

# CHAPTER 3

## Future Time

### CHAPTER SUMMARY

**OBJECTIVE:** To explore and learn the most common ways to express future time. This chapter emphasizes the *will* and *going to* future forms, present tense future, and briefly introduces the less common future tenses.

**APPROACH:** This text defines the simple future as a verb form that expresses an event or situation that will, to the best of the speaker's knowledge, occur in future time. Using modals and periphrastic (i.e., phrasal) modals to express future time is covered later in the text.

**TERMINOLOGY:** For ease of classroom communication, the text refers to both the *will* + simple form and the *going to* + simple form as the simple future tense.

**PRETEST.** What do I already know? Page 53.  
Time: 5–10 minutes

- Have a student read the pretest direction line aloud.
- Give students time to complete the exercise and correct using the charts referred to.
- Have students take turns reading their corrected sentences aloud, and discuss any challenging items.

► **EXERCISE 1.** Warm-up. Page 53.  
Time: 5 minutes

- Explain the direction line.
- Have students complete the warm-up, using words from the column on the right to complete each sentence.
- As these forms are among the first learned by students, you can expect to move quickly through Chart 3-1.

**CHART 3-1.** Simple Future: Forms of *Will* and *Be Going To*. Page 54. Time: 10–15 minutes

This chart reviews the two basic forms for expressing the future. It does not show the difference in form or meaning (which is found in Chart 3-2). It is useful to spend some time on the pronunciation of the reduced forms *'ll* and *gonna*. Model the reduced forms for students, but don't rush them to use them in their speech. Remind students that clear and careful enunciation is important for language learners and that normal contracted speaking will

happen naturally as they become confident and gain more experience with the language. Be sure to point out that *'ll* is used in both speech and very informal writing, but that *gonna* is almost never used in writing (with the exception of dialect).

- Ask students about their plans for the coming weekend. For example:

*Natalia, what will you do this weekend?*

*Chao, what are you going to do on Saturday?*

- Using students' information, write sentences that demonstrate that both *will* and *be going to* can be used for simple future. For example:

*Natalia will visit her cousin this weekend.*

*Chao is going to play softball on Saturday.*

- Go over the chart with the class, and ask students to read the example sentences (a)–(m) aloud. Review the explanatory notes to the right of the example forms and discuss challenging items.

► **EXERCISE 2.** Looking at grammar. Page 54. Time: 5 minutes

This exercise and the two that follow it give students the opportunity to practice the two simple future forms using a variety of skills. The emphasis here is not on differences in meaning but rather on using the correct forms of the tenses.

- Explain the direction line to students.
- Have students read through the sentences aloud and then, individually or with the support of the class, decide if the sentence is a prediction or a plan.

► **EXERCISE 3.** Grammar, speaking, and writing. Page 55. Time: 5 minutes

- Read the direction line aloud and put students into small groups.
- As students discuss the completions, circulate around the room, taking notes and participating as is useful.
- Have students take turns reading the completions aloud. Correct pronunciation as well as usage.
- Remind students of the final instruction to write predictions.

- Review individual predictions as a class, and encourage students to say which predictions they think are mostly likely to come true.

### Optional Vocabulary

flooding

championship

### Expansion

Before class, write the names of situations predicted for the future on 6–10 index cards, depending on the size of your class. You will be putting students into small groups to write specific predictions about decisions that will be made, technology that will be advanced, and challenges that will be faced for each situation, so you will want to have 3–4 students per topic. For example:

*global warming / climate change*

*increased human longevity*

*space exploration and colonization*

*extinction of important species*

*a global economy (rather than local)*

*smart vehicles that drive themselves*

*advanced technology and increased automation across all fields of human endeavor*

*low birthrates*

*lack of renewable energy*

*drones / automated weapons*

- Before giving each group an index card, review the topics briefly and make sure students understand the situation and the trends today that point to it. Choose a sample topic, and with your students make specific predictions for the situation. For example:  
*low birthrates*  
*There will be fewer people in the future. Couples will only have one or two children. Cities will grow, but small towns will become smaller. Childless couples will become more common. Some older couples will not have adult children to help them as they become elderly and dependent.*
- Have students work on the topics in small groups, and visit with each group to help them come up with ideas and to find the best way to express them. Encourage students to think deeply, critically, and specifically about possible outcomes so that their predictions are meaningful to the group.
- Ask students from each group to talk about the situation they were given and to share the predictions they made. Other students should both correct the actual predictions (grammar, etc.) and also comment on the content and whether they think the predictions are likely to come true.

