



CHAPTER 10

Expressing Future Time, Part 1

Overview

This chapter introduces the phrases that express future time in English. The first of these is *be going to*, which is especially common in conversation. The present progressive to express future time is next. Time words for future and past time are also introduced and practiced. The last section introduces *will*, followed by a review of all verb tenses studied thus far, including forms of the verb *be*.

□ EXERCISE 1, p. 294. Preview: let's talk.

This exercise will show you how familiar your students are with *be going to*. You can use this as a diagnostic to see how much explanation and practice your students will require.

TEACHING SUGGESTION: Ask several students each question so that all students have a chance to speak.

SAMPLE ANSWERS: 1. Yes, I am. I'm going to come to class tomorrow. OR No, I'm not. I'm not going to come to class tomorrow. 2. Yes, he/she is. (...) is going to be here tomorrow. OR No, he/she isn't. (...) isn't going to be here tomorrow. 3. Yes, they are. (...) and (...) are going to be here tomorrow. OR No, they aren't. (...) and (...) aren't going to be here tomorrow. 4. At ten/ten o'clock. I'm going to bed tonight at 10:00/ten o'clock. 5. At eight/eight o'clock. I'm going to get up at 8:00/eight o'clock tomorrow morning. 6. To the drugstore. She/He is going to go to the drugstore tomorrow after class.

CHART 10-1: FUTURE TIME: USING *BE GOING TO*

- Contractions with both *be* and *going to* are the most common use of these forms in spoken English. Thus, *I am going to go downtown* is spoken, "I'm gonna go downtown." *Gonna* = /gənə/. It is unusual for a speaker to say this phrase without contractions, but *gonna* is not a standard written form.
- Model "gonna" for the class, but don't teach it as the only way of saying "be going to." Students learn to use *gonna* naturally as they gain experience with English.
- When students learn to say "gonna" for *going to*, they sometimes make the mistake of adding *to* again: *"*I'm gonna to* go downtown." This is like saying *"*I am going to to* go downtown."
- The general meaning of *be going to* is "expressing a plan or intention."
- Chart 10-1 includes negative statements and questions that use *be going to*. Lead students through these forms, pointing out parallels with the word order in present progressive sentences (compare with Charts 4-4 and 4-5).
- **WORKBOOK:** For additional exercises based on Chart 10-1, see *Workbook* Practices 1-7.

□ EXERCISE 2, p. 295. Let's talk: pairwork. (Chart 10-1)

Divide the students into pairs.

TEACHING SUGGESTIONS: Write *go downtown* (from the example) on the board, and have one pair perform the rest of the example in the book. Tell students to change Partner A and Partner B roles after item 10. Only the partner asking the question should have his/her book open. As the students work, walk around the classroom listening to their efforts. Interrupt as little as possible, but take note of which items need discussion after everyone is finished.

□ EXERCISE 3, p. 295. Let's talk: class interview. (Chart 10-1)

TEACHING SUGGESTIONS: Remind students to ask a different person each question. You can also be one of the “students.” Make sure there is time for students to share their answers.

□ EXERCISE 4, p. 296. Sentence practice. (Chart 10-1)

This exercise can be done in class or as homework.

TEACHING SUGGESTIONS: Lead students through the list of phrases to be sure they know the meanings and pronunciations. Note that the instructions suggest adding the students' own words — to make their answers more real and truthful.

ANSWERS: 2. am going to go to bed. 3. is going to get something to eat.
4. am going to take them to the laundromat. 5. am going to see a dentist.
6. am going to look it up in my dictionary. 7. is going to take it to the post office.
8. are going to take a long walk in the park. 9. are going to go to the beach.
10. am going to lie down and rest for a while. 11. am going to call the police.
12. am going to major in psychology. 13. am going to stay in bed today.
14. are going to go to an Italian restaurant. 15. is going to call the manager.

