

## Chapter 3: FUTURE TIME

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
<i>Preview: future time</i>	3-1 → 3-6	Ex. 1	
Forms: <i>be going to</i> and <i>will</i>	3-1 → 3-3	Ex. 2 → 7	Pr. 1 → 6
Sureness about the future	3-4	Ex. 8 → 12	Pr. 7 → 10
<i>Be going to</i> vs. <i>will</i>	3-5	Ex. 13 → 14	Pr. 11 → 13
Future time clauses and <i>if</i> -clauses	3-6	Ex. 15 → 20	Pr. 14 → 17
<i>Review: past and future time</i>		Ex. 21	Pr. 18
Present progressive and simple present to express future time	3-7 → 3-8	Ex. 22 → 25	Pr. 19 → 21
<i>Be about to</i>	3-9	Ex. 26 → 28	Pr. 22
Parallel verbs	3-10	Ex. 29 → 30	Pr. 23
<i>Review: verb forms</i>	Chapters 1 → 3	Ex. 31 → 36	Pr. 24 → 25

### General Notes on Chapter 3

- Students learn common spoken and written forms of expressing plans, predictions, and hypotheses. They also practice expressing future time in adverb clauses of time and condition, plus reviewing present and past verb forms.
- **TERMINOLOGY:** English has no verb ending that signals future time. Instead, it relies on verb phrases (with modal auxiliaries and periphrastic modals) and/or time expressions to refer to the future. Since there are various ways of expressing future time, this textbook generally just uses the phrase “expressing future time” instead of referring specifically to *will* + a simple form of the verb as “the future tense.” For pedagogical ease and convenience, however, the traditional term “future tense” can be used in the classroom for verb phrases that include *will* or *be going to*. The students’ understanding of the term “tense” is generally a verb form that expresses time relationships; most students are comfortable with the term. The goal as always is to present and explain structures with a minimum of terminology. The hope is that the students will leave their formal study of English one day with good control of its structures; most terminology can and probably will be soon forgotten.

□ **EXERCISE 1, p. 55. Preview: future time. (Charts 3-1 → 3-6)**

This exercise is intended as a quick introduction to the principal grammar in this chapter: *be going to*, *will*, *will probably*, and *may*, plus future time words and future time clauses. Much of this will probably be review for students at this level.

If you conduct this exercise with the whole class, ask for several completions for each item. Students can call out their sentences. See the Introduction, p. xiii, for suggestions for handling open-completion exercises.

**CHART 3-1: EXPRESSING FUTURE TIME: BE GOING TO AND WILL**

- Both *be going to* and *will* are presented in this chart. They are often, but not always, interchangeable. Their differences in meaning are presented in Chart 3-5.
- The text emphasizes *be going to* first in the exercises and relates it to present and past verbs. Then the text deals with *will*.
- The use of *will* is sometimes called “the simple future tense,” but, as noted above, *will* is actually only one of several modals and periphrastic modals used to express future time. What you could point out here is that *be going to* and *will* are used to express that an event is, in the speaker’s mind, 100% certain to occur at a future time, as in examples (a) through (d). We can’t, of course, always feel certain about future events, so other auxiliaries (see Chapter 5) are also frequently used for future time.
- Some conservative cultures resist the notion that any person can see into the future or dare to make predictions. Chart 3-4 presents *will probably*, *may*, and *maybe* as ways to communicate less certainty, which might satisfy some objections. As a side note on cultural attitudes toward predicting the future, three hundred years ago in Great Britain, predicting the weather was a crime punishable by death (burning at the stake as a witch).
- *Shall* is used with *I* and *we* in formal BrE, but in AmE and informal BrE, *will* is far more common. One use of *shall* is to show great determination, e.g., *We shall overcome* or *I shall return!* Otherwise, *will* is used with all subjects to express simple future time in AmE. Historically, there was no “rule” about *shall* being used with the first person and *will* with the second and third persons until the mid-seventeenth century. For centuries, no distinction existed in actual usage. The “rule” was originally formulated by prescriptive grammarians and passed on through generations of grammar textbooks.

**CHART 3-2: FORMS WITH BE GOING TO**

- *Going to* is sometimes pronounced /gɒnə/ or /gənə/, which—though not an accepted written form—may be represented in writing as *gonna*. Model *gonna* for your students so that they will be aware of it, but don’t insist on its use by learners at this level. When learners force *gonna*, it may sound as though they are speaking careless, nonstandard English. The appropriate use of *gonna* will develop as the students gain experience with the language.
- One common error is the omission of *be*: INCORRECT: *I going to go to the market tomorrow.* (OR: *I going to the market tomorrow*, in which the present progressive is used to express future time. See Chart 3-7.)

