CHAPTER 3

Future Forms

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A1 Before You Read

Discuss these questions.

Do you think people can predict the future? Make some predictions that you think will come true in the next ten or twenty years.

A2 Read

Read this newspaper article to find out what two experts predict for the future.

Trend Forecasters Predict Future

Want to know what the future holds for us? Ask a trend forecaster. Businesses pay them millions of dollars for help in predicting what products people are going to buy. Here are a few predictions made by two well-known trend forecasters, Faith Popcorn and Gerald Celente.

According to Faith Popcorn:
• “Knowledge chips” planted in our brains will enable us to speak French instantly, repair the TV, learn golf, or whatever.
• We will become more sensitive to issues related to food and consumer products. Vegan-friendly retailing is going to increase dramatically, and most of us will be buying products like cruelty-free, animal-friendly vegan shoes and accessories or clothing and home furnishings made from eco-friendly fibers grown without pesticides and other chemicals.
• To make sure our foods are safe, we’ll all own one of the “newly reliable portable food testers.”

According to Gerald Celente:
• Health, fitness, and nutrition are going to be key. People are going to do more to take care of themselves.
• People will spend more on chemical-free food as their fear of contaminated meat, vegetables, and fish increases.
• Shopping malls will no longer exist.
Technology will make it possible for people to test load a virtual washing machine or refrigerator in a virtual appliance department. Food, oil, and energy prices will continue to skyrocket, so more people will see the importance of becoming self-sufficient. Many homeowners will be growing their own food, equipping their homes with solar, hydro, and wind technologies, and generating their own energy. We’re also going to see a revolution in energy. It may be as big as the discovery of fire or the invention of the wheel. Advances in physics will lead to exciting new forms of energy.

contaminated: unclean; unfit for use
key: very important
reliable: dependable
self-sufficient: needing no outside help to satisfy one’s basic needs

**skyrocket**: (prices) rise dramatically
**trend**: a current style or fashion; what people generally seem to be doing
**vegan**: not eating or using animal-derived products

### A3 After You Read

Choose the products and trends that will become more popular according to the trend forecasters.

1. chemical-free foods
2. electric cars
3. robot housekeepers
4. vegan shoes
5. videophones
6. eco-friendly fibers
7. energy-independent homes
8. safe cities
9. new kinds of energy
10. larger and larger malls
11. do-it-yourself surgery
12. portable food-testers
## The Future Continuous

### The Future Continuous and Review of Future Forms

#### Think Critically About Form

A. Look back at the article on page 50 and complete the tasks below.

1. **IDENTIFY** Examples of three different future forms are underlined. Find all the other examples of these future forms and sort them into categories:
   - *am/is/are + going to + verb*
   - *will + verb*
   - *will be + verb + -ing*

2. **GENERATE** Do you know any other tenses that can be used to express the future?

B. Discuss your answers with the class and read the Form charts to check them.

### The Future Continuous

#### AFFIRMATIVE STATEMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>WILL</th>
<th>BE</th>
<th>VERB + -ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td>She</td>
<td>will</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td>They</td>
<td>will</td>
<td>be</td>
<td>coming</td>
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</tbody>
</table>

#### NEGATIVE STATEMENTS

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>WILL</th>
<th>NOT</th>
<th>BE</th>
<th>VERB + -ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>will</td>
<td>not</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td>She</td>
<td>will</td>
<td>not</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td>They</td>
<td>will</td>
<td>not</td>
<td>be</td>
<td>coming</td>
</tr>
</tbody>
</table>

#### YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>WILL</th>
<th>SUBJECT</th>
<th>BE</th>
<th>VERB + -ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>you</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td></td>
<td>she</td>
<td>be</td>
<td>coming</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td>be</td>
<td>coming</td>
</tr>
</tbody>
</table>

#### SHORT ANSWERS

<table>
<thead>
<tr>
<th>YES</th>
<th>SUBJECT</th>
<th>WILL</th>
<th>NO</th>
<th>SUBJECT</th>
<th>WON'T</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td></td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>she</td>
<td>will</td>
<td>No</td>
<td>she</td>
<td>won't</td>
</tr>
<tr>
<td></td>
<td>they</td>
<td></td>
<td></td>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>
The future continuous has the same form with every subject.
The future continuous has two auxiliary verbs: will and be. Only will forms contractions.
Verbs with stative meanings are not usually used with the future continuous.

