

# TALKING ABOUT THE FUTURE

## *Be Going To and Will*

### UNIT GOALS

- Form statements and questions about the future using *be going to* and *will*
- Know the uses of *be going to* and *will*
- Choose between *be going to* and *will*

### OPENING TASK

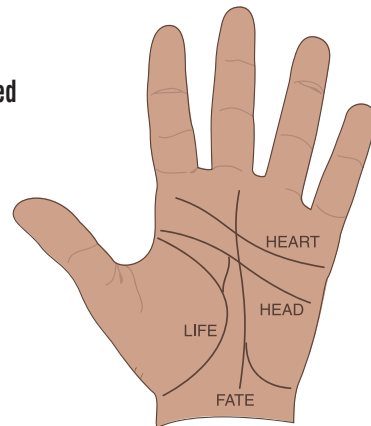
#### Telling Your Future

Some people believe that you can see your future in the lines of your palm. Palm reading is the art of telling your future by looking at your palm. What is your opinion of palm reading?



#### STEP 1

Read the meanings connected with each line on page 35.



### Life Line:

Does a line cross your life line? You will have a big change in your life. You are going to move, change schools or jobs, or marry.

Does your life line split into two branches? Your life will be full of adventure.

Does it bend towards your little finger? You are going to have a pleasant and quiet life.

### Head Line:

Does it go straight across? You will be a lawyer, a doctor, or a scientist.

Does it curve down? You will be an artist, a musician, or a dancer.

### Heart Line:

Is it close to your head line? You will have a few close friends.

Is there a wide space between your heart and head lines? You will be friends with many different people.

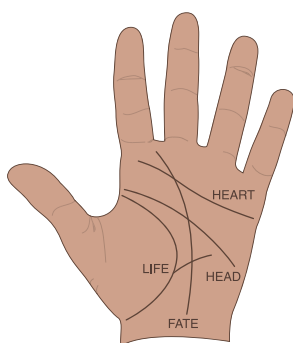
### Fate Line:

Is it a straight downward line? You will achieve all your goals.

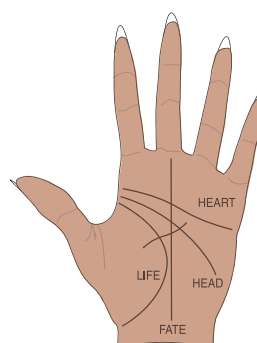
Does it bend towards your first finger? You are going to be successful.

## ■ STEP 2

Use the information to make predictions about each person's future.



**Steve**



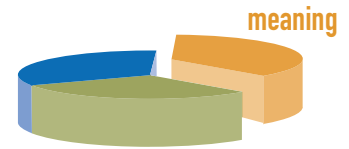
**Pam**

## ■ STEP 3

Look at your partner's palm. Make predictions about your partner's future.

## FOCUS 1

# Talking About the Future with *Will* and *Be Going To*



EXAMPLES	EXPLANATIONS
<p>(a) Your life <b>is going to</b> be full of adventure. OR (b) Your life <b>will</b> be full of adventure. (c) You <b>are going to</b> be successful. OR (d) You <b>will</b> be successful.</p>	<p>Use either <i>be going to</i> or <i>will</i> to make a prediction or talk about the future.</p>

## EXERCISE 1

Write predictions about yourself and your partner using the information from the Opening Task.

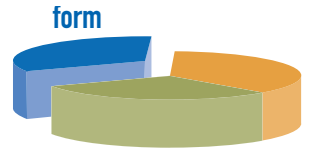
**Example:** *My partner's life will be full of adventure.*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

Check your sentences. Did you use *will* and *be going to* correctly?

## FOCUS 2

## Will and Be Going To



*Will* does not change to agree with the subject:

STATEMENT	NEGATIVE	QUESTION
I You We They She He It	I You We They She He It	I you we they she he it
} will leave. } 'll	} will not } won't	} leave? Will }

*Be going to* changes to agree with the subject:

STATEMENT	NEGATIVE	QUESTION
I You We They She He It	I You We They He She It	I you we they he she it
} am going to leave. } 'm	} am not } 'm not going to leave.	} going to leave? Am { I }
You We They	You We They	you we they
} are going to } leave. } 're	} are not } aren't going to } leave. } 're not	} going to leave? Are { }
She He It	He She It	he she it
} is going to leave. } 's	} is not } isn't going to leave. } 's not	} going to leave? Is { }

## EXERCISE 2

**STEP 1** Imagine our world 100 years from now. Write yes/no questions about what life will be like.

**Example:** Will we live in houses with solar energy for electricity?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

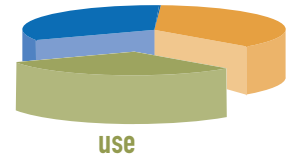
**STEP 2** Ask your partner the questions from Step 1 and write down his or her answers. Think of what things we are going to have and also things we are *not* going to have.

