

## GRAMMAR



This section covers the Future Continuous and Future Perfect Simple.

Remind students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 1 Interactive Student (IS)*. If you are using *Outlook 1 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

### FUTURE CONTINUOUS / FUTURE PERFECT SIMPLE

Tell students to read the sentences in the grammar box and identify the verb tense in each sentence. Ask them which sentence describes an action that will be in progress at some time in the future, which one describes future plans and which one describes an action that will be completed (or that we expect to be completed) at some time in the future.

#### ANSWERS

- a will ('ll) be printing (Future Continuous)
- c will ('ll) be starting (Future Continuous)
- b will ('ll) have saved (Future Perfect Simple)

For more information on and practice of the Future Continuous / Future Perfect Simple, refer students to *Grammar Basics: Rules and Basic Practice, Student's Book*, page 124.

For additional information, refer students to pages 109-110 of the Grammar Appendix in the Workbook.

- 1 Tell students to read the questions and choose a logical answer.

#### ANSWERS

- 1 b 2 b 3 a 4 a

- 2 Tell students to choose the correct answer.

#### ANSWERS

- 1 will have sold
- 2 will be installing
- 3 Will the game have come out
- 4 will be doing
- 5 won't be playing

- 3 Tell students to match A to B to form predictions about the future. Tell students to complete the sentences with the verbs in brackets using the Future Continuous or Future Perfect Simple. Check students' understanding of *ready-made* (sentence 3) and *museum relic* (sentence b).

#### ANSWERS

- 1 b, will have become
- 2 e, will have moved
- 3 d, won't be cooking
- 4 a, will be doing
- 5 c, will have taken




### YOUR OUTLOOK CRITICAL THINKING

Ask your students which of the predictions in Exercise 3 they think is the most positive and which one is the most worrying. Encourage students to provide reasons to justify their answers.

#### POSSIBLE ANSWER

The most positive prediction is that people won't be driving cars on roads. Therefore, traffic jams will have disappeared.

The most worrying prediction is that many workers will have lost their jobs because robots will be doing them instead.

-  **4** Tell students to look at the information on the timeline and complete the sentences with the verbs in brackets. Tell them to use the Future Continuous or Future Perfect Simple, affirmative or negative. Check students' understanding of *average employee* (2099), *floating cities* (2100) and *large* (2130). Then, tell students to listen (Class CD 1, Track 19) and check their answers.

**ANSWERS**

- won't be skiing, will have disappeared
- will have become, will have stopped
- won't be speaking
- won't be working
- will be living

- 5** Tell students to write questions with the words listed, using the Future Continuous or Future Perfect Simple. Then, tell them to answer the questions using the information in the timeline in Exercise 4.

**ANSWERS**

- Who will be catching criminals in 2084?  
Robots will be catching criminals in 2084. / In 2084, robots will be catching criminals.
- Where will people be living in 2100?  
People will be living in floating cities on the oceans in 2100. / In 2100, people will be living on floating cities in the oceans.
- What will have happened by 2130?  
People will have moved into large neighbourhoods on the moon by 2130. / By 2130, people will have moved into large neighbourhoods on the moon.

**GRAMMAR IN CONTEXT**

- 6** Tell students to read the article about the film *I Am Mother* and complete the gaps using any future tense. Remind students that there may be more than one possible answer. Check students' understanding of *fears* (n) and *raising*.

**ANSWERS**

- will have destroyed
- will be taking over / will take over
- will have ended
- will enjoy
- will give
- will ... achieve / have achieved
- am not going to tell / won't tell

**OPTIONAL ACTIVITY: ERROR CORRECTION**

Write the following sentences on the board and tell students to identify and correct the mistakes:

- In the year 2100, the average employee will is working less than 20 hours per week.
- After taking this new computer course, will has Sara learnt a lot about coding?
- In 50 years' time, people are driving flying cars.
- By 2080, people will haven't started living on the moon yet.
- In the year 2084, androids will be catching and be arresting criminals.

**ANSWERS**

- In the year 2100, the average employee **will be working** less than 20 hours per week.
- After taking this new computer course, **will Sara have learnt** a lot about coding?
- In 50 years' time, people **will be driving** flying cars.
- By 2080, people **won't have started** living on the moon yet.
- In the year 2084, androids will be catching and **arresting** criminals.

**GRAMMAR IN USE**

- 7** Encourage students to use the ideas provided and to make predictions about their partner at age 20, 30, 40 and 50. Tell students to use the Future Continuous or Future Perfect Simple. Then, tell students to read their predictions to their partner and see if their partner agrees.

**LOOK OUT!**

Tell students to read the sentences and watch out for the common error involving the question form in the Future Perfect Simple.

[ ] **Workbook:** pages 16-17

[ ] **Teacher's All-in-One Pack:**  
More Practice, page 189  
Extension, page 205

For extra grammar exercises, refer students to:

