



# Chapter 3

## Future Time

### CHAPTER SUMMARY

**OBJECTIVE:** In this chapter students learn common spoken and written structures for future time. These future structures allow students to express plans, make predictions, and show willingness to do an action. The differences between future forms used for planning and those used to express spontaneous willingness are examined in detail. Students also practice expressing the future through adverb clauses of time and condition, while also reviewing present and past tense verb forms.

**APPROACH:** Becoming comfortable with expressing future time, explaining plans, and making predictions is important for meaningful communication in English. The tenses presented in this chapter are used often in the course of normal conversations about daily life.

English has no verb endings that signal future time. Future structures are formed by modal auxiliaries and periphrastic modals, and / or time expressions located elsewhere in the sentence.

The goal, as always, is to present and explain structures with a minimum of terminology and a focus on active recognition and production of the targeted structures. The hope is that 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.

**TERMINOLOGY:** 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** + *simple form of the verb* as “future tense.” For pedagogical ease and convenience, however, the traditional term “future tense” can be used in the classroom for verb phrases that include either *will* or *be going to*. The students’ understanding of the term “tense” is generally a form of a verb that expresses the verb’s relationship to time. Most students are comfortable with the term.

**EXERCISE 1.** Warm-up. Page 55  
Time: 3–5 minutes

You may not get as much information about sentences 1 and 3 as suggested below, and students may not be able to detect a subtle difference between sentences 1 and 3. However, because some students may be familiar with the difference, you can begin to introduce it now. What is presented below gives you a format to

follow on the board and a direction to go in as you introduce the chart.

Because students may not be able to articulate a subtle difference, you may need to explain that both *be going to* and *will* can be used to express future time. Tell students that in this chapter they will discuss instances when only one or the other can be used correctly, but that in the Warm-up, they are interchangeable.

- Write the three sentences on the board exactly as they appear in the book.
- Have students first identify which sentences express future time.
- Ask students whether sentences 1 and 3 are exactly the same. Ask students to decide which one seems “better” to them.
- Write students’ comments on the board next to the sentences they refer to. For example:
  1. *The train is going to leave a few minutes late today. It seems okay. It doesn’t sound wrong. It sounds like the train is planning to leave late, but trains can’t plan.*
  2. *The train left a few minutes late today. Past time*
  3. *The train will leave a few minutes late today. It seems more correct than sentence 1. It sounds like the speaker is sure the train will leave a few minutes late. It does not seem like a plan.*

**CHART 3-1.** Expressing Future Time: *Be Going To* and *Will*. Page 55  
Time: 15–20 minutes

Both *be going to* and *will* are included in this chart. They are often, but not always, interchangeable. The differences in meaning are presented in Chart 3-5.

The text emphasizes *be going to* first 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 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 in the future. This can be seen in the chart, in examples (a), (b), and (e). We can't, of course, always feel certain about future events and, for this reason, other auxiliaries (see Chapter 5) are also used frequently to express future time.

- Draw the time line as shown in the chart.
- Ask a few students what they *are going to* or *will* do after class.
- Using their responses, write complete sentences beneath the chart.
- Use both ***be going to*** + *simple form* and ***will*** + *simple form* to show that both structures can be used.
- Underline the target structures.
- Make an X on the right-hand side of the time line to show that these events will occur in the future. For example:

\_\_\_\_\_ | X \_\_\_\_\_

*Firoz is going to eat lunch with his uncle.*  
*Firoz will eat lunch with his uncle.*  
*Emi is going to write her essay.*  
*Emi will write her essay.*

- Explain that *be going to* and *will* can often be used interchangeably, particularly when the time for the future is close at hand (in this case, just after class).

### CHART 3-2. Forms with *Be Going To*.

Page 56

Time: 10 minutes

*Going to* is sometimes pronounced /gɒnə/ or /gənə/, which — though not an accepted written form — may be presented 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).

Note: The different uses of *be going to* and *will* will be explained in Chart 3-5. At this point, if individual students want to address this difference, you can do so briefly, but Charts 3-2 and 3-3 focus on the ways in which these two future forms can be used interchangeably and that should be your emphasis here.

