



Chapter 10

Expressing Future Time, Part 1

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to express future plans, promises, and predictions. While becoming familiar with these structures, students also learn more time phrases and how to combine them appropriately with tenses. This chapter also presents a complete summary of the forms of *be* presented thus far.

APPROACH: The text first introduces *be going to*, which is commonly used for expressing future plans. Because each use of this structure involves a number of parts, students are provided many opportunities to produce it in both controlled and less controlled fashions. The text next introduces the use of the present progressive to discuss future plans that have already been made and that describe an event close to the present time. The text reviews and introduces new time words to stress how these are used with the tenses presented. Finally the *will* future is introduced, and a summary of the forms of *be* completes the chapter.

TERMINOLOGY: As is typical throughout the text, grammar terminology is used only to support students' ready comprehension of the material further. This chapter refers to the actual words used to form the future format most commonly used for plans (*be going to*).

EXERCISE 1. Warm-up. Page 303
Time: 5 minutes

As was common with target structures in the previous chapter, many beginners are probably familiar with some versions of the future tense. Use the Warm-up as a way to maximally engage students in comparing the past and their immediate and scheduled plans.

- Read the direction line.
- Ask students to read and respond to the items.
- Write additional examples on the board, using students' actual lives as much as possible. For example:

Mahmoud exercised yesterday after classes. Tomorrow he is going to exercise at 4 P.M.

CHART 10-1. Future Time: Using *Be Going To*. Page 303
Time: 10–15 minutes

Explain that the future time expressed in this chart shows plans that are going to be executed. Write clear examples and underline all the parts of the verbs so that students can easily see all the elements of *be going to* future verbs. Stress that because of the verb *be*, yes / no questions can simply be responded to with *Yes, I am (going to work at 6:00 A.M.)* or *No, I am not (going to work at 6:00 A.M.)*.

- Write the chart title on the board.
- Have students read example sentences (a)–(c) aloud.
- Write either the exact sentences from the text or similar sentences using students' names and the contexts of their real lives on the board.
- Underline the target grammar.
- Remind students that they need to make changes to each use of *be going to*, depending on the number and person of the subject. For example:

I am going to make dinner for my housemates tomorrow night.

Lei Ping is going to make dinner for her housemates tomorrow night.

Lei Ping and Armando are going to make dinner for their housemates tomorrow night.

- Explain to students that the *be going to* future is made negative simply by inserting *not* between the verb *be* and *going*.
- Have other students read sentences (d)–(f) aloud.
- Next, have students make the affirmative statements on the board into negative ones by putting *not* in the correct location and then making correct contractions. For example:

I am not / I'm not going to make dinner for my housemates tomorrow night.

Lei Ping is not / isn't going to make dinner for her housemates tomorrow night.

Lei Ping and Armando are not / aren't going to make dinner for their housemates tomorrow night.

- Have students read the questions and short answers in (g)–(i) aloud.

- Write these questions on the board or, with the help of the class, create specific questions based on students' actual lives. For example:

Is Alana going to travel to New York this weekend?

Yes, she is.

Are we going to have a test on Monday?

No, we aren't.

Are Pedro and Hiroko going to bring cookies to our last class?

Yes, they are.

- Ask students to read sentences (j) and (k) aloud.
- Explain that this pronunciation is one they may hear but stress that it is not appropriate to write these reduced pronunciations.

□ EXERCISE 2. Looking at grammar.

Page 303

Time: 5–10 minutes

- Lead this exercise from the center.
- Ask individual students to respond to different items.
- Correct structure and pronunciation immediately.

□ EXERCISE 3. Let's talk: pairwork.

Page 304

Time: 10–15 minutes

Part I

- Have students pick partners or assign partners.
- Review the direction line.
- Give students the opportunity to read through the example.
- Instruct Partner A to ask questions of Partner B, according to the book prompts.
- Remind Partner B to give Partner A short answers, followed by complete sentences.
- Circulate, assisting pairs.
- Have students change roles and continue.

Part II

- Ask students to write three activities their partner is going to do and three they, themselves, are *not* going to do.

Expansion: Have students expand on this activity by writing their partner's plans on the board or on an index card, but without identifying the partner by name. In order to make this into a guessing game, encourage students to write additional clues about their partner. For example:

She is going to do some laundry. She likes wearing clean clothes.

She is going to get some exercise. She loves running.