□ **EXERCISE 2, p. 56. BE GOING TO. (Charts 3-1 and 3-2)**

This exercise is a quick check on the written forms of *be going to*: statement, negative, question, and short answer.

**ANSWERS:** 2. is Alex going to be . . . is going to be      3. Are you going to finish . . . I'm going to finish      4. are you going to call . . . am not going to call . . . am going to send  
5. is Dr. Price going to talk . . . is going to discuss      [Try to avoid discussing the use of the present progressive to mean future time even though it is possible in this completion.]

□ **EXERCISE 3, p. 57. BE GOING TO. (Charts 3-1 and 3-2)**

The purpose here is oral practice with typical conversational questions and answers about the future. Speaker B should be encouraged to answer truthfully, but some students enjoy using their imaginations and making up funny answers.

**EXPECTED QUESTIONS:** 1. Where are you going to go after your last class today?  
2. Are you going to have pizza for dinner tonight?      3. What are you going to do this evening?  
4. When are you going to visit my hometown?      5. Are you going to visit (name of a place) sometime in the future?  
6. What are you going to do this coming Saturday?  
7. What time are you going to go to bed tonight?      8. What are you going to wear tomorrow?  
9. Are you going to wear (your raincoat) tomorrow too?  
10. How long are you going to stay in this city?      11. Are you going to take a trip sometime this year or next?  
12. Where are you going to go, and what are you going to do?

□ **EXERCISE 4, p. 58. Review of verb forms: past, present, and future. (Chapters 1 and 2; Charts 3-1 and 3-2)**

This is a straightforward review of the forms of past, present, and future verbs: affirmative, negative, question, and short answer.

Students can work in pairs and then read their dialogues aloud. One pair can write their dialogue on the board for ease of discussion of the correct forms.

The sentences the students create can be silly and imaginative. This is an exercise on form; the emphasis is not on realistic dialogue, although the students are indeed practicing structures commonly used in typical everyday conversations. (It is helpful for students to concentrate principally on forms of structures at times; not every one of their utterances needs to be “real communication.”)

Be sure to congratulate your students on their mastery of all the forms represented in this exercise!

**SAMPLE COMPLETIONS:** 1. I fed birds in the park yesterday.      2. . . . Do you feed birds in the park . . . ?      3. Yes, I do. I feed . . . .      4. Do you also feed goldfish in the park every day?  
5. No, I don't. I don't feed . . . .      6. Did you feed goldfish . . . ?  
7. Yes, I did. I fed . . . .      8. Did you also have a picnic in the park yesterday?      9. No, I didn't. I didn't have a picnic . . . .      10. Are you going to have a picnic in the park tomorrow?  
11. Yes, I am. I'm going to have a picnic . . . .      12. Are you also going to feed the birds in the park tomorrow?  
13. No, I'm not. I'm not going to feed the birds in the park tomorrow.

□ **EXERCISE 5, p. 58. Present, past, and future. (Chapters 1 and 2; Charts 3-1 and 3-2)**

This is a review of the simple present, present progressive, simple past, past progressive, and *be going to* (or *will* if a student wishes). Students may spontaneously use present tenses to express future time or use other verb forms, such as modal auxiliaries. That is fine.

Pair work gives maximum individual participation and practice, but after the students have practiced in pairs, you may wish to conduct an oral review with the whole class. Draw tense diagrams on the board to assist the review. Ask for more than one response to each item. Pursue interesting responses. To keep students alert and interested, occasionally ask one student what another student has said.

Other comments: In item 4, point out that *every day* (an adverbial expression) is spelled as two words. (It is spelled as one word when it is used as an adjective, e.g., *everyday activities*.) Items 6 and 8 (*the day before yesterday* and *the day after tomorrow*) may require a calendar written on the board to ensure clarity of understanding. Item 7 (*tonight*) can invite the use of present tenses if your class is taking place in the evening.

### CHART 3-3: FORMS WITH WILL

- Model contractions with *will*. Include some examples of nouns and question words contracted with *will* in speech: *Tom'll be here soon. Where'll you be around eight tonight?* Mention that contractions are natural in conversations, both formal and informal. In fact, fluent speakers of English find it impossible not to use them; speech without contractions sounds stilted or bookish.
- After a consonant, the contraction “ll” is pronounced as an additional syllable: /əl/. For example, *Bob'll* is pronounced like the word “bobble” or “bauble”: /bʌbəl/.
- The negative contraction *shan't* (*shall not*) occurs in BrE but rarely in AmE.