- Write the following question on the board:  
*What are you going to do this weekend?*

- Underneath this question, write the “formula” for the *be going to* future so students can see it as they tell you their plans. For example, write:

*Be Going To Future*  
*Subject + Be + Going To + Simple Form of Verb*

- Underneath, create a sentence that is true for you and write actual words directly below the “formula” parts of speech. For example:

*Be Going To Future*  
*Subject + Be + Going To + Simple Form of Verb*  
*I am going to clean my house.*

- Ask students to provide you with sentences describing what they are going to do. Write student-generated sentences on the board.
- Write some exactly as stated by the student, in the first person; write some in the second person as you are repeating a plan back to the student who said it; and write some with the student's name, in the third person. For example:

*Be Going To Future*  
*Subject + Be + Going To + Simple Form of Verb*

*I am going to clean my house.*  
*I am going to study all day Saturday.*  
*You are going to sleep late Saturday morning.*  
*But you are going to wake up early.*  
*Michel is going to call his girlfriend on Sunday.*  
*Pei-Ling and Jose are going to travel to Washington, D.C.*

- Remind students that as always, a new “formula” is needed for a question.
- Ask students how they make questions from statements and write the correct word order for the required parts of speech. For example:

*Questions:*  
*Be + Subject + Going To + Simple Form of Verb*  
*Are you going to make a cake?*

- With your students, make additional questions using *be going to* and include those on the board, following the pattern established above. For example:

*Questions:*  
*Be + Subject + Going To + Simple Form of Verb*  
*Are you going to make a cake?*  
*Is Juan going to have a party?*  
*Are we going to watch a movie?*

- Now, ask students how to make negative statements. They should be able to tell you where to insert the *not*.
- Write this new formula on the board.

*Negatives:*  
*Subject + Be + Not + Going To + Simple Form of Verb*

- Challenge students to transform the questions on the board into negative statements.
- Write these negative statements on the board.

- Again, write the appropriate word underneath the part of speech it matches. For example:

*Negatives:*

*Subject + Be + Not + Going To + Simple Form of Verb*

*You are not going to make a cake.*

*Juan is not going to have a party.*

*We are not going to watch a movie.*

- Now, have students take turns reading through the examples (a)–(e) in the chart aloud.

#### □ EXERCISE 4. Looking at grammar.

Page 57

Time: 10 minutes

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

##### Optional Vocabulary

prescription

lecture

pharmacy

reduce

project

text

#### □ EXERCISE 5. Let's talk: pairwork. Page 57

Time: 10 minutes

The purpose of this exercise 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. This approach is also acceptable.

Students don't always immediately know how to do this task or how to manipulate these words, so take the time to make sure they understand the task. Modeling the examples with a student or students can help.

#### □ EXERCISE 6. Listening. Page 58

Time: 10–15 minutes

You may want to introduce the context of the listening by asking students some general questions about apartment hunting. Since almost everyone has rented an apartment at some point in their lives, this should be an easy conversation to facilitate. Some possible questions include:

*Do you live in an apartment or house?*

*Do you rent or own your place?*

*Did you go "apartment hunting" alone or with a friend?*

*What is it like to look for an apartment in your country?*

*Is it common for students to rent temporary housing together?*

*Do you have to pay a deposit when renting?*

- Write key vocabulary on the board and keep it there during the listening. For example, write:

*rent*

*search*

*area*

*cheaper*

*deposit*

*first and last month's rent*

*landlord*

*fees*

*application*

*credit check*

- Complete Parts I and II and review as a class.

#### □ EXERCISE 7. Let's talk: interview. Page 58

Time: 10–15 minutes

This is a straightforward review of the forms of the past, present, and future verbs: affirmative, negative, questions, and short answer. The sentences the students create can be silly and imaginative. This is an exercise on form; the emphasis is not on realistic dialogue. (It is helpful for students to concentrate principally on forms of structures at times; not everything they say needs to be "real communication.") After finishing the exercise, be sure to point out to students all the different forms they have mastered in this exercise.