**Review of Future Forms**

**The Future with Be Going To**

<table>
<thead>
<tr>
<th>AM/IS/ARE + GOING TO + VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's going to rain tonight.</td>
</tr>
<tr>
<td>It's not going to rain tonight.</td>
</tr>
<tr>
<td>Is it going to rain tonight?</td>
</tr>
<tr>
<td>Yes, it is. / No, it isn't.</td>
</tr>
<tr>
<td>When is it going to rain?</td>
</tr>
</tbody>
</table>

**The Future with Will**

<table>
<thead>
<tr>
<th>WILL + VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll finish this soon.</td>
</tr>
<tr>
<td>I won't finish this soon.</td>
</tr>
<tr>
<td>Will you finish this soon?</td>
</tr>
<tr>
<td>Yes, I will. / No, I won't.</td>
</tr>
<tr>
<td>When will you finish?</td>
</tr>
</tbody>
</table>

**The Present Continuous as Future**

<table>
<thead>
<tr>
<th>AM/IS/ARE + VERB + -ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>She's leaving in a few minutes.</td>
</tr>
<tr>
<td>She's not leaving in a few minutes.</td>
</tr>
<tr>
<td>Is she leaving in a few minutes?</td>
</tr>
<tr>
<td>Yes, she is. / No, she isn't.</td>
</tr>
<tr>
<td>When are you leaving?</td>
</tr>
</tbody>
</table>

**The Simple Present as Future**

<table>
<thead>
<tr>
<th>SIMPLE PRESENT VERB FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>The store opens at ten tomorrow.</td>
</tr>
<tr>
<td>The store doesn't open until ten tomorrow.</td>
</tr>
<tr>
<td>Does the store open at ten tomorrow?</td>
</tr>
<tr>
<td>Yes, it does. / No, it doesn't.</td>
</tr>
<tr>
<td>What time does the store open tomorrow?</td>
</tr>
</tbody>
</table>
- All future forms can occur in the main clause of sentences with future time clauses.
- Future time clauses begin with a time word such as when, before, or after.
- In most sentences expressing future time, the time clause uses the simple present. Only the main clause uses a future form.
  
  After you get home, I'm leaving for work.
  I'll probably leave for work when you get home.

### B1 Listening for Form

Listen to each situation. Choose the future form that you hear.

1. a. I call
   b. I'll call
   c. I'll be calling
   d. I'm calling

2. a. It won't be raining
   b. It won't rain
   c. It's not going to rain
   d. It's not raining

3. a. The movie starts
   b. The movie will start
   c. The movie will be starting
   d. The movie is starting

4. a. We'll cruise
   b. We're cruising
   c. We'll be cruising
   d. We're going to cruise

5. a. We'll be leaving
   b. We're going to leave
   c. We're leaving
   d. We'll leave

6. a. They're sending
   b. They'll send
   c. They'll be sending
   d. They're going to send

7. a. John will arrive
   b. John will be arriving
   c. John is going to arrive
   d. John is arriving

8. a. Do you go skiing
   b. Are you going to go skiing
   c. Will you be going skiing
   d. Are you going skiing
**B2 Working on the Future Continuous**

Write five sentences that tell why Abdul can't go out with his friends this week. Use Abdul's calendar to explain what he will be doing.

Abdul will be studying for a history exam. He'll also be...

---

**B3 Building Sentences Using Future Forms**

Build as many meaningful sentences as possible. Use an item from each column, or from the first and third columns only. Use contractions when possible and punctuate your sentences correctly.

I'll (I will) leave tomorrow.

---

1. I who her family
2. is going to will
3. will be am
4. leaving soon leave tomorrow
B4 Asking When Questions About the Future

Work with a partner. Take turns asking and answering questions with when. Use the phrases below and be going to, the present continuous as future, or the future continuous. Use future time words in your answers.

1. take a vacation
   
   A: When are you going to take / are you taking / will you be taking a vacation?
   B: This summer.

2. get a medical checkup
3. take the day off
4. clean your apartment
5. finish your work
6. go out to dinner
7. do your laundry
8. shop for groceries

B5 Working on the Simple Present as Future

A. Read this fall semester schedule from an American university. Use the simple present as future and the verbs begin, start, last, and end to make as many sentences as possible about the schedule.

Classes start on September 1.