She is going to do some ironing. She always takes good care of her clothes.

Then, based on the information presented, students have to guess who the clues are about. For example:

That's Jung Soo. She likes to run, and she always has clean clothes!

□ EXERCISE 4. Looking at grammar.

Page 305

Time: 10 minutes

As students develop their abilities to apply new grammar structures in controlled exercises, engage them around other nontarget items. The more conversational you can make grammar exercises, the more meaningful they will be to students as they will become adept at responding to unscripted questions posed by you (just as they will need to do in actual spontaneous conversations). The notes below provide some sample questions, but part of teaching well is simply bringing the margins of an exercise into the fore and promoting real conversation while focusing on specific grammar.

- Review the direction line with students.
- Encourage students to come up with their own completions if they prefer.
- Give students time to complete these items autonomously.
- Have students read their completed items aloud, and provide immediate correction of structure and pronunciation.
- Ask questions to engage students further on the spot. For example:

Are you going to stay home if you think you are getting sick?

Are you going to take over-the-counter medicine?

□ EXERCISE 5. Let's talk: interview.

Page 306

Time: 10–15 minutes

- Explain the direction line to students.
- Have everyone get up, move around, and speak with a variety of classmates while taking notes and writing their classmates' names and answers in the chart.
- Walk around the room, yourself, and assist students in engaging one another appropriately. Help students phrase questions as needed and ensure they can get responses from one another.
- Ask students to write some of their classmates' names and responses on the board.

□ EXERCISE 6. Game. Page 306

Time: 10–15 minutes

- Put students into groups or teams.
- Tell students that they will be participating with their books closed, and so they will need to listen very carefully and respond by using *be going to* in a way that makes sense.
- Put the team / group names on the board so that you can award a point to the first team to answer sensibly and grammatically.
- Read each prompt aloud and assign one point for the first correct answer.
- Review additional possible answers and correct pronunciation.

Optional Vocabulary

short answer	burglar
worry	plumbing
make a mess	cash a check
mail a package	

EXERCISE 7. Warm-up. Page 307

Time: 5 minutes

- Have different students take turns reading the items aloud.
- Have students check all the sentences that have a future meaning.
- Before presenting the grammar, ask students how soon they think the future events are going to happen.

CHART 10-2. Using the Present Progressive to Express Future Time. Page 307

Time: 10–15 minutes

Explain that when the present progressive is used to express future time, plans have been made and are generally in the near future. Stress that there is no significant difference between the *be going to* future and the present progressive. Some native speakers use present progressive when the plans are even more certain or imminent, but many students at this level are not prepared to detect this subtle difference.

- Write the chart title on the board.
- Have students take turns reading example sentences (a)–(d) aloud.
- Write the sentences from the book, or sentences that you and the class create together.
- Underline the present progressive portion of the sentence and stress that the meaning is future. For example:

Sultan is picking up his mother at the train station tonight.

She is arriving on the 7:30 train from New York.

They are taking the subway back to his house.

- Review the notes on the right side of the chart with students.
- Go over the list of verbs commonly used with the present progressive with a future meaning.
- Ask students what these verbs have in common, eliciting the response that most have to do with traveling—arriving, staying, flying, and so on.

EXERCISE 8. Looking at grammar. Page 307

Time: 10 minutes

- Explain the direction line to students.
- Give students time to rewrite each sentence by using the present progressive.
- Ask students to take turns reading their completions aloud.
- Correct immediately for target grammar and pronunciation when students are reading aloud.

EXERCISE 9. Listening. Page 308

Time: 10 minutes

- Have the CD player and track ready to go.
- Explain the direction line to students and review the completed example.
- Stress that they will not circle something they actually hear but instead must decide whether the meaning of each present progressive sentence is present (actually happening this moment) or future (plans have already been made).
- Play the listening track.
- Review students' responses by using the script.
- Be prepared to write the sentences on the board, explain why the meaning is present or future, and highlight other clues heard by students.

EXERCISE 10. Let's talk: interview. Page 308

Time: 10–15 minutes

Time: 10–15 minutes

- Read and explain the direction line to students.
- Tell students that this exercise is very similar to Exercise 5 on page 306.
- Have everyone get up, move around, and speak with a variety of classmates while taking notes and writing their responses in the chart.
- Walk around the room, yourself, and assist students in engaging one another appropriately. Help them phrase questions as needed and ensure that they can get responses from one another.
- Complete the exercise by asking students to write some of their classmates' names and responses on the board.