### ► EXERCISE 4. Listening. Page 55.

Time: 10 minutes

- Be provisioned with the audio ready.
- Read the direction line to the students, and emphasize that they should complete the sentences with the non-contracted forms of the verbs they hear.
- Ask students to take turns reading their completed sentences aloud, one by one. Check any challenging items against the listening script.

### ► EXERCISE 5. Warm-up. Page 55.

Time: 5 minutes

- Ask four different students to take turns reading sentences (a)–(d) aloud.
- Discuss the difference between a prior plan and a prediction and an offer to help.
- Review the answers for each question: (b) = a prior plan; (a) and (d) = predictions; (c) = an offer to help.

### CHART 3-2. Will vs. Be Going To. Page 56.

Time: 10–15 minutes

Students sometimes have trouble fully grasping when to use *will* and when to use *be going to*. While there are times when students can use them interchangeably, *will* includes a degree of certainty (with some predictions) and willingness (with offers to help) that make its usage distinct from *be going to*. Spending ample time on these different forms will help students control and comprehend the future better, so stress the situations that require *will* in order to drive the difference home.

- Write the three headings from the chart (*Prediction*, *Prior Plan*, and *Willingness*) on the board, spaced evenly apart.
- Using student-generated information, write one *will* sentence and one *be going to* sentence under the heading *Prediction*. If students' responses don't quite work, make your own predictions about topics that you know interest the actual students in your class.
- Underline and highlight the verb forms so that students easily see that *will* and *be going to* can both be used to make predictions. For example:  
*Prediction*  
*Brazil will win the next World Cup.*  
*Turkey is going to win the next World Cup.*
- Next, ask a couple of students what they are going to do this coming weekend, and write their responses on the board using *be going to* under the heading *Prior Plan*.
- Underline and highlight the *be going to* form as used in student sentences. Explain that for plans made before the moment of speaking, *be going to* is the natural form to use. For example:  
*Prior Plan*  
*Reem is going to make a new recipe this weekend.*  
*Mari is going to ride her bike in Central Park.*
- Then elicit examples of willingness from students by deliberately dropping a pen or book near a student's feet.
- Ask the student if he/she will pick the object up for you. Because of the cue you have given in the question form using *will*, the student is likely to say *I will*.
- Even if the student says nothing or incorrectly says *I'm going to pick that up*, use this brief demonstration to teach that *will* shows willingness, especially for spontaneous offers of help.

- Explain that the student didn't know you were going to drop your pen/book and therefore, didn't plan to pick it up for you. Emphasize that because *be going to* is for prior plans, it would not make sense here.
- Emphasize that the only correct future form for a decision made at the moment of speaking is the *will* future.
- Give students the example of a telephone ringing in a house or a knock on the door of that house. Because we don't know in advance that these things will happen, we can't make prior plans to respond to them once they do.
- Write the examples you have discussed under the heading *Willingness* and underline or highlight the verb forms used. For example:

*Willingness*

*(The phone rings.)*

*I will answer it. / I'll answer it.*

*(Someone knocks on the door.)*

*I will get it. / I'll get it.*

- Explain that the negative form of the *will* future is used to express refusal to do something, or, in the case of an inanimate object, inability to function.
- Elicit correct uses of the negative form of the *will* future from students by giving them leading sentences. For example:

*Your Uncle Bernard is terrified of being in an airplane crash. In fact, he won't fly at all.*

*Our washing machine is making funny sounds. Now it won't work.*

- Go over Chart 3-2 with students, asking volunteers to read the sample sentences, (a)–(h) aloud. Discuss the explanatory notes and ask plenty of questions to ensure that students understand.

► **EXERCISE 6.** Grammar, speaking, and listening. Page 56. Time: 10 minutes

Exercises 6–11 require students to think critically about the meaning of the verbs in each sentence and their overall context. In order for students to use the correct future form in these exercises, they need to fully understand the scenario in each sentence. If you feel that students are struggling too much with any of these exercises, take a step back and complete them slowly as a class, using the board as much as needed. Keep key phrases that show either willingness or evidence of future plans on the board so that you can point to these as needed to help students.

If Exercise 6 is very easy for your group, you can have students move ahead and complete other exercises in this group before reviewing as a class.

