulling ahead.

70 ⑧ They swallowed painkillers to mask the agony of the inflamed tendons on Fogle's hands and the infected sores on Cracknell's bottom. They cut back on their rations of 10,000 calories a day because they feared that the race would take them more than the 50 days they had anticipated. Rowing two hours on, two hours off, sleep deprivation made their task still harder.

80 ⑨ As the final storm left them, with another boat taking the lead, Cracknell told his wife that he was going to put on a three-day spurt. As his mother, Jenny, said: 'From then on, they started to race ahead of the other pairs, learning to surf the waves that sometimes reached 50ft and threatened to overwhelm them. When one finally did so, turning them over and depriving them of much of their equipment, they thought of raising the alarm. It was James's competitive spirit that kept them going.'

85 ⑩ Nine days later they came into land looking like Robinson Crusoe and Man Friday but, despite the disagreements that had arisen from time to time, they were firm friends. 'We helped each other when the other was down,' said Cracknell. 'I have learnt that I am not always right from Ben's more subtle perspective on life.' 'And I am grateful to James's competitive spirit that kept us going. I hope some of it has rubbed off on me,' said Fogle.

90 ⑪ As they stepped ashore, the bond between them was evident. Fogle announced: 'James and I are thinking of having another adventure. It will have nothing to do with boats or rowing.'

## VOCABULARY: success

- 1 Complete the sentences with the correct form of a verb from the box.

achieve stand do pay  
turn go further give

- 1 Something you did which \_\_\_\_\_ badly at first but \_\_\_\_\_ out well in the end.
- 2 A time when all your hard work \_\_\_\_\_ off and you \_\_\_\_\_ your aim.
- 3 Something you did which \_\_\_\_\_ you an enormous sense of achievement.
- 4 A time when you \_\_\_\_\_ very well in your exams.
- 5 An ambition you \_\_\_\_\_ a reasonable chance of fulfilling in the future.
- 6 Something you could do to \_\_\_\_\_ your career.

- 2 Complete the sentences with a noun from the box.

life charts region future flier success


- 1 An up-and-coming recording artist or sports personality who has a bright \_\_\_\_\_ ahead.
  - 2 A film or music album which was an overnight \_\_\_\_\_.
  - 3 A song which is currently riding high in the \_\_\_\_\_ in your country.
  - 4 Someone in your family who is an academic high-\_\_\_\_\_.
  - 5 The kind of thing parents do to ensure their children get on in \_\_\_\_\_.
  - 6 A thriving \_\_\_\_\_, company or industry in your country.
- 3 Work in pairs. Think of examples for six of the descriptions in exercises 1 and 2 and tell your partner about them.

# 10B | What is success?


## LISTENING

1 Work in small groups. Discuss how you would answer these two questions:

- What do you understand by 'success'?
- What is the best way to achieve it?

2  3.7-3.12 Listen to six people talking about success and match the pictures A-F to the speakers 1-6.



3  3.7-3.12 Listen again and complete the table for speakers 1-6.

What is success?	How do you achieve it?
1	
2	
3	
4	
5	
6	

4 In your groups discuss each of the views expressed in the listening, saying how much you agree or disagree with them.

## GRAMMAR: futures

1 Look at tapescripts 3.7-3.12 on page 161. Explain the choice of the highlighted verb tenses, all of which refer to the future.

*I'll be 83 next month.*

*will* here is used to talk about future facts.

2 Read the grammar box and do exercise 3.

- *be* + adjective + *of* + noun/gerund  
eg *confident, doubtful, hopeful, (un)sure*  
*They're confident of winning the next election.*
- *be* + adjective + full infinitive  
eg *bound, certain, due, (un)likely, sure*  
*He is due to appear in court next Friday.*
- *be (just) about to* + infinitive, *be on the point of* + gerund to talk about the immediate future  
*The film's about to start - hurry up.*
- *be* + full infinitive in formal English to talk about scheduled events  
*The funeral is to take place on Monday.*
- modal verbs eg *may/might/could (well), should*  
*I should be there at 6, but Sue may well be delayed.*
- verb + gerund eg *anticipate, consider, think of*  
*We don't anticipate leaving until tomorrow.*
- verb + full infinitive eg *aim, expect, hope, plan*  
*We aim to get the job finished by the end of the week.*
- verb + *will* + infinitive eg *believe, expect, hope*  
(*hope* can also be used with a present tense)  
*I hope they (will) remember to lock the door.*

