

UNIT 10

Overview

TOPICS

- Predictions
- Memories
- Future plans and goals

COMMUNICATION GOALS

Listening and Speaking

- Talking about predictions
- Making promises
- Talking about future goals and possibilities
- Sharing memories
- Predicting future events
- Talking about superstitions

GRAMMAR

- Simple future: *will*; *will* with *Yes/No* questions and responses
- Real conditional: *if*-clauses
- Possessive pronouns

Reading and Writing

- Writing about predictions, superstitions and goals

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Problem solving

Seeing things in the mind's eye

Knowing how to learn

Reasoning

Personal Qualities

Responsibility

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

2 Community Resources

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

2.7.3 Interpret information about social issues

7 Learning to Learn

7.1.1 Identify and prioritize personal, educational, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion and determine what is mandatory and what is discretionary

7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions

7.4.2 Take notes or write a summary or an outline

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring in copies of horoscopes from a newspaper. Ask your students what a *horoscope* is. Ask whether they have ever read their horoscopes. Instruct the students to look at the horoscopes and find the sign that applies to their birth dates. Spot check by asking individual students what their signs are. Ask the students to read their horoscopes and tell the class what they predict for the future. Ask whether the students think these predictions will come true.

PRESENTATION

Something wonderful will happen soon.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask what decision Yon Mi has been thinking about recently (*whether or not to get married*). Ask how Yon Mi might be feeling. Tell the students they will hear the friends talking about her decision.
- **Personalize the situation.** Ask the class what kinds of decisions they or their friends are thinking about making. Write the responses on the board. Elicit reasons why these are difficult decisions to make.
- **Focus on selected items.** Write the expressions *I'm glad I'm not in her shoes* and *to deal with problems* on the board. Tell the students that these expressions are idioms with special meanings. Elicit or provide the meanings (*I'm glad I don't have her problems; to think about problems*).
- **Set the reading and listening task.** Write the listening question on the board: *Does Gina give Yon Mi specific or general advice? Why does she give this kind of advice?* Tell the students to read along while they listen. Play the cassette twice.
- **Check the reading and listening task.** Elicit that Gina's advice was general, not specific. Ask why she gave general advice instead of specifically mentioning Yon Mi's problem. (*Possible answers may include that this is a way to help someone without becoming too personal.*)
- **Play or read the conversation aloud with pauses.** Focus pronunciation practice on the contractions. In groups of four, the students practice the conversation. Ask a few groups to perform.
- **Engage the students in pair work.** In pairs, the students discuss why Gina is sure that Yon Mi will be happy soon and also whether this kind of general advice can help someone feel better. Students should support their opinions.
- **Circulate and monitor progress.** Encourage the students to refer to the text of the conversation during their discussions. Ask several pairs to report their opinions.


UNIT 10

Lesson 1

In this lesson, you will

- talk about predictions.
- make promises.

Something wonderful will happen soon.

 Do you ever wonder what will happen to your friends in the future? Read and listen to the conversation.



Yumiko: I think Yon Mi is going back to Korea very soon.

Nelson: Me too. She seems sad lately. She got another letter from her boyfriend. Maybe he's going to marry someone else.

Yumiko: I think she is just very homesick.

Gina: All of us are a little homesick. But she also has to make a very big decision. If she makes the wrong decision, she'll regret it.

Yumiko: Yeah, I'm glad I'm not in her shoes.

Nelson: But everybody has to deal with problems like hers sometime.

Gina: I'll talk to her. I just know everything will work out. Maybe I can help her.

Gina: You're worried about something, aren't you?

Yon Mi: Yes, I am.

Gina: Making important decisions can be very difficult.

Yon Mi: That's right. I wonder what's going to happen to me?

Gina: Don't worry. If you're patient, something wonderful will happen soon.

Yon Mi: How can you be sure?

Gina: You're intelligent and caring. You won't be unhappy forever. You have to wait and see, but someday soon you'll be happy.

Pair With your partner, talk about why Gina is sure that Yon Mi will be happy soon.

1 Ahmed will get a part-time job.

Mixer Talk to four classmates about their plans for the future. What will happen to them in the near future? Use *will* + verb to write a prediction for each person.

Examples:

Sachiko **will move** to Tokyo.

Ahmed **will get** a part-time job.

1. _____
2. _____
3. _____
4. _____

2 Will Yon Mi marry Han?

Pair What will happen to Yon Mi? Gina thinks she knows. What does Lynn ask?

<i>Will</i>	Subject	Main Verb	
Will	I, we you he, she, it they	be	here on time?

1. Yon Mi/marry Han

Lynn: Will Yon Mi marry Han?

Gina: Yes, I think she will.

2. they/be happy

Lynn: _____

Gina: Yes, they will.

3. they/live in California

Lynn: _____

Gina: No, they won't.

4. Yon Mi/quit her studies

Lynn: _____

Gina: No, I don't think she will.

5. Han/be a good father

Lynn: _____

Gina: Yes, I think he will.



1 Ahmed will get a part-time job.

► **Listening** ► **Speaking** ► **Writing**

- Elicit questions the students can ask their classmates to find out their plans for the future: *What will you do in the future? What are your plans for the future?* Write the questions on the board.
- **Mixer.** Read the instructions aloud. Tell the students to circulate and ask at least four of their classmates about their plans. They should take brief notes about each classmate while they talk. Remind them that notes do not have to be in complete sentences.
- After the students have interviewed their classmates, ask for volunteers to read the example

sentences aloud. Tell the students that they can use *will* to make predictions. Write the word *prediction* on the board and elicit the meaning. Referring to the sample sentences, ask the students how to form the future tense for predictions (*will* + verb). As with modals, *will* is followed by the simple (base) form of the verb. Point out that this tense is the same for singular and for plural subjects. Tell the students to write a prediction about each of the four classmates they interviewed. Ask each student to write one of their predictions on the board and read it aloud.