For ease of use, you can enlarge the sample conversation and put it on an overhead projector so that students can have a ready visual. Or you can simply ask a student to write the sample on the board.

#### □ EXERCISE 9. Warm-up. Page 59

Time: 5 minutes

- Write *will* and *won't* on the board.
- Have students complete the Warm-up.
- Ask individual students to take turns reading the completions.
- Ask individual students how they chose *will* or *won't* for each, focusing especially on sentences 1 and 2.
- Write their responses on the board. For example:  
*Today the weather is good.*  
*I saw the weather report on TV.*
- Ask students specific questions leading to the conclusion that they can't know 100% whether their answers for 1 are correct.
- Explain that based on the evidence they have (today's weather), their completions are reasonable.

#### CHART 3-3. Forms with *Will*. Page 60

Time: 10 minutes

You may want to 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 o'clock 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”: /bʌb əl/.

The negative contraction *shan't* (*shall not*) occurs in British English but rarely in American English.

- Elicit from students the general formula for a sentence (S + V + O), and write it on the board.
- Explain that the modal auxiliary *will / won't* goes directly in front of the simple form of the verb.
- Explain that *will / won't* remains the same for every person / subject pronoun. For example:

*Will Future*

*Statements:*

*Subject + Will + Simple Form of Verb*

- Using student information, write sample sentences on the board. For example:

*Statements:*

*Subject + Will + Simple Form of Verb*

*Bin-Su will finish his homework later.*

*Maya and I will exercise at the gym tonight.*

- Explain how to use the negative *won't* and write sentences made from student information on the board. For example:

*Negatives:*

*Subject + Will Not / Won't + Simple Form of Verb*

*Faisal won't attend class tomorrow.*

*They won't come with us to the party.*

- Ask students what changes in word order need to be made for the question form, eliciting the response that the subject and verb need to change places.
- Write the formula for questions on the board as well as examples using student information.

*Questions:*

*Will + Subject + Simple Form of Verb*

*Will Megan take swimming lessons?*

*Will Angela and Dong Su watch a movie?*

- Ask students to take turns reading through the chart.

#### □ EXERCISE 10. Listening. Page 60

Time: 5–10 minutes

The sentences in this exercise are intended as models for everyday spoken English. In Part 1, ask the students to repeat after you. Point out to them that the 'll is not emphasized, and its sound is low and fast. It is hard to discern this sound unless you know it is supposed to be there by knowing the form, meaning, and use of *will*. One of the reasons learners study grammar is to enable them to understand normal, reduced, and contracted speech. If students know the form and use of *will*, they can understand that *dinner'll* is actually two verbs spoken as one rather than a new vocabulary word. They will also understand that *Dinner'll be ready soon* expresses future time. 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.

#### □ EXERCISE 11. Listening. Page 61

Time: 5–10 minutes

##### Optional Vocabulary

prescription

generic

pharmacist

side effects

cough syrup

#### □ EXERCISE 12. Warm-up. Page 61

Time: 5 minutes

Students may or may not have familiarity with the concept of certainty. Before discussing how to show gradations of certainty, emphasize that *will* and *be going to* are only for 100% certain future events.

#### CHART 3-4. Certainty About the Future.

Page 62

Time: 15–20 minutes

*Will* and *be going to* express that the speaker feels 100% certain about a future event and is completely confident that it will occur in the future. Even though we can never be absolutely sure about the future, *will* and *be going to* are used to express confidence in future events.

Because we don't always feel 100% certain about future events, it is important to be able to express degrees of certainty about the future activities and events. There are many ways to qualify 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 will invariably want to do). However, using percentages does help students better understand certainty.

You may want to discuss with students how they can make reasonable, educated guesses about the future. Mention the fact that knowledge of previous behavior and actions can inform our ability to predict the future with some degree of accuracy.

