

12 ABOUT TOMORROW

The future

Warm-up exercises

Exercise 1

Write her boyfriend's answer.



Exercise 2



Listen to the following conversation. Then practice it with a partner.

M e m o

Always look at the person you are speaking to. Don't look down at the page!

Yumi Where are you going to go on your vacation?
Tim I'm going to take a trip overseas, I think. Maybe I'll go scuba diving in Hawaii or skiing in France.
Yumi That sounds expensive.
Tim Expensive?
Yumi Yeah, it's going to cost a fortune.
Tim Really? Oh. Maybe I'll just go to the beach.



Exercise 3

Practice the conversation a few more times. Each time, use the ideas below or your own ideas.



Switzerland



London



Greece



Canada

Warm-up exercises

Exercise 1

- Ask a few questions to set the situation for the exercise.
- It might be a good idea to review the questions and answers in the *Language focus* section on page 70.
- You might have the students work in pairs or small groups to write an answer.
- You could provide cues for different answers, using flashcards for various activities. For example, you could show the students a flashcard and call on one student to make a sentence (pausing first to allow the class time to look at the flashcard and formulate their own sentences silently):

flashcard	student
[play tennis]	"I'm going to play tennis."
[go skiing]	"I'm going to go skiing."
[visit friends]	"I'm going to visit friends."

- It might also be a good idea to introduce and briefly practice the tentative future forms presented in this unit at this time, also using flashcards:

flashcard	student
[play tennis]	"I think I'll play tennis."
[go skiing]	"I think I'll go skiing."
[visit friends]	"Maybe I'll visit friends."

- You could elicit the students' answers and write different ones on the board, or have several students write their answers on the board and then go over them with the class.
- For additional practice, you might have the students write an *untruthful* answer as well; for example, have the student say something like "I'm going to visit my aunt in the hospital." or "Maybe I'll do homework."

Exercise 2

- To warm up, you might go over the situation and the relationship of the speakers in the dialogue.
- It might be a good idea to have the students listen to the conversation and ask any questions they might have before they practice the conversation with a partner.

- Emphasize that the students should make *eye contact* while they are saying their lines so that they are not just reading through the script.

Exercise 3

- To warm up for this exercise, it might be a good idea to go over the activities at the bottom of the page (that is, "go mountain climbing," "go shopping," "go sailing" and "go fishing"). You might also elicit other vacation ideas from the students and list them on the board.
- Make it clear that the students do not have to repeat all the sentences in the dialogue exactly, word for word, when they use different activities, but rather can ask and answer questions in any way that they feel may be appropriate.
- Though it may not be possible, or even necessary, for you to check the "free" sentences of every student, encourage the students to ask you whenever they have any doubts about their or their partner's sentences.

Note

- In Exercise 2, you could have the students listen to the conversation with their books *closed* at first and perhaps ask some general comprehension questions as a warm-up listening exercise before they look at the dialogue.
- It might be a good idea to use the flashcards to drill the students on the use of the future forms with "he," "she," "we" and "they" as well as "I" at this time, using a variety of activities, such as, "watch TV", "do homework", "go to the park", "go swimming" and so on.
- You may want to introduce the reduced conversational form "gonna" at this time, for listening comprehension as well as pronunciation practice, and have the students practice it throughout the unit.

●	_____
●	_____
●	_____

Listening task

Exercise 1 63-65

Listen to the three conversations and write a number at the top of each of the small pictures to show the order they are mentioned (1-11).



buy a new car



relax



drive to L.A.



go skiing



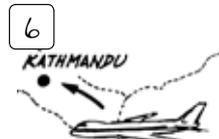
pick up his friend



see Mount Everest



buy a house



fly to Kathmandu



send a postcard



go hiking



fly home

Exercise 2 63-65

Listen again and write a note about Bobby's plans below each picture.

Example

buy a house

Student A

Student B turn to page 104
Student A

Speaking task one

Listen to Student B and answer questions about what the people below are going to do. (Pictures in blue are tentative plans, or what they *may* do.) If you have blanks, ask Student B about what they are going to do and fill in the blanks.

Example
Student B What's Wayne going to do in the morning?
Student A He's going to take a shower and have breakfast. Then maybe he'll paint.

Memo
 • Write only *notes* in the blanks.
 • If the picture is in blue, answer, "He thinks he'll ..." or "Maybe he'll ..."

 Wayne	 Ellen
 Hiroshi	 Tom and Jane
 Michelle	 Student B

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Speaking task one

- It might be a good idea to use flashcards to familiarize the students with the small pictures in the charts on pages 68 and 104.
- Remind the students that they should always answer questions in full sentences (for example, "He's going to take a shower."), and write the answers in the chart in note form (for example, "take a shower").
- As usual, you might tell the students not to worry too much about spelling as they listen and write, but to concentrate on the activities. They can fix spelling mistakes later.

- For the Student A / Student B boxes (at the bottom right), it would be better to have the students ask about next *Saturday* or *Sunday* so that they will talk about a wider variety of activities.