2 Will Yon Mi marry Han?

► **Speaking** ► **Reading** ► **Writing**

- **Pair.** Read the instructions aloud. Direct the students' attention to the box that shows how to form questions using *will*. Ask for volunteers to ask questions using this language (*Will she be here on time? Will they be here on time?*). Remind the students that the pattern of *will* + verb does not change when the subject changes.
- Ask two students to read the example sentences aloud. In pairs, the students use the cues to write questions about Yon Mi and Han's future. Ask several pairs to each read a question and answer aloud.

3 I'll do anything for you!

► **Speaking** ► **Reading** ► **Writing**

- Point out that we often use contractions with *will* and *will not*. Pronounce the contractions and ask the students to repeat.
- **Pair.** Tell the students that they can use *will* and *won't* to make promises. Read the activity instructions aloud. Ask the students to complete the sentences individually, then compare their answers with a partner. Recap by asking for volunteers to read their answers to the first seven sentences as well as their additional promises. Assist with pronunciation of the contracted forms as needed.

Answers

- | | |
|----------|----------|
| 1. 'll | 5. won't |
| 2. 'll | 6. 'll |
| 3. 'll | 7. won't |
| 4. won't | |

4 Predictions

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example prediction and question. Elicit other questions that the students could ask to get more information about this prediction. Instruct the students to write their questions about each prediction in their notebooks. In pairs, the students share their questions and discuss the kinds of answers they would like to hear.
- Read the first prediction aloud and ask the students what questions they asked about it. Write a few responses on the board. Repeat with the other predictions.

5 Hear it. Say it.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Point out to the students that all the sentences in this activity use the contraction *'ll*. Ask the students to repeat each sentence that they hear. Play the cassette several times. If needed, focus additional practice on any problematic contractions.
- **Pair.** In pairs, the students write and practice pronouncing new sentences using the contractions. Circulate and assist as needed. Encourage the students to give each other feedback on pronunciation.

Expansion

- Use the students' own sentences as a dictation practice. Ask several students to read one of their sentences aloud. You may wish to choose the students with the clearest pronunciation. Tell the class to write down what they hear. Ask for volunteers to read their answers aloud. Ask the writers of the sentences whether their classmates wrote down their sentences correctly.

3 I'll do anything for you!

Pair You're going to marry someone you love very much. What will you promise him or her to do after you get married? Complete the following sentences with *will* ('ll) or *will not* (won't). Then create a sentence of your own. Compare your answers with a partner.

Pronoun + <i>will</i>	Affirmative Contraction	Negative Contraction
I will	I'll	I won't
You will	You'll	You won't
He, She, It will	He'll, She'll, It'll	He, She, It won't
We, They will	We'll, They'll	We, They won't

- I _____ always be there for you.
- You _____ never be unhappy.
- We _____ share the house chores.
- I _____ bring home my work.
- I _____ complain about every little thing.
- We _____ take a vacation every year.
- I _____ forget your birthday.
- _____

4 Predictions


Pair Ask a question about each prediction below. Then compare your questions with your partner. What kinds of answers would you like to hear? Share with the class.

Prediction: Your life will change soon.

Question: Will it affect my family?

- You will take an important trip.
- You will change your career plans.
- You will meet someone special.
- One of your dreams will come true.

5 Hear it. Say it.

 Listen to the following sentences and practice pronouncing them.