- Ask students what they will do this weekend, and then ask them how certain they are that they will, in fact, do the action.
- Write the percentages next to the action, and then with students' help, look at the chart and choose an appropriate way (using *probably*, *may* or *maybe*) to modify the degree of certainty.
- With the students, create sentences for each action and write these on the board. For example:
 

*Sayed eat dinner / with family / Saturday: 100%*  
*Sayed will eat dinner with his family on Saturday.*

*Tassos / go swimming: 90%*  
*Tassos will probably go swimming this weekend.*

*Jin / finish all his homework / early: 50%*  
*Jin may finish all his homework early.*  
*Maybe Jin will finish all his homework early.*
- Ask students to take turns reading sentences (a)–(e) from the chart aloud.
- Review the notes in the chart as you discuss its contents.

□ **EXERCISE 16.** Let's talk: interview.

Page 63

Time: 10–15 minutes

Interviews can be carried out in many ways, most of which are also discussed in the introduction to this book. One way to keep students moving and interacting with many of their classmates is to arrange the students into rotating pairs. To do this, line students up facing one another. After students have spent three to five minutes speaking to the classmate directly across from them, instruct a student on one of the ends of the two lines to leave his / her spot and go to the beginning of the line, forcing everyone else to move down one spot, thus getting a new partner. You can also play background music while students are talking to one another. This creates a social atmosphere and allows students to know that their mistakes are only being heard by the person they are talking to, rather than by the whole class.

- Write the following cues on the board:
 

*will - 100%*  
*be going to - 100%*  
*probably - 90%*  
*may - 50%*  
*maybe - 50%*
- Walk around the room as your students interact with one another.
- Ask questions that require students to produce brand new structures, and correct both target and non-target issues.

□ **EXERCISE 18.** Reading, grammar, and speaking. Page 64

Time: 15–20 minutes

Students at this level benefit a great deal from sight reading aloud. Doing so gives them a chance to hear themselves tackle new words. Because you can correct them when they mispronounce words, students receive immediate feedback for their particular needs. If you ask just one or two students to take turns reading a passage such as “An Old Apartment” aloud, take frequent breaks and ask other students what various words mean. Even though your students may recognize all the vocabulary in the passage, they won't anticipate which words you will ask clarification of. In doing so, you can give them a chance to use their English spontaneously.

This exercise also provides a chance for a discussion of content and a comparison of cross-cultural norms. As you explore the reading with students, ask them whether people from their country prefer old buildings or modern ones. You can also discuss at what age young people from their countries move from their parents' homes to their own. Using the actual reading, find ways to engage students in a lively discussion of any related topics the passage lends itself to.

**Part I**

- Because Part III of this exercise asks students to discuss the most important things they want to have in their home, introduce the topic by asking them what their home is like: whether it is new or old, what they like about it, and what they don't like about it.
- Have students take turns reading parts of the passage aloud until it has been read through aloud completely.
- Gently interrupt the readers to ask the class as a whole to try to define certain vocabulary words (included in Optional Vocabulary below.)

**Part II**

- Ask a couple of students who didn't read aloud how they would describe Ted and Amy's current apartment.
- Work through the items as a class by asking different students to complete the items aloud.

**Part III**

- This part can be completed in small groups or individually for homework.
- If students complete this in class, put them in small groups.

**Optional Vocabulary**

|          |                    |
|----------|--------------------|
| run-down | drip               |
| ceiling  | flush              |
| leaks    | laundry facilities |
| faucets  | laundromat         |



**CHART 3-5.** *Be Going To vs. Will.* Page 65  
Time: 10–15 minutes

The 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 there is often 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 meaning 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 build a basic understanding and usage ability of the two, laying groundwork for more sophisticated use of these structures as students gain experience with the language. It is helpful to remember that teaching grammar at this level is largely a matter of laying the groundwork for growth in the students' linguistic skills.