➤ SEE LANGUAGE REFERENCE PAGE 104

### 3 Choose the correct alternative to complete the sentences.

- 1 I'm *thinking / hoping / wishing* to buy a new car in the not too distant future.
- 2 We *should / likely / expect* see a decrease in petrol prices by the end of the month.
- 3 DVDs are *confident / definite / bound* to become obsolete before the decade is out.
- 4 United stand a good *chance / intention / occasion* of winning the league this season.
- 5 I really *expect / hope / want* that it rains in the next few days.
- 6 My sister is just / on the point / about to have a baby.
- 7 I may *like / well / consider* get married at some time in the future.
- 8 She's *hopeful / doubtless / lucky* of success in her forthcoming exams.
- 9 The next European election *expects / is / due* to be held in three months' time.
- 10 If I don't study, I'm *probably / likely / certainly* to forget this grammar within a week.

- 4 Choose five of the sentences in exercise 3 and write new ones by changing the underlined sections. Your new sentences should be either true or express your opinion. You may also change the time expressions at the end of the sentences.
- 5 Work in pairs. Compare and discuss your sentences from exercise 4.

### PRONUNCIATION: contrastive stress

- 1 Stress can be used to indicate contrast or to correct previous information. Read out the following sentence.

*Success is not about accumulating wealth, it's about achieving happiness.*

### 3.13 Listen and check.

- 2 Underline the words with contrastive stress in these sentences from the listening.
  - 1 He seems sure I won't be able to do it, but I know I will.
  - 2 It's not so much what you achieve as how you achieve it that counts.
  - 3 When, or rather, if I get to old age ...
  - 4 He wrote several books, but he wasn't suggesting that everyone has to do that.
  - 5 It's not the winning, it's the taking part that's important.
  - 6 That's fair enough, particularly if, like me, you're an amateur, rather than a professional.

### 3 3.14 Listen to the sentences to check your answers, then practise reading them aloud.

- 4 Work in pairs. Tell your partner six things about him or her which you know or believe to be untrue. Your partner will correct you using contrastive stress.

A: You're twenty-two years old.

B: No, I'm twenty-five.

### VOCABULARY: three-part phrasal verbs

- 1 Work in pairs. Discuss the meaning of the three-part phrasal verbs in these sentences from the recording.

*I **put my success down to** self-discipline and perseverance.*

*I've just **signed up for** a computer course.*

*We all **come up against** problems – we just have to **face up to** them.*

- 2 Complete the sentences with the correct form of a verb in the box.

crack come get go look make put

- 1 The money associated with fame and success more than \_\_\_\_\_ **up for** the constant intrusions of the media that celebrities have to \_\_\_\_\_ **up with**.
- 2 It is incomprehensible that youngsters should \_\_\_\_\_ **up to** sportsmen and women as role models – they are not worthy of such respect.
- 3 There isn't one successful, well-known person who doesn't \_\_\_\_\_ **in for** some kind of criticism from the media.
- 4 People who \_\_\_\_\_ **in for** TV competitions like *Big Brother* clearly have personality problems.
- 5 In my country, celebrities often \_\_\_\_\_ **away with** crimes for which normal people are imprisoned.
- 6 The authorities in my country are really \_\_\_\_\_ **down on** drug taking in professional sport.
- 3 Match the meanings a–g to the phrasal verbs in the sentences 1–6 in exercise 2.

- |                           |                       |
|---------------------------|-----------------------|
| a receive                 | e respect and admire  |
| b tolerate                | f compensate for      |
| c take part in            | g not be punished for |
| d deal more strictly with |                       |

- 4 Work in pairs. Discuss the statements and opinions in exercise 2. Give examples to support your views.





# 10c | Going wrong?

## SPEAKING

- 1 Work in small groups. Discuss what you would do in the following situations and why.
- 1 While you are cooking chips in a deep-fat fryer, the phone rings in the lounge and you go to answer the call. When you return to the kitchen, you find the chip pan is on fire.
- 2 You are acting on stage in a serious drama when a moth lands on your forehead. You brush it off, but it comes back. You hear laughter in the audience.
- 3 You are driving on a dual carriageway when your accelerator jams. Your car reaches speeds of 180 kilometres per hour.
- 4 The leader of your country is visiting your workplace with a television camera crew and has just walked into your department. Your colleague says he/she reminds him of a frog and you break into an uncontrollable fit of giggles. The leader approaches your desk.
- 5 You are hillwalking alone in a remote part of Scotland. It is early evening and you are still three hours from the nearest village when fog descends. You have no navigation aids or mobile phone.
- 6 You are sitting in the reception of the BBC waiting to be interviewed for a job. Someone mistakes you for an IT consultant about to be interviewed on live TV and you are taken into a studio. You do not realize the mistake until you are introduced before the cameras as someone else.
- 2 Tell each other about a time when something went wrong for you.