Note

- Remind the students that an activity pictured in blue means that it is tentative and they should answer, "Maybe he'll ..." or, "He thinks he'll ...".
- It might be a good idea to encourage students to use sequential connectors, such as, "then" and "after that."

Student A, turn to page 68

Student B

Student B

Speaking task one

Listen to Student A and answer questions about what the people below are going to do. (Pictures in blue are tentative plans, or what they *may* do.) If you have blanks, ask Student A about what they are going to do and fill in the blanks.

Example

Student B What's Wayne going to do in the morning?
Student A He's going to take a shower and have breakfast. Then maybe he'll paint.

Memo

- Write only *notes* in the blanks.
- If the picture is in blue, answer, "He thinks he'll ..." or "Maybe he'll ..."

 <p>Wayne</p> <p>morning:</p> <p>_____</p> <p>afternoon:</p>  <p>evening:</p> <p>_____</p>	 <p>Ellen</p> <p>morning:</p>  <p>afternoon:</p> <p>_____</p> <p>evening:</p> 
 <p>Hiroshi</p> <p>morning:</p>  <p>afternoon:</p> <p>_____</p> <p>evening:</p> 	 <p>Tom and Jane</p> <p>morning:</p> <p>_____</p> <p>afternoon:</p>  <p>evening:</p> <p>_____</p>
 <p>Michelle</p> <p>morning:</p>  <p>afternoon:</p> <p>_____</p> <p>evening:</p> 	 <p>Student A</p> <p>morning:</p> <p>_____</p> <p>afternoon:</p> <p>_____</p> <p>evening:</p> <p>_____</p>

Speaking task one (continued)

Speaking task two Do this exercise in a group of three or more students.

The first student must choose a picture and say what he or she is going to do or may do this weekend. The next student must repeat the sentence and make one more sentence using a different picture. Each student must repeat every sentence and make one more sentence.

Continue around the circle and use as many pictures as possible, repeating all the sentences (with names) for about fifteen minutes (until your teacher says "stop").

The group of students that uses the most pictures, and correctly repeats the most sentences, wins!

Memo

- Do not write anything on the pictures.
- Help each other repeat the sentences.

Example



Lenny I'm going to get a haircut.



Mary Lenny's going to get a haircut. Maybe I'll go the beach.



Jean Lenny's going to get a haircut. Maybe Mary will go to the beach. I think I'll wash my car.



Lenny I'm going to get a haircut. Maybe Mary will go to the beach. Jean thinks she'll wash her car. I'm going to go fishing.

(continue)



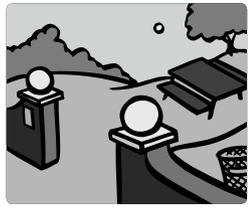
Homework

You are going to have a one-week vacation from school. Choose *three* of the places below and write two or three things that you are going to do or may do at each place.

M e m o
Write the sentences on a separate sheet of paper.

Example

- I am going to ...
- Maybe I will ...
- I think I will ...



the park



a friend's house



the beach



the mall



the city

Homework review Do this exercise with everyone.

Walk around and talk to your classmates. Find someone who is going to go to one of the same places as you. Then take turns asking and answering questions and find out how many of your plans are the same. Do the same for your other two places.

M e m o

- Do this exercise in the next lesson if you have time.
- If you cannot find anyone, write "no one."

Language focus

Are	you / they	going to	do laundry?	→	Yes,	I	am.	No,	I'm	not.			
Is	he / she		go to the library?		he / she	is.	he's / she's						
			go swimming?			we / they	are.		we're / they're				
What	are	you / they	going to do	→	I'm	going to	study.	He's	play tennis.	go to the park.			
	is	he / she			tonight?		They're				go fishing.		
			tomorrow?		He's								
			next week?		She's								
I	think	I'll	watch TV.	→	Maybe	I'll	read a book.	they'll	play badminton.	go to the movies.			
They		they'll									go to the beach.	he'll	go skiing.
He	thinks	he'll									go bowling.	she'll	
She		she'll											
When	are	you / they	going to	→	I'm	going to	go?	He's	going to	go			
Where					go?		They're			on Friday.			
How	is	he / she			go with?		He's			to Seaside Park.			
Who					She's			by car.	with friends.				

Homework

- You might demonstrate the exercise on the board to make sure the students understand the homework assignment completely and answer any questions they may have.
- It might be a good idea to review the pictures and elicit one or two things the students might do at each place.
- Remind the students to be tentative about some of their plans (that is, “Maybe I’ll ... ” or “I think I’ll ... ”).
- Also remind the students to write about any three of the places, not all five, and that they should talk to three different classmates.
- Make it clear that the *Homework review* exercise is a follow-up classroom activity, not homework.

Homework review

- For all such activities in which the students circulate, you should tell them to change partners frequently and to sit down only when they are finished (though they can still continue answering).
- You might have the students write down the names of classmates as they note which plans are the same.

Note

- As always, if the students cannot find anyone with the same answer in the *Homework review* exercise, they can simply write “no one.”

A large rectangular box containing 25 horizontal lines for writing. Each line is preceded by a small circular dot on the left side, serving as a bullet point for notes.