

OUTCOMES

**Course
information and
sample unit**

OUTCOMES

Real situations, real language, real outcomes

The second edition of **Outcomes** is the only course that is consistently focussed on helping students achieve the real world communicative outcomes they want and need. This lexically rich course emphasises students' need to have the conversations in English that they would in their own language.

This new edition contains more contemporary and global content, reflecting English as it is used in the world and is visible via rewritten texts and new National Geographic photos and videos. There is a strong emphasis on real and natural English usage so students can develop the English language skills necessary for the real world.



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About the Authors

Hugh Dellar is a teacher and teacher trainer with over twenty years' experience in the field. He is also the co-founder of Lexical Lab and co-author of two five-level General English series, *Innovations* and *Outcomes*, both published by National Geographic Learning.

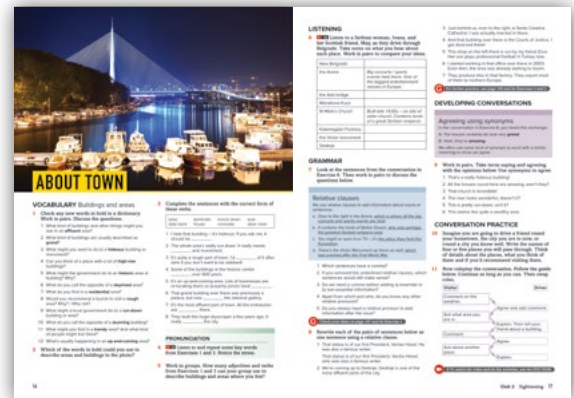


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Andrew Walkley has 25 years' experience as a teacher, trainer and materials writer. As a trainer, he's interested in getting teachers to engage more with language and consider their students' language needs and wants. He's the co-founder of Lexical Lab, a company promoting excellence in lexical materials and teaching.

Outcomes, Second Edition contains:

- A clear, evenly-paced grammar syllabus with strong links to context that is presented and practised through a consistent guided discovery approach
- Inspiring National Geographic videos provide real global content and language plus Conversation Practice videos provide a model for real, natural output
- An Understanding Fast Speech feature helps students understand authentic English; an integrated pronunciation syllabus helps students use the language accurately and fluently
- An expanded and updated Online Vocabulary Builder allows students to personalise and engage with vocabulary language learning by developing their own word lists and testing themselves



NGL.Cengage.com/outcomes

Outcomes Resource site for teachers and students. For more information see page 15

Component array

For Students

- Student's Book + Access Code* + Class DVD
- Student's Book + Class DVD
- Workbook + CD
- Resource website (see page 15)

* Access code for extra online activities on myelt.heinle.com

For Teachers

- Teacher's Book + Class Audio CD
- ExamView®
- Interactive Whiteboard CD-ROM
- Resource website (see page 15)



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DANGER AND RISK

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Find supporting teacher's notes, videos and audio for this sample unit at NGL.Cengage.com/outcomes



IN THIS UNIT YOU LEARN HOW TO:

- describe accidents and injuries
- understand and use a range of interjections
- talk about law and regulations
- discuss compensation culture
- talk and think critically about texts
- discuss the pros and cons of Internet use

SPEAKING

1 Which sentence best describes your feelings about the photo?

- 1 He must be completely out of his mind. I'm terrified just looking at the photo!
- 2 I kind of get the appeal, but there's no way I could ever do anything like that!
- 3 I'm not much of a risk-taker, but I can imagine giving something like this a go.
- 4 I'd be totally up for something like this. Imagine the adrenaline rush!

2 Work in groups. Compare your ideas and explain your choices. Then discuss the questions.

- Why do you think some people feel compelled to take such extreme risks as this?
- What could the possible consequences of their actions be – both for themselves and for others?
- To what degree do you think young people should be encouraged to take risks?
- What risks do you think you take in your day-to-day life?
- Is total risk avoidance achievable – or desirable? Why? / Why not?

