

LESSON

# 2

The Present Continuous  
The Future

# GENERATIONS

# NOT FINAL



Frank Shearer, 99, waterskis. He was a championship polo player until age 70.

Youth is wasted on the young.

—Oscar Wilde



# Second Careers

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Read the following article. Pay special attention to the words in bold.

Judy Perlman, of Chicago, **is starting** a new career—making dolls. She sells most of them before Christmas, at holiday fairs all over Illinois. “**I’m having** more fun than ever before. **I’m traveling** in my new job and **meeting** new people. Right now **I’m preparing** for my next show. **I’m not earning** a lot of money, but I don’t care.” Why isn’t she worried about making money? Perlman is a retired teacher, and she’s **getting** a pension.<sup>1</sup>

Many older people **are starting** new careers in their retirement. Americans **are living** longer than ever before. The average life expectancy in the United States is seventy-six years for men and eighty-one years for women. Most people retire in their midsixties. That means that retired people can have many years ahead of them. Some people are content just relaxing. But many seniors<sup>2</sup> **are getting** involved in interesting hobbies or second careers. If they **are getting** a pension or **living** off savings from their work years, many can afford to find rewarding work without worrying about money. “**I’m enjoying** every minute of my new career. I think this is the best time of my life,” says Perlman.

Some senior citizens decide not to retire at all. Frank Babbit of Newark is a carpenter, and he’s still **working**. He has his own business and works fifty hours a week. And he’s almost eighty-eight years old.

Today healthy retirees **are exploring** many options, from relaxing to starting a new business or making a hobby into a new career. How do you see yourself as a retiree?

<sup>1</sup> *pension*: a regular payment made by a business or government to a retired employee  
<sup>2</sup> *senior*: an older person; this usually refers to people over 65.

**COMPREHENSION CHECK** Based on the reading, tell if the statement is true (T) or false (F).

1. Judy Perlman is working as a teacher.
2. People are living longer these days.
3. Some people earn money from a job and get a pension at the same time.

## 2.1 Present Continuous<sup>3</sup>—Form

For the present continuous, we use a form of *be* (*is, am, are*) + verb + *-ing*.<sup>4</sup>

Subject	Be (am, is, are)	Verb + -ing	
I	<b>am</b>	<b>working</b>	hard.
Judy	<b>is</b>	<b>making</b>	dolls.
She	<b>is</b>	<b>getting</b>	a pension.
Some seniors	<b>are</b>	<b>starting</b>	second careers.
You	<b>are</b>	<b>exploring</b>	possibilities.

**Language Notes:**

1. We can make a contraction with the subject pronoun and a form of *be*. Most nouns can also contract with *is*.<sup>5</sup>  
**I’m** having fun. **We’re** learning new things.  
**Judy’s** making dolls. **Frank’s** working as a carpenter.
2. To form the negative, put *not* after *am/is/are*. In many cases, we can make a negative contraction in two ways:  
She is not working. = **She isn’t** working. = **She’s not** working.  
You are not relaxing. = **You aren’t** relaxing. = **You’re not** relaxing.
3. For *I am not*, there is only one contraction:  
I am not traveling. = **I’m not** traveling.
4. Do not repeat the *be* verb after *and* or *or*.  
Some people **are working** and **getting** a pension.
5. We can put an adverb between *be* and the verb + *-ing*.  
He’s **still** working.

<sup>3</sup> Some grammar books refer to the present continuous as the present progressive.  
<sup>4</sup> For a review of the spelling of the *-ing* form of the verb, see Appendix A.  
<sup>5</sup> See Lesson 1, page 5 for exceptions.



**EXERCISE 1** Fill in the blanks with the words you hear to complete the conversation between a 59-year-old man (A) and the manager of a retirement home (B).

- A:** I 'm thinking <sup>1.</sup> about moving into this retirement village. Can you give me some information?
- B:** Sure. This is a village for people over 55 years old.
- A:** \_\_\_\_\_ <sup>2.</sup> now. I'm retired. \_\_\_\_\_ <sup>3.</sup> for activities to keep me busy.
- B:** Most of the people here are very active. Let me give you a tour. This is our fitness center.
- A:** What \_\_\_\_\_ <sup>4.</sup> those people \_\_\_\_\_ <sup>5.</sup> ?
- B:** \_\_\_\_\_ <sup>6.</sup> yoga. It's very popular here. And here's our pool. As you can see, some people \_\_\_\_\_ <sup>7.</sup> .
- A:** What about those people in the pool? \_\_\_\_\_ <sup>8.</sup> .
- B:** \_\_\_\_\_ <sup>9.</sup> a water aerobics class. Now let's go to the computer center. That's Nicole. She's the teacher. \_\_\_\_\_ <sup>10.</sup> a photo-editing course. \_\_\_\_\_ <sup>11.</sup> Marge make a photo album for her grandchildren. And Bob and Cindy over there travel all over the world. \_\_\_\_\_ <sup>12.</sup> together a Web page with their vacation pictures. Let me show you our game room. As you can see, some people \_\_\_\_\_ <sup>13.</sup> chess.
- B:** What about those women? What game \_\_\_\_\_ <sup>14.</sup> ?
- A:** That's called MahJongg. It's especially popular among the women.
- B:** I'm a widower. Maybe I can meet a woman here.
- A:** That's possible. We have a singles group that meets once a week. In fact, \_\_\_\_\_ <sup>15.</sup> right now. I can introduce you to Mary Dodge. \_\_\_\_\_ <sup>16.</sup> over there. \_\_\_\_\_ <sup>17.</sup> a red T-shirt. She can give you more information.

