



Chapter 4

Future Time

CHAPTER SUMMARY

OBJECTIVE: To explore and learn the most common ways to express future time. This chapter emphasizes *will* and *be going to* future forms, present tense future, and briefly introduces the less common future perfect tenses.

APPROACH: This text defines the simple future as a verb form that expresses an event or situation that will, to the best of the speaker's knowledge, occur in future time. Using modals and periphrastic (i.e., phrasal) modals to express future time is covered in Chapters 9 and 10.

TERMINOLOGY: For ease of classroom communication, the text refers to both the *will* + *simple form* and *be going to* + *simple form* as the simple future tense.

EXERCISE 1. What do I already know?

Page 60

Time: 5–10 minutes

This exercise is a quick way to tap into students' existing knowledge of present and future tenses. Depending on the level of your class, you may want to spend more time reviewing the time words and contexts of each item.

- Give students a few minutes to circle their answers.
- Have students read the sentences and their choices aloud.
- Ask students to explain which words in each sentence helped them make their choices.

EXERCISE 2. Warm-up. Page 60

Time: 5–10 minutes

- Since this complex task occurs at the beginning of the chapter, put students in pairs to complete the task.
- While pairs are working, choose a few students to write the items on the board.
- As a class, discuss and correct the sentences on the board.

CHART 4-1. Simple Future: *Will* and *Be Going To*. Page 61

Time: 15–25 minutes

This chart introduces the two basic forms for expressing the future. It does not show their difference in function or meaning. (See Chart 4-2.)

It is useful to spend some time on the pronunciation of the reduced forms (*'ll* and *gonna*). Model the reduced forms for students, but don't rush them to use them in their speech. Remind students that good enunciation is important for new language learners and that normal contracted speaking will occur naturally as they gain experience with the language. Be sure to point out that *'ll* is used both in speech and in very informal writing but that *gonna* is never used in writing.

- Ask students their plans for the following day or weekend. For example:
Alessandra, what will you do this weekend?
Chien, what are you going to do this weekend?
- Using students' information, write sentences demonstrating that both *will* and *be going to* can be used for simple future. For example:
Alessandra will visit her cousin this weekend.
Chien is going to play softball this weekend.
- Go over the chart with the class, and ask students to read the example sentences (a)–(l) aloud.

EXERCISES 3-7. Pages 61 and 62

Exercises 3–7 give students the opportunity to practice the two simple future forms in listening and speaking contexts. The exercises build in complexity, ending with students creating sentences using the future tenses. The focus here is not on the differences in meaning but rather on the correct forms of the tenses.

EXERCISE 3. Listening. Page 61

Time: 5 minutes

- Read the example sentences aloud, exaggerating the pronunciation of the contractions.
- Then play the examples on the audio so students can hear different people pronouncing *will* or *'ll*.

- Play the audio through once without stopping. Then go back and play each item at least twice.
- Review answers as a class, replaying any items as needed.

□ EXERCISE 4. Pronunciation. Page 62

Time: 5–10 minutes

The contraction of *will* is natural in conversation; this exercise gives students practice in hearing these forms and trying to produce them themselves.

□ EXERCISE 7. Let's talk: small groups.

Page 62

Time: 10–15 minutes

This speaking exercise gives students a chance to practice using the *be going to* form of the simple future freely and creatively.

- Explain that the goal of the exercise is to produce future forms in statements and questions. Then explain that students will reach the goal by imagining themselves and their classmates in specific jobs in the future.
- See the Teaching Suggestions in the front of this book for a discussion of how to lead Let's Talk exercises effectively.

Expansion: To turn this activity into a game, have students keep their future occupation to themselves. Instruct them not to reveal the name of their profession. They should only discuss the specific duties or expectations of their future jobs, leaving others to guess what the profession is. For example: Student A has been given the future occupation of politician.

Student A says:

I am going to meet many people and shake lots of hands every day.

I am going to make many speeches.

I am going to travel a lot.

I am going to change the world.

I am going to read newspaper articles about myself.

Other students guess what Student A's future role is:

Are you going to be an actor?

Are you going to be a famous athlete?

Are you going to be a politician?

CHART 4-2. Will vs. Be Going To. Page 63

Time: 10–20 minutes

Students often want to know the difference between *will* and *be going to*. This chart compares three different meanings for *will* and *be going to*: prediction, prior plan, and willingness.

- Put the three headings from the chart (*Prediction, Prior Plan, Willingness*) on the board.
- Using student-generated information, write one *will* sentence and one *be going to* sentence under the heading *Prediction*. If students' responses don't quite work, make your own predictions about topics that interest your class.
- Highlight the verb forms so that students easily see that *will* and *be going to* have the same meaning and can both be used to make predictions. For example:

Prediction

Brazil will win the next World Cup.

Germany is going to win the next World Cup.