**Example:** *No. We aren't going to live in houses with solar electricity. We will live in houses under the sea.*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**FOCUS 3**

**Making Predictions: *Will* or *Be Going To*?**



EXAMPLES	EXPLANATIONS
<p>(a) Be careful! That chair <b>is going to</b> break.</p> <p>(b) NOT: Be careful! That chair will break!</p> <p>(c) Oh no!! That little boy <b>is going to</b> fall off the bridge</p> <p>(d) NOT: Oh no!! That little boy will fall off the bridge.</p>	<p>It is better to use <i>be going to</i> for actions or events that you think will happen very soon or immediately</p>
<p>(e) <i>Babysitter to child:</i> Your mommy's <b>going to</b> be very angry about this.</p> <p>(f) <i>Student to professor:</i> <b>Will</b> the test be difficult? <i>Professor:</i> It <b>will</b> be tough, but I don't think you <b>will</b> have too many problems with it.</p>	<p>When the future event or action will not happen immediately:</p> <p>It is better to use <i>be going to</i> in informal situations (relaxed and friendly situations, with family or friends). In informal speech, <i>going to</i> is usually pronounced <i>gonna</i>.</p> <p>It is better to use <i>will</i> in more formal situations.</p>

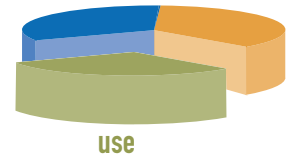
## EXERCISE 3

For each of the following, decide on the best form to use: *be going to* or *will*. In some sentences, it is possible to use both. The first one has been done for you.

1. Quick! Catch the baby! I think he is going to roll off the bed.
2. Excuse me, Mr. President. Do you think unemployment \_\_\_\_\_ decrease in the foreseeable future?
3. Oh, no! Look at those clouds. It \_\_\_\_\_ rain.
4. I predict that you \_\_\_\_\_ meet a tall, dark, and handsome stranger, and you \_\_\_\_\_ fall in love and get married.
5. One day we \_\_\_\_\_ look back at all this and laugh.
6. I don't believe it. Look at Paula! I think she \_\_\_\_\_ ask that guy to dance with her.
7. A: What do you think about my son's chances of getting into Harvard, Dr. Heath?  
B: I don't think he \_\_\_\_\_ have any problems at all, Mrs. Lee.
8. Meteorologists predict that the drought \_\_\_\_\_ end sometime this fall.

## FOCUS 4

### Future Plans and Intentions: *Be Going To*



#### EXAMPLES

- (a) What **are you going to** do this summer?
- (b) We're **going to** spend the month of August in Italy. We bought the tickets last week, and we're **going to** leave on August 2nd.

#### EXPLANATIONS

It is better to use *be going to* to talk about a future plan or an intention (something you want to do in the future). This shows that you made the decision to do this **before** speaking.

## EXERCISE 4

In this exercise, you need to get information from one of your classmates. Use *be going to* or *will* in your answers, as appropriate.

1. Get together with a partner and find out three things he or she intends to do after class:  
My partner \_\_\_\_\_
2. Now find out three things he or she does not intend to do after class:  
My partner \_\_\_\_\_

3. Now find out three possible plans that he or she has for this weekend:

My partner \_\_\_\_\_

Finally, look back at what you have written in this exercise. Where did you choose *be going to* and where did you choose *will*? Why did you make these choices?

## EXERCISE 5

Read the following conversation between two friends carefully and decide if the use of *be going to* or *will* is more appropriate. Check (✓) the sentences you think are acceptable. Correct the sentences you think are unacceptable.

A: (1)  What are you going to do next year? (2)  Are you going to go to college?

B: (3)  Yes! I'm going to go to college in California. I sent in my application six months ago. (4)  I'll study nursing.