**EXERCISE 2** Fill in the blanks with the present continuous form of the verb given. Use the correct spelling. Make contractions wherever possible.

- Jack 's visiting <sub>visit</sub> a retirement village.
- He \_\_\_\_\_ <sub>take</sub> a tour.
- He \_\_\_\_\_ <sub>look</sub> at the different activities.

- The manager of the village \_\_\_\_\_ <sub>give</sub> him information.
- Some people \_\_\_\_\_ <sub>relax</sub> .
- Some people \_\_\_\_\_ <sub>use</sub> the exercise equipment.
- One man \_\_\_\_\_ <sub>lift</sub> weights.
- Some people in the pool \_\_\_\_\_ <sub>not/swim</sub> .
- Nicole \_\_\_\_\_ <sub>not/take</sub> a class. She \_\_\_\_\_ <sub>teach</sub> a class.
- Some people \_\_\_\_\_ <sub>not/do</sub> anything.

## 2.2 The Present Continuous—Use

Examples	Explanation
Some people <b>are doing</b> yoga over there. Those women <b>are playing</b> a game.	We use the present continuous to describe an action in progress at this moment.
Mary <b>is standing</b> over there. She's <b>wearing</b> a red T-shirt.	We use the present continuous to describe a state or condition that we can observe now, using the following verbs: <i>sit, stand, wear, and sleep</i> .
Judy <b>is meeting</b> new people. She <b>is getting</b> her pension and <b>earning</b> money from her new job.	We use the present continuous to show a long-term action that is in progress. It may not be happening at this exact moment.
More and more retired Americans <b>are starting</b> a second career. People <b>are living</b> longer.	We use the present continuous to describe a trend. A trend is a behavior that many people in society are doing at this time. It describes a change in behavior from an earlier time.

**EXERCISE 3** Fill in the blanks with the present continuous form of one of the verbs from the box.

retire    return    work ✓    discover    start    volunteer    live    spend

- More and more older people are working at second careers these days.
- Many people \_\_\_\_\_ at a younger age.
- They \_\_\_\_\_ time doing interesting things.
- Some people \_\_\_\_\_ new careers.
- Other people \_\_\_\_\_. They are helping others without pay.
- People \_\_\_\_\_ longer and healthier lives.
- Some people \_\_\_\_\_ new talents and abilities.
- Some older women \_\_\_\_\_ to work after raising a family.

**EXERCISE 4** Are these things happening at this point in time in the United States, in the world, or in another country you know about? Discuss your ideas with a partner.

1. People are living healthier lives.
2. People are living longer.
3. The world is becoming a safer place.
4. Medical science is advancing quickly.
5. A lot of people are losing their jobs.
6. People are working harder than before.
7. People are doing more and enjoying less.
8. Kids are growing up faster than before.

**EXERCISE 5** Use the words given to make a *yes/no* question. Fill in the second blank to complete the short answer.

1. those/men play  
 a. Are those men playing checkers?  
 No, they aren't. They're playing chess.
2. you/consider  
 a. \_\_\_\_\_ this retirement home?  
 Yes, I \_\_\_\_\_. I'm considering it now that my wife is gone.
3. Marge/design  
 a. \_\_\_\_\_ a website?  
 Yes, she \_\_\_\_\_. She's designing a website with pictures of her vacations.
4. Marge/take  
 a. \_\_\_\_\_ pictures now?  
 No, she \_\_\_\_\_. She's putting her pictures on her website.
5. your wife/do  
 a. \_\_\_\_\_ something now?  
 No, \_\_\_\_\_. She's just relaxing.
6. Betty and Charles/take  
 a. \_\_\_\_\_ art classes?  
 Yes, they \_\_\_\_\_. They love art.
7. I/ask  
 a. \_\_\_\_\_ too many questions?  
 No, \_\_\_\_\_. You can ask as many questions as you want.
8. you/write  
 a. \_\_\_\_\_ down this information?  
 No, \_\_\_\_\_. I can check your website later.