University Fall Semester Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>First day of classes</td>
</tr>
<tr>
<td>October 12–15</td>
<td>Fall vacation</td>
</tr>
<tr>
<td>November 22–25</td>
<td>Thanksgiving break</td>
</tr>
<tr>
<td>December 6</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 13–20</td>
<td>Final exams</td>
</tr>
</tbody>
</table>

B. Work with a partner. Write a current school schedule like the one in part A. Take turns saying simple present sentences to talk about the future events on your schedule.
B6 Working on Future Time Clauses

Work with a partner. Combine the sentences with the time word in parentheses to form as many sentences with future time clauses as possible. Use the simple present in the time clause and will or be going to in the main clause. Are any combinations illogical?

1. He takes a shower.
   He gets out of bed. (after)

   After he gets out of bed, he'll take a shower.
   After he gets out of bed, he's going to take a shower.
   He'll take a shower after he gets out of bed.
   He's going to take a shower after he gets out of bed.

   **ILLOGICAL:**
   After he takes a shower, he'll get out of bed.
   After he takes a shower, he's going to get out of bed.

2. I go shopping.
   I call you. (before)

3. The mail arrives.
   I eat breakfast. (after)

4. He falls asleep.
   He reads the newspaper. (when)

5. He sets the table.
   He cooks dinner. (before)

6. I go home.
   I clean my house. (when)
Contrasting *Will* and the Future Continuous

**Think Critically About Meaning and Use**

A. Read the sentences and answer the questions below.
   1a. Don't worry. I'll pick up the kids after work.
   1b. I'll be picking up the kids after work. Then I'll be going straight home.
   2a. Don't call Bob at six. He'll probably be eating dinner then.
   2b. Don't call Bob at six. He'll probably eat dinner then.

1. **ANALYZE** Compare 1a and 1b. Which one describes a plan? Which one expresses a promise?
2. **ANALYZE** Compare 2a and 2b. Which one refers to an activity in progress? Which one refers to the beginning of an activity?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

**Meaning and Use Notes**

<table>
<thead>
<tr>
<th>Future Activities in Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ 1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promises and Requests vs. Plans and Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ 2A</td>
</tr>
<tr>
<td>Future with <em>Will</em> (a Promise)</td>
</tr>
<tr>
<td>I'll finish this tomorrow.</td>
</tr>
</tbody>
</table>
A question with will can be used to make a request. However, the same question in the future continuous asks about a plan or expectation. This question may lead to a request in a more indirect and polite way.

**Future with Will**  
(a Request)  
A: Will you stop at the post office tomorrow to send this package?  
B: Sure.

**Future Continuous**  
(a Question About a Plan)  
A: Will you be stopping at the post office tomorrow?  
B: Yes, I will.  
A: Could you send this package?

### C1 Listening for Meaning and Use

Listen to each situation. Choose the sentence that most appropriately follows what you hear.

1. a. So hurry up. She'll be coming at 8:00.  
   b. So hurry up. She'll come at 8:00.
2. a. Will you open it for me?  
   b. Will you be opening it for me?
3. a. I won't be baking a cake today.  
   b. I won't bake a cake.
4. a. I'll email it to you by 9:00 A.M. tomorrow.  
   b. I'll be emailing it to you by 9:00 A.M. tomorrow.
5. a. We'll be getting back to you as soon as possible.  
   b. We'll get back to you as soon as possible.
6. a. Will you be getting some more from the supply room?  
   b. Will you get some more from the supply room, please?
7. a. Will you go past the bus stop?  
   b. Will you be going past the bus stop?
8. a. ... she'll be getting married.  
   b. ... she'll get married.
C2 Expressing Promises, Plans, and Expectations  ▶ Notes 1, 2A, 2B

Work with a partner. For each situation, finish writing the conversation using the future with will or the future continuous. Then act out your conversations.

1. Student A: You are the parent. You are going away for the weekend. You are nervous about leaving your teenage son or daughter alone. Discuss your concerns with him or her.

   Student B: You are the teenager. Reassure your parent.
   
   Parent: I hope you'll be home by 11:00.
   Teenager: I promise I won't break any rules. Anyway, I won't be going out much. I'll be studying for my exams tonight.
   Parent: When will you be...?

2. Student A: You are the employee. You need to leave early because of a family problem. Make promises about your work.

   Student B: You are the boss. Your employee has a family problem and needs to leave work early. You are concerned about your employee's problem, but the project needs to get done.

   Boss: Will you be able to finish your work?
   Employee: I promise I'll...

C3 Using Direct and Indirect Requests  ▶ Note 2B

A. Work with a partner. Write a conversation for each situation. Use will to make a direct request.

   1. You want to borrow your friend's math notes.
   
      A: Will you please lend me your math notes?
      B: Sure. No problem.
   