#### □ EXERCISES 6 and 7, p. 59. Forms with WILL. (Chart 3-3)

The sentences in both exercises are intended as models for everyday spoken English. Ask the students to repeat after you. Point out to them that the “ll” is unemphasized, its sound low and fast; it’s hard to discern unless one knows it’s supposed to be there by being aware of the form, meaning, and use of *will*. One of the reasons learners study grammar is to enable them to understand normal contracted speech, e.g., understand that *dinner'll* is two words spoken as one, not a new vocabulary word, and expresses future time, as in *Dinner'll be ready soon*. You might point out that a common mistake in student production is a statement such as *Bye. I see you tomorrow*. Errors such as this arise because learners don’t hear “ll,” and they don’t hear “ll” because they haven’t learned to expect it.

EX. 6 ANSWERS:

2. We'll
3. You'll
4. She'll
5. He'll
6. It'll
7. They'll

EX. 7 ANSWERS:

2. Dinner'll
3. Mary'll
4. weather'll
5. party'll
6. Sam'll
7. friends'll
8. sun'll

### CHART 3-4: SURENESS ABOUT THE FUTURE

- One uses *will* and *be going to* to express that one feels 100% sure about a future event, is confident that a certain thing will occur in the future. Even though one can never be sure about the future with absolutely certain knowledge, one can express one's confidence in future events by using *will* and *be going to*.
- One does not, however, always feel 100% confident about future activities and events. It is helpful for students to know how to qualify their statements about the future. Adding *probably* to *will* is one common way. Using *may* or *maybe* are other common ways. In Chapter 5, the students will learn other ways of qualifying their statements about the future by using other auxiliaries (*might, should, can, etc.*).
- The figures of 100%, 90%, and 50% to indicate degrees of certainty are approximate and figurative; they are not intended to be nor should be interpreted as statistically exact (as some students may want to do).
- As for placement of midsentence adverbs such as *probably*, if the question arises, tell the class that it is also sometimes possible to use *probably* in front of *will* (*Ann probably will go to the park tomorrow*), but tell them that the usual position is between the auxiliary and the main verb and suggest they use that placement in the exercise. At this level, the text asks students to gain mastery of usual, fundamental patterns of English. They can and will add variations as they gain experience and fluency.

#### □ EXERCISE 8, p. 60. Sureness about the future. (Chart 3-4)

You might give the students these options to choose from in their responses: very or 100% sure, 90% sure, and 50% sure.

ANSWERS:

- |              |                                   |
|--------------|-----------------------------------|
| 2. very sure | 7. 50% sure                       |
| 3. 90% sure  | 8. very sure                      |
| 4. 50% sure  | 9. very sure (art museum)         |
| 5. 90% sure  | 50% sure (natural history museum) |
| 6. very sure | 10. 90% sure                      |

#### □ EXERCISE 9, p. 61. Sureness about the future: using PROBABLY. (Chart 3-4)

The items exemplify typical contexts in which people express less than 100% certainty about future events. Students don't need to prepare the answers prior to class discussion.

ANSWERS:

2. Rosa probably won't go / probably isn't going to go  
She'll probably stay / is probably going to stay home and rest.
3. Sam will probably go / is probably going to go  
He probably won't stay up / probably isn't going to stay up
4. Ms. Bok probably won't fly / probably isn't going to fly  
She'll probably travel / is probably going to travel
5. Mr. Chu will probably call / is probably going to call . . . or e-mail  
He probably won't wait / probably isn't going to wait
6. Gina probably won't run / probably isn't going to run  
She'll probably skip / is probably going to skip

□ **EXERCISE 10, p. 61. Sureness about the future. (Chart 3-4)**

This exercise seeks to prompt production of the target structures using real information that you elicit about the students' lives. Encourage the use of both *may/maybe* and *probably*. Discuss the distinction made in the directions about using *may/maybe* for guesses and *probably* if one is fairly sure.

Make up additional or alternative cues based on your students' situations and lives.

□ **EXERCISE 11, p. 62. Sureness about the future. (Chart 3-4)**

Pair work allows for maximum student participation and practice. Teacher-led work allows for explication, modeling, correction, and interaction with a native (or near-native) speaker. Both are valuable approaches. Teacher-led oral exercises usually take less class time.

□ **EXERCISE 12, p. 62. Using WILL, BE GOING TO, and MAY. (Charts 3-1 → 3-4)**

Divide the class into groups. Encourage the students to go beyond what is suggested in the items to discuss their ideas of what the future will be like. Perhaps each group could agree upon two or three original predictions (for one or more or all of the items) and report them to the rest of the class. The intention here is to start the students talking about the future; it is hoped that future verb forms will occur spontaneously and correctly.