## 2.3 Questions with the Present Continuous

Compare statements, *yes/no* questions, short answers, and *wh-* questions.

Statement	Yes/No Question and Short Answer	Wh- Question
You <b>are working</b> as a carpenter.	<b>Are you working</b> full time? Yes, I <b>am</b> .	How many hours <b>are you working</b> ?
They <b>are doing</b> an exercise.	<b>Are they doing</b> yoga? No, they're not.	What kind of exercise <b>are they doing</b> ?
Judy <b>isn't earning</b> a lot of money.	<b>Is she earning</b> enough money? Yes, she is.	Why <b>isn't</b> Judy <b>earning</b> a lot of money?

### Language Notes:

1. We sometimes leave a preposition at the end of a question.  
 What kind of career is he thinking **about**?
2. When the question is "What . . . doing?" we usually answer with a different verb.  
 What are they **doing**? They're **taking** an aerobics class.

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**EXERCISE 6** Read each statement. Then write a question using the word(s) given.

1. Some retirees are discovering new interests. (*how*)

*How are they discovering new interests?*

2. Judy is having more fun. (*why*)

3. Jack is taking piano lessons. (*where*)

4. I'm starting a new career. (*what kind of career*)

5. Some seniors are studying new things. (*what*)

6. My father is thinking about retirement. (*why*)

7. Those women are playing a game. (*what game*)

8. We're not planning to retire. (*why*)

9. People are living longer nowadays. (*why*)

10. I'm doing interesting things. (*what kinds of things*)

11. My father isn't working now. (*why*)

**EXERCISE 7** Fill in the blanks with the present continuous to complete the conversation between two neighbors. Use contractions wherever possible.

A: What are you doing, Jack?  
1. you/do

B: I am looking at some brochures.  
2. look

A: What kind of brochures are they from?  
3. you/look at

B: They're from a retirement village.

A: Are you thinking about moving?  
4. you/think

B: Yes, I am.

A: Why?

B: Now that Rose is gone, I feel lonely.

A: But you have a lot of good neighbors here. And your daughter lives with you.

B: Most of the neighbors are young. My next-door neighbors are always busy. Right now

they are working. And the neighbors across the street are never home.  
5. work

A: They're older people. Are they working too?  
6. work

B: No. They are traveling now.  
7. travel

A: But I'm here. I am watering my lawn, as usual. And my wife is inside.  
8. water

She is talking on the phone, as usual.  
9. talk

B: I'm sorry I'm complaining so much.

A: You aren't complaining. You are looking for  
10. not/complain 11. just/look

something to do.

B: There's a lot to do. I just don't want to do things alone.

A: What retirement village are you planning to go to?  
12. you/plan

B: Sun Valley Senior Village seems nice.

A: What about your daughter?

B: She is planning to move in with a friend of hers.  
13. plan

NOT FINAL

# Digital Natives and Digital Immigrants



Read the following article. Pay special attention to the words in bold.

They're everywhere: in coffee shops, on the train, in restaurants, at work. They're **texting**; they're **tweeting**; they're **googling**; they're **checking** social media; they're **taking** selfies; they're **listening** to music. And yes, they're even **working**. They're always connected. These are the "digital natives."

Born at the end of the twentieth century and the beginning of the twenty-first century, digital natives **don't know** life without technology. The first generation of digital natives **is now entering** the workforce and **changing** the way we work. More and more younger people **are working** from home, in coffee shops, or anyplace. They're **bringing** their personal equipment into the workplace too. They **switch** back and forth between their social and professional lives. They **don't see** the need to separate the two.

Some older people **are adapting** well to technology. Some people call them "digital immigrants." Others **are having** trouble. Some **are refusing** to use any new technology. Older people often **think** that technology is

**growing** too fast. Look at the older people around you. **Do they have** smart phones? **Do they have** earbuds in their ears? **Are they texting**? Many older people **prefer** to share information with a small group of friends. Digital natives **share** information globally.<sup>6</sup>

The younger generations **want** high-tech devices that do everything: take pictures, send texts and photos, provide music and videos, and connect them with friends around the world. What **does** the older generation **want** from technology? In many cases, Grandma and Grandpa **want** a device that **connects** them to family and friends. They **like** to see pictures of grandchildren. Some even **love** to have a video chat with family.

As more and more technology **is entering** every aspect of our lives, the digital divide between generations **is widening**.

<sup>6</sup> *globally*: throughout the world



**COMPREHENSION CHECK** Based on the reading, tell if the statement is true (T) or false (F).

1. Many digital natives are always connected.
2. Seventy-five percent of older people use smartphones.
3. Digital immigrants usually want a device that does many things.