   2. You want your friend to drive you to school.
   
   3. You would like to use your brother's car.
   
   4. Your friend is going to buy concert tickets and you would like one, too.

B. Work with the same partner. Write another conversation for each situation in part A. Use the future continuous to make an indirect request that asks about a plan. Then respond to the indirect request.

   A: Will you be using your math notes this afternoon?
   B: No. Do you want to borrow them?
   A: Yes, I do. Thanks.
Contrasting *Be Going To*, the Present Continuous as Future, and the Simple Present as Future

**Think Critically About Meaning and Use**

A. Read the sentences and answer the questions below.
   a. *I'm going to exercise during my lunch hour every day.*
   b. *Classes start on September 1.*
   c. *I'm tired. I'm not working tonight.*

Think about the meanings of the underlined sentences in each context.

1. **EVALUATE** Which two sentences describe a plan that may or may not actually happen?
2. **EVALUATE** Which sentence describes a scheduled event that is unlikely to change?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

**Meaning and Use Notes**

<table>
<thead>
<tr>
<th>Expressing Plans or Intentions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
</tr>
</tbody>
</table>

**Future with Be Going To**
He's not going to take any classes this summer. He's going to work full-time.

**Present Continuous as Future**
He's not taking any classes this summer. He's working full-time.

(Continued on page 62)
The meanings of *be going to* and the present continuous as future are sometimes similar, but not exactly the same. With *be going to*, the speaker may not have an exact plan. With the present continuous as future, the plan is often more definite.

**Future with Be Going To**

I'm going to leave my job (someday). I'm just so unhappy.

**Present Continuous as Future**

I'm leaving my job (next week). I've been unhappy for too long.

### Expressing Scheduled Events

**2A** The simple present as future is used for scheduled events that usually cannot be changed. It is common in more formal contexts.

**Simple Present as Future**

**Printed Program:** The conference starts on Tuesday evening and ends on Saturday afternoon.

**Trip Itinerary:** The flight leaves Chicago at 10:02 and arrives in Palm Beach at 12:36.

**Announcement:** Our new branch office opens this Monday at the Cedar Mall.

**2B** When talking about scheduled events, the simple present, the present continuous, or *be going to* can express the same meaning. However, the simple present as future is more likely to imply that the schedule is beyond the control of the speaker.

**Present Continuous as Future and Future with Be Going To**

**Student:** I'm leaving at midnight. That's my plan.

I'm going to leave at midnight. That's my plan.

**Simple Present as Future**

**Soldier:** I leave at midnight. Those are my orders.

### Making Predictions

**3** Use *be going to* to make predictions. Do not use the present continuous or the simple present as future to make predictions.

**Future with Be Going To**

They're going to win tonight. Everyone thinks so.

- They're winning tonight. (INCORRECT)
- They win tonight. (INCORRECT)

It's going to rain later.

- It rains later. (INCORRECT)
- It is raining later. (INCORRECT)
**D1 Listening for Meaning and Use**

Listen to each pair of sentences. Do they have approximately the same meaning or different meanings? Check (✓) the correct column.

<table>
<thead>
<tr>
<th></th>
<th>SAME</th>
<th>DIFFERENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
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</tbody>
</table>

**D2 Expressing Plans, Scheduled Events, and Predictions**

A. Build as many logical sentences as possible. Use an item from each column. Punctuate your sentences correctly. Which sentences are plans or scheduled events? Which sentences can only be predictions?

*We’re having a meeting tomorrow.*

- we’re having
- we’re going to have
- we have

<table>
<thead>
<tr>
<th>a meeting</th>
<th>a storm</th>
<th>an exam</th>
<th>an election</th>
<th>a sale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**B.** Choose the nouns below that can appropriately begin the sentence. Which nouns would make the sentence illogical? Discuss each of your choices.

__________ begins tomorrow.

- An explosion
- My new job
- It
- School
- A snowstorm
- Winter vacation
D3 Discussing Plans and Scheduled Events

A. Work with a partner. Look at the European trip itinerary below and follow the instructions. When you are finished, switch roles for the Latin American trip itinerary.

**Student A:** You are the travel agent. Call your client and read the trip itinerary. Use the simple present as future to describe the itinerary.