## READING

- 1 Read the text and compare your ideas for the last situation in Speaking exercise 1 with what actually happened.

citynews

## The Wrong Guy



It was a moment of pure TV gold. When Guy Goma sat in the BBC's reception, he was waiting for a job interview. Minutes later he was broadcasting live to the nation, a hapless victim of mistaken identity.

One minute you're sitting in a reception area, then some bossy woman stands in front of you saying: 'Come with me.' The next thing you know, you're being led through a Kafkaesque nightmare of corridors. Perhaps he should have smelt a rat when they sat him in a chair and began applying make-up but, as he said: 'I thought it was part of the job interview.'

A cab driver who moved to England from the Congo in 2002, Mr Goma was at BBC TV Centre for an interview; he had hopes of becoming an IT assistant. He couldn't have known that the chap on the sofa nearby – also called Guy, in this case, Kewney – was an IT consultant who was waiting to go on live TV and be interviewed about a legal dispute involving the computer company Apple. So when somebody said to Mr Goma, 'Guy is it? About the IT thing?' he went along with it.

Viewers of the most-watched TV interchange in months (hundreds of thousands of people have now viewed the clip online) have reacted with a mixture of delight and sympathy at the key moment when the BBC's Karen Bowerman introduces Goma as 'Guy Kewney, head of newswireless.net'. Across his expressive face flit a dozen expressions in a second – mainly shock, fear, guilt, remorse, embarrassment – and guile as he wonders what to do next. But in the television age, you just keep going.

Ms Bowerman asked: 'Do you think now more people will be downloading online?' The reply she received lacked a certain clarity: 'Actually if you can walk everywhere you are going to see a lot of people downloading the internet and the website and everything they want. But I think it is much better for development to inform people what they want and to get the easy way and so faster if they are looking for it.' After this the item was brought to a close.

The clip was posted on the internet and Mr Goma is now expected to make a fortune as an instant celebrity. 'If he got himself a good agent, he could certainly have a good couple of months,' said publicist Max Clifford, hopefully. 'If someone was creative, it could turn into a quarter of a million pounds this year.'

2 Read the text again and decide whether the following are stated (✓) or not stated (x).

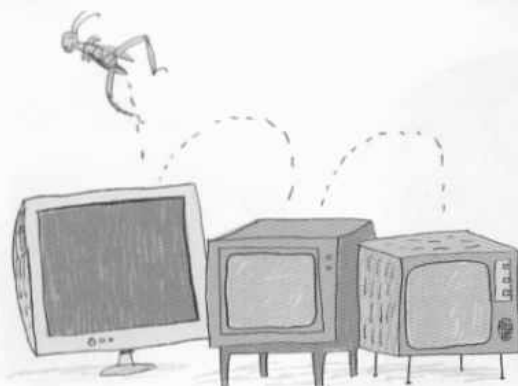
- 1 Guy suspected that something might be wrong before he was interviewed.
- 2 He thought Guy Kewney was waiting to be interviewed for the same job.
- 3 Some people who saw the incident felt sorry for Guy Goma.
- 4 Karen Bowerman realized the mistake but told Guy to keep talking.
- 5 Guy's comments on TV were rather confused.
- 6 He has made a great deal of money as a result of the incident on TV.

3 Work in pairs and discuss the questions.

- What do you think Max Clifford had in mind in the final sentence of the text? How could Guy Goma capitalize on the events?

## VOCABULARY & SPEAKING: television

1 Complete the sentence beginnings 1–8 with the endings a–h.



- 1 Are you a **couch potato**, capable
  - 2 Do you often **channel-hop**, switching
  - 3 Are you more likely to watch a **soap** or a **sitcom**
  - 4 Which programmes are **top of the ratings**
  - 5 **Prime time** television is usually mid-evening,
  - 6 An **anchor** is an American term for
  - 7 Do you watch **terrestrial** television or
  - 8 Do you often watch **live sports coverage** or
- a than a **documentary** or a **current affairs programme**?
  - b between channels with the **remote control**?
  - c but do you often watch **daytime television**?
  - d are you happy with just the **recorded highlights**?
  - e of spending hours on the sofa **glued to the television**?
  - f a **newsreader**. Who are the most famous newsreaders in your country?
  - g **cable** and **satellite**?
  - h in your country, with the highest number of **viewers**?
- 2 Work in pairs. Discuss each of the questions in exercise 1, giving details and examples where relevant.