## 2.4 Contrasting the Simple Present and the Present Continuous

### Form

The Simple Present	The Present Continuous
Grandma <b>uses</b> e-mail.	Marc <b>is receiving</b> a message.
She <b>doesn't use</b> a smart phone.	He <b>isn't getting</b> a phone call.
<b>Does</b> she <b>use</b> the Internet? Yes, she <b>does</b> .	<b>Is</b> he <b>receiving</b> a message from his friend? Yes, he <b>is</b> .
When <b>does</b> she <b>use</b> the Internet?	How <b>is</b> he <b>receiving</b> a message?
Why <b>doesn't</b> she <b>use</b> a smart phone?	Why <b>isn't</b> he <b>receiving</b> a message from his friend?

### Use

Examples	Explanation
People <b>use</b> their phones to text. I sometimes <b>send</b> photos to my grandmother. Older people <b>prefer</b> to talk on the phone.	We use the <b>simple present</b> for: <ul style="list-style-type: none"> <li>• a general truth</li> <li>• a habitual activity</li> <li>• a custom</li> </ul>
<b>I'm getting</b> a text message right now. My grandfather <b>is learning</b> about technology. Technology <b>is growing</b> quickly.	We use the <b>present continuous</b> for: <ul style="list-style-type: none"> <li>• an action that is in progress now</li> <li>• a longer action in progress at this general time</li> <li>• a recent trend</li> </ul>
My grandparents <b>live</b> in a retirement home. My sister <b>is living</b> in a dorm this semester.	We use <i>live</i> in the simple present to indicate a person's home. We use <i>live</i> in the present continuous to indicate a temporary, short-term residence.
<b>A: What does she do (for a living)?</b> <b>B: She's an English teacher.</b> <b>A: What is she doing now?</b> <b>B: She's texting her grandson.</b>	"What does she do?" asks about a job or profession. "What is she doing?" asks about an activity now.

**EXERCISE 8** Fill in the blanks with the simple present or the present continuous form of the verb given.

1. Conversation between a grandmother and grandson:

**A:** You 're eating and working on your essay at the same time.  
a. eat and work

**B:** That's not a problem, Grandma.

**A:** What \_\_\_\_\_? Is that a hamburger?  
b. you/eat

**B:** No, it isn't. It's a veggie burger. I never \_\_\_\_\_ meat.  
c. eat

*continued*

**A:** You don't eat enough. Look at you. You're so thin.

**B:** I \_\_\_\_\_ to lose weight.  
d. try

**A:** You always \_\_\_\_\_ in front of your computer. Take a break.  
e. eat

I \_\_\_\_\_ soup now. When it's ready, please come to the table.  
f. make

**B:** But I \_\_\_\_\_ on something important now.  
g. work

**A:** How is that possible? You \_\_\_\_\_ to music too.  
h. eat and listen

**B:** I always \_\_\_\_\_ to music when I \_\_\_\_\_.  
i. listen j. work or study

**A:** Whenever I \_\_\_\_\_, I \_\_\_\_\_ on my work.  
k. work l. concentrate

I \_\_\_\_\_ other things at the same time.  
m. not/do

**B:** You \_\_\_\_\_ the world of young people. We often multitask.  
n. not/understand

**A:** You're right. I don't.

2. Conversation between two brothers:

**A:** \_\_\_\_\_? Wake up. It's almost time for class.  
a. you/sleep

**B:** I'm so tired. I never \_\_\_\_\_ enough sleep.  
b. get

**A:** That's because you're always on your computer or phone. How many hours  
\_\_\_\_\_ a night?  
c. you/sleep

**B:** About four or five.

**A:** That's not enough. You \_\_\_\_\_ more sleep. Turn off your computer  
and phone at night, and get some sleep.  
d. need