**CHART 3-5: BE GOING TO vs. WILL**

- Ask the students about their future plans: "What do you plan to do tomorrow?" The question should generate examples of "prior plans" that require *be going to* rather than *will*.
- As a point of comparison, set up a situation that requires *will* rather than *be going to*: *I need some help. I need that piece of chalk. Who'll get it for me?* Have the students demonstrate volunteering by raising their hands and saying, "I'll get it for you."
- This chart's purpose is to point out specifically and as simply as possible when *be going to* and *will* have clearly recognizable differences in their use. Remind students that often there is no difference in meaning between *will* and *be going to*.

There are other differences between *will* and *be going to* and, in particular, other uses of *will* that the text does not address. As is true of most other modal auxiliaries, *will* is a complicated word with a variety of meanings and uses. The text does not view explanations of all the nuances in meaning and usage of *will* and *be going to* to be productive for ESL/EFL students, especially at this proficiency level. What the text intends is to engender a basic understanding and usage ability of the two, laying the groundwork for more sophisticated use of these structures as students gain experience with the language. (Teaching grammar at this level is largely a matter of laying the groundwork for growth in the students' linguistic skills.)

□ **EXERCISE 13, p. 63. BE GOING TO vs. WILL. (Charts 3-1 → 3-5)**

This exercise has further examples of the grammar presented in Chart 3-5 and is intended for class discussion of the meanings of the two verb forms.

ANSWERS:

- |             |                       |
|-------------|-----------------------|
| 2. (1)      | 6. (1)                |
| 3. (2)      | 7. (1), (2)           |
| 4. (1)      | 8. (1), (2), (2), (2) |
| 5. (1), (2) |                       |

□ **EXERCISE 14, p. 64. BE GOING TO vs. WILL. (Charts 3-1 → 3-5)**

Many students would find it difficult to prepare this exercise before you have discussed Chart 3-5 and Exercise 13 in class. Students can prepare the exercise as seatwork, singly or in pairs, immediately after the discussion of Exercise 13.

ANSWERS:

- |                 |                     |
|-----------------|---------------------|
| 3. will         | 7. will             |
| 4. am going to  | 8. will             |
| 5. will         | 9. am going to      |
| 6. are going to | 10. will . . . will |

**CHART 3-6: EXPRESSING THE FUTURE IN TIME CLAUSES AND IF-CLAUSES**

- Illustrate and identify a time clause. (See Chart 2-10, p. 48, of the *FEG 3e* student book.)
- Compare a main clause verb with a time clause verb that expresses future time. For example, both of the following express the same action (going to class tomorrow):

Main clause: *I am going to go to class tomorrow.*

Time clause: *Before I go to class tomorrow, . . .*

Write the main clause on the board. Then add *Before* at the beginning to change it to a time clause and demonstrate how the verb has to change.

To help students understand what a main clause is, demonstrate by pretending to come into the room and saying, “Before I go to class tomorrow, . . .” then stop as though you had finished your communication. They should feel that your statement is incomplete. Then say, “I am going to go to class tomorrow,” and ask if they feel that that is a more complete statement. A main clause is a complete statement, but a time clause must be attached to a main clause.

Point out that the form of a verb in a time clause is simple present, but the meaning is future. Emphasize that *will* and *be going to* are not used in a time clause. Mistakes such as *before I will go to class tomorrow* and *after I’m going to eat dinner* are common. The learners may have logic on their side, but they must accept and learn traditional usages that have developed as English has evolved.

- There is a situation in which *will* is used in an *if*-clause. The text doesn’t teach this use, but the question may arise. Sometimes when a person is making a deal or trying to reach an agreement about who will do what, *will* is used in the *if*-clause: *If you’ll make the sandwiches, I’ll pour the drinks.* *Will* in an *if*-clause is close to the meaning of a polite question with *will*: *Will you make the sandwiches? If you do, I will pour the drinks. Is that agreeable to you?*

□ **EXERCISE 15, p. 65. Future time clauses and IF-clauses. (Chart 3-6)**

The focus is on verb forms in the subordinate clauses. Students need to identify the structure of the sentence in order to correct the verb form errors.