## DID YOU KNOW?

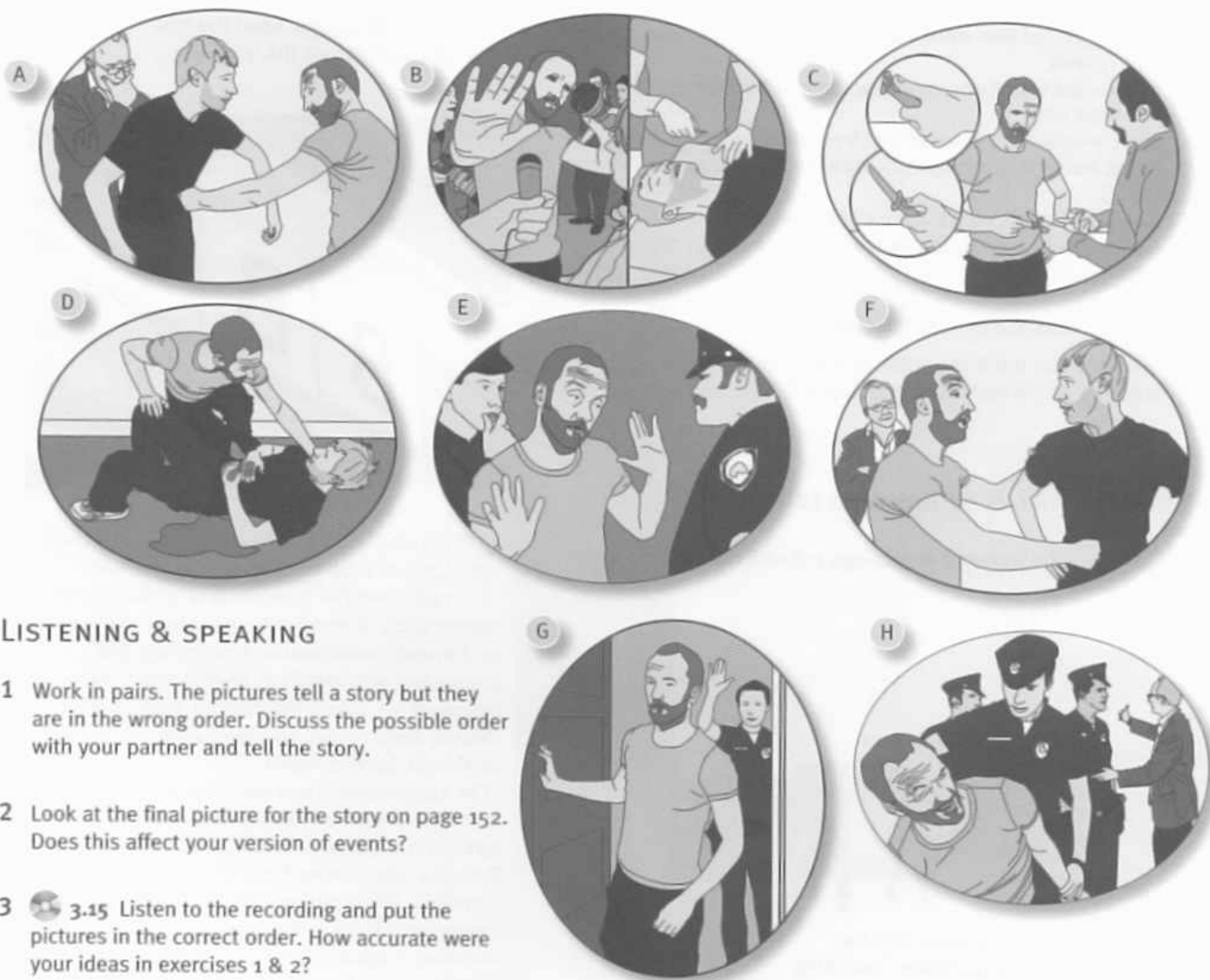
1 Work in small groups. Read the information about the BBC and discuss the questions.



- F**ounded in 1922, the British Broadcasting Corporation broadcasts on television, radio and the internet and is the largest corporation of its kind in the world. As well as domestic television and radio, the BBC broadcasts worldwide in English and other languages via television stations such as BBC World, BBC Arabic and BBC America, as well as World Service Radio.
- The corporation receives most of its funding from the television licence fee, which all television owners in Britain are required to pay. Revenue also comes from its many commercial activities: the subsidiary BBC Worldwide is responsible for a wide range of businesses including magazine and book publishing, education and training videos, English language teaching, interactive telephony, exhibitions and live events.
- The BBC is regulated by a Royal Charter which recognizes its editorial independence from the government and sets out its aim to inform, educate and entertain. Some people express concern, however, that it is not always entirely independent and that it often sacrifices quality in its programming for the sake of higher ratings.