**B:** I never \_\_\_\_\_ my devices. I always \_\_\_\_\_  
to know when I get a message.  
e. turn off f. want

**A:** That's ridiculous! Let's go get breakfast. Mom \_\_\_\_\_ pancakes.  
g. make

**B:** I \_\_\_\_\_ breakfast. I just \_\_\_\_\_ coffee.  
h. not/want i. drink

**A:** That's not good. You \_\_\_\_\_ to live a healthier life.  
j. need

3. Conversation between two friends:

**A:** What \_\_\_\_\_ for a living?  
a. your mother/do

**B:** She's retired now.

**A:** \_\_\_\_\_ old?  
b. she/be

**B:** No. She's only fifty-eight.

**A:** What \_\_\_\_\_ with her free time?  
c. she/do

**B:** A lot of things. In fact, she \_\_\_\_\_ any free time at all.  
d. not/have

She \_\_\_\_\_ a course at the art center this semester. Right now  
e. take

she \_\_\_\_\_ a picture of me.  
f. paint

## 2.5 Action and Nonaction Verbs

Examples	Explanation
He <b>is texting</b> his friend. I <b>am listening</b> to music.	Some verbs are action verbs. These verbs express physical or mental activity ( <i>text, call, work, share, etc.</i> ).
Young people <b>know</b> a lot about technology. Many people <b>have</b> a smart phone now. <b>Do</b> you <b>remember</b> a time without cell phones?	Some verbs are nonaction verbs. These verbs express a state, condition, perception, or feeling, not an action. We do not usually use the present continuous with nonaction verbs. We use the simple present even if we are talking about now.
She's <b>looking</b> at the text message. I want to learn about technology, but it <b>looks</b> hard. Your photo <b>looks like</b> a selfie.	Some verbs can express an action or a perception. When they express an action (for example, <i>look at</i> ), they are action verbs. When they express a perception (for example, <i>look + adjective</i> or <i>look like</i> ), they are nonaction verbs.
I'm <b>looking</b> at my cell phone. I <b>see</b> a text from my father. She <b>is listening</b> to music. She <b>hears</b> her favorite song.	<i>Look</i> and <i>listen</i> are action verbs. <i>See</i> and <i>hear</i> are nonaction verbs.
Grandma <b>is thinking</b> about getting an e-reader. She <b>thinks</b> that technology is a good thing.	When we think <i>about</i> or <i>of</i> something, <i>think</i> is an action verb. <i>Think that</i> shows an opinion about something. It is a nonaction verb.
My grandfather <b>is having</b> a hard time with technology. He's <b>having</b> lunch with his friends now. Grandma <b>has</b> free time now. She <b>has</b> five grandchildren. I can't visit her now. I <b>have</b> a cold.	When <i>have</i> means to experience something or to eat or drink something, it is an action verb. When <i>have</i> shows possession, relationship, or illness, it is a nonaction verb.

Some common nonaction verbs are:

- Perception verbs: *smell, taste, look, sound*, followed by an adjective or *like*
- Feelings and desires: *like, dislike, love, hate, hope, want, need, prefer, agree, disagree, care about, expect, matter*
- Mental states: *believe, know, hear, see, notice, understand, remember, think that, suppose, recognize*
- Other nonaction verbs: *mean, cost, spell, weigh*

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**EXERCISE 9** Circle the correct words to complete the conversation between a grandmother and her grandson.

- A:** Listen, Marco, (I'm thinking/I think) about getting a new computer. Can you help me pick one out?
- B:** Sure, Grandma. How about on Saturday?
- A:** Saturday's good. What's that noise? It (*sounds/is sounding*) like rock music (*comes/is coming*) from your pocket.
- B:** It's my cell phone. It's my new ringtone. (*I receive/I'm receiving*) a text message now. It's a message from Dad. See?
- A:** It (*looks/is looking*) like Greek to me. What does it say?
- B:** (*He tells/He's telling*) me to come home early. (*He wants/He's wanting*) to give me another driving lesson. (*I learn/I'm learning*) to drive, you know.
- A:** When (*I have/I'm having*) something to say, (*I use/I'm using*) the phone.
- B:** (*I prefer/I'm preferring*) to text. (*It saves/It's saving*) time. You can text me too, Grandma.
- A:** OK. (*It looks/It's looking*) hard. Teach me. Let me send a note to Grandpa. "Jim. Where are you? See you later."
- B:** Grandma, (*you're writing/you write*) so slowly. And (*you use/you're using*) whole words. Use abbreviations, like this: "where r u c u later." Don't use punctuation. (*You need/You're needing*) to write fast.
- A:** You know I'm an English teacher, and (*I don't like/I'm not liking*) to write without punctuation.
- B:** Text messages don't need punctuation.
- A:** (*I don't think/I'm not thinking*) I can do it.
- B:** But (*you send/you're sending*) e-mail every day.
- A:** That's different. (*I write/I'm writing*) slowly, and (*I check/I'm checking*) my spelling.
- B:** You're so old-fashioned!
- A:** No, I'm not. This month (*I study/I'm studying*) photo editing at the senior center. (*I make/I'm making*) a digital family album.
- B:** That's great, Grandma! I'm proud of you.