□ EXERCISE 5, p. 297. Let's talk: class activity. (Chart 10-1)

TEACHING SUGGESTION: You might ask students to close their eyes and picture the situation that your words describe. Model the example with one student. Substitute names of your students and perhaps other teachers for the parentheses (. . .).

EXPANSION: Divide students into small groups. Ask each group to come up with a couple of scenarios similar to the items they just completed. Have one group present its scenarios to another group or to the entire class.

VOCABULARY NOTES:

In item 6, a *laundromat* /lɑːndrəmət/ is a kind of shop with many washing machines where people can wash their clothes for a few coins.

In item 9, an *engagement ring* is given by a man to the woman he is planning to marry. In the United States, this ring is worn on what is called the “ring finger” of the left hand (the finger next to the little finger), and the wedding ring will also be worn on that finger.

In item 10, *swimming suits* (or *swimsuits*) are worn for swimming in the water or sunbathing on the beach; *sandals* are shoes that are open at the toes and heels.

□ EXERCISE 6, p. 298. Let's talk: interview. (Chart 10-1)

TEACHING SUGGESTIONS: Lead the class in the example. Remind students to give short answers. After they have finished, ask them to share their answers for each item. If your class has trouble with this exercise, write the complete question for each item on the board at the end of the exercise.

□ EXERCISE 7, p. 299. Let's talk: class activity. (Chart 10-1)

TEACHING SUGGESTION: This is a teacher-led activity; students' books are closed. Keep the pace lively with a little humor. In item 14, you should substitute a local food if *pizza* is not appropriate.

CHART 10-2: USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME

- Write sentences (a) and (b) on the board. Ask students if they think they have the same or different meanings. Do the same for (c) and (d).
- Explain that this use of the present progressive is for plans that have already been made; there is no difference in meaning.
- Ask students to name verbs they might use when talking about plans. You may need to give students a context, for example, taking a trip. See how many verbs students list; then have them look at the list in the chart. Tell students they don't need to memorize these verbs; they just need to be familiar with their use.
- **WORKBOOK:** For additional exercises based on Chart 10-2, see *Workbook* Practices 8 and 9.

□ EXERCISE 8, p. 300. Sentence practice. (Chart 10-2)

This exercise can be done in class or as homework.

EXPANSION: For paragraph practice, you might ask students to write their sentences (without numbering them) on a separate sheet of paper. They should begin with the example sentence, then add each new sentence immediately after the others. When they're done, they'll have a complete paragraph. Explain that a paragraph is about one unifying idea. Here, it is a trip that the narrator ("I") plans to take with his/her mother and brother.

ANSWERS: 2. We are flying to Athens. 3. We are spending a week there. 4. My brother is meeting us there. 5. He is taking the train. 6. We are going sightseeing together. 7. I am coming back by boat, and they are returning by train.

□ EXERCISE 9, p. 300. Listening. (Chart 10-2)

All the present sentences in this exercise begin with a context that indicates immediacy: "Look," "Oh no," "Hurry," or "Shhh." Students will find it helpful to learn to recognize these cues.

ANSWERS: 2. future 3. present 4. future 5. present 6. present
7. future 8. future

□ EXERCISE 10, p. 300. Let's talk: interview. (Chart 10-2)

VOCABULARY NOTE: A DVD (digital video disk) is a computer disk that contains a movie you can watch in your own home. The disk is inserted into a DVD player. DVDs have nearly replaced the older VHS movie tapes.

□ EXERCISE 11, p. 301. Listening. (Chart 10-2)

This exercise includes both *going to* and *gonna*. The spelling of the word *gonna* should not be taught. Simply mention that it is the usual American pronunciation for *going to*. Students will hear “gonna” more often, so they should be aware of it. The focus here is on listening, not pronunciation.

