

UNIT 19

Future: *Be going to* and *Will*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- What is the man doing? (*Roller-blading.*)
- Where is he going? (*To a conference / To the Smart Transport Conference.*)
- How is the weather? (*It's going to rain.*)
- Does the man see the hole in front of him? (*No.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubble. Ask:

- What form is **be going to**? (*Future.*)
- What form is **will**? (*Future.*)
- How does the man know that it is going to rain? (*He sees dark rain clouds and lightning.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in small groups. Ask them to predict what the classroom of the future will be like. How will it look? How will it be different from the classroom of today? How will it be the same? Then, have them share answers with the rest of the class.

EXAMPLE:

I don't think there will be classrooms in the future. Everyone will learn at home with computers . . .

Optional Writing Activity

Have students write an email message to a friend about their weekend plans. Tell them to include *will* and *be going to*.

EXAMPLE:

Sally,
Tomorrow I'm going to the mall with my sister. Do you want to come with us?
There are going to be a lot of good sales. I'll call you tonight.
Ana

UNIT 20

Future: Contrast

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*At a launching pad.*)

Where is the space ship going? (*Mars.*)

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the cartoon. Ask:

How many different forms for the future are used in the cartoon? (*Three.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Note for Exercise 1

The reference to the Mars Association is based on a real organization called the **Mars Society**. This is an international group whose goal is to send humans to Mars in the near future. The Mars Society holds conventions and tries to get government funding for the exploration of Mars.

Optional Communication Activity

Put the following weekend calendar on the board:

	Friday	Saturday	Sunday
morning			
after			
evening			

Ask students to copy and complete it with their own weekend schedule. If they have no plans for a given time, they should write **free**.

Then have students work in pairs. Their goal is to try to find a time when they are both free to do something together.

EXAMPLE:

A: What are you doing Saturday afternoon? Do you want to go to the movies?

B: I'm studying at the library. How about Friday night? Are you doing anything then?
etc.

Optional Writing Activity

Have students write a paragraph describing the ideal car of the future. Tell them to use their imagination. What material will it be made of? What form of energy does it use?

EXAMPLE:

The ideal car of the future will look very different from today's car. First of all, it won't have wheels . . .

UNIT 21

Future Time Clauses

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

Who is the woman in the thought bubble? (*The same person as the little girl.*)

What is her profession? (*She's a ballet dancer.*)

How do you know it's the same person? (*They're wearing clothes of the same pattern and material.*)

Have students read the speech bubble text and do the **Check Point**. Check their answers.

Grammar Point Focus

Explain or elicit the meaning of the grammar term **clause** (*A group of words that contain a subject and a verb but which is usually only part of a sentence*).

Have students look at the speech bubble text. Ask:

How many clauses are there? (*Two.*)

What are the two clauses? (*When I grow up and I'm going to be a ballet dancer.*)

Which clause is the future time clause? (*When I grow up.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in pairs to discuss their English language goals.

EXAMPLE:

A: What will you do when you finish this course?

B: When I finish this course, I'll probably take another one. What about you? etc

Optional Writing Activity

Have students complete a Goal Planning Worksheet like the one in Exercise 3 on page 91.

UNIT 22

Future Progressive

Illustration

Pre-Reading Questions

Have students look at the cartoon. Ask these questions:

Who is Robo? (*A robot / A robotic housekeeper.*)

What is he doing? (*Talking on the phone.*)

What time is it? (*11:45.*)

Who is watching Robo? (*A robotic dog.*)

What do you think the dog wants? (*To go for a walk.*)

Background Notes

The word **robot** comes from the Czech word *robota* which means drudgery. Today they are used mostly in industry to perform tasks that are too dangerous, boring, or difficult for people to do. Very few robots resemble humans as shown in the cartoon.

Have students read the cartoon and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the speech bubble. Ask:

What form is this? (*Future progressive.*)

Does the future progressive tell you when an activity begins? (*No.*)

Does the future progressive tell you when an activity ends? (*No.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students look at the two schedules in Exercise 3 on page 95. Tell them to imagine that they want Robo or Robota to do something for them. In pairs, they should have a conversation about Robo and Robota's availability at specific times tomorrow.

EXAMPLE:

A: Can Robo help me with my homework tomorrow at 7:00?

B: No, he'll be playing chess with Tony.

A: What about Robota?

B: She'll be walking the dog.

A: What about at 6:00?

B: I think that's possible. She won't be doing anything then.

Alternatively, students can ask each other about their own availability.

EXAMPLE:

A: What will you be doing at 11:00 on Tuesday?

B: I'll be taking a history test.

Optional Writing Activity

Have students write a paragraph about their life ten years from now. What will they be doing? Where will they be living? What hobbies will they be enjoying?

EXAMPLE:

In ten years I think I'll be living in Mexico. I'll be working at . . .

UNIT 23

Future Perfect and Future Perfect Progressive

Illustration

Pre-reading Questions

Have students look at the illustration. Ask these questions:

What is this? (*A piggy bank.*)

What is the person doing? (*Putting money/a coin in the piggy bank.*)

Why is the person putting money in the piggy bank? (*To save money for something he wants.*)

Background Notes

Piggy banks are not universal, but they are found in North America and many European countries. Their origin is not certain. One theory is that they date from the Middle Ages when people stored money in a clay jar. The clay it was made from was called “pygg.” By the 18th century in England, the name and shape of the container had evolved to “pig bank,” then later to “piggy bank.” (Source: Panati, C., *Panati’s Extraordinary Origins of Everyday Things*, HarperCollins, N.Y., 1989.)

Have students read the text in the thought bubbles and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the words in bold type in the pig’s thought bubble. Ask:

What form is this? (Future perfect progressive.)

Have students look at the words in the person’s thought bubble. Ask:

What form is this? (*Future perfect.*)

Does the pig think the person will continue to save money after February?
(*Yes.*)

Will the person continue to put money in the piggy bank after February?
(*No.*)

Why not? (*The person is going to buy a new car with the money in the piggy bank.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in small groups. Put the following chart on the board and ask one student in each group to copy it.

Event	Number of People
take a vacation	_____
get married	_____
move	_____
buy a new car	_____
graduate	_____
get a new job	_____
_____	_____
(add your own)	

Students should conduct a survey to find out how many of the people in their group will have done the things on the list by a year from now. After completing the chart, the groups can report back to the class.

EXAMPLE:

None of the students in our group will have moved. Three of the students will have gotten new jobs by next year...

Optional Writing Activity

Ask students to write a paragraph about a goal they are working toward. What steps will they take to achieve their goal? When will they have completed each step?

EXAMPLE:

I'm going to buy a used car next year. By January I will have been saving money for two years. Next month I'm going to start doing research about used cars. By the end of the month, I'll have decided which type of car I'll buy...