Contractions with *will*

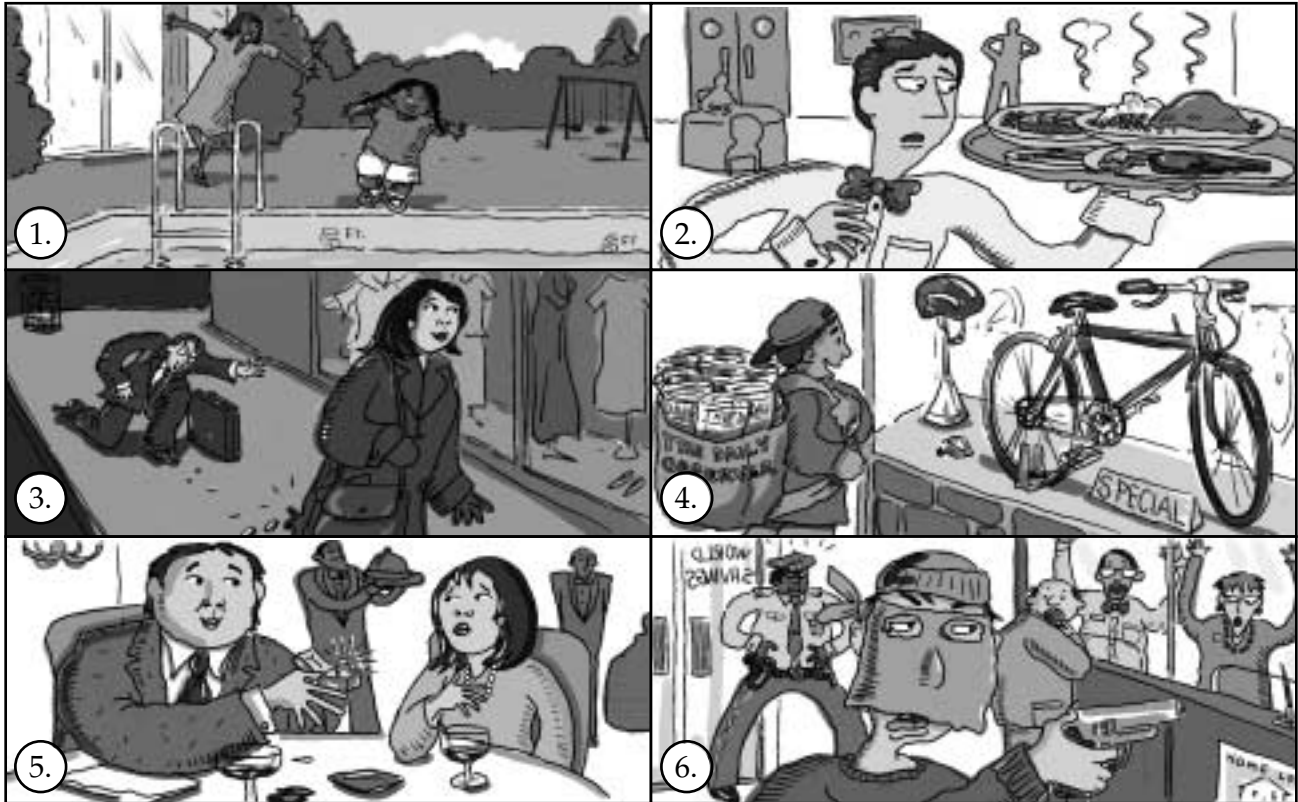
- We'll see about it later.
- What'll you have?
- That'll come later.
- There'll be more to do.
- I'll let you know.
- It'll be a surprise.

Pair Complete the sentences using your own words. Then practice pronouncing them.

- We'll _____
- There'll _____
- They'll _____
- I'll _____
- It'll _____
- You'll _____


6 What will happen next?

Pair What will happen next in each situation? Write your predictions. Then compare them with the predictions of another pair.



1. The mother will take the child away from the pool. She'll watch the child more carefully.
2. _____
3. _____
4. _____
5. _____
6. _____

7 Optimist or Pessimist?

 An optimist looks at the bright side and thinks everything will turn out well in the future. A pessimist is gloomy and sees only unhappiness in the future. Listen to the following predictions. For each prediction, write *optimist* or *pessimist*.

1. _____
2. _____
3. _____

What do you think the world will be like in the year 2100? In your notebook, make a list of your predictions. Then write a paragraph about your predictions. Exchange paragraphs with a partner. Is your partner an optimist or a pessimist?

6 What will happen next?

► **Listening** ► **Speaking** ► **Writing**

- Ask the class to describe what is happening in each picture. Remind the students to use the present continuous to describe actions that are occurring at the moment. Write new vocabulary on the board.
- **Pair.** Read the instructions aloud. In pairs, the students write their predictions while you circulate and provide any necessary vocabulary. Remind them to use *will* and *will not* in their predictions. Encourage the use of both the full and contracted forms.
- After the pairs have written their predictions, ask them to compare them with those of another pair. Encourage the students to explain why they think their predictions will come true. Recap by asking several students to read their predictions aloud.

7 Optimist or Pessimist?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Write *optimist* and *pessimist* on the board. Pronounce the words and ask the class to repeat. Read the instructions aloud. Elicit the kinds of things optimists and pessimists might say about the future.
- Play each prediction twice while the students write their answers. To check the answers, play the first prediction and ask whether the speaker is an optimist or a pessimist. Ask what specific information helped them decide.
- Read the writing activity instructions aloud. Tell the students to first list their predictions, then to organize them into a paragraph. Elicit the characteristics of paragraph format (*indent the first line; begin a new sentence immediately after the previous one; leave left and right margins*). Elicit the connectors that the students can use (*and, or, but, so*). Write them on the board.
- After the students have completed their paragraphs, ask them to exchange papers with a partner. Encourage them to ask follow-up questions to get more information about their partners' predictions. Recap by asking individual students whether their partners are optimists or pessimists. Ask them to support their choices with specific information from their partners' paragraphs.

Answers

1. optimist
2. optimist
3. pessimist

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask your students what they are going to do after the current term ends. If the students are unsure of their plans, ask them what they might do. Write their responses on the board.
- Ask what things will affect their plans: *family, career* or *academic plans, financial situation*. Write these factors on the board.

PRESENTATION

What will you do if you have the time?


- **Set the stage.** Tell the class that they will hear the friends discussing their plans for the future and some of the things that may change their plans.
- **Personalize the situation.** Refer to the lists on the board. Explain that the friends have a similar situation, and that many of them are not yet sure of their plans.
- **Focus on selected items.** Write *gosh* and *Count Dracula* on the board. Elicit or provide the meanings. (*Gosh* is an expression similar to *wow*. *Count Dracula* is a famous vampire from literature, and many movies have been made about him.)
- **Set the reading and listening task.** Write the comprehension questions on the board: *Which of the friends have definite plans for the future? What are these plans? What happens at the end of the conversation?* Tell the students to read along as they listen without taking notes. The second time they listen, they should take notes or mark important information in their books.
- **Check the reading and listening task.** Ask the class for their answers to the first two comprehension questions. Encourage the students to give their answers in complete sentences. (*Gina* is going to UCLA. *Lynn* is going to work in a film lab. *Pablo* is going to keep studying English.) Ask the students what happened at the end of the conversation (*Han* joined the friends.)
- **Play or read the conversation aloud with pauses.** Before beginning, ask the students to raise their hands each time they hear a statement or question about future plans. Tell them to underline these phrases. In the conversation, three different structures are used to indicate future plans: the future tense with *be going to*, the future tense with *will*, and the present continuous tense. Read the conversation aloud. Ask the students to repeat each question or statement that refers to future plans.
- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. In pairs, the students make predictions about Yon Mi's future. Encourage them to be specific.
- **Circulate and monitor progress.** If the students finish their discussions quickly, encourage them to elaborate and provide more details about Yon Mi and Han's possible future. Recap as a class, asking the students to provide reasons for their predictions.