- Ask students about their future plans, what they plan to do tomorrow, this weekend, during their next vacation, etc. The question should generate examples of “prior plans.”
- Write *Be Going To* on the left-hand side of the board. Beneath the heading write *used for prior plans* and then write examples of *be going to* sentences formed from students' responses. For example:

*Be Going To*

*Used for prior plans*

*Sergei is going to drive to Boston next week.*

*My husband and I are going to travel to Paris in May.*

*Kinako is going to study law in Tokyo.*

- Now, on the right-hand side of the board, write *Will*.
- With a bit of flourish, and making sure you have your students' attention, drop the marker, an eraser, or this textbook, etc., on the floor.
- Ask a student to pick it up for you: *Samira, will you pick that book up for me?*
- She will say, *Yes*.
- Ask the class, *Should Samira say, “Yes, I am going to” or “Yes, I will”?*
- Most students will know that *will* is the correct form here, even if they are not sure why.
- Turn back to the board and write beneath *Will*:

*Will*

*Shows spontaneous willingness—not a prior plan*

*Speaker decides to do something at the moment of speaking*

*Samira will pick up the book.*

- Explain that the correct way for Samira to express her willingness to pick up your marker, eraser, textbook, etc., is to use *will*.
- Have students take turns reading the sentences (a)–(d) aloud.
- Elaborate on the notes to the right of the chart after each example sentence is read.

□ **EXERCISE 20.** Looking at grammar. Page 66  
Time: 10–15 minutes

- Give students time to work through this exercise individually.
- Discuss each situation as a class. Ask students for any details from each situation that indicate a plan.
- Put any situations that prove particularly challenging on the board and look at those elements in detail. If it is a prior plan, point to actual evidence of this.
- Reiterate that the speaker decided to take an action at the moment of speaking in the *will* sentences.

□ **EXERCISE 24.** Warm-up. Page 67  
Time: 5 minutes

Though this may be new grammar for some, most students at this level have been using subordinate clauses in some fashion. After completing the Warm-up, you may want to prepare students for the chart by having them look at the clauses.

- Give students time to complete the sentences individually.
- Go around the room asking various students to read their sentences aloud. Restate each response. For example:  
*Reisa: After I leave school, I'm going to visit my aunt.*  
*You: After Reisa leaves school, she's going to visit her aunt.*
- Ask students about the verb tenses, eliciting that the first verb they see is in simple present and the second verb is a future form.

**Expansion:** To remind students what a clause is, have students cover the main clause of each sentence and try reading the subordinate (time or *if*) clause aloud. You may need to identify this clause by its first word or instruct students to cover the part of the sentence after the comma. Ask students if the clause they have just read aloud sounds complete. Each subordinate clause should feel incomplete to them, and students should be able to imagine what the main clause would be. When students invariably say “no” that the clause does not feel complete, congratulate them on their understanding that some clauses cannot stand alone.

**CHART 3-6.** Expressing the Future in Time Clauses and *If*-Clauses. Page 68  
Time: 15–20 minutes

Students studied time clauses in Chapter 2. Asking them to form a few time clauses will remind them of this and will increase their confidence.

Explain 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 (generally) used in time clauses. Mistakes such as *before I will go to class*

tomorrow and after I'm going to eat dinner are very common.

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, *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?*

- Turn back to Chart 2-7 in the previous chapter. Remind students that they have studied time clauses with past tenses.
- Explain that when the main clause shows future tense, the time clause remains in the present but that the meaning is also future.
- Ask students to tell you actions they will take *before* they leave your class.
- Write their responses on the board. For example:

*Write down the homework for tomorrow*

*Close my book*

*Check my cell phone*

*Say good-bye to our friends*

*Say good-bye to my teacher*

*Put my books in my backpack*

*Pick up my jacket*

- Write on the board: *Before I leave this class, \_\_\_\_\_.*
- Explicitly remind students that the time clause should be in simple present, but that the *will* or *be going to* future should be used in the main clause.
- Ask students to make sentences on their own. Write these on the board. For example:

*Before I leave this class, I will write down the homework for tomorrow.*

*Before Felipe leaves this class, he will check his cell phone.*

*Before Maria and I leave this class, we will say good-bye to our friends.*

- Have students open their books and ask some to read (a)–(h) aloud.
- Provide additional examples and expand on the notes included in the right-hand side of the chart.
- Next, introduce *if*-clauses and explain that *if*-clauses follow the same grammar as time clauses above.
- Tell students that when the meaning is future, the simple present (not *will* or *be going to*) is used after *if*.
- Write on the board: *If I win \$10 million, I \_\_\_\_\_.*
- Ask students to tell you what they will do if they win \$10 million. For example:
  - If I win \$10 million, I will travel to Australia.*
  - If Po wins \$10 million, he will buy his parents a house.*
  - If Jean and Annette win \$10 million, they will pay for their children to go to an expensive university.*
- Have a student read (i). Provide additional examples on the board if necessary.

## EXERCISE 27. Let's talk: pairwork.

Page 69

Time: 10 minutes

**Expansion:** Bring in index cards. Distribute to students. Have students write their partner's responses on each card. For example:

*If he has some free time tomorrow, he'll play soccer with his roommate.*

*If it rains tomorrow, he won't go to the beach.*

*If it doesn't rain tomorrow, he will be in class on time and then he will go to the beach.*

*If the teacher is absent tomorrow, he will try to teach the class himself.*

Collect the cards and read the sentences aloud. Ask students to guess who the person is based on the contents of the cards.

## EXERCISE 28. Looking at grammar.

Page 70

Time: 5–10 minutes

**Expansion:** Prepare sample day planners for people in well-known professions by writing notes on index cards. Students will use these to make and present sentences using *be going to*. The remainder of the class should guess what profession the student's day planner refers to. For example:

### Movie Star

*May 1, 2010*

*10:00 A.M. wake up*

*10:30 call agent*

*11:00 meet with personal assistant to go through schedule*

*11:30 pick up by chauffeur*

*12:00–1:00 meet make up artist and stylist*

*1:00–4:00 be on set*

*4:30 meet with personal trainer*

*6:00 return to mansion for swim in pool*

*7:00–9:00 nap*

*9:30 dress*

*10:00 eat light dinner*

*11:00–4:00 A.M. go to clubs*

## EXERCISE 29. Reading, grammar, and writing. Page 70

Time: 10–20 minutes

### Part I

- Introduce the topic of the passage by asking students what homes were like 50 years ago.
- Ask students if they can think of typical items in a home today that were not in a home 50 years ago. Write their responses on the board. Possible answers could include:

*microwaves*

*CDs*

*computers*

*CD players*

*remote controls*

*iPods*

*DVDs*

*cordless phones*

*DVD players*

- Now ask students to think about what homes will be like 50 years in the future.
- Have students take turns reading the passage aloud.
- Ask comprehension questions every few sentences to ensure that students have understood and can paraphrase from the passage in response.

### Optional Vocabulary

|                     |                  |
|---------------------|------------------|
| plasma screens      | preheat          |
| scenery             | racks            |
| electronic features | energy efficient |
| remote control      | solar heat       |

## CHART 3-7. Using the Present Progressive to Express Future Time. Page 72

Time: 10–15 minutes

The use of 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, start, and 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 / her plans are for the future.) OR: *We're going to Thailand for our vacation.* (The speaker's vacation plans are a present reality.) OR: *Sarah's having a baby in October.* (The speaker is discussing 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 the present progressive also be expressed). *I'm watching TV this evening* and *I'm going to watch TV this evening* have no difference in meaning.

- Explain to students that especially in speaking, native speakers use present progressive with a future meaning.
- Ask students to remind you of how to form present progressive. Write the formula for this tense on the board. For example:

*Present Progressive: Subject + Verb Be + -ing Verb*

- Ask students what time they normally use the present progressive to express. They should remember that it is for an action that is happening *right now*.
- Explain that present progressive can also be used for plans for the future that were already made at the moment of speaking.
- Write a few sentences on the board about your plans for the weekend. For example:

*I am going to plant a garden this weekend.*

*I am going to have a barbecue in the evening.*

*My parents are going to come to the barbecue.*

- Underline ***be going to*** + verb in the first sentence. Then write the same sentence with present progressive underneath it.