ANSWERS: 2. am leaving 3. starts 4. is coming 5. is going to call
6. Are you going to study 7. are having 8. aren't going 9. rides
10. is going to help

CHART 10-3: WORDS USED FOR PAST TIME AND FUTURE TIME

- You might begin with the sentences on the right side of the chart, asking students what differences they see in each pair.
- You might divide the class in half and have one group say a word from the “Past” list followed by the other group saying the contrasting word from the “Future” list.
- NOTE: We do not use the article *the* before *last* or *next* in these time phrases. Also note that we can say *last night* but not **next night*; we must say *tomorrow night*.
- WORKBOOK: For additional exercises based on Chart 10-3, see *Workbook Practice 10*.

□ EXERCISE 12, p. 302. Sentence practice. (Chart 10-3)

This exercise can be done in class or as homework. Students must identify the verb tense before completing each sentence correctly. Make sure students don't use *the* before *last* or *next*.

ANSWERS: 3. next 4. last 5. yesterday 6. Tomorrow 7. next
8. last 9. next 10. Last 11. next 12. last 13. tomorrow
14. Last 15. Tomorrow 16. yesterday

□ EXERCISE 13, p. 303. Sentence practice. (Chart 10-3)

This exercise can be done in class or as homework. Again, students must identify the verb tense before they can complete each sentence correctly.

ANSWERS: 3. an hour ago. 4. in an hour. 5. in two more months. 6. two months ago. 7. a minute ago. 8. in half an hour. 9. in one more week. 10. a year ago.

□ EXERCISE 14, p. 303. Sentence practice. (Chart 10-3)

This exercise gives students practice with *ago* and *in* in a realistic context.

TEACHING SUGGESTIONS: Tell your class that for the purposes of this exercise, “today” is September 9. Point out that it's circled in red on the calendar for easy reference. Lead the class through the example. You can do the first two or three items as a class, and then students can complete the exercise in pairs. Correct the answers as a class. It is helpful to put the calendar on the board or project it onto a screen.

For item 8, write the months *September, October, November, and December* on the board to make the time (in months) easier for the students to calculate.

ANSWERS: 2. They are going to leave for their honeymoon in six days. 3. Beth and Tom got engaged three months ago. 4. They are going to return from their honeymoon in two weeks / in fourteen days. 5. Beth and Tom met (three years ago, four years ago, etc.). (*Answers will vary.*) 6. They began dating (two years ago, three years ago, etc.). (*Answers will vary.*) 7. Tom is going to quit his job in three weeks / in twenty-one days. 8. Beth and Tom are going to open a restaurant together in three months.

□ EXERCISE 15, p. 304. Listening. (Chart 10-3)

If you choose to read from the listening script instead of playing the audio, be sure to let your voice rise at the end of each phrase. This signals to the students that you have not reached the end of the sentence. This is important because they are completing the sentence.

ANSWERS: 2. in one hour 3. two weeks ago 4. one year ago 5. in ten minutes 6. a few minutes ago 7. next spring 8. last summer 9. next weekend 10. yesterday evening

□ EXERCISE 16, p. 304. Let's talk: interview. (Chart 10-3)

Students need to pay special attention to the verb forms. You may find many mistakes with their question forms. Take note of these and discuss them afterward.

□ EXERCISE 17, p. 304. Sentence practice. (Chart 10-3)

This exercise can be done in class or as homework.

ANSWERS:

2. ago	7. last	12. Last
3. next	8. tomorrow	13. Yesterday
4. in	9. ago	14. last
5. yesterday	10. in	15. in
6. tomorrow	11. Tomorrow	16. Next

CHART 10-4: USING A COUPLE OF OR A FEW WITH AGO (PAST) AND IN (FUTURE)

- This is a usage expansion lesson.
- **WORKBOOK:** For additional exercises based on Chart 10-4, see *Workbook* Practices 11–13.

□ EXERCISE 18, p. 306. Let's talk: small groups. (Chart 10-4)

TEACHING SUGGESTION: Students should give truthful answers to make the exercise more realistic.

SAMPLE ANSWERS: 3. a few hours ago 4. in a couple of hours 5. a few minutes ago
6. in thirty (more) minutes 7. twenty years ago 8. thirty years ago
9. ten weeks ago . . . in a few months

□ EXERCISE 19, p. 306. Sentence practice. (Chart 10-4)

This exercise can be done in class or as homework.