Yaroslav Segeda takes a selfie, Kiev, Ukraine



ACCIDENT-PRONE

VOCABULARY Accidents and injuries

1 Replace the words in italics with these synonyms.

banged	came to	heavily	ripped
break	cut	panicked	sliced
burnt	fainted	pouring	terrible pain

- The machine almost *tore* one of my fingernails off!
- When I *regained consciousness*, I realised I couldn't feel my hands.
- It was horrible. Blood was *streaming* down my face.
- I totally *freaked out* and started screaming.
- I *whacked* my head on the ceiling and nearly knocked myself out.
- I was bleeding quite *profusely* from the wound.
- I *cut* my finger open when I was chopping onions.
- I fell onto a nail and ended up with a huge *gash* on my arm.
- I somehow managed to pour boiling water all over my hand and *scalded* myself really badly.
- It was so crowded and hot and stuffy that I actually *passed out* on the train.
- I heard the bone *snap*. It was horrible.
- I was in *agony*. I was screaming my head off.

2 Work in pairs. Test each other.

Student A: say the words in italics in the sentences in Exercise 1.

Student B: close your books. Say the synonyms.

SPEAKING

3 Work in pairs. Discuss what kinds of accidents might happen in the places / situations below. Which is the most risky? Use vocabulary from Exercise 1 to explain your ideas.

a beach	doing DIY	an ice rink
a campsite	driving	jogging
cooking dinner	a football pitch	a nightclub
cycling	gardening	a mountain

LISTENING

- 4 54 Listen to two conversations about accidents. Answer the questions about each conversation.
- Who had the accident/s and what did they injure?
 - When and how did the accident/s happen?
 - Why do they start talking about the accident/s?

- 5 ▶ 54 Listen again. Are the sentences true (T) or false (F)? How do you know?

Conversation 1

- 1 Brian was shocked by what his brother did during dinner.
- 2 Anita is pleased Brian's brother feels relaxed around her.
- 3 The wall wasn't easy to climb.
- 4 Brian's brother wasn't really conscious of the pain caused by the broken teeth.
- 5 Anita realises that maybe she's judged Brian's brother too severely.

Conversation 2

- 6 The first accident happened during the holidays.
- 7 Doug's initial assessment of the injury was optimistic.
- 8 Doug had to have several stitches the following day.
- 9 He still holds the doctors responsible.
- 10 They both remember the news stories about the very strong winds.

When sharing stories with friends, it is common to use relatively informal expressions and more idiomatic language. It is also common to exaggerate and use irony.

- 6 Work in pairs. Discuss what you think the words and phrases in italics from each conversation mean in the context.

Conversation 1

- 1 What? The *business* with the teeth?
- 2 That really *freaked me out*.
- 3 Couldn't he have ... *sneaked off to the loo*, instead of *bashing* it back in right in front of us?
- 4 And to *top the whole thing off*, he didn't even really notice.

Conversation 2

- 5 I was *smart* enough to somehow walk straight into a head-height shelf.
- 6 I'd been out to a party with some friends one night, *stumbled* home and whacked myself.
- 7 It was unstitchable the following day! *Just my luck*.
- 8 My wisdom teeth *weren't too happy* either!

- 7 Work in groups. Discuss the questions.

- Which of the three accidents mentioned do you think sounds the most painful / serious? Why?
- Which accident do you think would've been easiest to avoid? Why?
- What's the first thing you would have done if you'd been present when each accident happened? Why?
- Have you ever heard of any other weather-related injuries or accidents? When? What happened?

DEVELOPING CONVERSATIONS

Interjections

Interjections are single words or noises made either to express emotions or to show you want people to do something.

A: ... and when I came to, I found my chin completely split open and my wisdom teeth weren't too happy either!

B: *Woah!*

- 8 ▶ 55 Listen to twelve interjections. Make a note of each one.
- 9 Work in pairs. Discuss what you think each one means and in what kind of context it might be used.
- 10 ▶ 56 Listen to some short exchanges. See if you guessed the meanings and contexts correctly.
- 11 With your partner, discuss the questions.
 - Are any of the interjections the same in your language? Which ones?
 - Do you use any of them in English already?
 - Do you think it's important to use interjections when speaking a foreign language? Why? / Why not?
 - What interjections do you think someone studying your language should learn?

CONVERSATION PRACTICE

- 12 Choose one of these tasks.
 - a Think of any scars you have and how you got them.
 - b Think of an accident that someone you know had.

Spend a few minutes planning how to describe what happened. Try to use as much new language from this lesson as you can. Think about:

- when, why and how the accident happened.
- what the immediate result was and what the longer-term effects were.
- whether it could somehow have been avoided.

- 13 Now work in groups and share your stories.

▶ 37 To watch the video and do the activities, see the DVD ROM.