- Do you ever watch, listen to or log on to the BBC? If so, what is your opinion of the service?
- How are the different TV companies in your country financed?
- How independent of government are they?
- Which TV channels and radio stations do you most often tune in to and why?

## 10D | A stabbing incident



### LISTENING & SPEAKING

1 Work in pairs. The pictures tell a story but they are in the wrong order. Discuss the possible order with your partner and tell the story.

2 Look at the final picture for the story on page 152. Does this affect your version of events?

3 3.15 Listen to the recording and put the pictures in the correct order. How accurate were your ideas in exercises 1 & 2?

4 3.15 Listen again and choose the correct alternative to complete the sentences.

- At the time, David found the incident in 'La Bohème' *amusing / frightening / annoying*.
- In Milwaukee, he initially objected to the fact that the knife *was too sharp / seemed so authentic / weighed so much*.
- It became clear to David that something was wrong when he saw *the director's face / Kimm change colour / the amount of blood*.
- The police thought that David had *murdered Kimm / committed adultery / stabbed his wife*.
- David says that the stabbing incident proved beneficial to *his family / the opera's success / his own career*.
- In the first performance, *there was almost a repetition of / David was still affected by / the audience demanded an explanation for the stabbing incident*.

5 Complete the sentences from the recording with the correct form of either *take* or *turn*.

- Things didn't **\_\_\_\_\_ out** quite as planned.
- \_\_\_\_\_** my Covent Garden debut in 1976.
- I saw Kimm's face **\_\_\_\_\_ white**.
- The police **\_\_\_\_\_ it seriously**.
- Farce was **\_\_\_\_\_ into** nightmare.
- Reporters **\_\_\_\_\_ up** at our house.
- He **\_\_\_\_\_ it all in the best of spirits**.
- I **\_\_\_\_\_ lessons** on a special way of tucking the knife up my sleeve.

6 Work in pairs. Discuss the meaning of the expressions in bold with *turn* and *take* in exercise 5.

7 With your partner retell David's story, using the pictures to help you.

## GRAMMAR: modal verbs 3

**must, need, should**  
**must**

- Use *must have* + past participle for deductions about the past.

*He **must have** felt terrible about stabbing Kim.*

- Use *had to* instead of *must* for past obligation.

*He **had to** go with the police into another room.*

- Use *couldn't* or *wasn't/weren't allowed to* instead of *mustn't* for past prohibition.

*He **wasn't allowed to** speak to anyone.*

*must and mustn't can remain unchanged after past reporting verbs.*

*I **hadn't** felt any resistance when I stabbed Kim, so I **thought** everything **must** be okay.*

*They **told** me I **mustn't** speak with my mouth full.*

**need**

- Use *didn't need to* + infinitive for actions that were not necessary: context makes it clear whether they were performed or not.

- Use *needn't have* + past participle for actions that were performed but were not necessary.

*Fortunately, I **didn't need to** work on Saturday – I finished it all on Friday.*

*I **needn't have** cooked so much – only five people came.*

**should**

- Use *should/shouldn't have* + past participle to criticize past actions (or omissions) or express regret.

*You **should have** given me a toy knife.*

*I **shouldn't have** let myself be persuaded.*

➤ SEE LANGUAGE REFERENCE PAGE 104

- 1 Complete the sentences with the items in the box. You need to use one of the items twice.

must have    should have    shouldn't have  
needn't have    didn't need    mustn't  
wasn't allowed    had to

*I **wasn't allowed** to go **there** – they wouldn't let me. At least, not until I was 18.*

- I told her she \_\_\_\_\_ ever put **it** on top of the heater to dry, otherwise it might catch fire.
- I \_\_\_\_\_ let my little brother ride **it** as well – in fact, I shared nearly all my toys with him.
- They** used to think I \_\_\_\_\_ eyes in the back of my head – I knew what they were up to even when I was facing the board.
- I \_\_\_\_\_ left **it** on the bus. Oh well – I'll just have to get wet.

- You threw **it** away?! You \_\_\_\_\_ done that – we won't be able to get a refund now.
- You \_\_\_\_\_ come earlier – **it's** nearly all gone now.
- I \_\_\_\_\_ to take **one** – I'd read on the website that bedding would be provided.
- I'm glad we had **it** with us but to be honest, we \_\_\_\_\_ taken it – everyone spoke English.