ANSWERS: 2. . . . after she ~~will~~ **returns** from vacation next week. 3. . . . as soon as my plane ~~will~~ **lands**. 4. . . . until I ~~will~~ **find** something better. 5. . . . as soon as you ~~will~~ **find** out anything about it. 6. When you **are** in Australia next month, 7. If it **isn’t** cold tomorrow, . . . If it **is** cold tomorrow,

□ **EXERCISE 16, p. 66. Future time clauses and IF-clauses. (Chart 3-6)**

ANSWERS: 2. will call . . . returns 3. won’t be . . . come 4. go . . . will prepare  
5. visits . . . will take 6. will stay . . . calls 7. doesn’t come . . . will miss 8. gets  
(also possible: is) . . . will eat . . . is . . . will be

□ **EXERCISE 17, p. 67. Future IF-clauses. (Chart 3-6)**

Students might use something other than *will* or *be going to* in the main clause. Any verb expressing future time is fine: *can, should, might*, etc.

*SUGGESTION:* Before doing Exercise 17, you can invite the students to play “What if” with you. This is a kind of mental exercise. It is used by computer programmers, statisticians, financial planners, weather forecasters, and ordinary people every day. They try to imagine various results from certain conditions. (This can be done before Exercise 17 because it is not necessary for the students to change the verb form that you give them.)

For example:

TEACHER: *What if I can't come to class tomorrow?*

SPEAKER A: *If you can't come, we won't have a lesson.*

SPEAKER B: *Or maybe we'll have another teacher.*

TEACHER (following B's idea): *What if you have another teacher tomorrow?*

SPEAKER C: *If we have another teacher, he or she probably won't give us homework.*

TEACHER (following C's idea): *What if you don't do any homework?*

Etc.

Change the topic after two or three students participate.

Point out that a “what if” question is a shortened form of “What will happen if . . . ?”

*ANSWERS (verbs in if-clauses only):*

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. If I have . . . .          | 5. If I'm tired . . . .     |
| 2. If it rains . . . .        | 6. If I'm not . . . .       |
| 3. If it doesn't rain . . . . | 7. If it is . . . .         |
| 4. If the teacher is . . . .  | 8. If we don't have . . . . |

□ **EXERCISE 18, p. 68. Future time clauses with BEFORE and AFTER. (Chart 3-6)**

The students state intentions, perform actions, and describe these actions using adverb clauses of time.

□ **EXERCISE 19, p. 68. Future time clauses with UNTIL and AS SOON AS. (Chart 3-6)**

This exercise connects real actions with the meanings of *until* and *as soon as* while providing an opportunity for listening and speaking practice. Listening carefully and being able to communicate heard information are important parts of this kind of exercise.

Only students whose English is of a high level compared to the rest of the class should be group leaders. Most classes would benefit from the teacher leading this exercise.

*EXPECTED ANSWERS:*

1. I'm going to sit at my desk until B knocks on the door. Then I'm going to get up and walk to the door. . . . A is going to sit at his/her desk until B knocks on the door. Then he/she's going to get up and walk to the door. . . . As soon as B knocks on the door, A is going to get up and walk to the door.
2. [Point out that *breath* is a noun and ends in voiceless *th*; *breathe* is a verb and ends in voiced *th*.] I'm going to hold my breath until B snaps his/her fingers. Then I'm going to breathe again. . . . A is going to hold his/her breath until B snaps his/her fingers. Then he/she is going to breathe again. . . . A is going to breathe again as soon as B snaps his/her fingers.
3. I'm going to clap my hands until B bows. Then I'm going to stop clapping . . . . A is going to clap his/her hands until B bows. Then he/she is going to stop clapping . . . . As soon as B bows, A is going to stop clapping his/her hands.



□ **EXERCISE 20, p. 69. Review of time clauses and IF-clauses. (Chapters 1 → 3)**

ANSWERS:

1. a. goes . . . brushes  
b. goes . . . is going to e-mail / will e-mail  
c. went . . . took  
d. was taking . . . rang  
e. rang . . . jumped  
f. gets . . . is going to brush / will brush  
g. brushes . . . gets
2. a. get . . . drink  
b. get . . . am going to drink / will drink  
c. will not have . . . get  
d. got . . . drank  
e. was drinking . . . came . . . offered  
f. is probably going to drop / will probably drop  
. . . comes . . . am going to make / will make

□ **EXERCISE 21, p. 70. Writing about the past and the future. (Chapters 2 and 3)**

You could use this for quick practice with time clauses and verb forms, having the students write short paragraphs of less than 100 words in class. You might concentrate on only these two areas when marking papers. It could also be used for homework, with each paragraph 200 to 250 words or more in length.

*EXPANSION:* You could also turn this exercise into a discussion of how to connect ideas with time words other than “time clause words” (i.e., subordinating conjunctions): *Before, after, when, while, until,* and *as soon as* introduce adverb clauses. *Next, then, later,* and *after that* do not introduce adverb clauses. They show the time relationships between two independent sentences: these words are sometimes followed by a comma.