**Part I**

- Read the direction line aloud.
- It is critical that students understand the context and can picture the scenarios given in these sentences. Therefore, take time to review any vocabulary that could be challenging.
- Review the teaching suggestions included in the front matter about incorporating optional vocabulary into exercises.

**Part II**

- Have the audio ready to play.
- Play the audio and have students repeat the correct pronunciation of *will* and *going to*.

► **EXERCISE 7.** Looking at grammar. Page 57. Time: 5 minutes

- Have students take turns reading the sentences aloud and selecting whether the verb expresses a prediction, prior plan, or willingness.
- Write any challenging items on the board for further discussion.

► **EXERCISE 8.** Looking at grammar. Page 57. Time: 10–15 minutes

- Read the direction line aloud.
- Have students complete independently as seatwork.
- Correct as a class and put any challenging items on the board.

**Optional Vocabulary**

downtown

erase

getting together

volunteers

► **EXERCISE 9.** Grammar and listening. Page 58. Time: 10 minutes

- Have the audio ready to play.
- Read the direction line aloud.
- Have students decide whether to expect A or B in response.
- Confirm and correct by playing the audio.

► **EXERCISE 10.** Let's talk. Page 59. Time: 10–15 minutes

- Read the direction line and explain the task.
- Put students into pairs.
- Ask students about the word *fiasco* and once defined, ask why it is a good description of both pictures.
- Remind students of the urgency of getting to the wedding, and also have them think about the kind of clothing they would be wearing.
- Circulate among the pairs, and encourage them to be creative in their solutions while also remembering the limits of the situation.
- Discuss as a class, and put some of the suggestions on the board.

► **EXERCISE 11.** Listening and writing. Page 59.

Time: 10 minutes

- Be provisioned with the audio ready to play.
- Read the directions aloud. Be aware that some words may not be familiar to all students.
- After students have written their paragraphs, have them share and compare content and form.

**Expansion**

Together, using sentences and aspects of all students' paragraphs, create a descriptive paragraph to summarize the passage on the board.

**Optional Vocabulary**

revisions	compare	developed
content	edit	expand

► **EXERCISE 12.** Warm-up. Page 59.

Time: 5 minutes

The directions ask students to explain what they notice about the verbs in blue. Students should notice that these verbs are all formed in the present tense. When used with adverbs (time words and phrases), such as *after*, *as soon as*, and *when*, the time expressed is future and not present.

- Students may complete these sentences using a main clause with the verb in the future tense. Respond to both the verb form chosen and the actual content.
- Keep overtly correcting students when using these time adverbs. They need to know that *as soon as*, for example, should not be followed by a future verb. For example:

*Gockem, are you really going to take a nap as soon as you leave this class? Isn't anyone going to do their homework when they get home?*

**CHART 3-3.** Expressing the Future in Time Clauses. Page 60. Time: 10–15 minutes

The focus of this chart is on verb usage in complex sentences containing dependent (subordinate) adverb clauses, called “time clauses” here. Students should be familiar with time clauses and their future use with present tense verbs. Such clauses are explored further in a later chapter.

Point out that this future use is not “traditional” English usage. There are certain patterns and systems within a language, but all languages defy logic or predictability in one way or another.

The meaning of *until* can be tricky for some learners to fully grasp. They often confuse it with *yet*, *already*, and/or *still*. Explain that an action will continue or a situation will change until a future change.

- Using some of the time words included in the chart, elicit from the class two sentences combining time clauses (placed first) and then main clauses with the verb in future tense. For example:

*As soon as Beatriz finishes at the gym, she will drive to her parents' house.*

*After Kyung Su leaves class on Friday, she will go to the airport.*

- Now come up with two sentences in which the time clause follows the main clause. For example:  
*Pei-Yu will take the IELTS after she returns to Taiwan next month.*  
*Atul will order food as soon as the rest of the guests arrive.*
- Explain that when the time clause precedes the main clause, a comma separates one clause from the other one.
- Reiterate that no comma is needed when the time clause follows the main clause.
- Underline the present tense structure of the time clause in one color, and highlight the future tense structure of the main clause in a contrasting color.
- Ask students to take turns reading (a)–(h) aloud, and review as a class. Discuss the explanatory notes in the right side of the chart.
- Emphasize the present progressive and stress that in order to use this tense as future, the action will need to be in progress, according to the time clause.

► **EXERCISE 13.** Looking at grammar. Page 60.