COMPENSATION CULTURE

SPEAKING

- 1 Work in groups. Look at the photos and discuss the questions.
 - Would any of these scenes be common in your country? Why? / Why not?
 - What aspects of risk – or risk aversion – does each photo illustrate? Which do you think are the most serious issues? Why?
 - Which one do you think is a joke? What point is the joke making? Do you agree with it?



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READING

- 2 Read this short news report about a case you will read more about later in the lesson. Decide:
 - 1 which photo you think the story has most in common with – and why.
 - 2 what you think of the case and the court decision.
 - 3 if you think such a case could happen in your country.
 - 4 what you think the words and phrases in bold mean.

WOMAN LOSES SEAGULL COMPENSATION CASE

A Scottish woman has lost her case against a property owner for the injuries she sustained as she fell trying to escape an attack by a seagull. Cathie Kelly was leaving the business centre where she works when the bird swooped down on her. As she turned on the steps to escape the attack, she stumbled. The fall resulted in injuries that required her to take two weeks' sick leave.

Lawyers for Kelly claimed the owners of the business centre Riverside Inverclyde had been **negligent** in not maintaining the property sufficiently to discourage the seagulls' presence and were seeking £30,000 in **damages**, of which Ms Kelly was set to receive £7,000. However, the case was **dismissed on the grounds** that there was insufficient evidence to prove that the gull had actually flown down from Riverside Inverclyde's building.

- 3 Work in pairs. Compare your answers and explain your ideas.

VOCABULARY Laws and regulations

- 4 Match these words to their definitions.

an appeal	a lawsuit	negligence
damages	legislation	non-compliance
liability	precedent	grounds

- 1 _____ is when you try to change a previous decision or verdict by the court.
- 2 _____ is a failure to do something or do it competently – often causing harm.
- 3 _____ is the responsibility you have for an accident or damage.
- 4 _____ is a collection of laws and rules.
- 5 _____ is a court case where you look for compensation.
- 6 _____ is a failure to follow regulations or law.
- 7 _____ is the money you get as compensation.
- 8 _____ are the reasons given for suing someone – or rejecting a case.
- 9 _____ is a decision or action that is an example for what people / courts should do now and in the future.

5 Complete the sentences with the correct form of these verbs.

admit	file	repeal	award	hold
sue	dismiss	overturn	set	

- The company _____ liable for the accident and forced to pay damages.
 - The victim of the doctor's negligence, who can't be named for legal reasons, _____ two million dollars **in damages**.
 - The Republican Senator _____ **the paper for libel** after it published an article accusing her of lying.
 - His **conviction for** criminal negligence _____ **on appeal**.
 - Last year, a group of women prisoners _____ a **class-action lawsuit** against the local government because of conditions in their jail.
 - The doctor _____ **negligence** and agreed to **pay compensation**.
 - The decision by the court _____ a **precedent**, which means people now have the right to remove aspects of their online history.
 - A lot of people **oppose** the health and safety **legislation** and **want to see it** _____.
 - In the end, **the case** _____ **on the grounds of** insufficient evidence.
- 6 Work in pairs. How many of the phrases in bold in Exercise 5 can you think of real examples for? Explain what happened.

READING

7 Read the first part of the newspaper editorial related to the news report in Exercise 2. Answer the questions.

- What is the paper's opinion of the case?
- What six negative aspects of 'compensation culture' are identified?
- What does the paper want to see happen?
- What does the editorial show about the kind of paper it is and its politics?

8 Now read the List of Shame. Mark each example in the following way:

- a tick (✓) if you agree that they are mad
- a cross (X) if you disagree
- a question mark (?) if you are not sure

9 Work in pairs. Compare and discuss your choices.

SPEAKING

10 Work in pairs.

Student A: read the short texts and related questions in File 35 on page 188.

Student B: read the short texts and related questions in File 36 on page 195.

Explain to your partner what you read and then discuss the questions.

Seagull attack compensation bid symptom of our scared victim culture

The failure of Cathie Kelly's claim in the now infamous seagull compensation case has to be welcomed, but we still wonder how it could ever have come to court in the first place. Ever since Stella Liebeck set an unfortunate precedent in absurd claims by winning \$2.8 million dollars for spilling coffee on herself, it seems too many people go out looking for negligence where it does not exist rather than taking responsibility for their own actions.