EXERCISE 11. Listening. Page 308

Time: 10 minutes

- Have the CD player and track ready.
- Read and explain the direction line.
- Tell students that they need to listen carefully for the verb form they actually hear and circle it.
- Correct by reading items from the script aloud and having students confirm the verbs they hear.
- Put any challenging items on the board for further clarification.

EXERCISE 12. Let's talk: small groups. Page 309

Time: 10–15 minutes

Time: 10–15 minutes

When working with beginners, your ability to help students to engage with other small-group members or partners is critical to the success of an activity. Approach small groups that do not seem to be interacting maximally, and direct specific questions to specific students. Reference the countries your students come from and any interests they have mentioned. Compare their responses to your experiences and others' experiences openly and engagingly. Do not expect

beginners to have the confidence simply to follow directions to engage one another. Getting students to talk to one another requires the same social skills required by a good host. It is necessary to be social yourself.

- Put students into small groups.
- Have students read sentences from the direction line aloud.
- To ensure students understand the task, have the class define the agreed-upon significant amount. Write it on the board. Explain the idea of the task further and offer alternatives. For example:

The money is to help the city you are studying in become safer and more convenient.

The money is to help children in the city you are studying in.

The money is to help older people in the city you are studying in.

The money is to help people who cannot afford to take English classes.

The money is to help the environment.

The money is to help endangered animals.

- Circulate among the groups and encourage students, enlisting specific students' ideas and facilitating a lively conversation in whatever ways you can.
- Correct students' pronunciation encouragingly and overtly, and take notes on common mistakes to present to the class as a whole.
- Put students' ideas on the board and discuss and compare ideas generated by the different groups.

Optional Vocabulary

sightseeing
contest
amount
improve
wonderful

□ EXERCISE 13. Warm-up. Page 309

Time: 5 minutes

- Have students decide which time phrase correctly completes each of the three items.
- Discuss all the time phrases in red.
- For each time phrase, ask students which word or words is most important in telling them what tense to use.
- For example, students should identify that *ago* is used only with the simple past tense and that *last* is also only for the past.

CHART 10-3. Words Used for Past Time and Future Time. Page 309

Time: 10–15 minutes

Students will not be able to memorize every exact time phrase that is included in this list. The chart is well designed to contrast past time words with future ones.

Therefore, *yesterday* is contrasted with *tomorrow*, *last* is contrasted with *next*, and units of time + *ago* are contrasted with *in* + units of time. Get students to focus on learning these contrasting pairs rather than every complete time phrase.

- Write the chart title on the board.
- Draw students' attention to the list of contrasting time words listed on the left side of this chart, and then have students take turns reading various example sentences on the right.
- With students, put sentence starters on the board, and based on these, have students provide any completions that make sense, tense-wise. For example:
 - One hour ago, Chia-Cheng was asleep.*
 - In one hour, Abdulla is leaving for New York City.*
- Explain that by focusing on the most important word in every time phrase (not the unit or name of time itself, but the words indicating future or past), students will be able to use the correct tenses.

□ EXERCISE 14. Looking at grammar.

Page 310

Time: 10–15 minutes

- Read the direction line and the completed example sentences aloud.
- Give students time to work through the items independently as seatwork.
- Then have students read the completed sentences aloud.
- If a student's response is incorrect, ask which word made him or her choose that time phrase and engage students in a discussion of the correct choice.

□ EXERCISE 15. Grammar and speaking.

Page 311

Time: 10–15 minutes

Part I

- Read the direction line to the class.
- Give students time to complete the questions in Part I independently.

Part II

- Put students into pairs or have students pick their own partner.
- Have students work with their partner, asking and answering each other questions.
- Share some of the pairs' answers with the class, and compare plans and recent activities among classmates.

□ EXERCISE 16. Looking at grammar.

Page 311

Time: 10–15 minutes

- Have a student read the direction line aloud.
- Ask two other students to read the two completed example sentences aloud.

- Give students time to complete the rest of the items as seatwork.
- Correct by asking students to read completed sentences aloud, using the time phrases appropriately.

□ **EXERCISE 17.** Let's talk: pairwork.

Page 312

Time: 10–15 minutes

This exercise provides an opportunity to explain to students the concepts of paraphrasing. Explain that they are to retell each sentence by using a time phrase rather than the actual date. Tell students that we often say “Tell me in your own words” in order to get students to explain text in their own voices, choosing their own vocabulary.