**Student B:** You are the client. Take notes and ask questions.

**Travel Agent:** You leave New York at 7:00 P.M. on July 5.

**Client:** What airline do I take?

**Travel Agent:** French Airways.

### European Trip Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Destination</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 5</td>
<td>Leave New York, Kennedy Airport</td>
<td>(French Airways, Flight 139 at 7:00 P.M.)</td>
</tr>
<tr>
<td>July 6</td>
<td>Arrive Paris, Charles de Gaulle Airport</td>
<td>8:00 A.M. (Flight time: 7 hours)</td>
</tr>
<tr>
<td>July 6–11</td>
<td>Paris</td>
<td></td>
</tr>
<tr>
<td>July 11</td>
<td>Leave Paris, Charles de Gaulle Airport</td>
<td>(Air Britain, Flight 267 at 11:00 A.M.)</td>
</tr>
<tr>
<td></td>
<td>Arrive London Heathrow Airport</td>
<td>11:00 A.M. (Flight time: 1 hour, 15 minutes)</td>
</tr>
<tr>
<td>July 11–14</td>
<td>London</td>
<td></td>
</tr>
<tr>
<td>July 15–22</td>
<td>Car trip through Scotland</td>
<td></td>
</tr>
<tr>
<td>July 23</td>
<td>Return to London</td>
<td></td>
</tr>
<tr>
<td>July 24</td>
<td>Leave London Heathrow Airport</td>
<td>(French Airways, Flight 276 at 12:00 P.M.)</td>
</tr>
<tr>
<td>July 25</td>
<td>Arrive New York, Kennedy Airport</td>
<td>3:00 P.M. (Flight time: 8 hours)</td>
</tr>
</tbody>
</table>

### Latin American Trip Itinerary

<table>
<thead>
<tr>
<th>Date</th>
<th>Destination</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Leave Los Angeles, LA International Airport</td>
<td>(Skyway Airlines, Flight 299 at 7:20 A.M.)</td>
</tr>
<tr>
<td>August 19–21</td>
<td>Arrive Mexico City International Airport</td>
<td>1:00 P.M. (MexJet, Flight 137 at 7:04 A.M.)</td>
</tr>
<tr>
<td>August 22</td>
<td>Leave Mexico City International Airport</td>
<td>(Buenos Aires, Ezeiza Airport, 8:16 A.M.)</td>
</tr>
<tr>
<td>August 22–26</td>
<td>Arrive Buenos Aires, Jorge Newbery Airport</td>
<td>(Southern Air, Flight 201 at 11:15 A.M.)</td>
</tr>
<tr>
<td>August 26</td>
<td>Leave Buenos Aires, Jorge Newbery Airport</td>
<td>(Southern Air, Flight 201 at 11:15 A.M.)</td>
</tr>
<tr>
<td>August 26–31</td>
<td>Arrive São Paulo, Guarulhos International Airport</td>
<td>9:50 P.M.</td>
</tr>
<tr>
<td>September 1</td>
<td>Drive to Rio de Janeiro</td>
<td></td>
</tr>
<tr>
<td>September 1–7</td>
<td>Rio de Janeiro</td>
<td></td>
</tr>
<tr>
<td>September 8</td>
<td>Leave Rio de Janeiro, Galeão International Airport</td>
<td>(Skyway Airlines, Flight 122 at 1:30 A.M.)</td>
</tr>
<tr>
<td>August 26, 2019</td>
<td>Arrive Los Angeles, LA International Airport</td>
<td>2:10 P.M.</td>
</tr>
</tbody>
</table>

B. Send an email message to a friend who lives in one of the places you will be visiting in part A. Describe your itinerary and find out if your friend can meet you.

```
From: Isabela
To: Luiza

Hi Luiza,
I'm hoping that we can meet for dinner during my trip to Latin America next month. I leave Los Angeles on August 19, and I'll be in Mexico City from August 19-21. Then I fly to Buenos Aires for a few days. I arrive in São Paulo on August 26, and I'll be staying for six days. Are you going to be in town during that time?
Isabela
```
MEANING AND USE 3

Contrasting Will, the Future Continuous, and Be Going To

Think Critically About Meaning and Use

A. Read the sentences and complete the tasks below.
   1a. Don't be disappointed about the canceled ski trip. It'll snow soon.
   1b. Wear your hat. It's probably going to snow.
   2a. Hanna: Can someone open that window for me?
       Shelley: I'll do it.
   2b. Kevin: What's your decision about the job?
       Laura: I'm going to do it.