A: (5)  Fantastic! You'll be a very good nurse.

B: Thanks. What are your plans?

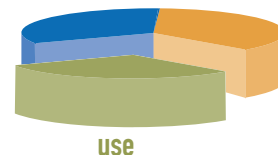
A: I'm not sure. (6)  I'm going to wait until I get my exam results. (7)  I'll work during my vacation. I already have a part-time job at the sports center.

B: That sounds good. Did you hear the news about Stan? (8)  He's going to get married!

A: That's wonderful news! (9)  Is he going to invite us?

## FOCUS 5

### Two More Uses of *Will*: Making Quick Decisions and Serious Promises



EXAMPLES	EXPLANATIONS
<p>(a) A: I think there's someone at the front door. B: I'll go and check</p> <p>(b) A: Telephone! B: OK. I'll get it.</p> <p>(c) A: I need someone to help out at the recycling center. B: Oh, I <b>will</b>!</p>	<p>Use <i>will</i> for quick decisions or for something you have decided to do at that moment.</p> <p>The contracted 'll is usually used in these situations.</p> <p>Do not use 'll in short answers.</p>
<p>(d) I <b>will</b> always love you.</p> <p>(e) I'll give you my homework tomorrow, I promise!</p> <p>(f) A: Remember, this is top secret. B: I <b>won't</b> tell anybody. You can count on me.</p>	<p>Use <i>will</i> to make a serious promise.</p> <p><i>Will + not = won't</i></p>

## EXERCISE 6

Complete the following, using a form of *be going to* or *will*, as appropriate. The first is an example.

A: What (1) are you going to (you) do tonight?

B: The World Cup Final (2) \_\_\_\_\_ be on TV at 6:30. Julie

(3) \_\_\_\_\_ come over and watch it with me.

A: Oh really? Who do you think (4) \_\_\_\_\_ win?

B: The newspapers say Brazil (5) \_\_\_\_\_ win. But I think Mexico

(6) \_\_\_\_\_ give them a good match. What (7) \_\_\_\_\_ (you) do tonight?

A: I (8) \_\_\_\_\_ go to the movies with Fran. I (9) \_\_\_\_\_ be home around 11.

B: You'd better take your umbrella. It looks like it (10) \_\_\_\_\_ rain any minute.

A: Thanks. Can I take yours? I promise I (11) \_\_\_\_\_ not lose it!

B: Sure. I (12) \_\_\_\_\_ go look for it in the closet.



 **EXERCISE 7**

With a partner, look at these situations and decide on ways to respond using *will* or *be going to*.

1. You look out of the window and notice there are a lot of stormy, black clouds in the sky. What do you say?

**Example:** *We are going to need an umbrella.*

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2. Your friend Oscar is interested in music and in physics, but he can't decide which one to major in next year. After a lot of thought and discussion, he has finally decided to major in music. What does he say to his family?
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3. Your friend is organizing an international potluck. She needs people to bring food from different countries. You want to help. What will you promise to do? What are you going to bring or cook?
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4. It's 6:30 A.M. You have to drive to the airport to pick up your uncle at 7:30 A.M., but your car won't start. Your roommate offers to lend you hers, but she needs to have it back by 9:00 A.M. to get to work. What do you tell her?
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5. You are standing in line in the campus cafeteria. You notice that the backpack of the student in front of you is open and all her books are about to fall out. What do you tell her?
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6. One of your classmates is sick and has to go to the doctor's office. He is very worried about missing his history class. You are also in that class. What can you say to reassure him?
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7. Your friend is giving you a ride home. Suddenly you notice a little boy who is about to run into the road. Your friend hasn't seen him. What do you say?

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8. Your friend Frank loves ballet. He has just bought the last ticket for a special gala performance of *Swan Lake* next Saturday night. You ask him about his plans for the weekend. What does he say?

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9. You have promised to do the dishes and clean up the kitchen after dinner. Just before you get started, you receive an unexpected phone call from a friend whose car has broken down, and he urgently needs your help. As you are leaving, your roommate comes into the room and asks, "What about the dishes?" What do you say?

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10. Madame Cassandra is a fortune-teller who makes exciting predictions about the future. Your teacher is consulting Madame Cassandra. What does Madame Cassandra tell your teacher?