- Read the direction line to students.
- Explain that they will replace the actual date (month and date) with a phrase using *ago* or *in*.
- Circulate around the room and help pairs to formulate replacements for the actual dates.
- After students have had a chance to restate each item using time phrases to one another, invite individual students to write their sentences on the board.
- Correct all the sentences as students write them on the board.

□ **EXERCISE 18.** Listening. Page 312

Time: 10 minutes

- Have the CD player and track ready to go.
- Read the direction line to students.
- Read the example items aloud and explain that students will hear the main part of the sentence (including the verb tense) and then will need to complete it by choosing the right time phrase.
- After you have played the track and students have chosen the correct items, correct by using the script as much as needed.

□ **EXERCISE 19.** Let's talk: interview.

Page 312

Time: 10–15 minutes

- Read the direction line to students.
- Have every student get up and walk around the room, using the chart on page 313 to form questions.
- Circulate, assisting students and helping them form correct questions.
- Have students write the names and answers of those who responded to their questions in the chart.
- Review as a class and encourage additional questions and answers.

□ **EXERCISE 20.** Looking at grammar.

Page 313

Time: 10–15 minutes

- Read the direction line and completed example sentence to students.

- Give students time to complete the sentences with the correct time words.
- Correct by having students read their completed sentences aloud.
- Review any challenging items and have students cite key words that informed their choices.

Optional Vocabulary

take a break

take a trip

used car

enter the university

graduated

competition

high school sweetheart

have company for dinner

freshman

□ **EXERCISE 21.** Warm-up. Page 314

Time: 5 minutes

- Read the direction line aloud.
- Have a student read each item, and discuss the correct number choices.

CHART 10-4. Using *A Couple Of* or *A Few* with *Ago* (Past) and *In* (Future). Page 314

Time: 10–15 minutes

Many beginners will be familiar with *a couple* and *a few*. Explore the meaning of *a couple* (two) and *a few* (not a precise number—could be two to five).

- Write the chart title on the board.
- Ask students when they use these number phrases and ask them to use them in simple sentences.
- Write student-generated sentences on the board. For example:
Ali has a few cousins here in Boston.
Tomas has a couple of questions for you.
- Ask students to remind you of the meaning and use of *ago*.
- Discuss the meaning of *ago* with specific units of time with students and write sample sentences on the board. For example:
Jin Ok left Korea three days ago.
Ariel bought his new car one month ago.
- Ask various students to read example sentences (a)–(c) aloud and discuss their meanings.
- Have other students take turns reading example sentences (d)–(g) aloud, and write either these exact sentences on the board or (better) student-generated ones. For example:
We studied the simple present a few weeks ago.
We're going to end class in a couple of minutes.
- Invite students to tell you what the date *a few weeks ago* was.

- Show students a calendar and have them pick possible dates that match the meaning of this time phrase (*a few weeks ago = two to five weeks ago*).
- Ask students to look at a clock and tell you what time *in a couple of minutes* is.
- Have a student read example sentence (h) aloud and explain that *more* is used to emphasize additional time.

□ **EXERCISE 22.** Reading and speaking.

Page 315

Time: 10 minutes

- Read the direction line aloud to students.
- Have different students take turns reading parts of the passage aloud.
- Ask students questions about the meanings of words as they arise and / or ask them to paraphrase the meanings of whole sentences.
- Ask students who did not have an opportunity to read earlier to take turns reading the questions aloud, and involve still other students in selecting the correct responses.

□ **EXERCISE 23.** Let's talk: small groups.

Page 315

Time: 10–15 minutes

- Ask a student to read the direction line.
- Assign students to small groups or invite them to choose their own.
- Have students read the completed examples aloud.
- Give groups time to complete each item.
- Circulate around the room, providing support to students.

□ **EXERCISE 24.** Looking at grammar.

Page 316

Time: 10 minutes

- Read the direction line to students.
- Encourage students to be as specific as they feel comfortable being.
- Give students time to write each item and circulate to provide them with vocabulary, and so on.
- Review by having students read their completed items aloud.

Expansion: Have students write their completions on index cards. Instruct them to be specific enough so that their classmates can make a guess about who wrote the sentences.

Collect the index cards and redistribute them among the class. Have the students now holding the cards read them aloud and have others guess which students wrote the original index card sentences.