**EXERCISE 10** Fill in the blanks with the simple present or the present continuous form of the verb given.

1. **A:** My grandfather is a volunteer. Twice a week he reads for blind people.  
a. read
- B:** That's great! My grandmother \_\_\_\_\_ part-time in a bookstore. She \_\_\_\_\_ books. She usually \_\_\_\_\_ her bike to work. She \_\_\_\_\_ the exercise.  
b. work c. love d. ride e. like
- A:** Where is she now? \_\_\_\_\_?  
f. she/work
- B:** Right now she's on vacation. She \_\_\_\_\_ her sister in Florida.  
g. visit
2. **A:** Can I borrow your dictionary?
- B:** I'm sorry. I \_\_\_\_\_ it now. Where's your dictionary?  
a. use
- A:** I never \_\_\_\_\_ it to class. It's too heavy.  
b. bring
- B:** \_\_\_\_\_ to use my dictionary all the time? You \_\_\_\_\_ a dictionary app for your phone.  
c. you/expect d. need
- A:** I \_\_\_\_\_ a smart phone.  
e. not/have
3. **A:** What \_\_\_\_\_? She \_\_\_\_\_ too fast, so I \_\_\_\_\_ her.  
a. the teacher/say b. talk c. not/understand
- B:** I don't know. I \_\_\_\_\_ . I \_\_\_\_\_ a friend.  
d. not/listen e. text
- A:** I \_\_\_\_\_ you should pay attention in class.  
f. think
4. **A:** What \_\_\_\_\_?  
a. you/write
- B:** I \_\_\_\_\_ an essay about my grandparents. I \_\_\_\_\_ them very much.  
b. write c. love
- A:** \_\_\_\_\_ with you?  
d. they/live
- B:** No, they don't. They live in Pakistan. They \_\_\_\_\_ us once a year.  
e. visit
- A:** How \_\_\_\_\_? By e-mail?  
f. you/communicate
- B:** We usually \_\_\_\_\_ a video chat once a week. But right now their computer \_\_\_\_\_, so we \_\_\_\_\_ the phone.  
g. do h. not/work i. use

continued

5. **A:** \_\_\_\_\_ that guy over there? Who is he?  
a. you/see
- B:** That's my technology teacher.
- A:** He \_\_\_\_\_ jeans and running shoes. And he \_\_\_\_\_ an earring in his ear. He \_\_\_\_\_ like a student.  
b. wear c. have d. look
- B:** I \_\_\_\_\_. Everyone \_\_\_\_\_ he's a student. But he's a very professional teacher.  
e. know f. think
6. **A:** My parents \_\_\_\_\_ to put Grandma in a nursing home. Mom \_\_\_\_\_ she'll receive better care there.  
a. plan b. think
- B:** It \_\_\_\_\_ like a difficult decision.  
c. sound
- A:** It is. Mom \_\_\_\_\_ what else to do. Grandma \_\_\_\_\_.  
d. not/know e. sometimes/fall
- B:** Maybe she \_\_\_\_\_ a cane or a walker.  
f. need
- A:** Her memory is bad too. She \_\_\_\_\_ where she puts things.  
g. never/remember
- B:** Can I call you back later? I \_\_\_\_\_ my other phone. My son \_\_\_\_\_ me.  
h. hear i. call



# THE FUTURE UNITED STATES POPULATION

NOT FINAL



Read the following article. Pay special attention to the words in bold.

The population of the United States is growing slowly. Today it's about 320 million. By 2050, **it's going to be** about 440 million. This is not a big growth, but one group is growing very fast—the elderly. The sixty-five and over population **will** more than **double** by 2050. The eighty-five and over population **will** more than **triple**.

There are two reasons for this increase of older Americans. First, the “baby boomers” are getting old. Baby boomers are people born between 1946 and 1964. During that time, a very large number of babies were born. The oldest are now entering their senior years. Many more **will** soon **be** elderly. As these people retire, young people **are going to have** many more job opportunities. In fact, there's **going to be** a shortage<sup>7</sup> of workers to take their place. The number of jobs in health care **will increase**. There **will be** many jobs for pharmacists, physical therapists, and home health aides.

There is another reason for the increase in older Americans: life expectancy is increasing. Some scientists predict that half the babies born in 2007 **will live** to be 104 years old. But according to Dr. Harrison Bloom of the Longevity Center of New York, many young people **won't reach** this age because they don't have a healthy lifestyle. Or, if they do live a long time, they're **going to need** a lot of medical help.

When today's young people retire at age sixty-five or seventy, they'll **have** a lot of years ahead of them. They need to think about how they'll **spend** their later years. If they expect to have good health, they need to think about it now.

<sup>7</sup> *shortage*: a state of not having enough





- How \_\_\_\_\_ you \_\_\_\_\_ your retirement years?
- Why \_\_\_\_\_ we \_\_\_\_\_ more health care workers?
- How old \_\_\_\_\_ you \_\_\_\_\_ in the year 2050?

## 2.7 The Future with *Be Going To*

Examples	Explanation
People <b>are going to live</b> longer. We <b>are going to need</b> more pharmacists in the future.	We can use a form of <i>be + going to</i> + the base form to express future time.
I'm <b>not going to work</b> after retirement. He <b>isn't going to retire</b> soon.	To form the negative, we put <i>not</i> after <i>am</i> , <i>is</i> , or <i>are</i> .
We're <b>going to go</b> to the Grand Canyon. We're <b>going</b> to the Grand Canyon.	We often shorten <i>going to go</i> to <i>going</i> .

Compare statements, *yes/no* questions, short answers, and *wh-* questions.