Lesson 2

In this lesson, you will

- talk about future goals.
- talk about future possibilities.

What will you do if you have the time?

 Do you like surprises? Read and listen to the conversation.



Oscar: Gosh, the semester was short. Are any of you going to come back next semester?

Gina: Not me. I'm going to UCLA!

Yumiko: Will you take English classes there?

Gina: I don't know yet.

Lynn: I'm going to work this summer in a film lab.

Pablo: Maybe you'll meet movie stars there!

Lynn: With my luck, if I meet a movie star, it will probably be Count Dracula!

Pablo: Well, I'm going to keep studying English. If I have the time, I'll learn a water sport.

Yumiko: I haven't decided yet. If I have enough money, I'll visit my aunt in New York. But the airfare is very expensive.

Ivan: I don't have any definite plans either. What are your plans, Yon Mi?

Yon Mi: Well, you all seem very sure about your lives. I'm not sure about mine. Last night I couldn't sleep. I called my mother in Korea. If I go home, my mother will be very happy. I tried to call Han, but he didn't answer the phone. I didn't know what to do. So, I lay awake thinking and wondering. What is my future? What kind of person will I be? Finally, I decided to . . . oh my goodness . . . Is that you, Han?!

Pair Why do you think Han has decided to visit Yon Mi in Riverside? What do you think will happen? Share your opinions with the class.

1 His plans are definite, but hers aren't.

Pair Write sentences using the subjects given for each item below.

- Pablo; Gina
His plans are definite, but hers aren't.
- I; you

- Lynn and Pablo; Ivan and you

- Yumiko; I

- We; Gina and Yon Mi

- Lynn; Nelson

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
we	our	ours
they	their	theirs

Did you know that . . . ?

In the United States, interracial marriages are widely accepted. Also, parents rarely "arrange" a marriage for their child.

2 Word Bag: Future Plans

Pair Write the name of the activity under each picture.

get a job/an internship

go back home

hang out with my friends

keep taking English classes

travel

take some time off



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

Group Ask your group members: *What are you going to do after this semester? Do your plans depend on other things?* Take notes and report to the class.

Example:

A: What are you going to do after this semester?

B: Well, if I pass this course, I'll transfer to State University.

1 His plans are definite, but hers aren't.

► Speaking ► Reading ► Writing

- Direct the students' attention to the box. Remind them that when we want to say that something belongs to someone, we can use a possessive adjective with the noun. Tell them that we can also use a possessive word that takes the place of the noun itself. These are called *possessive pronouns*.
- Write the example sentence on the board. Ask what *his* stands for (*Pablo's*). Make sure that the students include the possessive 's in their answers. Then elicit what *hers* stands for (*Gina's plans*).
- **Pair.** In pairs, the students complete the sentences. Elicit that the first part of each sentence uses a possessive adjective and a noun, while the second part uses a possessive pronoun. Ask for volunteers to write their answers on the board and read aloud. Assist

with pronunciation, focusing on the final -s when it appears.

Answers

2. My plans are definite, but yours aren't.
 3. Their plans are definite, but yours aren't.
 4. Her plans are definite, but mine aren't.
 5. Our plans are definite, but theirs aren't.
 6. Her plans are definite, but his aren't.
- Read the *Did you know that . . . ?* paragraph aloud. Elicit the meanings of *interracial* and *arranged marriage*. Ask whether these statements are also true in the students' countries and if people's opinions of interracial marriages and arranged marriages have changed there in recent years.

2 Word Bag: Future Plans

► Listening ► Speaking ► Writing

- **Pair.** In pairs, the students identify the activities in the pictures. Point out that each phrase should be used only once. The students should also identify which phrase is an informal, slang expression (*hang out with my friends*) and which phrase is an idiom (*take some time off*). Recap as a class. Assist with vocabulary if necessary.

Answers

1. get a job/an internship
 2. take some time off
 3. keep taking English classes
 4. go back home
 5. travel
 6. hang out with my friends
- **Group.** Read the instructions aloud. Elicit the meaning of *Do your plans depend on other things?* Tell the students to look at the conversation on

page 113. Ask them to find how the friends explain that their plans depend on something else happening first: *If I have time, I'll learn a water sport.*

- Ask for volunteers to read the example question and answer. Remind the students that the statement is a prediction about the future. Ask the students what tense is used in the conditional *if*-clause (simple present tense). Tell the students that, in a conditional clause beginning with *if*, we use the simple present tense to refer to the future.
- In groups, the students discuss the questions and take notes. Select a leader for each group to make sure that each member contributes. Following the discussions, individual students report their classmates' plans. Encourage the use of conditional statements.

Additional Activity See Unit 10 Appendix.