□ **EXERCISE 25.** Listening. Page 316

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students.

- Review the example with them.
- Play the CD while students complete the exercise.
- Correct as a class and replay items as needed.

Optional Vocabulary

expressions
 fell in love
 changed her mind
 got married
 was born

□ **EXERCISE 26.** Warm-up. Page 316

Time: 10 minutes

To engage as many students as possible in the Warm-up exercises, you can write more examples on the board. Doing so provides more students with opportunities to preview the grammar point they will soon be presented with.

- Read the direction line to students.
- Have students pick the sentence with a present meaning and ask them how / why they chose it.
- Ask students to identify the two other tenses used with *this morning*.
- If helpful, write additional examples on the board. For example:

I am going to watch TV this morning.

I am watching TV this morning.

I watched TV this morning.

- Give students the exact time and demonstrate how the present time determines when “this morning” is. For example:

I am eating breakfast this morning. (Now it is 8:00 A.M.)

I am going to eat breakfast this morning. What time are you going to eat breakfast?

I ate breakfast this morning. What time did you eat breakfast?

CHART 10-5. Using *Today, Tonight, and This + Morning, Afternoon, Evening, Week, Month, Year.* Page 317

Time: 10–15 minutes

Most beginners will understand that *this* relates to the present time. Stress that when using words for time periods, students must look at the verb to decide whether it was earlier in the same (*this*) time period or whether it is going to be later during the same (*this*) time period.

- Write the chart title on the board.
- Explain that time periods that are as long as an afternoon or a morning or a month or a year can have earlier and later parts within each one.
- Ask a student to read example sentence (a) aloud and discuss it. Ask students to tell you what time this morning. (They should look at the clock.)

- Ask another student to read example sentence (b) aloud and discuss it. Ask students what time earlier this morning. (Students should pick a time earlier in the same morning.)
- Ask another student to read example sentence (c) aloud and discuss it. Ask students what time later this morning. (Students should pick a time later in the same morning.)
- Write *Present* on the board with an additional example sentence. For example:

Present: I am eating a sandwich this morning.

- Have students give you a time reference for what time *this morning* refers to in the present sentence.
- Then have them write the past and future sentences and tell you what time *this morning* refers to.

□ EXERCISE 27. Looking at grammar.

Page 317

Time: 10 minutes

- Lead this exercise from the center.
- Have a student read the direction line and completed example aloud.
- Call on students to respond. You can ask different students to respond to the same questions, as their answers will be personalized.
- Correct overtly and point out the tense used in the question if students respond incorrectly.
- Write some student responses on the board and welcome students to compare their responses with others. For example:

Marie and Abdulla are going to spend two weeks skiing in December.

Jose, Carlos, and Hyung-Seo are going to take the international TOEFL in their countries later this year.

□ EXERCISE 28. Looking at grammar.

Page 317

Time: 10–15 minutes

- Read the direction line aloud.
- Give students time to complete the items autonomously.
- Review by having students tell you which phrases are possible in each case.
- Correct overtly and clearly and use these cues to further engage students who may not have participated openly in the previous exercise.

□ EXERCISE 29. Let's talk: small groups.

Page 318

Time: 10–15 minutes

- Read the direction line to students.
- Put students into small groups or invite them to put themselves into small groups.
- Model the example with two students so that students can understand the distinct tasks for Students A, B, and C.
- Have students begin working while you circulate.
- Go first to any small groups that appear not to be connecting optimally.

- Take the role of Student A as needed and ask questions directly, as appropriate.
- When most groups have worked through the twelve items, review as a class.
- Correct by asking various groups to give you sentences and write some of these on the board. For example:
Shinko and Mari are going to go downtown this weekend.

□ EXERCISE 30. Let's talk: pairwork.

Page 318

Time: 10–15 minutes

- If practical, have students work in pairs within their small groups so that you can minimize having them move around.
- Read the direction line aloud.
- Ask students to review short answer forms with the *going to* future and simple past and write these on the board. For example:

Yes, I am. / No, I'm not.

Yes, I did. / No, I didn't.

- Model the examples in the book with a couple of students.
- Have students work in pairs while you circulate, engaging, correcting, and helping them with pronunciation and needed vocabulary words.
- To correct, ask students if their partner is going to do something or not, and if their partner did or did not do something. They should answer in the short answer format. They will respond about their partner by using third person. For example:

Did Sergio eat pizza last night, Marie?