- Next, ask a couple of students what they are going to do this coming weekend, and write their responses on the board using *be going to* under the heading *Prior Plan*.
- Highlight the *be going to* verb form in each sample sentence and explain that for plans made before the moment of speaking, *be going to* is used. For example:

Prior Plan

Makiko is going to visit her friend in New York.

Juan is going to make dinner for his family.

- Then elicit examples of willingness from students by deliberately dropping a pen or book near a student's feet.
- Ask the student if he/she will pick the object up for you. Because of the cue that you have given the student (*Will you get that for me?*), he/she may automatically say *I will*.
- Even if the student says nothing or incorrectly says *I'm going to pick that up*, you can use this brief demonstration to teach the correct form.
- Explain that the student didn't know and couldn't know that you were going to drop something and then ask him/her to pick it up. So there was no prior plan to do so.
- Explain that the only correct future form for a decision made at the moment of speaking is the *will* future.
- Give students the example of a telephone ringing or a knock on the door. Because we don't know in advance when such actions will happen, we can't make prior plans to respond to them.
- Write the examples you have discussed under the heading *Willingness* and highlight the verb forms.
- Remind students that the *will* future is frequently spoken and written as a contraction, particularly with the pronoun *I*. For example:

Willingness

(The phone rings.)

I will answer it / I'll answer it.

(Someone knocks on the door.)

I will get it / I'll get it.

- Explain that the negative form of the *will* future is used to express refusal or, in the case of an inanimate object or machine, inability to function.
- Write some examples of this particular usage on the board. For example:

Beatriz's uncle is afraid of flying and won't travel by plane.

I don't know what is wrong with it, but my computer won't turn on.

- Go over Chart 4-2 with students, asking students to read the sample sentences (a)–(f) aloud.
- Draw students' attention to Situation 1 and Situation 2 below Chart 4-2.
- Have one student read A and one B in Situation 1 and two different students read A and B in Situation 2.
- Ask a few students to tell you what they will do three or four weekends from now. As some won't yet have any plans, encourage them to use either *will* or *be going to* forms.

EXERCISES 9 and 10. Page 64

Exercises 9 and 10 require students to think critically about the meaning and context of each sentence in order to know what form of future they need to use. If you feel that students are struggling with Exercise 9, complete it as a class, discussing the reason for choosing each correct form. Write key phrases that show either willingness or evidence of future plans on the board. If Exercise 9 seems to come easily to your group, you may want to have them complete Exercise 10 (and give them even more intensive practice), before reviewing both exercises.

EXERCISE 9. Looking at grammar.

Page 64

Time: 10 minutes

- Because students need to understand the context in these sentences in order to successfully complete the exercise, take time to review any vocabulary questions.
- See the Teaching Suggestions in the front of the book for suggestions on incorporating optional vocabulary in the lesson.

Optional Vocabulary

front-row seats	grab
creative	engaged
patient	accustomed
elementary	

EXERCISE 13. Warm-up. Page 66

Time: 5 minutes

The directions ask students to explain what they notice about the verbs in blue. Students should notice that these verbs are all in present tense, and when preceded by a time word or phrase such as *after*, *as soon as*, and *when*, the time expressed is future and not present.

- Students may automatically complete these sentences using a main clause in a future tense. If they don't, correct their tense, but also respond to the content of

their completions. For example:

Juan, are you really going to go home and go to sleep after you leave this class? But it's still morning!

I am shocked that not one student in this class is going to open his grammar book as soon as he goes home tonight.

CHART 4-3. Expressing the Future in Time Clauses. Page 67

Time: 15–20 minutes

The focus of this chart is on verb usage in complex sentences containing dependent (subordinate) adverb clauses, called “time clauses” here. The structure of sentences with these clauses is discussed more thoroughly in Chapter 17.

Learners naturally feel that it is “logical” to use future tense in the time clause as well as in the main clause. Point out that this is not “traditional” English usage. There are certain patterns and systems within a language, but a language should not be expected to be logical.

The meaning of *until* is sometimes difficult for learners to grasp, as in (e). It means that a situation will exist, then change.

- Using some of the time words included in the chart, elicit from the class two sentences combining time clauses (first) and main clauses in future tense. Write the sentences on the board. For example:

As soon as Marco gets up tomorrow, he will call his mother.

After Flavia leaves school on Friday, she will go to the airport.

- Now come up with two sentences in which the time clause comes after the main clause.

Pei-weng will take the TOEFL test after she returns to Taiwan.

Lars will leave for the mountains when his father arrives.
- Explain that when the time clause precedes the main clause, a comma separates the two.
- Tell students that no comma is needed when the time clause follows the main clause.
- Underline the present tense structure of the time clause in one color, and highlight the future tense structure of the main clause in a different color. Highlight commas as necessary.
- Go over Chart 4-3 with students, asking them to read sentences (a)–(h) aloud.