3 What will happen if . . .

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask for volunteers to read the example sentences aloud. Point out that the meaning is the same whether the conditional *if*-clause comes at the beginning or at the end of the sentence. Elicit that when it comes at the beginning of the sentence, there must be a comma between the two clauses. When it comes at the end of a sentence, no comma is used.
- Ask the students to complete the sentences based on their knowledge of Yon Mi and Han's situation. Remind them to use the future tense

with *will* or *won't* in their main clauses. Students should also complete the statements about themselves.

- **Pair.** In pairs, the students compare answers. Encourage them to discuss the reasons for their predictions.
- Recap by asking several students for their predictions. Then ask for volunteers to write their answers for questions 5, 6, and 7 on the board and read them aloud.

4 What will my family think?

► **Speaking** ► **Reading** ► **Writing**

- **Pair.** In pairs, the students compare their sentences. Remind them to use the future tense. They should also discuss whether they would still marry someone from another country if their family and friends thought it was a bad idea. Recap by asking several students for their responses.

- Read the writing activity instructions aloud. Ask the students to remember to use *if*-clauses and correct tenses in their paragraphs. Ask for volunteers to read their paragraphs aloud.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 What will happen if . . .

Read these sentences about love and marriage. Complete the sentences on your own.

Examples:

Han **will marry** another person if Yon Mi **doesn't return** to Korea.

If Yon Mi **doesn't return** to Korea, Han **will marry** another person.

1. Her fiancé will be very unhappy if Yon Mi decides to finish her studies in the United States.
2. _____ if she breaks up with her fiancé.
3. _____ if her fiancé decides to come to the United States.
4. _____ if she decides to go back to Korea.

What about you?

5. If I marry someone from a different country, _____.
6. If I marry someone from my country, _____.
7. If I never marry anyone, _____.

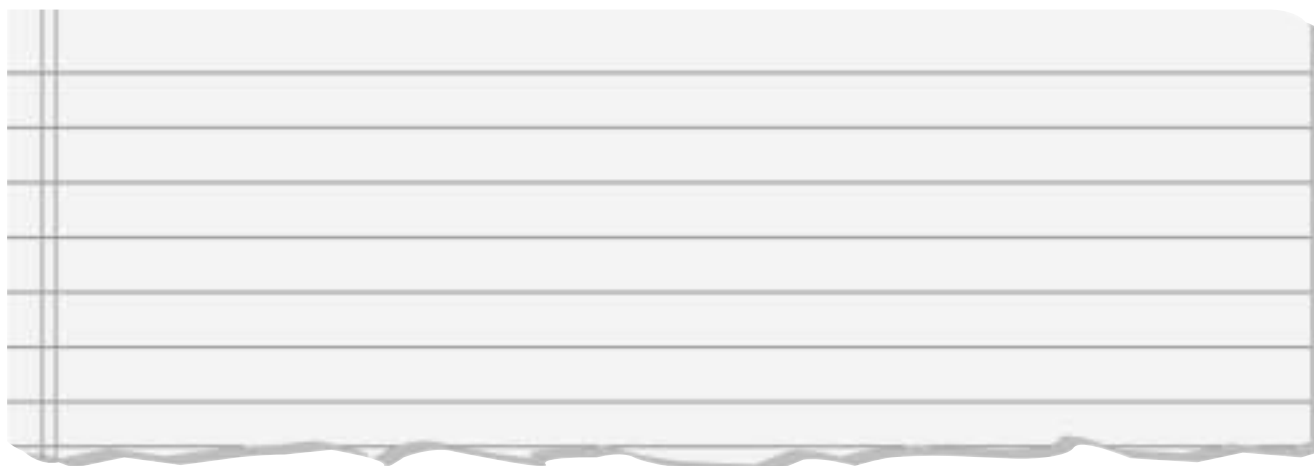
Pair Compare your completed sentences with your partner's sentences.

4 What will my family think?

Pair If you marry someone from a different country, what will your family members say? Answer the questions below. Then share your answers with your partner.

1. What will your mother or father say? _____
2. your brothers and sisters? _____
3. your friends? _____

Write a paragraph about what people will say and do if you marry a person from another country.




Lesson 3

In this lesson, you will

- talk about future goals and plans.
- share memories.

What will you remember them for?

 Mrs. Brennan's students have created a yearbook. Read and listen to what they say about their classmates.



Nelson Balewa

thoughtful, helpful

Favorite question:
"How?"

Will be remembered for:
Solving problems

Ambition:
To be a scientist



Pablo Bonilla

cheerful, intelligent

Favorite question:
"Why don't we . . . ?"

Will be remembered for:
The piñata caper

Ambition:
To be a pilot



Gina Poggi

beautiful, friendly

Favorite question:
"What if?"

Will be remembered for:
Shopping and credit cards

Ambition:
To be a fashion designer



Tony Silva

traditional, patient, careful

Favorite question:
"What?"

Will be remembered for:
His attention to detail

Ambition:
To be a doctor



Yon Mi Lee

shy, gentle, strong

Favorite question:
"Should we . . . ?"

Will be remembered for:
Her smile

Ambition:
To be an opera singer



Lynn Wang

creative, caring, understanding

Favorite question:
"Why?"

Will be remembered for:
Telling good stories

Ambition:
To be an author

Pair Ask each other these questions: *Which of Mrs. Brennan's students is your favorite? Why?* Share your opinion with the class.

Lesson 3

WARM UP

- Ask the students if they have ever had school yearbooks. Write *yearbook* on the board and elicit the meaning. Ask what specific things are usually in a school yearbook (*photos of the*

students and teachers, information about the students' future plans, information about special events during the year).