Marie: Yes, he did. / No, he didn't.

Is Marie going to visit friends in a couple of hours?

Sergio: Yes, she is. / No, she isn't.

□ EXERCISE 31. Listening. Page 319

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students and have a student read the completed example aloud.
- Remind students that they need to focus on the tense they hear by listening especially for helping verbs and the endings of the verb forms themselves.
- Correct by having students read their responses.
- Review with the CD script as needed for any problems or questions.

□ EXERCISE 32. Warm-up. Page 319

Time: 5–8 minutes

Most beginners have already met the *will* future, perhaps even before they met the *be going to* future in this chapter. At this point, the emphasis is on how similar both future forms are. Later, in their learning, students will begin to distinguish which one to use when, but for now, as beginner learners, they can use them interchangeably.

- Ask a student to read the direction line aloud.
- Have a different student read each of the items aloud.
- Ask students to decide, after each item is read, whether the sentence has a future meaning.

CHART 10-6. Future Time: Using *Will*.

Page 319

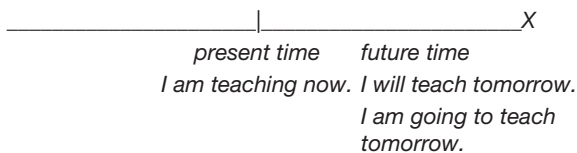
Time: 10–15 minutes

Stress the similarity between *will* and *be going to* while presenting this chart.

- Write the chart title on the board.
- Draw a time line to show when *will* is used.



- Put a present progressive tense sentence beneath present time and put both a *will* and *be going to* sentence beneath future time.



- Ask a student to read example sentences (a) and (b) aloud. Point out that the two sentences have the same meaning.
- Ask another student to read example sentences (c)–(e) aloud. Remind students that they should not add an -s on third person singular.
- Write the incorrect forms that you see in sentences (c)–(e) on the board. Correct them with the class, crossing out incorrect final -s in (c) and (d) and *to* in example (e).
- Ask another student to read the example sentences in (f) to show contractions.
- Write the contracted forms on the board, and with students, discuss how to pronounce the contracted 'll form and write new examples on the board. For example:
He'll go to the store later.
We'll learn more about future tense in a few months.
- Have a different student read example sentences (g) and (h) aloud and write the negative contraction *will + not = won't* on the board. Write additional *will / won't* examples on the board to engage students further.

They won't arrive at 4:00. They will arrive at 6:00.

EXERCISE 33. Let's talk: class activity.

Page 320

Time: 10 minutes

- Read the direction line to students and have a student read the completed example aloud.
- Give students time to complete each item autonomously, as seatwork.
- Review as a class, correcting each item by having students read the *will* version aloud.

EXERCISE 34. Let's talk: small groups.

Page 320

Time: 10–15 minutes

Before beginning this exercise, ask about predictions and what predictions students have seen come true in the world in their lifetimes.

- Put students into small groups or have them form their own groups.
- Read the direction line aloud and ask students to define the word *prediction*. Write their ideas on the board. For example:

Predictions are ideas about what will happen.

Predictions are guesses about the future.

People predicted that we would all have our own computers, and that is now true.

Some people predicted the world would end in 2012, and that wasn't true.

- Ask students who made predictions, historically, and who in society makes predictions. Write more student-generated ideas on the board.

Nostradamus made predictions. Stockbrokers make predictions.

Weather forecasters make predictions.

- Tell your students they are going to make predictions about their classmates.
- Stress that in order to make predictions about their classmates' futures, they will need to observe their classmates' present situations carefully.
- Once students have started working, circulate, helping students who need prompting with ideas and vocabulary.
- Complete the exercise by asking groups to share their predictions with the class.

Expansion: Have classmates vote on the best, most accurate predictions. Have students write their predictions for one another on the board, and then ask students to vote, by a show of hands, on whether they think the prediction will come true. Finalize each prediction by asking the person about whom the prediction was made whether he or she thinks it will come true.

EXERCISE 35. Listening. Page 320

Time: 10–15 minutes

The *will* and 'll sounds are very hard for students to distinguish from one another. Present the two pronunciations as clearly as possible and write each one on the board as you say it.

- Have the CD player and track ready.
- Explain that in Part I students will only listen and that in Part II they will have to complete the sentences.