To distinguish between *after* and *after that*:

Example: *I watched TV. After that, I went to bed.*

In the example, *that* is a pronoun that refers to the entire preceding sentence.

In this case, *after that* means “after I watched TV.”

INCORRECT: *I watched TV. After I went to bed.*

*REMINDER:* In a paragraph-writing exercise, students will produce some sentences that can be used for teacher-made error-analysis exercises.

**CHART 3-7: USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME**

- The use of the present progressive to express future time is common, especially with the verbs presented in the chart and other verbs that express planned activities. Some common ones are *bring, build, eat, call, finish, get, give, make, meet, move, send, start, visit.*
- The present progressive and *be going to* are used to talk about future events that the speaker has present knowledge of: *Do you have plans for this evening? Yes. I'm watching a baseball game on TV this evening.* (The speaker knows at the moment of speaking what his plans are for the future.)  
OR: *We're going to Thailand for our vacation.* (The speaker's vacation plans are a present reality.)  
OR: *Sara's having a baby in October.* (The speaker is expressing a future event based on present knowledge.)

When the present progressive is used to express future time, usually *be going to* is equally possible (but not vice versa: not all situations in which *be going to* is used can also be expressed by the present progressive). *I'm watching TV this evening* and *I'm going to watch TV this evening* have no difference in meaning.

□ **EXERCISE 22, p. 70. Using the present progressive to express future time. (Chart 3-7)**

Point out the future time words or the context that gives a future meaning to the present progressive form.

ANSWERS:

- |                                                     |                                          |
|-----------------------------------------------------|------------------------------------------|
| 1. A: are . . . doing ( <i>future</i> )             | B: Are . . . flying . . .                |
| B: am going ( <i>future</i> )                       | taking/driving ( <i>future</i> )         |
| B: am going . . . are . . . doing ( <i>future</i> ) | A: am flying ( <i>future</i> )           |
| A: am going . . . are going ( <i>future</i> )       | A: am taking ( <i>future</i> )           |
| B: am meeting ( <i>future</i> )                     | B: am staying ( <i>future</i> )          |
| 2. A: are . . . taking ( <i>present</i> )           | 4. A: are . . . doing ( <i>present</i> ) |
| B: am taking ( <i>present</i> )                     | B: am cutting ( <i>present</i> )         |
| A: are . . . taking ( <i>future</i> )               | 5. A: am leaving ( <i>future</i> )       |
| B: am taking ( <i>future</i> )                      | A: am spending ( <i>future</i> ) . . .   |
| 3. A: am going ( <i>future</i> )                    | is going ( <i>present</i> ) . . .        |
| B: are . . . going ( <i>future</i> )                | am visiting ( <i>future</i> )            |

□ **EXERCISE 23, p. 72. Using the present progressive to express future time. (Chart 3-7)**

This exercise takes only a short time. Its intention is to have the students use the target structure in talking about their lives. After the pair work, you can ask students the questions at random so the class can get a sampling of their classmates' answers.

□ **EXERCISE 24, p. 72. Writing: using the present progressive to express future time. (Chart 3-7)**

The purpose here is to practice expressing future time using a present verb form. Perhaps think of other situations besides travel plans in which native speakers would be likely to use the present progressive for future time and ask the students to write about those too: plans for this evening, plans for this weekend, plans for a coming student party, etc.

**CHART 3-8: USING THE SIMPLE PRESENT TO EXPRESS FUTURE TIME**

- The use of the simple present to express future time in an independent clause is limited to relatively few verbs, ones that deal with schedules and timetables.
- To help the students understand this special use of the simple present, tell them as a general rule it is used only when the activity is one that is typically written down, as on a schedule or timetable, and will occur at a definite time.

□ **EXERCISE 25, p. 73. Using present verb forms to express future time. (Charts 3-7 and 3-8)**

Point out that the simple present can carry the same meaning as the present progressive or *be going to* in expressing future time, as in item 1. Also point out that its use in expressing future time is limited to special situations (outlined in Chart 3-8); it is not always interchangeable with the present progressive or *be going to* to express future time, as illustrated in item 2, where the situation does not deal with a schedule or timetable, but rather is simply a statement of intention about the future.