- 2 Work in pairs, A and B. Discuss the possible context for each sentence in exercise 1. What might the word in bold refer to?

*The word 'there' might refer to a night club or somewhere similar. The speaker is probably talking about a prohibition imposed by his or her parents.*

- 3 Work in pairs, A and B. You are going to roleplay different situations. Turn to page 141.

## VOCABULARY: not turning out well

- 1 Complete the sentences with the correct form of a verb from the box.

make    fall    go    come    work

- All her **hard work and effort** \_\_\_\_\_ to nothing – the book was never published.
- Our holiday **plans** **have** \_\_\_\_\_ through – we can't get a cheap enough flight.
- Last year's champions **didn't** even \_\_\_\_\_ **it** to the quarter finals this year.
- It was a beautiful wedding – shame **the marriage** **didn't** \_\_\_\_\_ out.
- Business was bad and the firm \_\_\_\_\_ **bankrupt**.

- 2 Complete the sentences with a noun from the box.

mess    grief    good    cause    flop

- I watered the plants every day but it **didn't do any** \_\_\_\_\_ – they all died.
  - The film was **a box-office** \_\_\_\_\_, and even less successful on DVD.
  - I **made a real** \_\_\_\_\_ of my driving test – almost had an accident.
  - My son is **a lost** \_\_\_\_\_ – I just accept that I'll never get him interested in reading.
  - The negotiations **came to** \_\_\_\_\_ after the unions insisted on higher overtime rates.
- 3 Write five sentences about situations you have experienced, witnessed or read about using the expressions in bold from exercises 1 and 2.
- 4 Work in pairs. Compare and discuss your sentences.



## GRAMMAR

## Futures

When referring to the future, we use:

- **present simple** for timetabled or scheduled events and after time conjunctions such as *if, when, before, after*.
- **present continuous** for arrangements.
- **going to + infinitive** for intentions, plans and predictions.
- **will + infinitive** for spontaneous decisions, future facts and to make predictions.
- **future perfect** to talk about actions which will be completed by a certain time in the future.
- **future continuous** to talk about actions which will be in progress at a certain time in the future. Also, to talk about actions that will happen because they are regular or decided:

*I'll be seeing Jane tomorrow – I'll ask her then.*

and to ask about someone's plans politely:

*Will you be coming to the party on Saturday?*

Verbs of thinking such as *believe, doubt, expect, hope, think, wonder* can be followed by *will* when referring to the future. A present tense can also be used after *hope*.

*I hope she won't/doesn't get angry with me.*

Modal verbs express degrees of certainty about the future.

*Tomorrow should be sunny in the north.* (probability)

*It might rain in the south* (possibility) *and there may well be thunderstorms on the coast.* (probability)

A full infinitive can be used after a number of verbs to refer to a future event: *aim, arrange, expect, hope, intend, plan*.

*I've arranged to meet him tomorrow morning.*

Gerunds are used after certain other verbs in the same way: eg *anticipate, consider, fancy, feel like, think of*.

*Do you fancy coming out with us later?*

The following adjectives can be used to refer to the future:

- *be + bound/certain/sure + full infinitive* expresses certainty.  
*She's bound to win – she's a much better player.*
- *be + (un)likely + full infinitive* expresses probability.  
*It's unlikely to rain but take a coat just in case.*
- *be + due + full infinitive* is used for scheduled events.  
*We're due to arrive on Friday around midday.*

In formal English, *be + full infinitive* is also possible.

*The Minister is (due) to make a statement later today.*

A number of adjectives can be used with *of + noun* or gerund with future reference: *assured, (un)certain, confident, doubtful, fearful, hopeful, (un)sure*.

*He has a degree but he can't be certain of finding work.*

*be (just) about to + infinitive* and *be on the point of + gerund* can be used to talk about the immediate future.

*We are on the point of acquiring new premises.*

*We're just about to sign the contract.*

MODAL VERBS: *must, need, should**must*

## Present &amp; Future

We use *must* to express obligation or strong advice. The authority comes from the speaker. We can also use *have to*, particularly when the authority comes from someone other than the speaker.

*You must do exactly as I say.*

*You really must get yourself a computer.*

*I have to be home by 10 – my dad said.*

We also use *must* for deductions: see Unit 4 page 43.

We use *must not/mustn't* to express prohibition.

*Residents must not use the shower after 10pm.*

## Past

There is no past form of *must* to express past obligation, so we use *had to* instead; *must have + past participle* is used to make deductions about past situations and events.