1. IDENTIFY Underline the future verb forms in the sentences.
2. ANALYZE Which pair contrasts a quick decision with a plan thought about in advance?
3. ANALYZE Which pair expresses predictions that may or may not happen?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Predictions and Expectations with Similar Meanings

➤ 1A Will, be going to, and the future continuous can be used to make predictions or state expectations with similar meaning. With predictions the speaker is less certain that an event will occur. With expectations, the speaker is more certain.

Predictions
   It will warm up tomorrow.
   It will be warming up tomorrow.
   It is going to warm up tomorrow.

Expectations
   The bank will close early tomorrow.
   The bank will be closing early tomorrow.
   The bank is going to close early tomorrow.

(Continued on page 66)
Will and the future continuous are frequently used in more formal contexts than be going to. Information in a more formal context is usually restated with be going to in conversation.

**Future with Will and Future Continuous (More Formal)**

**Sign:** The bank will close at 1:00 P.M. today.

**Weather Report:** It will be warming up tomorrow.

**Future with Be Going To (Less Formal)**

**Speaker:** The bank is going to close at 1:00 P.M. today.

**Speaker:** It's going to warm up tomorrow.

---

**More Certain and Less Certain Predictions**

**2** With predictions, the meanings of will and be going to are sometimes similar, but not exactly the same. Use be going to when an event is fairly certain to happen very soon because there is evidence for it. Do not use will in this situation.

**Future with Be Going to (More Certain Events)**

They’re going to win tonight. They’re the best team.

Look at the clouds. It's going to rain.

**Future with Will (Less Certain Events)**

They’ll win tonight if they can keep the ball.

Look at the clouds. It will rain. (INCORRECT)

---

**Quick Decisions vs. Advance Plans**

**3** Especially in first person, will and be going to express different meanings. A sentence with will can express a quick decision or offer. However, the same sentence with be going to expresses a plan thought about in advance.

**Future with Will (a Quick Decision)**

A: Does anyone want to help me?

B: I’ll help. What can I do first?

**Future with Be Going To (an Advance Plan)**

A: What are your plans for the weekend?

B: I’m going to help my sister move tomorrow.
Ordering Events with Future Time Clauses

Future time clauses show the order of two future events. The specific order of events usually depends on the choice of the time word, not on the choice of future form. Before, after, until, as soon as (= right after), by the time (= before), and when introduce the time clause.

**First Event**
- I’m going to buy the novel
- After I buy the novel,
- I’ll be reading the novel
- As soon as I get off the plane,
- I’ll be in the baggage area

**Second Event**
- before I get on the plane.
- I’ll get on the plane.
- until the plane lands.
- I’ll get my bags.
- by the time you get to the airport.

In sentences with when, the choice between using will or the future continuous can affect the order of events because the future continuous activity is in progress and the will activity is not.

**First Event**
- I’ll be making dinner
- When you get home,

**Second Event**
- when you get home. (I’ll start dinner, and then you’ll get home.)
- I’ll make dinner. (You’ll get home, and then I’ll start dinner.)

**E1 Listening for Meaning and Use**

Listen to each situation. Choose the sentence that most appropriately follows what you hear.

1. **a.** That glass is going to fall.
   - b. That glass will fall.

2. **a.** An agent is going to be with you shortly.
   - b. An agent will be with you shortly.

3. **a.** I’m going to get it.
   - b. I’ll get it.

4. **a.** I’m going to read.
   - b. I’ll read.

5. **a.** I’ll do it.
   - b. I’m going to do it.

6. **a.** It will rain.
   - b. It’s going to rain.

7. **a.** Sure. I’ll get it for you.
   - b. Sure. I’ll be getting it for you.

8. **a.** I’ll work in an art museum.
   - b. I’m going to work in an art museum.
E2 Restating Formal Announcements

Work with a partner. Decide in what context you might hear or see each sentence. Then use be going to to state each one in a less formal way.

1. The weather will be cool tomorrow with a chance of rain.
   Context: radio weather forecast
   Restatement: It's going to be cool tomorrow with a chance of rain.

2. Flight 276 will be arriving at Gate 12.
3. On April 1, the fare will increase to $1.75.
4. Classes will resume on January 22.
5. Tonight we will begin with a short poem.

E3 Restating Predictions

Work with a partner. Restate these predictions with will, if possible. Discuss why will would be inappropriate in some contexts.

1. I think that genetic engineering is going to become more widespread.
   I think that genetic engineering will become more widespread.

2. That car is speeding and the road is icy. The driver is going to lose control.
3. Computers are probably going to cost much less in a few years.
4. There are two seconds left in the hockey game. The buzzer is going to sound.
5. In a few years, “smart refrigerators” are going to tell owners when they need milk.
6. The patient’s condition is improving. He's going to be fine.