ANSWERS: 3. b 4. a, b 5. b 6. a, b 7. a, b 8. b

### CHART 3-9: IMMEDIATE FUTURE: USING *BE ABOUT TO*

- The text treats *be about to* as an idiom; that is, its meaning is not predictable from the usual rules of grammar or usual meaning of the constituent vocabulary elements. In Chapter 13, the students are taught that gerunds, not infinitives, immediately follow prepositions. This is a special case (i.e., an “idiom”). In other words, *about* followed by an infinitive has a special meaning.
- *Be about to* is common in spoken English.
- To elicit examples from the class, start to perform some actions and ask the students what you are about to do: hold a piece of wadded up paper over a wastebasket; pick up an eraser and stand ready to erase the chalkboard; pull out a chair and make a movement toward sitting down, etc.

#### □ EXERCISE 26, p. 74. Using *BE ABOUT TO*. (Chart 3-9)

ANSWERS: 1. The chimpanzee is about to eat a banana. 2. The man is about to leave/walk out the door. 3. The airplane is about to land. 4. The woman is about to answer the phone.

#### □ EXERCISE 27, p. 74. Using *BE ABOUT TO*. (Chart 3-9)

POSSIBLE ANSWERS: 2. She’s about to open the door. 3. He’s about to finish the exam. 4. She’s about to wash her hands. 5. He’s about to leave/go outside. 6. She’s about to swat the fly. 7. He’s about to go to bed.

#### □ EXERCISE 28, p. 75. Using *BE ABOUT TO*. (Chart 3-9)

This exercise provides spontaneous situational practice in which the students pretend to be about to do something (just as you did when you were presenting Chart 3-9). To facilitate practice, you might want to write cues on slips of paper and hand them out. Additional possibilities: pretend to be about to sneeze, turn off the ceiling light, put on a sweater/coat/etc.

#### □ EXERCISE 29, p. 75. Preview: parallel verbs. (Chart 3-10)

This exercise can be used for seatwork and serves as an introduction to parallelism as presented in Chart 3-10.

ANSWERS: 2. . . . and invited 3. . . . and think 4. . . . and studying  
5. . . . and turn

### CHART 3-10: PARALLEL VERBS

- This unit introduces the concept of parallelism. Parallelism is revisited and expanded in Chapter 9 in units on connecting ideas with coordinating conjunctions.
- Errors in parallelism are common, with a second verb often found in the simple form or *-ing* form.  
INCORRECT: *I opened the door and look around.*  
INCORRECT: *A good teacher prepares interesting lessons and explaining everything clearly.*

□ **EXERCISE 30, p. 76. Parallel verbs. (Chart 3-10)**

This exercise calls attention to parallel verbs for all the tenses presented to this point: simple present, present progressive, simple past, past progressive, simple future, and *be going to*.

In the answers given below, the auxiliary verbs in parentheses are typically omitted. You might want to point out what words have been omitted so that students can see the source of the correct verb forms (i.e., that *smoking* is correct in item 1 because it is part of the past progressive form).

ANSWERS: 1. walked . . . was reading . . . (was) smoking 2. is going to/will move . . . (is going to/will) look . . . graduates 3. calls . . . complains 4. is crying . . . (is) laughing 5. get . . . am taking . . . (am) going [OR: am going to take . . . (am going to) go] 6. dug . . . buried 7. comes . . . am going to play . . . (am going to) jog [OR: am playing . . . (am) jogging] 8. was carrying . . . (was) climbing . . . flew . . . sat . . . dropped . . . spilled [BrE: spilt] 9. arrived . . . started . . . was watching . . . (was) feeling . . . knocked . . . asked . . . see . . . spend . . . are going to borrow . . . (are going to) go [OR: are borrowing . . . (are) going] . . . are taking . . . (are) going [OR: take . . . (are going to) go]

□ **EXERCISE 31, p. 77. Review: verb forms. (Chapters 1 → 3)**

This exercise reviews present, past, and future verbs.

ANSWERS: 1. ride . . . was raining . . . took . . . arrived . . . discovered 2. opens . . . leave 3. cut . . . is bleeding . . . will get 4. am going / going to go . . . are going / going to go 5. A: is ringing B: know A: Are you going to answer . . . Do you want . . . don't you want B: am expecting . . . don't want 6. are you wearing / going to wear . . . am planning / plan . . . bought . . . is . . . will show . . . will get . . . bring 7. A: is . . . are flashing B: know . . . know . . . see A: is going . . . Are you speeding B: am driving A: is passing 8. A: Will the sun keep . . . will it eventually burn (*also possible: be going to*) B: will eventually burn . . . won't happen (*also possible: be going to*) 9. will land / is going to land . . . think . . . will find / are going to find . . . don't expect / am not expecting . . . believe . . . will make / are going to make [*sentient* = able to experience feelings through the physical senses] [REMINDER: Ask students to describe what's happening in illustrations to encourage spontaneous language use.]