PRESENTATION

What will you remember them for?

- **Set the stage.** Direct the class's attention to the yearbook page. Tell them that many yearbooks give information about the students in addition to showing their pictures. Ask what information this yearbook gives about each student (*qualities, favorite question, what the person will be remembered for, and his or her ambition*).
- **Personalize the situation.** Elicit the meaning of *ambition* (*the career that you want in the future*). Tell the students to write down their own favorite question and their ambition. Ask them to share this information with a partner. Encourage them to explain the reasons for their ambitions.
- **Focus on selected items.** Write new vocabulary items on the board: *caper, attention to detail, author, opera singer*. Elicit or provide the meanings. In this context, *caper* means *adventure*.
- **Set the reading and listening task.** Write the following question on the board: *Why do you think the friends will do well in their future careers?* Point out to the students that this question asks them to draw conclusions and make inferences from what they read and hear. The students read along while listening. Ask them to write

down reasons why they think the friends will do well. Remind them to consider the friends' qualities, questions, and what they will be remembered for.

- **Check the reading and listening task.** Ask for volunteers to read their statements. Encourage the students to explain why certain characteristics might make a person do well in a specific career (*A doctor needs to have attention to detail, so Tony will make a good doctor*).
- **Engage the students in pair work.** Ask the class to look through the book for the names of other students from Mrs. Brennan's class (*Ivan, Oscar, and Yumiko*). Write their names on the board. In pairs, the students ask and answer questions about their favorite characters, explaining their choices.

Circulate and monitor progress. Encourage your students to look through the entire book during their discussions, referring to specific things that their favorite student did or said. Ask for volunteers to speak about their partners' choices and reasons.

Additional Activity See Unit 10 Appendix.

1 Make a prediction.

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud. Ask for a volunteer to read the example aloud. Ask what the connector *because* indicates (*a reason*). Elicit the other connector that could be used to indicate a result (*so*). The students can get the information they need from the yearbook page or from other units. In pairs, the students make their predictions.
- When the pairs have finished, they compare their predictions with those of another pair. Recap by asking for a volunteer to read one of his or her predictions. Ask for different predictions about the same student. Repeat until you have discussed all the students.
- Read the writing activity instructions aloud. Elicit the meaning of *realize an ambition* (*to succeed with a career plan*). Remind the students to use specific details to support their opinions. Elicit the tenses the students can use in their paragraphs (*simple present for character descriptions, simple past for descriptions of past actions and events, future tense for predictions*). Ask several students to read their paragraphs aloud.

2 What are you going to do?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Group.** Read the instructions aloud. Ask for a volunteer to read the example. Elicit how to give the same information using *plan*, as in question 3 (*All of us plan to go back . . .*). Remind the students that each group member should ask questions and take notes during the discussion. Recap by asking each student to tell the class one thing about his or her group members' plans.

3 Information Gap Activity, pages 137 and 138.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Preparation.** Divide the class as before. Read the instructions aloud. Ask for volunteers to read the *Useful Language* phrases.
- **Activity.** Instruct the students to ask their partners questions to complete the missing information in their charts. Remind them not to look at their partners' sheets while they do the activity.
- **Wrap Up.** Ask for volunteers to tell the class about each person's activities. Alternatively, you can ask each pair to write one person's plans on the board and read them aloud.

4 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

1 Make a prediction.

Pair How well do you know the students in this book? With your partner, choose four of the students and make a prediction about each one's future. Then compare your predictions with another pair.

Example:

Lynn : *She'll be a social worker because she is an understanding and caring person.*

Ivan	Nelson	Gina	Yumiko	Yon Mi	Pablo	Tony	Oscar
------	--------	------	--------	--------	-------	------	-------

1. _____ : _____.
2. _____ : _____.
3. _____ : _____.
4. _____ : _____.

Choose one of the four. In your notebook, write a paragraph about the future of this person. Do you think this person will realize his or her ambition? Why or why not?

2 What are you going to do?

Group Work in a group of three. Ask your group about their future plans. Add one more question. Then report your group's future plans to the class.

Example: All of us are going to go back to our native countries during the break.

Questions	Name	Name	Name
1. What are you going to do during the semester break?			
2. What is your plan for next semester?			
3. What do you plan to do after you finish your English studies?			
4.			

3 Information Gap Activity, pages 137 and 138.

Pair Turn to pages 137 and 138 and follow your teacher's instructions.