Were the effects of these claims confined to some wasted court time, we may be less concerned, but the effects of compensation culture have infected all areas of our lives. As our List of Shame below shows, it has created a 'health and safety' culture that sees risk and danger in even the most normal activities as well as placing extra costs on businesses in the form of increased legal insurance to guard against such claims. It has wrapped businesses and institutions in red tape, it is causing inconvenience when we travel and it is smothering our children. So no doubt the Scottish court's decision is a step in the right direction, but this paper will continue to challenge these widespread attitudes of victimhood and campaign to see unnecessary regulations that reduce our freedoms repealed.

The List of Shame

- A survey of UK teachers found that almost half believed children were being held back by health and safety regulations.
- The same survey reported some pupils were required to wear goggles while using Blu-Tack and children had been barred from the playground because they had no hat or sunscreen.
- The UK has around 4,750 speed cameras compared to just 2,200 in France, taking millions of pounds in fines for minor violations.
- Airport safety regulations and security cost airlines £4.6 billion a year – and that's not counting the cost to passengers of all the wasted bottles of liquid and other unnecessarily confiscated items.
- Manufacturers have been required to print warning signs for sufferers of nut allergies – on packets of nuts!
- Kids' party clown, Barney Baloney, was forced to give up using his bubble-making machine because of the cost of public liability insurance – kids could slip over, apparently.
- Management at the city council in Oldham barred its staff from wearing flip-flops due to concerns about safety.
- Anglia Ruskin University banned the traditional throwing of students' mortarboards in the air on graduation for fears of the hats causing injury as they fell.
- A group of Idaho inmates filed a class-action lawsuit against eight breweries because they did not have warnings on their beer concerning the addictive nature of alcohol. They claimed it led to their alcoholism and subsequent imprisonment.
- A fire station in the south west of England has been built without the traditional 'fireman's pole' to slide down because of safety fears.

IGNORE AT YOUR PERIL

SPEAKING

- 1 Work in groups. Discuss what you understand by each of the terms below, why they are current issues and what you think about each one.

digital detox	digital footprint
the digital divide	digital hermits
digital disruption	digital literacy
the digital economy	digital natives

UNDERSTANDING VOCABULARY

Synonyms

As you saw in Exercise 1 on page 142, synonyms are often interchangeable in certain contexts. However, no two words are interchangeable all the time. Sometimes we choose one word over another to be more or less formal. With many words, though, the real difference between them is that they are used in different collocations and phrases.

- 2 The words *danger*, *peril*, *threat*, *hazard*, *menace* and *risk* all have similar meanings. Choose the correct option in each sentence.
- If you're a parent, you ignore the websites your kids are visiting at your *danger* / *peril*.
 - The future of many small shops and businesses is under *danger* / *threat* because of ever-increasing online competition.
 - The ease with which prescription drugs can now be ordered online poses a real health *peril* / *hazard*.
 - They really should do more to combat the *menace* / *peril* of cyber bullying!
 - Cyber crime poses a grave *threat* / *peril* to national security.
 - People talk about hackers like they're some kind of *menace* / *peril* to society, but they're mostly pretty harmless.
 - If we impose too many controls on Internet use, we run the *danger* / *risk* of restricting civil liberties.
 - Internet dating is fraught with *threat* / *danger*.
 - Every time you shop online, you're putting yourself at *risk* / *danger*.
 - The Internet is in serious *danger* / *risk* of complete meltdown due to the enormous amount of online traffic.
- 3 Underline the whole phrase each correct word in italics forms part of. Which are new for you?
- 4 Work in pairs. Discuss how far you agree with the statements in Exercise 2. Explain why.

LISTENING

- 5 ▶ 57 Listen to a radio phone-in programme about the Internet. Take notes on the risks and problems mentioned.
- 6 Work in pairs. Compare your notes.
- 7 ▶ 57 Listen again and answer the questions.
- What two recent news stories about the Internet does the presenter mention?
 - How does Joyce claim that access to the Internet has affected her students' study skills?
 - Why does Oliver mention digital natives?
 - What's his main concern?
 - What's Nigel's first suggestion?
 - What flaw with this idea does the presenter point out?
 - What alternative proposal does Nigel put forward?
 - What possible problem with this idea does the presenter see?
- 8 Work in groups. Discuss the questions.
- What do you think is the best treatment for kids who are addicted to the Internet?
 - Do you agree that the Internet has had a negative effect on students' abilities to think? Why? / Why not?
 - Do you think plagiarism is a problem in your country? If yes, how do you think it should be tackled?
 - Do you agree that people sometimes share too much online? Why? / Why not?
 - Do you think making an example of a few spammers or fraudsters would be a sufficient deterrent to others? Why? / Why not?
 - Can you think of any other problems with the Internet that were not mentioned? Which do you think is the most serious? Why?