Time: 10 minutes

- Read the direction line aloud.
- Remind students that the verb that needs to be in simple present is the one that is in the time clause (not in the main clause).
- Have students take turns reading and choosing the correct form.
- Put any particularly challenging items on the board.

► **EXERCISE 14.** Looking at grammar.

Page 60. Time: 10 minutes

- Have a student read the direction line aloud.
- Ask students to complete each item independently as seatwork.
- Compare and correct as a group, putting any challenging completions on the board.

► **EXERCISE 15.** Let's talk: interview. Page 61.

Time: 10 minutes

- Put students into small groups of 3–4.
- Instruct students to first form the questions correctly from the cues given in each example individually. Then they should ask these questions of the other students in their group.
- As a class, have students read you the formed questions, and write these on the board. For example:

*What are you going to do after you wake up tomorrow?*

- Have students report on their partners' responses, and write some (or all) of these answers on the board. For example:

You: *Rina, what is Claudio going to do after he wakes up tomorrow?*

Rina: *Claudio is going to finish his grammar homework in the morning and then go to a club with his friends tomorrow night.*

- Continue until you have received a few answers for each of the five questions that are on the board.
- Analyze any mistakes by writing the sentences on the board and calling on the class for help with correction.

### ► EXERCISE 16. Looking at grammar.

Page 61. Time: 10 minutes

- Because students should be able to hear the errors in this exercise, have students take turns reading the sentences aloud.
- Students should correct the mistakes as they hear them, but if not, encourage their peers to jump in.
- Write any complex sentences on the board for clear discussion and correction.

#### Optional Vocabulary

rehearse  
honest

feedback  
nervous

### ► EXERCISE 17. Warm-up. Page 61.

Time: 10 minutes

Students may have heard this structure before but may not be aware that present progressive can have a future meaning when they have learned it strictly for an action in progress now. Remind students that they may be more familiar with this structure than they know and that it is very conversational in nature.

- Ask students to read the sentences aloud.
- Discuss whether there should be a present or future meaning for each sentence, and confirm as a group.

### CHART 3-4. Using the Present Progressive and the Simple Present to Express Future Time. Page 62. Time: 10–15 minutes

The present progressive, when used to express future time, must relate to a planned event or definite intention (e.g., *Tomorrow, I am going to the dentist.*).

The simple present, when used to express future time, is limited to scheduled events that happen at the same time, regularly (e.g., *The express train departs at 6:30 P.M.*).

These tenses are most frequently used to express future time in conversational English. The difficulty for students is learning that without the specific conditions listed above, present tenses can't be used for future time. Students tend to overuse this.

- Ask students if they have any plans for the coming weekend or vacation.
- Co-create present progressive sentences on the board using the present progressive for planned future events. For example:

*Jens is having dinner with his girlfriend tomorrow night and meeting her parents on Saturday.*

*Marta is traveling to the mountains for the winter break.*

- Have three students read example sentences (a)–(c) aloud, in turn.
- Introduce the use of simple present for future regularly scheduled events by asking students when the next meeting of your class is.
- Write students' responses on the board using simple present tense, and remind students that the reason you can use present tense is that your class is a regularly scheduled event. For example:

*Our next class meets two days from now.*

- Have three different students read the next three chart example sentences (d)–(f) aloud. Review the explanatory notes as a group.

### ► EXERCISE 18. Looking at grammar.

Page 62. Time: 10 minutes

- Ask a student to read the direction line aloud.
- Ask others to come up with synonyms for *habitually* (e.g., *regularly*).
- Have students take turns reading the sentences aloud.
- Decide as a class the meaning of the italicized verbs.
- Discuss any challenging items by using the board.

### ► EXERCISE 19. Looking at grammar. Page 62.

Time: 10 minutes

- Read the direction line aloud.
- Have students complete independently as seatwork.
- Correct as a class.

#### Expansion

Before class, write the name of each of your students on an index card. You will later distribute these, one per student, and you need to ensure that no student gets a card with his/her own name. Students will use the present progressive form of the future to describe another classmate's planned activities.

