

UNIT 14

The Future with *Be going to*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where are the people? (*In a computer store.*)

Who is the woman? (*A salesperson.*)

What is the mannequin wearing? (*Computer clothes; clothing that is also a computer.*)

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.*)

Does the store have red computer clothes now? (*No.*)

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 imagine what the cars of the future are going to be like. Then have them share their ideas with the rest of the class.

EXAMPLE:

In the future, cars are going to drive themselves. They are going to use hydrogen. They're not going to use gasoline.

Optional Writing Activity

Have students write an e-mail message to a friend about their weekend plans. Tell them to include *be going to*.

EXAMPLE:

Sally,

Jan and I are going to go to the mall tomorrow. Do you want to come with us? There are going to be a lot of good sales.

Ana

UNIT 15

The Future with *Will*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Who is the woman? (*A fortune teller.*)

What time is it? (*4:55.*)

What are the woman's business hours? (*9:00 to 5:00.*)

Is her prediction correct? (*Yes.*)

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

Grammar Point Focus

Point out the words in bold type in the cartoon. Ask students:

What is the verb? (***Will** leave.*)

What is the time? (***Future.***)

What is another way of saying the woman's sentence? (***You are going to leave very soon.***)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students role play a visit to a fortune teller. One student should be the customer and the other the fortune teller. The customer should ask questions about his/her future, and the fortune teller should answer them.

EXAMPLE:

Customer: Will I be rich?

Fortune teller: You won't be rich, but you will be famous.

Optional Writing Activity

Have students write a paragraph in which they describe how their life will change in the next ten years. Tell them to include information about the following:

- personal
- family
- work

EXAMPLE:

I will live in the United States for two more years. After that, I will return to my country and find a job in a large accounting firm. I won't get married before age 30 . . .