GRAMMAR

Talking about the future

There are lots of different ways of talking about the future in English. You have already studied the most common ones at earlier levels. However, we also use various verb and noun structures, some of which are used more frequently in journalism and the media.




9 Try to complete these sentences from the radio programme. Use the verbs in brackets.

- 1 This is a problem that _____ surely _____ worse. (get)
- 2 If the show _____, we need you to call up and tell us what's on your mind. (work)
- 3 I _____ work in the summer. (stop)
- 4 I honestly don't think things _____ any better in the foreseeable future. (get)
- 5 I just think that's _____ problems in the long run. (cause)

Now try to complete these sentences with the missing nouns.

- 6 I'm on the _____ of retiring.
- 7 And you're saying the _____ of people avoiding all this are pretty slim?
- 8 In all _____, most offenders are actually pretty harmless.
- 9 Hit them with the toughest sentences we can. Do that and the _____ are you'll put others off.
- 10 Do that and there's a distinct _____ you'll end up involved in a legal dispute.

10  **58 Work in pairs. Compare your ideas, then listen and check your answers. Discuss what you think each structure means.**

G Check your ideas on page 184 and do Exercise 1.

11 Rewrite the sentences below using the words in brackets so they have a similar meaning.

- 1 In all probability, the situation will deteriorate. (bound)
- 2 There's a distinct possibility that our jobs will be at risk. (likely)
- 3 They're almost ready to finalise the deal. (verge)
- 4 Gamble online and the odds are you'll lose. (likelihood)
- 5 The work should be finished by May. (due)
- 6 Inflation will probably rise above 10% next month. (set)

G For further practice, see Exercises 2 and 3 on page 184.

SPEAKING

12 Work in groups of four or five. You are going to roleplay a radio phone-in programme. Choose one of the topics for discussion below.

- Today we'll be considering whether airport security is becoming too expensive to maintain.
- Are we doing enough to combat the threat of global warming?
- Today we'll be asking if the government is taking the risk of a global epidemic seriously enough.
- Today's question is: given the increasing risks of foreign travel, why not just holiday at home?

Choose one student to be the host. This student (Student A) should read the rolegcard in File 37 on page 197. Each of the other students should think of at least two points they want to make about the chosen topic. Try to mention what you think may happen in the future and also plan to use other language from this lesson.

13 Now roleplay the phone-in programme.

Student A: manage the calls from the other students, summarise their main ideas and challenge them where appropriate in order to move the debate forward.

Students B–E: take turns to phone in and make your comments. You can call more than once. You can also comment on previous callers' opinions.





VIDEO 8

LONG NECK WOMEN

1 Work in pairs. Look at the photo and discuss the questions.

- Where do you think the photo was taken? What's the purpose of the painting in the photo?
- Do you know any other tribes that have a very distinctive appearance, way of dressing or jewellery? What do they look like? What do you know about them and their way of life?
- Do you think it is good to advertise people such as the woman in the photo to tourists? Why? / Why not?

2 **38** Watch the first part of the video (0.00–1.22) and answer the questions.

- 1 What different kinds of styles are mentioned?
- 2 Where is the woman in the photo from?
- 3 What risk is associated with the rings they wear?

3 Work in pairs. Write six questions about the long neck women that you would like answers to.

4 **38** Watch the second part of the video (1.23–4.50) and see if your questions are answered.

5 **38** Work in pairs. Discuss what the narrator said using the words and numbers below. Then watch the second part of the video again (1.23–4.50) and check your ideas.

- 1 matriarch
- 2 25 / 12
- 3 shackles
- 4 rods

- 5 a car tyre
- 6 clavicle / ribs
- 7 folklore
- 8 refit

6 Work in groups. Discuss the questions.

- In what ways do people in your culture alter their appearance or bodies? Why?
- Are there any risks associated with these alterations?
- Do you think this is any different to the Kayan women? If yes, in what way? If not, why not?
- Do you think groups like the Kayan will continue to exist in the future? Why? / Why not?
- Do you think that's a good or bad thing? Why?
- When abroad, can you spot someone from your country just by their appearance? How?