*I am going to plant a garden this weekend.*

⇒ *I am planting a garden this weekend.*

- Explain that these have the same meaning.
- Distribute markers or chalk to two students and ask them to change the tense. For example:

*I am going to plant a garden this weekend.*

⇒ *I am planting a garden this weekend.*

*I am going to have a barbecue in the evening.*

⇒ *I am having a barbecue in the evening.*

*My parents are going to come to the barbecue.*

⇒ *My parents are coming to the barbecue.*

- Have those students who didn't write on the board correct the sentences. If you wish, you can ask them to label the parts *subject* and *verb*.
- Ask students to take turns reading sentences (a)–(h) from the chart aloud.
- Erase the board and write sentences (i) and (j) on the board.
- Explain that (j) is not possible and cross it out in an exaggerated fashion so that students understand that (j) is never okay.
- Underneath (i) and (j), write:

*NOT possible to use present progressive for predictions*

## □ EXERCISE 32. Looking at grammar.

Page 72

Time: 5–10 minutes

- Give students time to work through the exercise independently.
- Ask students to write their versions of the completed answers on the board.
- Have other students write *Future* or *Present* next to the completions.
- Correct as a class and ask students which particular words informed them of whether the present progressive indicated future or present.

### Optional Vocabulary

engineering  
semester  
physics

## □ EXERCISE 35. Let's write. Page 73

Time: 10–20 minutes

**Expansion:** Put students into groups and, using the questions included for the exercise, have students write an advertisement for a group trip to an exotic or exciting locale. Using the present progressive, students should advertise their trip as attractively as possible. When students have completed their advertisement, one student from each group should read their ad aloud to the class. Write the names of the trips on the board. Explain that groups can only vote for other trips, and have students vote for the most appealing itinerary.



**CHART 3-8.** Using The Simple Present to Express Future Time. Page 74  
Time: 10 minutes

The use of 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 students understand this special use of the simple present, tell them that, as a general rule, it is used only when the activity is considered scheduled and will occur at a definite time.

- Pick one of the verbs from the chart (*arrive, leave, start, begin, end, finish, open, close, be*) and conjugate it on the board.
- Ask students to take turns reading sentences (a)–(d) aloud. Explain that only verbs that can be used to describe scheduled events can be used in simple present tense with a future meaning.
- Write a sentence similar to (e) on the board. Reiterate the explanation of why it is impossible and have a student come to the board to cross out the simple present and put in a correct tense.

**EXERCISE 37.** Looking at grammar.

Page 74

Time: 5–10 minutes.

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. 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 a timetable but is simply a statement of intention about the future.

- Lead this exercise by having students read the sentence and possible completions on sight.
- After identifying which completions are *not* possible, ask students to go back and change the sentence as necessary so that the remaining completions could be used correctly.

**CHART 3-9.** Immediate Future: Using *Be About To*. Page 75

Time: 10 minutes

The text treats *be about to* as an idiom; that is, its meaning is not predictable by simply looking at the meaning of words themselves or the usual rules of grammar. In Chapter 13, 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 idiom has a special meaning.

*Be about to* is very common in spoken English and most students are familiar with it at some level.

- Write the subject pronouns on the board.
- Ask students to supply the *be* verbs.
- Add *about to* after each. For example:

|   |                                 |
|---|---------------------------------|
| <i>I am <u>about to</u></i>             | <i>we are <u>about to</u></i>   |
| <i>you are <u>about to</u></i>          | <i>you are <u>about to</u></i>  |
| <i>he / she / it is <u>about to</u></i> | <i>they are <u>about to</u></i> |

- Write on the board: *What am I about to do?*
- Choose from the following actions suggested below and perform them, one by one.