TEACHING SUGGESTION: Have students read their answers aloud to the whole class or to a small group. They can correct one another as necessary.

NOTE: Your students may choose to use the present progressive for future meaning.

□ EXERCISE 20, p. 307. Listening. (Chart 10-4)

This exercise may prove challenging for your students. Give enough time for them to think about the meaning of the time words. You may need to play the audio two or more times for each sentence.

ANSWERS: 2. same 3. different 4. same 5. different 6. different
7. same 8. different

CHART 10-5: USING TODAY, TONIGHT, AND THIS + MORNING, AFTERNOON, EVENING, WEEK, MONTH, YEAR

- It is difficult for some learners to understand that the time expressions in this list can be used with present, past, or future verb forms. The tense depends on the relationship between the time of the event (or activity) and the moment of speaking.

- Make up additional examples from the class context. For instance, if you are teaching an afternoon class, show how *this morning* refers to a past time and *this evening* to a future time. Show how past, present, and future tenses can truthfully be used with *this afternoon*.

For example:

*I ate breakfast this morning. I'm going to eat dinner this evening.
I saw Pedro before class this afternoon. We're in class this afternoon.
I'm going to go to the bookstore after class this afternoon.*

- **WORKBOOK:** For additional exercises based on Chart 10-5, see *Workbook* Practices 14–16.

□ EXERCISE 21, p. 307. Sentence practice. (Chart 10-5)

Students can work with partners, in small groups, or as a class.

TEACHING SUGGESTION: Students should answer truthfully. You may want them to give the answers orally in class and write them later for homework.

SAMPLE ANSWERS: 4. I ate breakfast earlier today. 5. I am sitting in English class today (right now). 6. I am going to meet my friends later today. 7. I brushed my teeth earlier this morning. 8. I am going to read the newspaper later this evening.

□ EXERCISE 22, p. 308. Sentence practice. (Chart 10-5)

TEACHING SUGGESTIONS: Pairs of students can work together to discuss appropriate sentences for each item, or you could lead a general discussion in which students call out various completions. Alternatively, students can write their answers at home and then share them with the class.

□ EXERCISE 23, p. 308. Let's talk: small groups. (Chart 10-5)

TEACHING SUGGESTION: Divide the class into small groups and lead them through the example. All sentences will include *be going to*. The groups should change roles after each item so that everyone gets a chance to be Speakers A, B, and C. (In other words, the role of Speaker A rotates.)

□ EXERCISE 24, p. 309. Let's talk: pairwork. (Chart 10-5)

This exercise gives more practice with past and future verb phrases and with time words.

TEACHING SUGGESTIONS: Partners should change roles after item 9. Have them share a few of their answers after most of the pairs have finished.

□ EXERCISE 25, p. 310. Listening. (Chart 10-5)

TEACHING SUGGESTION: Briefly review what students need to listen for in order to recognize past, present, and future verb tenses (e.g., helping verbs, *-ed*, etc.). The *-ed* ending (as well as some helping verbs) may be hard to hear, but this will help students see the importance of time words, which can be used with any of the tenses.

ANSWERS: 2. future 3. past 4. future 5. past 6. future
7. present 8. past 9. future 10. past

CHART 10-6: FUTURE TIME: USING WILL

- In most cases, there is little difference in meaning between *will* and *be going to*; both are used to make predictions about the future.

- This text does not present the differences between *will* and *be going to*, but some questions may arise. *Be going to* (but not *will*) is used to express a preconceived plan (e.g., *I bought some wood because I'm going to build a bookcase*). *Will* (but not *be going to*) is used to volunteer or express willingness (e.g., *This chair is too heavy for you to carry alone. I'll help you.*). In this case, the use of *will* is related to its historical meaning of willingness or promise.