EXERCISE 14. Looking at grammar.

Page 67

Time: 5–10 minutes

- Tell students that by drawing brackets around the time clause, they are distinguishing the time clause from the main clause.

Optional Vocabulary

sweep	elections	harbor
front porch	tide	

□ EXERCISE 15. Looking at grammar.

Page 67

Time: 5–10 minutes

Optional Vocabulary

nap	B.A. (bachelor's degree)
junior in college	M.A. (master's degree)
graduate degrees	Ph.D. (doctorate degree)

□ EXERCISE 16. Let's talk: interview.

Page 68

Time: 10–15 minutes

- Put students into groups of three.
- Instruct students to first make questions from the cues in each example individually, and then to ask the other students in their group their questions.
- As a class, have students give you the questions they formed for each of the five examples and put these on the board. For example:

1. *What are you going to do after you wake up tomorrow?*

- Ask students to report on their partners' responses, and write some (or all) of these responses on the board. For example:

You: *Ming, what is Javier going to do after he wakes up tomorrow?*

Ming: *After Javier wakes up tomorrow, he is going to finish his grammar homework.*

- Continue until you have received a few answers for each of the five questions and written two or three responses for each on the board.
- Analyze any mistakes by writing the sentences on the board and calling on the class for help with correction.

CHART 4-4. Using the Present Progressive and the Simple Present to Express Future Time.

Page 69

Time: 10–15 minutes

The present progressive, when used to express future time, must relate to a planned event or definite intention.

The simple present, when used to express future time, is limited to scheduled events.

These tenses are frequently used to express future time, especially in conversational English. The difficulty for students is to learn the limitations on using these tenses to mean future time.

- Ask students if they have any plans for the coming weekend or holiday.
- Co-create present progressive sentences on the board using the present progressive for planned future events. For example:

*Jun is having dinner with his girlfriend tomorrow night.
Maria is traveling to Miami on Friday.*

- Have three students read example sentences (a)–(c) aloud in turn.
- Introduce the use of simple present for future regularly scheduled events by asking students when the next class is.
- Write their responses on the board using simple present tense, and remind them that you can do so because your class is a regularly scheduled event.

Our class meets at 9:00 two days from now.

- Have three students read sentences (d)–(f) aloud and refer to the notes on the right-hand side of the chart as needed.

□ EXERCISE 19. Looking at grammar.

Page 70

Time: 5–10 minutes

Expansion: Prepare index cards for each student, with his / her name written on it. These cards will later be given out, one per student (no student should receive his own name). Students will use the present progressive form of the future to describe another classmate's planned activities.

Tell students they need to 1) talk to every student in class and 2) find out at least three details about their classmates' plans for the coming weekend. Have students stand up, walk around the room, and ask each other what they are doing this coming weekend. After 10–15 minutes of gathering information, they should all sit down again. You will now distribute the name cards to each student, making sure that each class member receives another class member's name.

Now explain to the class that they have to look at the name of the person on the card and recall what his/her upcoming plans are. They will then use the present progressive to pretend to be that person. The other class members will have to guess who the speaker is pretending to be. For example, Vilson from Brazil might say:

This weekend my parents are arriving from Taiwan, and they are taking me shopping in Chinatown so I can have some Chinese food in my apartment. I am showing my parents all around Portland on Saturday. Although they have traveled all over Asia, they have never been to the United States before, and they want to see an American city.

On Sunday, we are driving to the mountains because my mother has always wanted to see the leaves change colors.

Who am I?

Classmates:

Hsu-wei. You're Hsu-wei . . . because she told us that her parents were arriving from Taiwan this weekend! Yeah . . . and Hsu-wei also said that they were driving to the mountains because her mom has always wanted to see the leaves change colors. And she also said she was going shopping for Chinese food in Chinatown with her parents.

EXERCISE 20. Let's write. Page 71
Time: 10–25 minutes

This is an imaginative writing exercise. Beginning this exercise in class with the ideas below helps students grasp the idea of expanding on the basic topic of travel plans.

You may want to teach the idiomatic phrase “money is no object,” meaning students should pretend they have enough money and time to go absolutely wherever they want and to do whatever they want.

Use a map if possible. If you have time, photocopy mini-maps of the world. You may also want to print a copy of an itinerary from the internet.