□ **EXERCISE 32, p. 79. Review: verb forms. (Chapters 1 → 3)**

ANSWERS: (1) made . . . didn't have . . . weren't . . . wore (2) make . . . comes . . . buy (3) is . . . wear . . . wear (4) exist . . . wear . . . are (5) will probably be / are probably going to be . . . will wear / are going to wear . . . Will we all dress / Are we all going to dress . . . show . . . do you think

□ **EXERCISE 33, p. 80. Error analysis: summary review of present, past, and future time. (Chapters 1 → 3)**

ANSWERS: 2. . . and I **passed** it. 3. I **do** not like the food in the United **States**. 4. I **used** to get up 5. I study **hard** every day, but my **English** is not **improving**. 6. Everyone **enjoys** 7. . . . sang songs and **talked** to each other. 8. I **studied English** in my school in **Hong Kong** before I **came** here. 9. I like to travel. I **am going to** go to 10. Now I **am studying** at this school and ~~I~~ living with my cousin. I ~~am~~ always meet my friends in the cafeteria, and we **talk** about our classes. 11. When I wake up in the morning, I **turn** on the radio **before** I get up. 12. I ~~am~~ live with . . . They **have** four **children**. 13. . . . man **took** it . . . and **killed** it without mercy. 14. . . . the weather **is** not ~~to be~~ cloudy, I **see/can see** a beautiful 15. . . . children ~~they~~ are going to join me after I ~~will~~ finish

□ **EXERCISE 34, p. 81. Error analysis: summary review of present, past, and future time. (Chapters 1 → 3)**

The rewritten paragraphs can be written on the board to facilitate discussion of the needed corrections. Another possibility is for you to hand out copies of the corrected passages so that students can correct their own or each other's rewritten paragraphs.

ANSWERS:

1. I want to tell you about Oscar. He **is** my cousin. He **came** here four years ago. Before he came here, he **studied** statistics in Chile. When he **left** Chile to come here, **he** came with four friends. They **studied** English in Ohio. Then he went to New **York and** stayed there for three years. He graduated from New York University. Now he **is studying** at this school. After he **finishes** his Master's degree, he **will** return to Chile.
2. Long ago in a faraway place, a lonely man **moved** into a new neighborhood. His first project **was** his new garden. He **began** to work on it right away. He **wanted** to make a perfect garden. One day some friendly neighbors and their children **visited** the man in his garden and **helped** him with the work. They **planted** flowers and **built** a small bridge across a little stream. All of them were very happy **while** they were building the bridge and **working** on the garden. The man was especially happy because he **was** no longer lonely. While the adults **were** working, some of their children **played/were playing** with a ball in the **garden**. **While** they were **playing**, one of them **stepped** on a flower. Suddenly the man **got** very angry and **told** everyone to leave. All the neighbors **left** and **went** back to their own homes. After that, the man **built** a wall around his garden and **locked** the gate. For the rest of his life, the man sat alone in his garden every evening and **cried**.

□ **EXERCISE 35, p. 81. Review: verb forms. (Chapters 1 → 3)**

This exercise is meant to be a springboard for Exercise 36 by getting the students to think about fortune-telling.

ANSWERS:

- |                     |                       |                    |
|---------------------|-----------------------|--------------------|
| 1. does yours say   | 5. like               | 9. will just smile |
| 2. will be added    | 6. will overcome      | 10. will make      |
| 3. Are you planning | 7. don't understand   | 11. looks          |
| 4. will prove       | 8. speak/are speaking | 12. will have      |

□ **EXERCISE 36, p. 82. Future time. (Chapter 3)**

Following discussion of Exercise 35, have the students write fortunes (using *will*) that one might find in a fortune cookie. Place them in a container. Ask each student to draw out a fortune and read it aloud. Use this discussion of fortunes to lead into an explanation of the assignment for Exercise 36.

Ask your students if there are fortune-tellers in their cultures. Ask them if they believe there are people who can predict the future. Talk about fortune-tellers in your experience, perhaps discussing the North American stereotype of a middle-aged or older woman wearing scarves, brightly colored clothes, and a lot of gold jewelry who reads palms or tea leaves or gazes into a crystal ball.

The writing assignment suggests that the students write in second person, as though they were speaking to the person whose future they are predicting, but writing in third person would be fine too. Perhaps you can tell the students to write in the form of a letter to the person and to begin their writing by explaining (imaginatively) their powers for predicting the future.

This practice is intended to be written, but you could change it into an oral exercise done in small groups. One student at a time could be a fortune-teller and tell fortunes for others in the group.