An easy way for the teacher to connect the idea of “plan” with *be going to* is to think of the sentence *I was going to call you*. This has the same meaning as *I was planning to call you*. Similarly, *I am going to call you* means *I am planning to call you*. Native speakers more often associate the idea of “plan” with the past progressive, and it is easier to remember it that way. This is not something students will understand (or need to know) at this level.

- This text does not present *shall*, but you may be asked questions about it. *Shall* is used instead of *will* (with “I” and *we* as subjects) far more frequently in British English than American English. The use of *shall* to express future time is infrequent in American English.

Shall has another meaning besides future. In expressions such as *Shall I call you tomorrow?* or *Shall we leave at eight?*, *shall* is not synonymous with *will*; rather, it expresses a polite offer of help or an invitation.

- *Won't* is pronounced /wəʊnt/.

- WORKBOOK: For additional exercises based on Chart 10-6, see *Workbook Practices* 17–20.

□ EXERCISE 26, p. 311. Let's talk: class activity. (Chart 10-6)

Be sure students understand that they have not changed the meaning of the sentence by using *will* instead of *be going to*. (There are some very subtle distinctions between *will* and *be going to* that students will come to understand much later in their experience with English. They cannot understand these distinctions at this point.)

Model spoken contractions of *will* with nouns (e.g., “Fred'll”) as well as with pronouns.

□ EXERCISE 27, p. 312. Listening. (Chart 10-6)

For many learners the 'll contraction cannot be heard, so students do not think a form of *will* is there. This is good practice for them because the contracted form of *will* is very common in spoken English. It's important that your students become more attuned to its use.

ANSWERS: 2. teacher will 3. We'll 4. We will 5. I'll 6. students'll
7. John will 8. doctor'll 9. nurse will 10. You'll

□ EXERCISE 28, p. 312. Listening. (Chart 10-6)

TEACHING SUGGESTION: Be sure all the students have a dream vacation spot in mind before you play the audio. Give them enough time to think about and write their answers.

CHART 10-7: ASKING QUESTIONS WITH WILL

- You might ask students to compare these questions with those in Chart 10-1, looking for similarities in word order.
- WORKBOOK: For additional exercises based on Chart 10-7, see *Workbook* Practices 21–23.

□ EXERCISE 29, p. 313. Question practice. (Chart 10-7)

This exercise can be done in class or as homework.

TEACHING SUGGESTIONS: The words in parentheses should not be spoken. They simply give the information necessary for completing the questions and answers. For additional practice, you might have students repeat part of this exercise, using *be going to*.

ANSWERS: 4. A: Will the plane be on time? B: it will. 5. A: Will dinner be ready in a few minutes? B: it will. 6. When will dinner be ready? 7. When will you graduate? 8. Where will Mary go to school next year? 9. A: Will Jane and Mark be at the party? B: they won't. 10. A: Will Mike arrive in Chicago next week? B: he will. 11. Where will Mike be next week? 12. A: Will you be home early tonight? B: I won't. 13. When will Dr. Smith be back? 14. A: Will you be ready to leave at 8:15? B: I will.

□ EXERCISE 30, p. 314. Let's talk: pairwork. (Chart 10-7)

Part I should be done individually before the class is divided into pairs. After students have completed Part II, ask them to share a few of their answers with the class.

TEACHING SUGGESTION: Bring in several different pictures of Paris landmarks to spark student interest. Include some of the places listed in the exercise. Find out if any of your students have been to Paris; if so, ask them about their favorite places.

EXPANSION: Your students may also enjoy bringing in pictures or postcards of other famous landmarks from their own countries. Ask your class what they would like to do if they visited one (or more) of these places.

□ EXERCISE 31, p. 315. Listening. (Chart 10-7)

TEACHING SUGGESTIONS: You can read the story to the class, or have one or two of your best students read it (divided into sections). Discuss any new vocabulary before you play the audio. Review the answers with your class.