Part I

- Read the sentences aloud for students.
- Enunciate the *will* and 'll very clearly.

- Discuss how similar the *will* and *'ll* sounds are and caution students to listen to the words that precede these sounds.
- Then have students listen carefully while you play the pairs of sentences on the CD.

Part II

- Tell students they should complete the sentences with *will* or *'ll*.
- Play the track.
- Review and correct by using the CD script as needed.

Optional Vocabulary

basically
research scientists

□ EXERCISE 36. Warm-up. Page 321

Time: 5 minutes

- Read the direction line and have students take turns reading and responding to each item aloud.
- Say and write additional questions on the board to engage more students in this Warm-up. For example:

Will you speak English next year? Yes, I will. No, I won't.

Will you travel next year? Yes, I will. No, I won't.

CHART 10-7. Asking Questions with *Will*.

Page 321

Time: 10–15 minutes

- Write the chart title on the board.
- Ask a student to tell you what he or she will do next year. Write the response in the third person on the board. For example:

Luzette will travel to Spain next year.

- Explain to students that the rule for changing a sentence with *will* to a yes / no sentence is similar to what they have already learned about simple present sentences.
- Tell students they should invert the subject and the *will* part of the verb.
- Ask students to dictate the new *will* question to you, and write this new question on the board.

Will Luzette travel to Spain next year?

- Next, ask students to give you short answer options based on what they have learned so far.

Yes, she will.

No, she won't.

- Have a student read example questions (a) and (b) aloud, along with the possible short answers.
- Ask students to give you some *wh*-question words and write these on the board as they say them. For example:

<i>what</i>	<i>where</i>
<i>what time</i>	<i>who</i>
<i>when</i>	<i>why</i>

- Remind students that the subject and verb remain inverted after these question words.

- Ask a student to form a question about a classmate, starting with *What time*, and write this question on the board. For example:

What time will Isabella come home?

- Ask what the short answer should be and stress that it should be only the information asked for. For example:

At 11:00 P.M.

- Have other students take turns reading example questions (c)–(e) aloud, along with the corresponding short answers.

□ EXERCISE 37. Looking at grammar.

Page 321

Time: 5–10 minutes

- Read the direction line and the completed example questions and short answers to students.
- Give students time to complete the items autonomously.
- Review the exercise by having students read the completed items aloud and correcting immediately.

□ EXERCISE 38. Let's talk: pairwork.

Page 322

Time: 10–15 minutes

- Put students into pairs or have them choose partners.

Part I

- Read the direction line aloud and ask your students to talk about the Paris sites mentioned in Part I.
- Have students check what they would do and ask them to think about why they would choose some sites and activities rather than others.

Part II

- Model the example with a student.
- Tell students to begin taking turns with their partner and circulate around the room.
- Help students respond in correct short answer form and engage students by asking them to explain their choices further.
- Ask the questions partners have already asked of each other to the class as a whole. Ask students to answer on behalf of their partner.

Expansion: Ask students to vote on which Parisian sites and activities are most popular. Have students identify why certain sites and activities are more popular than others.

□ EXERCISE 39. Listening. Page 323

Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students.
- Ask students to share their dream vacation spots with you and share yours with them.
- Tell students what factors you consider in selecting a dream vacation locale: warm / cool, rural / urban, oceanfront / island / mountain / forest, activities to choose from, crowded / isolated, and so on.

- Write a few students' dream vacation spots on the board. For example:
Tokyo, Rio, a deserted island, Miami Beach, the Alps, and so on.
- Once students have written this place at the top of Exercise 39, play the CD track. Tell them they will need to respond to questions while referring to their ideal places.
- To correct and review, have students share their responses, referring back to their ideal spots.

□ **EXERCISE 40.** Reading, listening, and speaking. Page 324
Time: 15–20 minutes

Teachers should be sensitive when leading discussions about bad habits and resolutions. If there is a very overweight person in the class, it could be embarrassing for that student. Therefore, if it doesn't feel comfortable to invite students to discuss their own bad habits and potential resolutions, it is best to give them more information about you or a universally famous person and ask students to make resolutions for this person.

Part I

- Have the CD player and track ready.
- Ask students if they know what a New Year's resolution is and if they have ever made one.
- Ask a student to read the situation aloud.
- Ask students to read the paragraph quietly to themselves.
- Tell students to listen to the questions and, based on the paragraph, decide whether Samantha will or won't do the actions described in the questions.