Statement	Yes/No Question and Short Answer	Wh- Question
We <b>are going to travel</b> .	<b>Are we going to travel</b> by car? Yes, we <b>are</b> .	When <b>are we going to travel</b> ?
She <b>is going to work</b> as a nurse.	<b>Is she going to work</b> at a hospital? No, she <b>isn't</b> .	Where <b>is she going to work</b> ?
You <b>aren't going to send</b> Grandpa a present.	<b>Are you going to send</b> an e-card? Yes, I <b>am</b> .	Why <b>aren't you going to send</b> Grandpa a present?

### Pronunciation Notes:

- In informal speech, *going to* before another verb often sounds like "gonna." In formal English, we don't write "gonna."  
I'm not "gonna" work after retirement.
- Only *going to* before another verb sounds like "gonna." We don't pronounce "gonna" before a noun or a noun phrase.  
He's **going to** the store.

**EXERCISE 13** Fill in the blanks with *be going to* and one of the verbs from the box. You may use the same verb more than once.

need    spend    study    be    live    find    become    double    have

- Many people are going to live to the age of 100.
- Young people \_\_\_\_\_ a lot of job possibilities.
- I \_\_\_\_\_ a nurse because it \_\_\_\_\_ easy to find a job.
- Some people \_\_\_\_\_ a long retirement.
- Some old people \_\_\_\_\_ a lot of medical help.
- \_\_\_\_\_ you \_\_\_\_\_ to be a physician's assistant?
- Younger people \_\_\_\_\_ jobs in health care.
- By 2050, the population of people over sixty-five \_\_\_\_\_.
- \_\_\_\_\_ your grandparents \_\_\_\_\_ with your family?
- You need to think about how you \_\_\_\_\_ your retirement years.
- In the future, there \_\_\_\_\_ a shortage of workers.
- \_\_\_\_\_ I \_\_\_\_\_ to be 100?

**EXERCISE 14** Fill in the blanks with *be going to* and the words given to complete the conversation between two co-workers.

- A:** I'm so excited. I 'm going to retire at the end of this year!  
1. retire
- B:** That's wonderful news. What \_\_\_\_\_ next?  
2. you/do
- A:** I don't really know yet. I \_\_\_\_\_ new things.  
3. explore
- B:** What \_\_\_\_\_?  
4. you/explore
- A:** I think I have a talent for art. I \_\_\_\_\_ art classes.  
5. take
- B:** \_\_\_\_\_ part-time?  
6. you/work
- A:** No way! I want to have fun.
- B:** Is your husband happy about your retirement?
- A:** Yes. He \_\_\_\_\_ too.  
7. retire
- B:** But you're not that old.

*continued*

- A:** I'm 58 and he's 56. Our children \_\_\_\_\_ us much anymore.  
8. not/need
- B:** Why \_\_\_\_\_ you?  
9. not/need
- A:** Our youngest son \_\_\_\_\_ from college in June. And the other two are already on their own. The oldest \_\_\_\_\_ married next year, and the middle one has her own apartment and a job.  
10. graduate  
11. get
- B:** I \_\_\_\_\_ you at work. It \_\_\_\_\_ the same without you.  
12. miss  
13. not/be
- A:** I \_\_\_\_\_ the boss and the long hours.  
14. not/miss

## 2.8 Choosing *Will* or *Be Going To* or Present Continuous for Future

Examples	Explanation
The U.S. population <b>will be</b> 440 million by 2050. The U.S. population <b>is going to be</b> 440 million by 2050.	For a prediction about the future, we use either <i>will</i> or <i>be going to</i> . <i>Will</i> is more formal than <i>be going to</i> .
Grandpa <b>will be</b> 85 years old in August. Grandpa <b>is going to be</b> 85 in August.	For a fact about the future, we use either <i>will</i> or <i>be going to</i> .
<b>A:</b> I'm interested in health care. I <b>am going to become</b> a nurse. <b>B:</b> My sister's a nurse. <b>I'll tell</b> her about your plan. Maybe she can give you some advice.	When we have a definite plan for the future, we use <i>be going to</i> . When we are thinking about the future at the moment of speaking, we use <i>will</i> .
Grandma: I want to buy a cell phone. What kind should I buy? Grandson: <b>I'll help</b> you. <b>I'll take</b> you shopping. Grandma: You always say that. But you never have time. Grandson: <b>I'll make</b> time. I promise.	To make a promise or offer to help with no previous plan, we use <i>will</i> . The decision comes at the moment of speaking.
My grandmother <b>is moving</b> into a retirement home on Friday. <b>I'm helping</b> her move. The weather report says it's <b>going to rain</b> on Friday, so the move won't be easy.	We can use the present continuous with definite plans for the near future. We don't use the present continuous if there is no plan. (Not: It is raining on Friday.)

### Language Note:

For a scheduled event, such as a flight, movie, or class, we often use the simple present.