If your class is advanced, have students read the story silently before you play the audio. After they listen, have them exchange papers. Then play the audio again, so they can correct one another's work. Do a spot-check to see which items were incorrect and to discuss the most common mistakes.

ANSWERS: 2. No, she won't. 3. No, she won't. 4. No, she won't. 5. No, she won't. 6. Yes, she will. 7. No, she won't. 8. Yes, she will.

□ EXERCISE 32, p. 316. Listening. (Chart 10-7)

TEACHING SUGGESTION: For some students, these words will sound identical. Review the meanings of the verbs *want* (to desire something) and *won't* (the contraction of *will not*).

ANSWERS: 2. won't 3. won't 4. want 5. won't 6. won't 7. want
8. want

CHART 10-8: VERB SUMMARY: PRESENT, PAST, AND FUTURE

- This is a good review of the verb forms studied so far. You might divide the class into three groups. Have one group say the statement, one the negative, and one the question. Another possibility is to hand out a grid of the chart with the vertical and horizontal labels but no examples. Ask students to make up their own examples or place those you dictate into the proper place in the grid.
- Discuss any questions students have about these forms.
- **WORKBOOK:** For additional exercises based on Chart 10-8, see *Workbook* Practices 24 and 25.

□ EXERCISE 33, p. 317. Sentence practice. (Chart 10-8)

This exercise can be done in class or as homework.

ANSWERS: 2. is not doing / isn't doing ... is writing 3. writes 4. doesn't write
5. don't expect 6. wrote ... started 7. rang ... was 8. didn't finish ...
talked ... went 9. is going to write / will write 10. isn't going to write / won't
write 11. Do you write 12. Did you write 13. Are you going to write / Will
you write

□ EXERCISE 34, p. 318. Listening. (Chart 10-8)

TEACHING SUGGESTIONS: Make sure students know the word *vegetarian* (a person who doesn't eat meat) before you play the audio. This exercise is challenging because the students have to listen for several things: affirmative and negative verbs, contractions, helping verbs, and reductions. You may need to play the sentences two or more times. Discuss problem grammar spots.

ANSWERS: 1. doesn't like 2. is ... doesn't eat ... didn't eat 3. doesn't eat ...
isn't 4. doesn't enjoy 5. are going to try 6. will ... have 7. won't have
... 'll ... ask 8. Are they going to enjoy 9. Will they go

CHART 10-9: VERB SUMMARY: FORMS OF *BE*

- *Be* is the main verb in these sentences. It is also the helping (auxiliary) verb in the present progressive and in *be going to*. It is useful for learners to compare all the forms.
- It is difficult to explain the meaning of *be* as a main verb. It may mean “exist” or “occupy a specific place” or “occur.” Sometimes it is like the equals sign (=) in an equation: *Ann was late.* (*Ann = late.*)
- You might divide the class into three groups. Have one group say the statement, one the negative, and one the question. Or you could make a grid, as suggested in the notes for Chart 10-8, and have your students fill it in.
- **WORKBOOK:** For additional exercises based on Chart 10-9, see *Workbook* Practices 26–30.

EXERCISE 35, p. 319. Sentence practice: review of *BE*. (Chart 10-9)

TEACHING SUGGESTION: This exercise can be done in class or as homework. Tell students to read each complete item before answering. They have to relate the verb form to the time words as well as to the singular or plural subject.

ANSWERS: 1. am . . . wasn't / was not . . . was . . . Were you . . . Was Carmen
2. were . . . were not / weren't 3. will be / are going to be . . . will be / am going to be
. . . Will you be / Are you going to be . . . Will Yuko be / Is Yuko going to be 4. isn't / is
not . . . is . . . aren't / are not . . . are

EXERCISE 36, p. 319. Listening: review of *BE*. (Chart 10-9)

Forms of the *be* verb can be very hard for students to hear when spoken at normal speed. Don't be surprised if your students make a lot of mistakes in this exercise. They are probably more used to seeing these forms in writing than listening for them.