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# Use Your English

## ACTIVITY



## speaking/listening/writing

The purpose of this activity is to collect as much information as possible about the future plans and intentions of your classmates. Look at the chart below. Complete as many squares as you can by finding the required information. *Maybe* and *I don't know* are not acceptable answers! Write the information in the appropriate square as well as the name or names of the people who gave you the information. The first person to get information for three squares in a row in any direction is the winner. Good luck!

Find someone who is going to take the TOEFL® test* soon. When is she or he going to take it?	Find three people who are going to cook dinner tonight. What are they going to cook?	Find two people who are going to go to the library after this class. What are they going to do there?
Find two people who are going to play the same sport this week. What sport are they going to play?	Find someone who is going to move to another city within a year. What city is she or he going to move to?	Find someone who is going to go to the movies today. What movie is she or he going to see?
Find someone who is going to get his or her hair cut in the next two weeks. Where is she or he going to get it cut?	Find two people who are going to watch TV tonight. What are they going to watch?	Find two people who are going to celebrate their birthdays next month. What are their birth dates?

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## ACTIVITY

# 2

## writing/speaking

- **STEP 1** Write predictions about the future for your teacher and five of your classmates. Write each prediction on a small slip of paper, and give each one to the appropriate person.
- **STEP 2** The people who receive predictions will read them aloud, and the rest of the class will decide if they think the predictions will come true.

## ACTIVITY

# 3

## writing

What are your predictions for the next ten years? What do you think will happen in the world? What do you think will happen in your country?

- **STEP 1** Write a brief report on your predictions. Your report should include a short introduction to your topic. It is not necessary to use *will* and *be going to* in every sentence you write!
- **STEP 2** When you finish writing, read your report carefully and check your use of *will* and *be going to*. Remember, it is often possible to use either one.

We have written the beginning of a report to give you some ideas, but you probably have better ideas of your own.

### LIFE IN THE FUTURE

Nobody knows exactly what will happen in the future, but in my opinion, there will be many important changes in the world in the next ten years. Some of them will be good and some of them will be bad. In this short report, I am going to talk about some of my predictions for the future of the world, as well as the future of my country.

First, let me tell you about my predictions for the world ...

## ACTIVITY

# 4

## speaking/listening



CD Track 5

### STEP 1

Listen to the audio of an interviewer and three students talking about their goals and future plans. About how old do you think each speaker is? Take a guess. Take notes on what each speaker says in the chart below

SPEAKER	AGE	FUTURE PLANS AND GOALS
Student 1		
Student 2		
Student 3		

### STEP 2

Think about your own goals and future plans. Are they similar to those of any of the three speakers? Explain to a partner.

### STEP 3

Listen to the audio again. Write down all the examples you hear of the future with *will* and *be going to*.

## ACTIVITY

# 5

## speaking/listening

### STEP 1

In this activity, you will interview several people about their goals and future plans. Interview at least three young people who are at different stages of their lives: college students, high school students, and children. Find out what they are going to do when they leave school. Take notes about their goals and plans or, if possible, record your interviews.

### STEP 2

Make a list of the most interesting plans and share them with the rest of the class. Report your findings to the class.

### STEP 3

(Optional) If you recorded the interviews, listen to the recording and take note of the different ways these native speakers talk about the future. What verb forms do they use to express the future?

## ACTIVITY

# 6

## listening/speaking

In this activity, you will create a chain story about your teacher's next vacation.

- **STEP 1** Your teacher will start by telling you where he or she is going to go for his or her next vacation and one thing he or she is going to do:

**Teacher:** *I'm going to go to Hawaii for my vacation, and I am going to climb a mountain.*

- **STEP 2** The next person repeats the first part and adds another statement about the teacher's vacation until everyone in the room has added to the description.

**Student 1:** *Ms. O'Neill is going to Hawaii. She is going to climb a mountain. She is going to swim in the ocean, too.*

## ACTIVITY

# 7

## research on the web



**On the Web:** Choose one type of technology that you are interested in: for example, cameras, cars, computers, music players, or video games. Use an Internet search engine such as Google® or Yahoo® to research new developments. How will this type of technology be different in the future? How will it affect our lives?

## ACTIVITY

# 8

## reflection

Think of three ways you would like to improve your study skills. Write an action plan. What skills are you going to improve? How are you going to work on them?