Tell students they need to 1) talk to every other student in the class and 2) find out at least three details about their classmates' plans for the coming weekend. Have students walk around the room and ask each other

what they are doing this coming weekend. After 10–15 minutes of gathering information, they should all sit down again. You will now distribute the name cards, one for each student. Students will now pretend to be the student whose name they have, using present progressive tense. The other class members will have to guess which classmate the speaker is pretending to be. For example, Vilson (from Brazil) might say:

*This weekend my parents are coming from Taiwan, and they are taking me shopping in Chinatown so I can have Chinese ingredients in my kitchen. I am showing my parents all over the city on Saturday. They have traveled to Asia and to Europe, but this is their first time in the United States. On Sunday, we are driving from Boston to New Hampshire to see the fall leaves. My mother has heard that the foliage in New England is pretty in the fall, so I am taking her outside the city to see this.*

*Who am I?*

*Classmates: Hsu-Wei. You are Hsu-Wei. She said her parents are arriving from Taiwan later this week, She also said she was going shopping in Chinatown and that she was showing her parents the leaves in New Hampshire.*

► **EXERCISE 20.** Reading, writing, and speaking. Page 63. Time: 10–25 minutes

This exercise incorporates practice of many skills. Do Part I in class so that students can become used to the grammar forms used and the idea of moving from reading to speaking to writing.

You may want to teach the idiomatic phrase “money is no object.” Students should imagine they have the time and money to go absolutely wherever they want and to do whatever they want.

Use a map if possible. If you have time, photocopy mini-maps of the world. You may also want to print a copy of a sample itinerary from the Internet.

**Part I**

- Ask students to work through the passage as seatwork and underline all the present verbs.
- As a class, discuss the meaning of the underlined verbs and the itinerary planned in Bali and Thailand.

**Part II**

- Either individually or in small groups, students compose a paragraph describing an ideal vacation week. This can be started in class and continued for homework.
- Include as many details as possible, and be sure students use the correct tenses to show future time.
- To promote a detailed itinerary, have students think about where they will depart from, what means and class of travel they will take, what time of day they will arrive at their first destination, etc.
- Write specific questions on the board to help students brainstorm. For example:

*Where are you going?*

*Where are you leaving from?*

*How are you traveling? In the first-class section of an airplane? On a luxury ocean liner? Are you driving across the African continent in your Land Rover or being driven in a Rolls Royce from Heathrow Airport to Buckingham Palace?*

*Who is traveling with you?*

*What kind of accommodations are you staying in?*

*What will you eat?*

**Optional Vocabulary**

go windsurfing                      appropriate

► **EXERCISE 21.** Warm-up. Page 63.

Time: 5 minutes

- Have a student read the sentences above the chart and compare the sentences in blue.
- Ask students when they will need to use this tense.

**CHART 3-5.** Future Progressive. Page 63.

Time: 10–15 minutes

Future progressive is most commonly used in response to questions about what will already be in progress at one specific future time. When planning a meeting or conference that has many sequenced steps or events, future progressive comes in very handy.

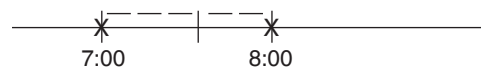
This tense is also used to talk about what is predicted to be happening at an unspecified time in the future. For example, we can say:

*I'll be calling you!*

*You will be speaking English fluently in no time!*

This use occurs primarily in spoken English and shows a warmth and familiarity among the speakers and listeners.

- Draw this timeline on the board.



- Using student-generated information, illustrate future progressive tense. For example:

*Tomorrow, Luz is leaving her apartment at 7:00 A.M.*

*At 8:00 A.M., Luz will arrive at the airport.*

*At 7:30 A.M., Luz will be riding in an Uber on the way to the airport.*

- Explain that the general form is *will + progressive (be + -ing)* form of the verb.
- If using the *be going to* form of the verb, the future progressive is *be + going to + be + -ing*. For example:

*Tomorrow, Luz is leaving her apartment at 7:00 A.M.*

*She is going to arrive at the airport at 8:00 A.M.*

*At 7:30 A.M., Luz is going to be riding in an Uber on the way to the airport.*

- Have students read sentences (a)–(d) from the chart aloud, taking turns.
- Review the explanatory notes.

► **EXERCISE 22.** Looking at grammar. Page 64.  
Time: 5 minutes

- Remind students that references to specific times in the future will help them know which tenses to use.
- Have a student read the example item aloud.
- Giving a couple other students a chance to participate, complete the next item in class.

► **EXERCISE 23.** Looking at grammar. Page 64.  
Time: 10 minutes

- Read the direction line.
- Give students time to complete independently as seatwork.
- Correct as a class, writing any challenging items on the board for discussion.