UNDERSTANDING FAST SPEECH

7 **39** Listen to an extract from the video said at natural pace. Try to write down what you hear. Then compare your ideas with a partner.

8 **40** Try again. This time you will hear a slower version of the extract.

9 Check your ideas in File 10 on page 189. Groups of words are marked with / and pauses are marked //. Stressed sounds are in CAPITALS. Practise saying the extract.

REVIEW 8

GRAMMAR AND UNDERSTANDING

VOCABULARY

1 Complete the text with one word in each space.

In all ¹_____, you'll be familiar with the idea of climate change. In fact, the ²_____ are you'll probably be sick and tired of hearing about it! However, the damage we're doing to our planet is something we ignore at our ³_____. Climate change poses a grave ⁴_____ to human health and we all share responsibility ⁵_____ the current situation – and, of course, we're all ⁶_____ of doing so much more! I realise the chances of this happening are pretty ⁷_____, but we need to overcome our addiction ⁸_____ oil. If we don't, we're ⁹_____ serious danger ¹⁰_____ making a bad situation far, far worse.

2 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. You must use between four and five words, including the word given.

- I heard you passed your exams, so I'm just calling to say well done.
I'm just phoning to _____ your exams.
CONGRATULATE
- To be honest, I didn't even know that law existed until very recently.
To be honest, I was totally _____ that law until very recently. **UNAWARE**
- The whole business of predicting consumer trends is extremely risky.
The whole business of predicting consumer trends _____ **FRAUGHT**
- Africa is set to become a major market for the company in the years to come.
Africa is _____ a major market for the company. **VERGE**
- In many ways, being a genius is very similar to being mad!
There's _____ and madness. **FINE**
- Sales are down this year but we expect things to improve over the next few years.
Sales have been poor this year, but things are bound to pick up _____. **TERM**

3 Choose the correct option.

- I realise that I'm quite possibly alone to *think / for thinking / in thinking* this!
- I don't think *it'll be likely / it's likely / it's unlikely* to make much difference, to be honest.
- Her tireless dedication *for / to / with* the community has been remarkable.
- I'm *due / bound / prior* to go to Marrakech on Wednesday for a week.
- Doctors who fail to comply with the new guidelines run the *danger / risk / threat* of being sued by their patients.
- What is this 'grammar' *of that / with which / of which* you speak?

VOCABULARY

4 Decide which of these words are connected to the top half of the body and which to things worn on the bottom half of the body.

bangles	flats	shades	trainers
bushy	lapel	sleeve	wedges
flares	wig	sturdy	sandals

5 Match the verbs (1–8) with the collocates (a–h).

- | | |
|-----------|---------------------------------------|
| 1 file | a my head on the door / my knee |
| 2 oppose | b the case / evidence |
| 3 sue | c a precedent / a new world record |
| 4 dismiss | d my finger open / some bread |
| 5 whack | e a bone / at me |
| 6 slice | f legislation / a plan |
| 7 set | g a newspaper for libel / for damages |
| 8 snap | h a lawsuit / a complaint |

6 Complete the sentences with a preposition in each space.

- It was awful. I was lying on the floor, screaming _____ agony!
- She sued the company and won, winning over £2,000,000 _____ damages.
- I was cooking and I somehow managed to pour boiling water all _____ myself.
- He was just standing there, screaming his head _____ for no reason, as far as I could tell!
- I can't believe you want to do that! You must be _____ of your mind!

7 Complete the sentences. Use the word in brackets to form a word that fits in the space.

- The case was dismissed as a result of _____ evidence being presented. (suffice)
- The whole situation has been made worse by widespread _____ with the law. (comply)
- The guy who crashed into me accepted _____ and paid for all the repairs. (liable)
- He was rushed to hospital and operated on but sadly never regained _____. (conscious)
- The hospital admitted _____ and agreed to pay _____. (negligent, compensate)

8 Complete the text with one word in each space. The first letters are given.

I'm usually quite ¹sc_____, I suppose. I mean I'm most comfortable in old ²fr_____ jeans and trainers. Last month, though, I got invited to quite a ³fa_____ work do, so decided to try and dress as smartly as I could. I had my hair ⁴hi_____ blonde and then I wore a ⁵k_____ -l_____ black dress and high ⁶h_____. I was surprised at quite how glamorous I looked! On making my grand entrance though, I stumbled and managed to ⁷k_____ myself o_____.! When I ⁸c_____ t_____ a few minutes later, I realised I'd got a great big ⁹g_____ on my head and blood was ¹⁰p_____ down my face! To ¹¹t_____ the whole thing off, my dress was ¹²r_____ as well. It wasn't exactly the best way to announce my arrival!