*'I didn't see the match – I had to go to a meeting.'*

*'You must have been fed up about that.'*

There is no past form of *mustn't* to express past prohibition, so we use *couldn't* or *wasn't/weren't allowed to* instead.

*We couldn't use the shower after 10pm.*

In reported speech *mustn't* for prohibition can remain unchanged or we can use *couldn't* or *wasn't/weren't allowed to*.

*He said we mustn't/couldn't use the shower after 10pm.*

*must* can remain unchanged in reported speech. *had to* can be used when reporting obligations.

*I told her she must be crazy and she must/had to abandon the whole silly idea immediately.*

*need*

## Present &amp; Future

*need* as a modal verb (ie + infinitive without *to*) normally only occurs in negative sentences; *need to/have to* is much more common for expressing necessity.

*I need to eat something.* (not: *I need eat x*)

*Do you need to go to the toilet?* (not: *Need you go? x*)

Usually there is no difference in meaning between *needn't* and *don't need/have to*: both forms indicate a lack of obligation or necessity.

*You needn't do/don't need to do it if you don't want to.*

## Past

We use *needn't have + past participle* to express an action that was completed but that was not necessary.

*I was a bit nervous before the party, but I needn't have worried – everything went very well.*

We use *didn't need to + infinitive* to express an action that was not necessary. The context usually makes it clear whether the action was performed or not.

*They said we didn't need to take a torch, so I didn't.*

**should****Present & Future**

We use *should(n't)* to give advice, to say what we think is right or wrong and to talk about probability. We can use *ought (not)* to express the same ideas.

*You should/ought to see the doctor about that cough.*

*Children of that age shouldn't be left on their own.*

*They're both strong teams, so it should be a good game.*

**Past**

We use *should(n't) have* + past participle to criticize past actions and express regrets about the past. The use of *ought to* is much less common, particularly in the negative.

*You shouldn't have said that – it's not very nice.*

*He's so lazy – I should never have employed him.*

We use the same structure to talk about events which you expect to have happened already and those which were supposed to happen but did not.

*Her plane should have landed by now – I'll phone her.*

*Her plane should have taken off at ten o'clock, but it was delayed for six hours.*

**WORD LIST****Success**

achieve an aim	/ə'tʃi:v ən 'eɪm/
bright future	/braɪt 'fju:tʃə(r)/
do well	/du 'wel/
further one's career	/fɜ:(r)ðə(r) wanz kə'riə(r)/
get on in life	/get 'ɒn ɪn laɪf/
give (sb) a sense of achievement	/gɪv ə 'sens əv ə'tʃi:vmənt/
go badly	/gəʊ 'bædli/
high-flier n C	/haɪ'flaɪə(r)/
overnight success	/əʊvə(r)nait sək'ses/
pay off v	/peɪ 'ɒf/
ride high in the charts	/raɪd 'haɪ ɪn ðə tʃɑ:(r)ts/
stand a chance of thriving adj	/stænd ə 'tʃɑ:ns əv/
turn out v	/tɜ:(r)n 'aʊt/

**Three-part phrasal verbs**

come in for v	/kʌm 'ɪn fɔ:(r)/
come up against v	/kʌm ʌp ə'genst/
crack down on v	/kræk 'daʊn ɒn/
face up to v	/feɪs 'ʌp tu/
get away with v	/get ə'weɪ wɪð/
go in for v	/gəʊ 'ɪn fɔ:(r)/
look up to v	/lʊk 'ʌp tu/
make up for v	/meɪk 'ʌp fɔ:(r)/
put (sth) down to v	/pʊt 'daʊn tu/
put up with v	/pʊt 'ʌp wɪð/
sign up for v	/saɪn 'ʌp fɔ:(r)/

**Television**

anchor n C *	/æŋkə(r)/
be glued to	/bi: 'glu:ɪd tu/
cable television n U	/keɪb(ə)l 'telɪvɪz(ə)n/
channel-hop v	/tʃæn(ə)l ˌhɒp/
couch potato n C	/kaʊtʃ pə'tetəʊ/
coverage n U **	/kʌv(ə)rɪdʒ/
current affairs programme n C	/kʌr(ə)nt ə'feə(r)z ˌprəʊgræm/
daytime television n U	/deɪtaɪm 'telɪvɪz(ə)n/
newsreader n C	/nju:zˌri:ðə(r)/
prime time television n U	/praɪmˌtaɪm 'telɪvɪz(ə)n/
ratings n pl *	/reɪtɪŋz/
recorded highlights	/rɪˌkɔ:(r)dɪd 'haɪlaɪts/
remote control n C *	/riˌməʊt kən'trəʊl/
satellite television n U	/sætəlaɪt 'telɪvɪz(ə)n/
sitcom n C	/sɪtkɒm/
soap (opera) n C **	/səʊp (ˌɒp(ə)rə)/
terrestrial adj	/tə'restriəl/
viewer n C **	/vju:ə(r)/