4 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Words of wisdom

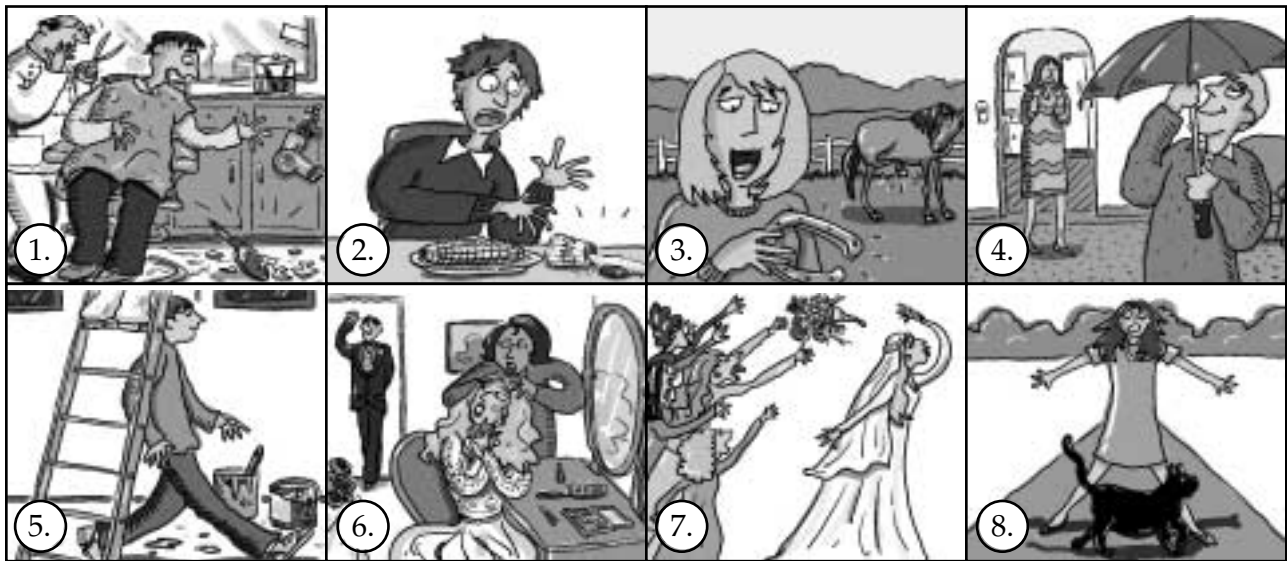
Grammar: What's your grammar IQ?

E-mail: My hopes and dreams

5 Wrap Up

Group Every culture has traditional superstitions. Look at these superstitions. Discuss what each means. Is it supposed to bring good luck or bad luck? Why do you think so?

If you break a mirror, you'll have seven years of bad luck.



Class Does your country have any superstitions? Share them with the class.

Pair Make two lists. In the first list, give reasons why people believe in superstitions. In the second list, give reasons why people do not believe in superstitions. Then write one paragraph, using each list.

Finally, write whether you believe in any superstitions and give your reasons. Share your paragraph with the class.

Strategies for Success

- Writing about your future
- Reviewing and analyzing goals you have set
- Discussing goals with classmates

1. In your journal, write about your future hopes and dreams. Try to be as detailed as possible about your future.
2. Look back at the goals you set in Unit 1 and reviewed and revised in Unit 5. In your journal, record (a) those you achieved completely, (b) those you did not achieve yet, and (c) those you achieved partially. Make a new list of goals for your English learning after this course in English.
3. With a partner, or in groups of three or four, talk about the goals you completed and those you are still working on. The other people might give you some good ideas of goals you could make for yourself.

5 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Group.** Write the word *superstitions* on the board. Read the activity instructions aloud, and elicit the meaning of *superstitions* (*things or events that are believed to bring good or bad luck*). Remind the students to use conditional clauses when they discuss the superstitions. Circulate as the groups discuss the superstitions, and provide vocabulary as necessary. Write any new words on the board: *horseshoe* and *bouquet*.

Answers

- | | |
|--------------|--------------|
| 2. bad luck | 6. bad luck |
| 3. good luck | 7. good luck |
| 4. bad luck | 8. bad luck |
| 5. bad luck | |

- **Class.** Ask the students whether they have these same superstitions in their countries.

Then ask about other superstitions from their countries. Make notes on the board, including the names of the countries that the superstitions come from.

- **Pair.** Read the writing instructions aloud. In pairs, the students make their lists using brief notes, not complete sentences. Clarify that the students should write one paragraph about why people believe in superstitions, and one paragraph about why people do not believe in them. Ask each partner to read one paragraph to the class.
- Read the instructions for the individual writing activity. Remind the students that if they believe in superstitions, they should give specific details about what the superstitions are and the reasons why they believe in them. Ask for volunteers to read their paragraphs aloud.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, make sure the students understand this is a good way to use the future tense.
2. For Exercise 2, help the students to look through the whole list of strategies and to evaluate their success.
3. For Exercise 3, encourage the students to do the following:
 - keep doing these strategic exercises during the break between this and their next English course.
 - write in their journals to keep practicing English.
 - work with a partner to practice English.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).
- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

change
complain
get
go back
happen
lie, lay, lain
predict
promise
regret
share
transfer
visit
wonder

Nouns

airfare
caper
fiancé
film
household
chores
internship
major
optimist
pessimist
semester
superstition

Adjectives

afraid
awake
caring
definite
interracial
patient
sure
wonderful
worried

Expressions

be able to
be in someone's shoes
break up with
hang out
someday soon
someone special
take some time off
with my luck
work out

▶ GRAMMAR SUMMARY

Simple Future: *Will*

Subject	<i>Will</i>	Verb	Complement
I, You, We, They, He, She	will	take	an important trip.

Simple Future: *Will* (Yes/No Question)

<i>Will</i>	Subject	Verb	Complement
Will	you	share	the chores?

Short Response

Yes, I will. *or* No, I won't.

Real Conditional

<i>If</i> -Clause (Simple Present)	Independent or Main Clause (Future)
If I need money,	I will get a job.

Independent or Main Clause (Future)	<i>If</i> -Clause (Simple Present)
I will get a job	if I need money.

Possessive Pronouns

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
we	our	ours
they	their	theirs

▶ COMMUNICATION SUMMARY

Talking about predictions

Sachiko will move to Tokyo.

Making promises

I'll always love you.
I won't forget to call you.

Talking about future possibilities

If she finds a new job, she will move to a bigger house.
If I have money, I'll visit my aunt in New York.