16 DANGER AND RISK

TALKING ABOUT THE FUTURE

Verb structures

Be set to is often used in journalism when something is likely to happen. We also use *be set for* and *looks set to*.

This is a problem that's surely set to get worse. (= It'll almost certainly / It's bound to get worse.)

Campaigners are set to challenge the decision in court. (= They're going to / ready to ...)

The banking sector is set for explosive growth this year. (= It's going to / about to experience explosive growth.)

The strike looks set to intensify after talks broke down. (= It's almost certainly going to intensify.)

Be to basically means the same as *be going to*. It's often used in *if*-clauses to show that one thing needs to happen before something else can. It's also sometimes used in journalism to talk about actions that have been officially arranged or scheduled.

If the show's to work, we need you to call up and tell us what's on your mind. (= You need to call because if you don't, the show won't work!)

The Queen is to meet the President in private tomorrow. (= She's meeting / going to meet ...)

Be due to is used to show something is planned to happen at a particular time.

I'm due to stop work in the summer. (= I'm going to stop ...)

The next train is due to arrive on Platform 3 in six minutes. (= It's going to arrive ...)

We can also use other prepositions with *be due*.

All three films are due for release this month. (= They're supposed to / They should be released then.)

The baby is due in December. (= That's when the doctors say it'll arrive.)

I'm due at a meeting in a minute or two. (= I'm supposed to / I should be there.)

Be likely to shows we think something is highly probable. It is often used for making predictions.

I honestly don't think things are likely to get any better in the foreseeable future. (= I don't think they will get any better.)

The offer is highly likely to be rejected by shareholders. (= It'll almost certainly be rejected.)

Critics claim the legislation is not likely to / is unlikely to stop the problem. (= It probably won't stop the problem. / It's doubtful that it will stop the problem.)

Be bound to shows you're 99% sure something will happen – usually because of past experience.

That's bound to cause problems in the long run. (= It'll inevitably / I'm certain it will cause problems.)

He's bound to hear about it sooner or later. (= He's certain / sure to hear ...)

Noun phrases

There are several nouns and noun phrases used to talk about future events – and to show how sure we are of things happening.

I'm on the verge of retiring. (= I'm about to retire. / I'm due to retire very soon. / I'm on the brink of retiring.)

The chances of people avoiding all this are pretty slim / small / slight. (= It probably won't help.)

The chances of it happening are pretty good / high. (= It'll probably happen.)

There's no / a slim / a good chance of it working.

In all likelihood, most offenders are actually pretty harmless. (= In all probability, they're harmless. / They're most likely harmless.)

The probability / likelihood is that it'll require surgery. (= It'll probably / most likely need surgery.)

The odds are you'll put them off. (= It's highly likely / probable that you'll put them off.)

The odds / chances of it happening are pretty high / low.

There's a distinct possibility you'll end up involved in a legal dispute. (= It's highly likely / probable you will ... / The odds are that you will ...)

Exercise 1

Decide if both options are possible in each sentence.

- There's a *distinct / probable* possibility that you'll experience side effects from the medication.
- He's *about to be / on the verge of being* kicked out of school for good.
- We are *due to / just about to* hold meetings on the matter in a few months' time.
- There's a *slim / slight* chance we might be late.
- It seems *probable / likely* that the election will be held in June.
- In all *chances / likelihood*, we'll be done by tomorrow.
- They're *set to announce / on the brink of announcing* record profits.
- The odds of things going wrong are *pretty high / likely*.
- They're *bound / set* to find out about it sooner or later.
- If the company *is to / will* survive, it'll need to make some serious cutbacks.

Exercise 2

Complete the sentences with the correct prepositions.

- The likelihood _____ them listening is pretty low.
- He's due _____ court tomorrow.
- The stage is set _____ a thrilling race.
- I'm _____ the brink of quitting, to be honest.
- Apparently, I'm due _____ a tax refund.
- The odds _____ getting hurt are too high to make it worth the risk.
- _____ all probability, it'll be a struggle to maintain the principles of Internet openness.