E4 Making Quick Decisions and Stating Plans

A. Work in small groups. Brainstorm a list of what needs to be done for each situation. Then go around the group and have members volunteer for specific tasks using will.

1. Your kitchen is a mess. Your group has 15 minutes to clean it up before some important guests arrive.
   Benito: I'll clean the sink.
   Danilo: I'll sweep the floor.
   Mei: I'll...

2. Your group is going to have a potluck dinner tomorrow night.
3. Your group is going to have a garage sale to raise money for charity.
4. Your group will be going camping next weekend.

B. Use your list for a chain summary of each situation in part A. First, restate your quick decision using going to. Then, restate the other volunteers’ jobs with be going to.

Benito: I’m going to clean the sink.
Danilo: Benito is going to clean the sink, and I’m going to sweep the floor.
Mei: Benito is going to clean the sink, Danilo is going to sweep the floor, and I’m going to...

E5 Understanding the Order of Future Events

A. Read these predictions. For each one, choose the situation that will happen or start first.

1. People will have more time after they open their home offices.
   a. People will have more time.
   b. They’ll open their home offices.
2. We’ll be doing all the housework until we get a robot.
   a. We’ll be doing all the housework.
   b. We’ll get a robot.
3. By the time our children are adults, most homeowners will be generating their own energy.
   a. Our children will become adults.
   b. Most homeowners will be generating their own energy.
4. We’ll all own portable food testers as soon as they become easier to use.
   a. We’ll all own portable food testers.
   b. They’ll become easier to use.
5. We won’t use electric cars until gas gets too expensive.
   a. We’ll use electric cars.
   b. Gas will get too expensive.
6. We’ll all buy videophones as soon as the prices go down.
   a. We’ll all buy videophones.
   b. The prices will go down.

B. Which predictions in part A do you think are likely to happen? Which ones are unlikely? Why? Discuss your opinions with your classmates.
E6 Verbs Expressing the Future

Work in small groups. Read each example and the sentences that follow. Choose the sentence that is closest in meaning to the example. Discuss your answers.

1. Yes, Jeanné, I'll pick up the children later. Don't worry.
   a. I'm about to pick up the children.
   b. I'm willing to pick up the children.

2. Watch out! That ladder is going to fall.
   a. The ladder will fall.
   b. The ladder is about to fall.

3. I'm going to visit my aunt this week. Would you like to come?
   a. I intend to visit my aunt this week.
   b. I promise to visit my aunt this week.

4. I'm meeting Susan at six.
   a. I'm willing to meet Susan at six.
   b. I plan to meet Susan at six.

5. I'll do it when I get home. You have my word.
   a. I promise to do it when I get home.
   b. I expect to do it when I get home.

6. A: No one volunteered to help me.
   B: I'll help.
   a. I'm willing to help.
   b. I'm about to help.

7. I won't clean up tonight. It's your turn.
   a. I don't expect to clean up tonight.
   b. I refuse to clean up tonight.

8. She's going to get the job. The boss was very impressed.
   a. I expect her to get the job.
   b. She intends to get the job.
9. He’s starting graduate school in the fall.
   a. He plans to start graduate school.
   b. He’s willing to start graduate school.
10. I’m going to China when I have enough money.
    a. I intend to go to China.
    b. I’m willing to go to China.

Beyond the Sentence

Repeating Future Forms in Discourse

In a paragraph or conversation, be going to or the future continuous often introduces the topic. The sentences that follow usually use the shorter forms will or the present continuous as future to supply more details.

I’m going to visit my aunt this afternoon. First, I’ll stop at the bakery for her favorite cookies. Then I’ll pick up my sister, and we’ll get on the interstate...

We’re going to cook a really nice dinner tonight. I’m making soup and a new pasta recipe. Kedra is making a salad, and Andrea is baking a cake.

Notice how several future forms can be used, but will is the most simple and the most common one to repeat as the paragraph progresses.

On Sunday, we’re going to celebrate my aunt’s 40th birthday. We’ll be taking her out to her favorite restaurant where two of her friends are joining us. We’ll order her favorite meal and then, for dessert, we’ll have a cake with 40 candles. It’ll be fun to spend the afternoon with her.

E7 Repeating Future Forms in Discourse

Write a paragraph about something you are going to do in the next month, for example, take a trip or visit a friend. Be specific and explain exactly what you are going to do. Begin your paragraph with be going to or the future continuous, but use shorter future forms or other verbs to supply the details.

I’m going to visit my sister and her family in two weeks. I’ll stop there on my way to a conference in San Francisco. We’ll probably go out to dinner. We also intend to...
Think Critically About Meaning and Use

A. Choose the best response to complete each conversation.

1. A: The milk spilled.
   B: I'll be getting a sponge. / [I'll get a sponge]

2. A: Why can't you come to our house this weekend?
   B: I'll work. / I'll be working.

3. A: Why did you leave the door open?
   B: I'm going to carry in the packages. / I'll carry in the packages.

4. A: The doorbell is ringing.
   B: I'll answer it. / I'll be answering it.

5. A: I'm ready to take your order.
   B: I'll have a bowl of soup. / I have a bowl of soup.

6. A: Why did you turn on the oven?
   B: I'm making a cake later. / I'll make a cake later.

7. A: What are your plans for dinner?
   B: I'm going to cook pasta. / I'll cook pasta.

8. A: What does your work schedule say about next week?
   B: I'll work Monday and Thursday. / I work Monday and Thursday.

9. A: You'll have some free time in an hour.
   B: Maybe I'll do my homework. / Maybe I'll be doing my homework.

10. A: Who volunteered before to pick up the pizza for tonight's dinner?
    B: I did. I'll get it. / I did. I'm going to get it.

B. Discuss these questions in small groups.

1. **ANALYZE** Underline the verb forms in conversations 3 and 6. What do A's questions have in common? What do B's answers have in common?

2. **EVALUATE** Look at conversations 1, 3, and 6. In which one(s) does B use a future form to explain why something happened in the past? In which does B make a sudden decision to do something in the near future about something that happened in the recent past?
Edit

Find the errors in these paragraphs and correct them. There may be more than one way to correct an error.

One of the most exciting advances in medicine in the next few years is gonna be the widespread use of robots in the operating room. Experts predict that “robot assistants” are never replacing surgeons. Nevertheless, there is no doubt that robots going to revolutionize surgery.

In just a few years, robots become the standard in certain types of heart surgery, eye surgery, hip surgery, and brain surgery. Why this is going to happen? The answer is simple. No surgeon will ever be able to keep his or her hand as steady as the hand of a robot. No surgeon is ever being able to greatly magnify a microscopic blood vessel with his or her own eyes. These are simple and routine tasks for medical robots.

Some patients are still worried, however. In the words of one patient before hip surgery, “How do I know the robot doesn’t go crazy? Maybe it drills a hole in my head instead of my hip!”

Surgeons are quick to reassure their patients. “That’s impossible,” says one optimistic surgeon. “I promise that isn’t happening. Robots are medical assistants. They’ll work when I am going to give them a command, and they’ll stop when I will say so. I be right there the whole time.”
Write

Imagine you write for a trend forecaster’s blog. The New Year is approaching and you’ve been thinking about the future, fifty years from now. Write a blog post about your predictions. Use be going to, will, the future continuous, and future time clauses.

1. **Brainstorm** Choose two areas (e.g., homes, education), and think about the changes that will occur. Use these categories to help you organize your ideas into paragraphs.
   - **Introduction:** What overall prediction can you make about life 50 years from now?
   - **Changes for the better:** What improvements will there be? What effect will these improvements have on the way we live? (Devote one paragraph to each area.)
   - **Challenges:** What old/new challenges will we be facing?
   - **Conclusion:** How optimistic are you about the future?

2. **Write a First Draft** Before you write your first draft, read the checklist below and look at the predictions on pages 50–51 and 69. Write your draft using be going to, will, the future continuous, and future time clauses.

3. **Edit** Read your work and check it against the checklist below. Circle grammar, spelling and punctuation errors.

```
<table>
<thead>
<tr>
<th>DO I ...</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>organize my ideas into paragraphs?</td>
<td></td>
</tr>
<tr>
<td>use be going to and will for predictions and expectations?</td>
<td></td>
</tr>
<tr>
<td>use the future continuous for expectations and future activities in progress?</td>
<td></td>
</tr>
<tr>
<td>use future time clauses to show the order of future events?</td>
<td></td>
</tr>
<tr>
<td>use expressions like I think, maybe, and probably to show that I am speculating?</td>
<td></td>
</tr>
</tbody>
</table>
```

4. **Peer Review** Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. **Rewrite Your Draft** Using the comments from your partner, write a final draft.