Talking about future plans and goals

I'm going to finish my studies and open my own business.
We're going to visit you in Japan next summer.

Sharing memories

I'll remember our evenings at the coffee shop.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Remind the students that they now know three ways to talk about future plans (the future with *be going to*, the future with *will*, and the present continuous). Focus the students' attention on the *Real Conditional* section of the grammar summary. Review that the present tense is used for future meaning in the conditional clause, and the future tense with *will* is used in the main clause. Ask the students to each write one conditional clause on a piece of paper. Tell them to pass their papers to the classmate on their left. That classmate should then complete the sentence by adding a main (result) clause. Ask for volunteers to read the completed sentences aloud.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. Since many of these skills involve writing, you may want to devote additional class time to these writing forms if enough students are interested.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Activity 2 (p. 114)

What will she do if . . . ?

- In this activity, the students will practice using the simple present tense with future meaning in conditional clauses.
- Bring in a picture of a person to be the subject of the activity, or draw one on the board. Begin the activity by making a few statements about the person. Each statement should contain a conditional clause and a result. The result clause then becomes the condition of the next sentence: *Claudia is going to buy a lottery ticket tomorrow. She hopes she will win. If she wins, she will quit her job. If she quits her job, she will have more time to enjoy her hobbies. If she has more time to enjoy her hobbies . . .*
- Gesture for a student to finish your last statement and make a statement of his or her own (. . . *she will learn to play the piano. If she learns to play the piano, she will join a band*). The next student then makes a statement about the person's future. Continue until all the students have had a chance to contribute.
- If your class is very large, you may want to divide the class into two or three smaller groups for this activity.

Lesson 3, Presentation (p. 116)

Create a Yearbook

- Work with your students to create a class yearbook. Ask the students to each contribute a piece of their own writing or artwork. You can let them choose what they will include, or you can give the whole class a specific assignment designed for this purpose. Possible formats include poems, short stories, or descriptions of their favorite memories of the class. Encourage the students to illustrate their work with drawings or photographs from magazines.
- Photocopy the students' work and have the students assemble the pages and staple them together to form yearbooks. Allow class time for the students to write special messages to each other in their yearbooks.

WORKBOOK ANSWER KEY Lesson 1, pp. 71–72

Exercise 1

Answers will vary.

1. Osacar *will open* a restaurant. He *ll be* successful.
2. Mia *will graduate* from college. She *will have* a job at a bank.
3. Olga *is going to marry* Hector. They *are going to live* in New York.
4. Pravit *is going to play* soccer. He *is going to get injured* at a game.
5. Ann and Jerry *are going to buy* a house. It *will burn* down.
6. Renato *is going to move* to the United States. He *is going to call* his parents.

Exercise 2

1. A: Your room is messy.
B: I will clean it.
2. A: You got a C on your last English test.
B: I'm going to study harder.
3. A: It's a secret.
B: I won't tell.
4. A: This letter is in Russian. Can you help me?
B: Sure. I'll translate it.
5. A: Don't forget. Your job interview is at 9 A.M.
B: I won't be late.
6. A: The road is wet. Don't drive too fast.
B: I'll be careful.

Exercise 3

- A: Will you get married?
B: I'm going to. I'll marry a wonderful woman.
- A: Are you going to have children?
B: Yes. We will have two children.
- A: Are you going to live in the city?
B: No. We will live in the suburbs. How about you?

WORKBOOK ANSWER KEY Lesson 2, pp. 73-74

Exercise 1

- Gina: Is that Lynn's sweater?
Keiko: No. It's too big to be hers.
- Frank: Marco, is this your car?
Marco: Yes, it's mine.
- Ann: Is this your coffee, Jerry?
Jerry: It isn't mine. It must be yours.
- Tetsuo: Whose towels are those?
Lucy and Simon: They belong to us. They're ours.
- Pravit: Is this Jerry's T-shirt?
Marco: Yes, it's his.
- A: Excuse me. Is this my book or yours?
B: This is yours. Mine is on the desk.

Exercise 2

- my, Your
- mine, yours
- His
- Our, theirs.
- Hers, mine
- their, ours
- A: your
B: yours
A: ours
- its, our

Exercise 3

- If it rains, (c) they won't go for a walk.
- If I feel sick, (e) I will call the doctor.
- If you go to a fortune teller, (g) you will hear about your future.
- If I don't get an A on my test, (b) I will study harder.
- If she loves him, (a) they will get married.
- If they don't have any money, (h) they won't buy the car.
- If she doesn't marry Frank, (j) she will marry Ralph.
- If it is difficult, (d) I'll ask for help.
- If you don't eat, (i) you'll get sick.
- If they aren't on time, (f) we'll start without them.

Exercise 4

- Where will you go if you take a vacation?
- What will you do if you stay home this weekend?
- When will you take another English class?
- What time will you get up tomorrow morning?
- How will you feel if you get an "A" on your next English test?
- How long will you stay in the United States?

Exercise 1

Wording will vary.

1. If you use Smile Brite Toothpaste, you will have shinier teeth.
2. If you take Vitaverve Multiple Vitamins, you will build up your muscles.
3. If you use Crowning Glory Shampoo, you will have shinier, fuller hair.
4. If you feed your family Mama Mia Tomato Sauce, they will think you made it yourself.

Exercise 2

Wording will vary.

1. She is going to graduate from school.
2. Yon Mi is going to get married.
3. She and her husband will have two children.
4. Yon Mi is going to take a job in an ad agency.
5. The family is going to move to a house in the suburbs.
6. They will have two cars.