Exercise 3

Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and five words, including the word given.

- Arrangements have been made for a team of international inspectors to oversee the work.
IS
The work _____ a team of international inspectors.
- In all probability, the news will damage his reputation.
SURE
The news _____ his reputation.
- Police believe they're close to finding the killer.
BRINK
Police believe they're _____ the killer.
- We're on the verge of being evicted.
ABOUT
We _____ evicted.
- Where there is passion, it is inevitable that success will follow.
BOUND
Where there is passion, _____ follow.
- Prices will almost certainly rise this year.
HIGHLY
Prices _____ this year.

The Outcomes Resource site contains a wealth of free materials for teachers and students.

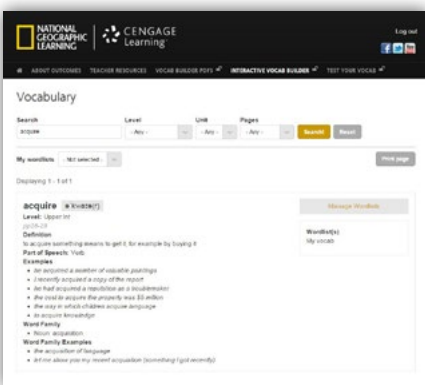


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- Sample worksheets
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The code to access the teacher resources can be found in the front of your Teacher's Book

Interactive Vocabulary Builder



The Interactive Vocabulary Builder is brand new to the second edition and allows students to personalise their vocab learning

Students can search for vocabulary from their Student Book and then see:

- the phonemic script of the word
- the definition of the word
- the part of speech
- examples of the word in use
- the word family it belongs to
- and examples of the word family

The code to access the Interactive Vocabulary Builder can be found in the back of the Student's Book

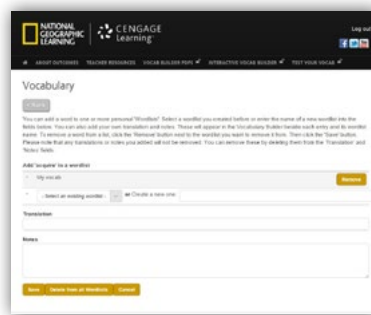
Test Your Vocab



With the Test Your Vocabulary feature students can filter by level, unit and page number or by their wordlists. They are then tested on key vocabulary from that section.

This is perfect for use on an Interactive Whiteboard or for quick revision at home.

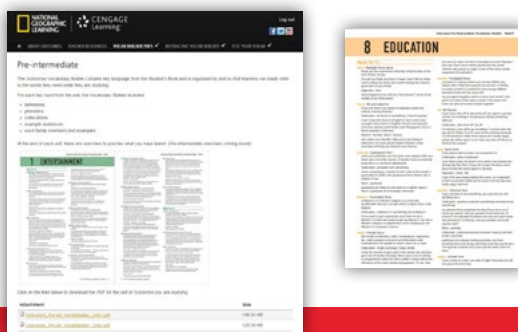
Create Wordlists



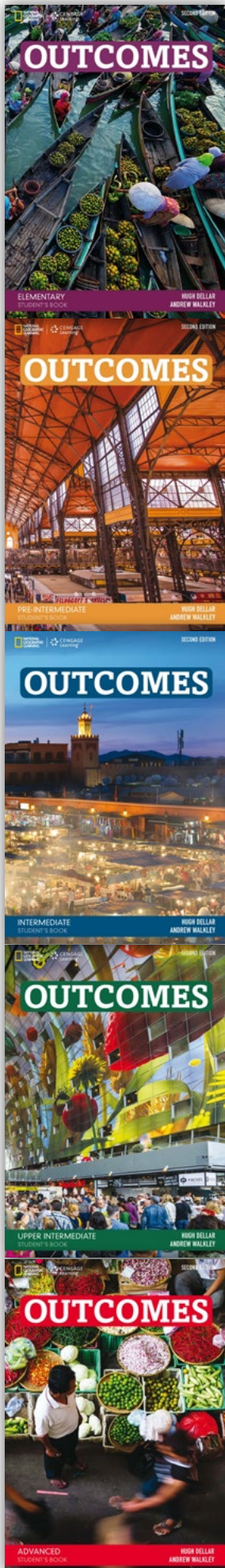
Students can create and personalise wordlists and add their own notes and translations.

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