*open your cell phone and begin dialing: about to make a call*

*wad up a piece of paper and aim for wastebasket: about to throw that away*

*pick up an eraser and stand ready to erase the board: about to erase the board*

*pull out a chair and begin to sit down: about to sit down*

*open the door of the classroom and put one foot over the threshold: about to leave*

*sniffle and make an exaggerated “aaaahhh” noise while closing your eyes: about to sneeze*

*frown and sniffle: about to cry*

*clear your throat and say, “Ladies and gentlemen”: about to give a speech*

- Once students have decided what it is you are about to do, write complete sentences on the board using *be about to*.
- Have students read (a) and (b) aloud and reiterate the notes to the right-hand side of the chart.

**EXERCISE 39.** Let’s talk. Page 76

Time: 5 minutes

This exercise is easily teacher-led. Students can work through this by reading aloud and figuring out each situation as they encounter it. In addition to asking students what is about to happen, ask them to tell you one thing that is not about to happen.

**EXERCISE 41.** Warm-up. Page 77

Time: 5 minutes

- Before asking students to complete the Warm-up, write the following sentence on the board and ask students if it is correct:

*You are attending classes here and learned English.*

- Students should be able to identify that the tenses don’t match and that the sentence is incorrect.
- After students have completed the Warm-up alone, as a class discuss why students did or did not choose each answer.

**CHART 3-10.** Parallel Verbs. Page 77  
Time: 10 minutes

This chart introduces parallelism, a concept that is fundamental to English grammar. Parallelism is revisited and expanded upon in Chapter 9, when students study connecting ideas with coordinating conjunctions. Students can often identify when parallelism hasn't been achieved because something sounds wrong to them. Reassure them that in this way, they are already familiar with the idea of parallelism.

Errors in parallelism are common, with a second of two verbs in the same sentence often found in the simple or *-ing* form.

*INCORRECT: I opened the door and look around.*

*INCORRECT: A good teacher prepares interesting lessons and explaining everything clearly.*

- Explain that we often use one subject for two verbs and that we do not need to repeat the subject a second time.
- Ask a student to tell you two things he / she did earlier that day. Create a parallel sentence using the information you receive.
- Write the sentence on the board and underline the simple past verb. Label the subject and both verbs by writing an "S" above the subject and a "V" above each verb. For example:

S                    V                    V

*Gabriela washed her hair and brushed her teeth.*

- Have students read (a) and (b) aloud. Explain the notes to the right.
- Tell students that we don't need to repeat the helping verb and can use the helping verb to apply to *both* verbs that follow, as long as the subject is the same.
- Ask one student to tell you two things he / she is doing at the moment.
- Create a parallel sentence with this information and write this on the board, labeling and underlining as for the simple past sentence above. For example:

S                    V                    V

*Jin Won is thinking and writing notes.*

- Point out that in the above example, we understand that the first *is* applies to both *thinking* and *writing*.
- Have students read (c)–(e) aloud. Elaborate on the notes to the right.

**EXERCISE 44.** Listening. Page 79  
Time: 10 minutes

Many students will know what fortune cookies are. Ask students if they are familiar with fortune cookies and if they know any stereotypical "fortune cookie" fortunes. You can write students' descriptions on the board and ask them what kind of future tense fortune cookies use, leading them into a discussion of fortune cookies as predictions. You can take this opportunity to ask your students whether they have fortune-tellers in their cultures and whether they believe that such people can really predict the future.

**Part II**

**Expansion:** Give each student another classmate's name by distributing names on slips of paper. Take care that no student receives his / her own name. Students can then write fortunes for that particular student. Have students read these fortunes aloud, and others can guess which student it is intended for.

**Optional Vocabulary**

fortune cookies  
unexpected  
communication

**EXERCISE 46.** Let's write. Page 80  
Time: 10–20 minutes

Following a discussion of the previous exercise, have students choose a subject (friend, family member, colleague) to focus their writing on. They can write in the third person, as shown in the example in the book, or they can address a second person and even write in the style of a letter. They could even begin their assignment by explaining how they came by their special abilities to predict the future. Though this practice is intended to be written, you could turn it into an oral exercise conducted in small groups. One student at a time could be fortune-teller and tell fortunes for all others in the group.