**Not turning out well**

a lost cause	/ə ˌlɒst 'kɔ:z/
box-office flop n C	/bɒks ɒfɪs 'flɒp/
come to grief	/kʌm tu 'gri:f/
come to nothing	/kʌm tu 'nʌθɪŋ/
fall through v	/fɔ:l 'θru:/
go bankrupt	/gəʊ 'bæŋkrʌpt/
make a mess of (sth)	/meɪk ə 'mes əv/
make it to	/meɪk ɪt tu/
not do any good	/nɒt du: ˌeni 'ɡʊd/
work out v	/wɜ:(r)k 'aʊt/

**Other words & phrases**

accomplish v *	/ə'kʌmplɪʃ/
arch v	/ɑ:(r)tʃ/
bond n C **	/bɒnd/
bounce up to v	/baʊns 'ʌp tu/
brandish v	/ˈbrændɪʃ/
break into a fit of giggles	/breɪk 'ɪntə ə ˌfɪt əv 'gɪg(ə)lz/

bring (sth) to a close	/brɪŋ tu ə 'kləʊz/
capitalize on v	/ˈkæpɪtəlaɪz ɒn/
clip n C *	/klɪp/
cut back on v	/kʌt 'bæk ɒn/
debut n C *	/ˈdeɪbjʊ:/
deprivation n U	/ˌdeɪprɪ'veɪʃ(ə)n/
dual	/dju:əl/
carriageway n C	/ˈkærɪdʒweɪ/
endurance n U	/ɪnˈdʒʊərəns/
flit v	/flɪt/
fret about v	/ˌfret ə'baʊt/
funding n U **	/ˈfʌndɪŋ/
get (sb) down v	/get 'daʊn/
give (sb) the shivers	/gɪv ðə 'ʃɪvə(r)z/
give (sth) one's best shot	/gɪv wʌnz ˌbest 'ʃɒt/
glimmering adj	/ˈɡlɪməɪŋ/
go along with v	/gəʊ ə'lɒŋ wɪð/
guile n U	/gaɪl/
hapless adj	/ˈhæpləs/
hassle v	/ˈhæs(ə)l/
holster n C	/ˈhəʊlstə(r)/
hound v	/haʊnd/
inflamed adj	/ɪnˈfleɪmd/
insatiable adj	/ɪnˈseɪəb(ə)l/
jam v *	/dʒæm/
keep up with v	/ki:p 'ʌp wɪð/
leak out v	/li:k 'aʊt/
legacy n C **	/ˈlegəsi/
let one's hair down	/ˌlet wʌnz 'heə(r) ˌdaʊn/
licence fee n C	/ˈlaɪs(ə)ns ˌfi:/
marooned adj	/məˈru:nd/
moth n C	/mʌθ/
non-confrontational adj	/ˌnɒn kɒnfrənˈteɪʃ(ə)nəl/
oar n C	/ɔ:(r)/
ooze v	/u:z/
overboard adv	/əʊvə(r),bɔ:(r)d/
plead with v	/pli:d wɪð/
pose a challenge	/ˌpəʊz ə 'tʃælɪndʒ/
pots of money	/pɒts əv 'mʌni/
prop n C	/prɒp/
prove (sb) wrong	/pru:v 'wɒŋ/
pull ahead v	/pʊl ə'hed/
pull off a deal	/pʊl ɒf ə 'di:l/
pull out of v	/pʊl 'aʊt əv/
put on a spurt	/pʊt ɒn ə 'spɜ:(r)t/
remorse n U	/rɪ'mɔ:(r)s/
retract v	/rɪ'trækt/
revenue n U **	/ˈrevənju:/
rower n C	/ˈrəʊə(r)/
rub off on v	/rʌb ɒf ɒn/
smell a rat	/smel ə 'ræt/
sob v *	/sɒb/
spark n U	/spɜ:(r)k/
stand up to v	/stænd 'ʌp tu/
subsidiary n C **	/səb'sɪdɪəri/
trail v **	/treɪl/
trapdoor n C	/ˈtræpˌdɔ:(r)/
tuck v **	/tʌk/
win (sb) over v	/wɪn əʊvə(r)/