► **EXERCISE 24.** Reading and grammar.  
Page 64. Time: 5 minutes

- Read the direction line.
- As a group, underline the future progressive verbs.
- Compare the uses of this form within the email.

**Optional Vocabulary**  
assignments

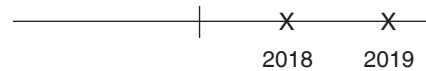
► **EXERCISE 25.** Warm-up. Page 65.  
Time: 5 minutes

- Read the direction line and decide as a class which action (in each of the three sentences) happened first.
- In each sentence, number the first action “1” and the second action “2.”
- Explain that both future perfect and future perfect progressive are only used to describe what will have been completed or will have been in progress from a point in the future.

**CHART 3-6.** Future Perfect and Future Perfect Progressive. Page 65. Time: 10–15 minutes

The future perfect and the future perfect progressive are the two least commonly used tenses in the entire English tense system. These tenses are primarily found in academic literature and science texts more than in everyday prose or speech. Students don’t need to spend too much time on them, but it will help students to understand that these tenses give us a way of looking back from a point in the future. In this way, they are very theoretical and not very practical.

- Draw the timeline and use student-generated information to illustrate the future perfect. For example:

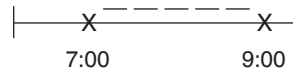


*Mei will finish her degree in 2018.*

*I will see Mei in 2019.*

*By the time I see Mei, she will have finished her degree.*

- Explain the meaning of *by the time*, and remind students that it is followed by the simple present but with a future meaning. This is similar to *as soon as*. The future perfect describes what will have been completed by some point in the future.
- Using another student’s information, draw a timeline and illustrate the use of the future perfect progressive.



*Lars will begin studying at 7:00.*

*At 9:00, his brother will arrive home.*

*Lars will have been studying for two hours by the time his brother arrives home.*

- Explain that the future perfect progressive is used to show the duration of an event that will be in progress before another event takes place.
- Select different students to read aloud examples (a)–(c) in Chart 3-6. Review the explanatory notes.

► **EXERCISE 26.** Looking at grammar. Page 65.  
Time: 10–15 minutes

- Give students time to work through this exercise as seatwork, after having read the direction line.
- Tell them that they should look for certain phrases that indicated completion (*by the time*).
- Review as a class, confirming the correct responses.
- Reiterate and use timelines whenever needed for these tenses to imagine the past from a point in the future.

**Expansion**

Prepare a set of index cards with random future times written on them. Put students into groups of 2–3.

In groups, have students share sentences using either future perfect or future perfect progressive to say what will have been completed or in progress by certain times in the future. Encourage students to write sentences about one another and share them. For example:

*2025*

*In 2025, Endo will have worked at the university for 12 years.*

*In 2025, Jamilla and her husband will have been married for 15 years.*

*In 2025, Seygul will have been teaching Turkish for 17 years.*

► **EXERCISE 27.** Looking at grammar. Page 66.  
Time: 10–15 minutes

- Read the direction line.
- Give students time to complete the items.
- Correct as a class, writing challenging items and/or confusing time references on the board.

► **EXERCISE 28.** Looking at grammar. Page 66.  
Time: 5–10 minutes

- Ask a student to read the direction line aloud.
- Have a student read the first sentence aloud for each item and then as a class, discuss why the checked sentences are preferred.
- Help students to articulate that the future perfect emphasizes completion of an action while the future perfect progressive emphasizes duration of an action.

**Optional Vocabulary**

reservation

steadily

► **EXERCISE 29.** Check your knowledge.  
Page 67. Time: 5–10 minutes

- Ask students to take turns reading each item aloud and determining the error within the sentence.
- Once one student has identified the error, have the person next to him/her replace the incorrect part with the corrected form.
- Ask a third student to explain why the original form was an error and why the correction was needed.

► **EXERCISE 30.** Reading, speaking, and writing. Page 67. Time: 10–15 minutes

**Part I**

- Ask three students to take turns reading the three emails.
- Discuss the concepts of formality, informality, tone, and register.
- Ask students which email's formality is most similar to the formality they use in their academic life.

**Part II**

- Ask students to read through the tips about writing emails to instructors.
- Ask students to follow the direction line for writing two emails to instructors (one reporting an absence and one making a request).

**Part III**

- Invite students to use the editing list to revise their own writing or that of a partner.