

8 LANGUAGE FOCUS • *be going to*: affirmative, negative and questions

• *will* and *won't*

I can talk about future plans and intentions.

- Look at the text on page 98 again and complete the examples. Then choose the correct words in Rules 1–2.
 - We're travel by train.
 - I going away.
 - What you going to do this summer?

RULES

- We use *be going to* to talk about present / future plans and intentions.
- We make questions with *be / do* + pronoun or noun + *going to* + verb.

- Complete the sentences with the affirmative or negative form of *be going to* and the verbs in brackets.

I'm *going to see* (see) a film at the cinema. ✓

They *aren't going to go* (go) to school tomorrow. X

1 You (visit) your grandparents tomorrow. ✓

2 They (travel) by train. X

3 Lily (buy) a guidebook for Hà Nội. ✓

4 I (take) my phone or my tablet. X

5 We (stay) in a modern hotel. ✓

6 Pavel (study) Vietnamese next year. X

- 2.34 PRONUNCIATION: Question stress and rhythm** Listen and repeat the questions. Underline the stressed words in each question.

Where are you going to stay?

1 Are you going to buy a torch?

2 What are we going to see?

3 How is she going to travel?

4 Are we going to stay in a tent?

- Look at the examples and complete Rules 1–4.

1 Lydia *will* feel tired but happy.

2 It'll be hot and sunny.

3 I *won't* be very hungry.

4 Will there be many cyclists?

Yes, there *will*. / No, there *won't*.

5 What will the weather be like?

RULES

- We use to make affirmative sentences about future predictions. The short form is
- We use *will not* for negative sentences. The short form is
- In questions, we use + noun / pronoun + verb.
- In short answers, we use *Yes / No* + pronoun + /

- Nick and his family are going to move from London to Australia. Write questions and answers about his future.

Nick / like / Australia? ✓

Will Nick like Australia? Yes, he *will*.

1 Nick's family / live / in a big house? X

2 Nick / make / many new friends? ✓

3 Nick / learn / a new language? X

4 be / hot and sunny / in December? ✓

5 Nick's family / have a barbecue on the beach / in January? ✓

6 Nick's friends in London / visit / him next summer? X



- USE IT!** Work in pairs. Make five predictions about your partner's future. Say if you agree or not.

I think you'll go to university.

No, I don't think I will.

I don't think you'll write a book.

I think I will.

Finished?

Write predictions about your future.

Going away 99

audio once, then play it again, pausing for students to underline the stressed words. Check answers and play the audio again, pausing for students to repeat.

ANSWERS

- Are you going to buy a torch?
- What are we going to see?
- How is she going to travel?
- Are we going to stay in a tent?

Exercise 4

Write on the board: *It will be sunny tomorrow. It won't be hot.* Underline *will* and *won't*. Ask: *Are these sentences about plans? (no) Are they predictions about the future? (yes).* Tell students they are going to learn how to make predictions in English. Read the examples with the class, then go through the rules and elicit the correct words to complete them. Play the grammar animation.

ANSWERS

- will, 'll
- won't
- will
- will / won't

Exercise 5

Read out the example question and answer, then read out the next prompt and elicit the question and answer. Students write the remaining questions and answers. Check answers by asking pairs of students to read out the questions and answers.

ANSWERS

- Will Nick's family live in a big house? No, they *won't*.
- Will Nick make many new friends? Yes, he *will*.
- Will Nick learn a new language? No, he *won't*.
- Will it be hot and sunny in December? Yes, it *will*.
- Will Nick's family have a barbecue on the beach in January? Yes, they *will*.
- Will Nick's friends in London visit him next summer? No, they *won't*.

Exercise 6 USE IT!

Write on the board: *become famous, travel around the world.* Elicit other ideas for things that might happen in the future, e.g. *win the lottery, live in another town or city, write a book.* Put students into pairs. Ask them to make predictions about their partner's future. In pairs, they tell each other their predictions and respond.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their predictions individually and then read their predictions to the class, omitting *will* or *won't*, e.g. *I ... get married.* See if the class can guess the missing word. Ask: *Who is going to have the best future?*

More practice
Workbook page 55

Assessment
Five-minute test, Teacher's Resource Disk

Language focus • *be going to*: affirmative, negative and questions

• *will* and *won't*

Aim

Talk about future plans and intentions and make predictions about the future.

Warm-up

With books closed, ask students what they can remember about the summer plans on page 98. Elicit ideas and write sentences with *be going to* on the board. Focus on the sentences and ask: *Do they refer to the past, present or future? (future).* Underline the verb in each sentence and tell students they are going to learn how to talk about future plans.

Exercise 1

Students look back at the text and complete the examples. Check answers,

then read through the rules with the class and elicit the correct words to complete them. Play the grammar animation.

ANSWERS

- going to
 - 'm not
 - are
- Rules: 1 future 2 be

Exercise 2

Students complete the sentences with the correct forms of *be going to*, then compare their answers in pairs. Check the answers.

ANSWERS

- 're going to visit
- aren't going to travel
- 's going to buy
- 'm not going to take
- 're going to stay
- isn't going to study

Exercise 3 2.34

PRONUNCIATION: Question stress and rhythm

Play the example and point out how the underlined words are stressed (said slightly louder and with more intonation). Play the