Part II

- Discuss common bad habits that people may wish to change.
- Ask students if they have any bad habits they, personally, would like to change and then ask them to make resolutions about these habits.
- Have students share these resolutions with the class, if they are willing.
- Write some resolutions on the board. For example:

Next year, Seok Young is going to stop smoking.

□ **EXERCISE 41.** Listening. Page 324
Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students.
- Ask a student to make a sentence with *want* and write it on the board.

Some people want only money.

- Now ask another student to make a sentence with *won't* and write that on the board.

My sister won't break up with her boyfriend.

- Play the CD track and have students circle the words they hear.
- Correct by reading through the script and having students respond as a group.

CHART 10-8. Verb Summary: Present, Past, and Future. Page 325
Time: 10 minutes

- Use this chart to remind students of all the tenses they now know and can use.
- Have students read through all the tenses of the verb *eat* presented in the chart.

Expansion: Write the chart categories (rows and columns) on the board and ask students to complete either the whole chart or a single column or row by using one assigned verb. Give them board markers to do so. Students who do not participate in the board work should correct the writers from their seats.

It may help students if you lead this Expansion with a regular verb first.

□ **EXERCISE 42.** Looking at grammar.
Page 325
Time: 10 minutes

- Read the direction line aloud.
- Give students time to complete each item autonomously as seatwork.
- Correct by asking individual students to read their completed sentences aloud.

□ **EXERCISE 43.** Listening. Page 326
Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students and stress that they are listening for the missing verbs in each sentence.
- Correct by having students read their completed sentences aloud and referring to the script as needed.

CHART 10-9. Verb Summary: Forms of *Be*.
Page 327
Time: 10 minutes

- Use this chart to remind students of all the *be* tenses they now know and can use.
- Have students read through all the tenses of the verb *be* presented in the chart.

□ **EXERCISE 44.** Looking at grammar.
Page 327
Time: 10 minutes

- Read the direction line aloud.
- Give students time to complete each item autonomously as seatwork.
- Correct by asking individual students to read their completed sentences aloud.

□ **EXERCISE 45.** Looking at grammar.

Page 328

Time: 5–8 minutes

- Lead this review from the center.
- Read the direction line aloud.
- Call on students randomly and correct overtly and immediately, as needed.

□ **EXERCISE 46.** Looking at grammar.

Page 328

Time: 5–8 minutes

- Lead this review from the center.
- Read the direction line aloud.
- Call on students randomly and correct overtly and immediately, as needed.

□ **EXERCISE 47.** Looking at grammar.

Page 328

Time: 10–15 minutes

- Read the direction line aloud.
- Give students time to complete each item autonomously as seatwork.
- Correct by asking individual students to read their completed sentences, questions, and short answers aloud.

□ **EXERCISE 48.** Check your knowledge.

Page 329

Time: 10–15 minutes

- Lead this exercise from the center.
- Call on students to correct the mistakes on sight.
- Ask students to explain and justify their corrections by referring back to previous charts, if needed.

□ **EXERCISE 49.** Listening, reading, writing, and speaking. Page 330

Time: 20–25 minutes

- Have the CD player and track ready.

Part I

- Read the direction line.
- Ask students what fairy tales are and if they know any fairy tales that are common among English-speaking cultures.

- Prompt them by asking about “Sleeping Beauty” or other fairy tales.
- Ask students what the name for this type of story is in their languages and countries.
- Write any related vocabulary on the board to build interest in the script.
- Play the CD.
- After playing through the track once, ask students to take turns reading the roles aloud.
- Discuss the highlighted vocabulary as it arises.
- Ask students what the message of the story is.

Part II

- Put students into small groups or have students place themselves into groups.
- Tell students that together they have a chance to rewrite this fairy tale as “Jill and the Dragon.”
- Have groups complete the lines in their own fashion.
- Have one student act as secretary and write the lines down.
- Circulate and help groups find needed vocabulary words or have them bounce ideas off you.

Part III

- Have students use the editing check within groups to ensure clarity and accuracy.
- Continue to circulate, stopping to help groups edit.

Part IV

- Have each group vote whether to choose Option 1 or Option 2.
- Designate a time for the performances.

Optional Vocabulary

community college
street artist
designer shop
lifestyle
chat online
mammal
scared
unfortunate
retire
bean stalk
giant
harp
eat you alive
chopped down
fire-breathing dragon