ANSWERS:

1. A: Will you be B: I will . . . I'll . . . be	4. A: We're going to be B: We're not going to be . . . is
2. A: are B: is . . . are	A: isn't . . . is B: We won't be
3. A: Was B: were . . . was A: Was he B: he wasn't . . . was	

EXERCISE 37, p. 320. Review. (Chapter 10)

TEACHING SUGGESTION: Some students will be able to make longer lists than others. You might suggest a minimum of three predictions and a maximum of six.

EXERCISE 38, p. 320. Review: small groups. (Chapter 10)

This is a fun “fortune-telling” exercise.

TEACHING SUGGESTION: Your students don't know each other well, but they do have impressions of one another. Tell them to use their powers of observation and intuition to predict the future — to pretend to be fortune tellers. Perhaps they want to read one another's palms. The exercise should be light-hearted and fun.

EXPANSION: Follow this exercise with a written assignment: students predict what is going to happen in their own lives in the next 50 years. When you return their papers, tell them to save these compositions and look at them again when they are past 60.

□ EXERCISE 39, p. 320. Review: small groups. (Chapter 10)

This exercise can be written or oral.

TEACHING SUGGESTIONS: You can raise students' interest in this exercise by the way you introduce it. Tell them about the mysterious letter and have them decide how much money it contains. Then ask for suggestions about what they would do with the money. After a short discussion, tell them to read about all six letters and choose one to describe. Tell them how long their description should be (perhaps three to six sentences). Then break the class into groups so they can share their descriptions.

□ EXERCISE 40, p. 321. Chapter review: error analysis. (Chapters 8 → 10)

ANSWERS: 1. Is Ivan going to go to work tomorrow? OR Will Ivan go to work tomorrow? 2. When will you call me? 3. Will Tom ~~to~~ meet us for dinner tomorrow? 4. We went to a movie last night. 5. Did you find your keys? 6. What time are you going to come tomorrow? 7. My sister is going to meet me at the airport. My brother won't ~~to~~ be there. 8. Mr. Wong will sell his business and retire next year. 9. Will you be in Venezuela next year? 10. I'm going to return home in a couple of months. 11. I saw Jim three days ago. 12. A thief stole my bicycle.

□ EXERCISE 41, p. 321. Review: verb forms. (Chapter 10)

This exercise can be done in class or as homework.

TEACHING SUGGESTION: You might ask students to correct their work in pairs.

NOTE: In the example, the main verb is *have*. In British English, this question is sometimes "Have you a bicycle?" and the answer is "Yes, I have." But in American English, the auxiliary *do* is required in both the question and the short answer: "Do you have a bicycle?" Answer: "Yes, I do."

ANSWERS:

- | | |
|---|-------------------------------|
| 2. A: Did you walk | 6. A: Did Yuko call |
| B: didn't . . . rode | B: did . . . talked |
| 3. A: do you usually study . . . | A: Did she tell |
| Do you go | B: didn't . . . didn't say |
| B: don't like | A: was . . . ran . . . didn't |
| 4. A: Will you be / Are you going to be | want . . . tried . . . ran |
| B: will / am . . . will not be / | B: Is he |
| won't be / am not going to be | A: isn't . . . is |
| 5. A: Do whales breathe | |
| B: do | |
| A: Does a whale have | |
| B: does | |
| A: Is a whale | |
| B: isn't . . . is | |

□ EXERCISE 42, p. 324. Let's talk: small groups. (Chapter 10)

Students have to use verb forms, tenses, and time words together correctly. You could assign this as homework or use it as a quiz.

TEACHING SUGGESTION: Most sentences should include *because*. Give an example for each speaker (A, B, and C):

Picture 1

SPEAKER A: Alex takes the train to work because he lives far away.

SPEAKER B: Alex is going to prepare for work on the train because he has a busy day tomorrow.

SPEAKER C: Alex prepared his work on the train because he didn't have time the night before.

EXPANSION: Students could write about one of the illustrations in a paragraph of four to six sentences.