- Explain what an itinerary is: a plan for a trip that shows the places to be visited, the route, the arrival and departure dates, hotels, and transportation.
- Break students into small groups to brainstorm their first destination.
- Remind students that the more specific their plans are and the more detailed their itinerary is, the more interesting the end result will be.
- Have them think about where they will depart from, what means and class of travel they will take, and what time of day they will arrive at their first destination.
- Write specific questions on the board to help students brainstorm and help them to think of as many details for their upcoming itinerary as possible. For example:

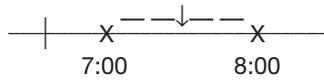
Where are you leaving from?
How are you traveling? Are you going first-class in a plane or sailing via luxury cruise ship? Are you driving across the continent of Africa in your Land Rover or being chauffeured from Heathrow airport to Buckingham Palace in a Rolls Royce?
Who is accompanying you?
What time are you arriving at your first destination?
How long are you staying there?
What kind of accommodations are you staying in, etc.
- Tell students that once they have written a few initial sentences, the rest can be completed for homework.

CHART 4-5. Future Progressive. Page 71
Time: 10–15 minutes

Future progressive is most commonly used in response to questions about what will already be in progress at one specific future time. When planning a meeting or conference that has many sequenced steps or events, future progressive comes in very handy. (For example: *At 9:35, the seminar will be wrapping up.*)

This tense is also used informally to talk about what is predicted to be happening at an unspecified time in the future. For example, *I'll be calling you soon* or *You'll be speaking English in no time*. This use occurs primarily in spoken English and shows a warmth and familiarity among the speakers and listeners.

- Draw this time line on the board, and using student-generated information, illustrate future progressive tense.



Tomorrow, Giles is leaving his apartment at 7:00 A.M.

At 8:00 A.M., he will arrive at school.

At 7:30 A.M., Giles will be driving to school.

- Explain that the general form is *will + progressive (be + -ing form)* of the verb.
- If using the *be going to* form of the future, the future progressive form is *be going to + be + -ing*.

Tomorrow, Giles is leaving his apartment at 7:00 A.M.
He is going to arrive at school at 8:00 A.M.
At 7:30 A.M., Giles is going to be driving to school.
- Have students read sentences (a)–(d) from the chart aloud, taking turns.

EXERCISES 22 and 23. Looking at grammar. Page 72

Time: 5–10 minutes per exercise

Since both Exercise 22 and 23 are short, you may want to do the first two items of each as a class, and then assign the rest as homework.

Remind students that the references to specific times in the future will help them know which tense to use.

CHART 4-6. Future Perfect and Future Perfect Progressive. Page 73
Time: 10–20 minutes

The future perfect and future perfect progressive are the two least used tenses in English. The tenses are primarily found in academic literature more than everyday prose or speech, so you don't need to spend a great deal of time on them.

- Draw the time line and use student-generated information to illustrate future perfect.

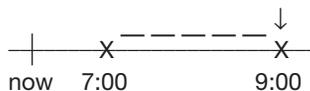


Marco will finish his doctorate in June of 2016.

I will see Marco in July of 2016.

By the time I see Marco, he will have finished his doctorate.

- Using another student's information, draw a time line and illustrate the use of the future perfect progressive.



Irene will start studying at 7:00 P.M.

At 9:00 P.M., her roommate will return to the apartment.

Irene will have been studying for two hours by the time her roommate gets home.

- Explain that future perfect progressive is used to show the duration of an event that will be in progress before another event takes place.
- Select different students to read aloud the examples (a)–(c) from the left-hand side of Chart 4-6.

□ **EXERCISE 25.** Looking at grammar.

Page 73

Time: 10–15 minutes

This exercise includes past, present, and future perfect, and progressive tenses. The text tries to help students understand the future perfect and future perfect progressive by comparing them to other tenses with which the students are more familiar.

□ **EXERCISE 26.** Let's talk or write. Page 74

Time: 10–15 minutes

Expansion: With a more advanced class, you can do this exercise with books closed, with you reading the cue from the text about Bill's activities yesterday and asking the questions about tomorrow. Because students haven't prepared for this exercise, they will need to justify their choices spontaneously, gaining speaking practice this way. You can separate students into groups or teams or simply encourage them to shout out responses and corrections.

□ **EXERCISE 27.** Let's talk or write. Page 75

Time: 10–25 minutes

This exercise is ideal for a final homework exercise reviewing future tenses. It can be started in class and completed as homework, or you can take an entire class to work on it. This can be continued at home and collected as a final written assignment.

- Give students time to read through all the topics. Answer any vocabulary or content questions they may have.
- Briefly read through each of the topics, and ask a few provocative questions for each topic to prompt students' brainstorming. For example:

Types of transportation: Will we have personal space ships? Air cars?

Energy sources: Will we be using the tides? Hydrogen?

- Put students in small groups, and have them choose their top three topics and brainstorm ideas for them.
- Stop the exercise with 10 minutes to spare in order to give students time to begin writing their ideas.
- Remind students when writing paragraphs that sometimes they need to mix past, present, and future tenses. For example:

In the past, people used horses for transportation.

Today we use cars and airplanes, but in the future, everyone will fly their own private rocket ship.

- See the Teaching Suggestions in the front of this book for further discussion on working with writing exercises.