- The semester **begins** in August.  
My nursing course **ends** next month.



### EXERCISE 15 Listen to the conversation. Fill in the blanks with the words you hear.

- A:** I hear you're retiring next month.  
1.
- B:** Yes. Isn't it wonderful? \_\_\_\_\_ sixty-five in September.  
2.
- A:** What \_\_\_\_\_ after you retire?  
3.
- B:** \_\_\_\_\_ to Florida.  
4.
- A:** What \_\_\_\_\_ in Florida?  
5.
- B:** \_\_\_\_\_ a sailboat. Maybe \_\_\_\_\_ to play golf. What about you?  
6. 7.
- A:** I don't know. \_\_\_\_\_ any time soon. I'm only forty-five.  
8.
- B:** I hope \_\_\_\_\_ me in Florida.  
9.
- A:** Of course \_\_\_\_\_! Do you need help packing?  
10.
- B:** Yes. \_\_\_\_\_ to pack this weekend.  
11.
- A:** \_\_\_\_\_ you.  
12.
- B:** Thanks. \_\_\_\_\_ my life a lot easier!  
13.

### EXERCISE 16 Circle the correct words to complete the conversation. In some cases, both choices are possible. If so, circle both.

1. **A:** Do you want to go for a cup of coffee?  
**B:** Sorry. I don't have time. (I'm going to visit / I'll visit) my grandfather this afternoon.  
(I'm going to help / I'll help) him with his computer. And I need to return some books to the library.
- A:** Give them to me. I'm going that way on my way home. (I'll return / I'm going to return) them for you.  
Do you want to get together for coffee tomorrow?
- B:** I'm not sure. (I'll text / I'm going to text) you tomorrow to let you know.
2. **A:** I have to go to the airport. My grandparents' plane (*is arriving* / *is going to arrive*) at four o'clock this afternoon.
- B:** (I'll go / I'm going) with you. (I'll / I'm going to) stay in the car while you go into the airport.
- A:** Thanks.
- B:** How long (*are they going to stay* / *are they staying*)?

continued

**A:** *(They'll come/They're coming)* because *(my sister's graduating/will graduate)* on Sunday. After the graduation, *(they'll/they're going to)* visit my cousins in Denver.

**3. A:** My mother's so happy. *(She's going to retire/She'll)* retire next month.

**B:** Are you *(going to have/having)* a party for her?

**A:** Yes. Do you want to come to the party?

**B:** What's the date?

**A:** June 16.

**B:** I have to check my calendar. *(I'm going to/I'll)* let you know later.

**A:** That's great! What are you and your family *(doing/going to do)* when *(he's/he'll be)* no longer able to take care of himself?

**B:** We never think about it. He's in great health. I think he's *(outliving/going to outlive)* us all.

**A:** But *(he's probably going to need/he'll probably need)* help when *(he'll get/he gets)* older.

**B:** If *(he'll need/he needs)* help, *(he has/he'll have)* his wife to take care of him.

**A:** My grandparents are in their sixties now. But when *(they're/they'll be)* older, they're going to live with my parents. In our country, it's an honor to take care of our parents and grandparents.

**B:** That sounds like a great custom. But I think older people should be independent. I'm glad that Grandpa doesn't depend on us. And when *(I'm/I'll be)* old, *(I'm going to take/I'm taking)* care of myself. I don't want to depend on anyone.

**A:** *(You'll change/You're changing)* your mind when *(you're/you'll be)* old.

## 2.9 Future + Time or If Clause

Time or If Clause (Simple Present)	Main Clause (Future)	Explanation
When I <b>retire</b> ,	<b>I'm going to start</b> a new hobby.	Some sentences have a time or <i>if</i> clause and a main clause. We use the future in the main clause; we use the simple present in the time or <i>if</i> clause.
If I <b>am</b> healthy,	<b>I'll continue</b> to work.	
Main Clause (Future)	Time or If Clause (Simple Present)	
He'll <b>move</b> to a warm climate	as soon as he <b>retires</b> .	
My parents <b>are going to travel</b>	if they <b>have</b> enough money.	

### Punctuation Note:

If the time or *if* clause comes before the main clause, we use a comma to separate the two parts of the sentence. If the main clause comes first, we don't use a comma.

**EXERCISE 17** Choose the correct words to complete the conversation. In some cases, both choices are possible. If so, circle both choices.

**A:** What *(are you doing/will you do)* later today?

**B:** After class *(will be/is)* over, I'm going to drive my grandfather to the airport.

**A:** Where *(is he going/will he go)*?

**B:** To Hawaii to play golf.

**A:** That's great! How old is he?

**B:** *(He's going to/He'll)* be seventy-eight next month.

**A:** He's pretty old.

**B:** He's in perfect health. *(He's getting/he'll get)* married in two months.

**EXERCISE 18 About You** Think about a specific time in your future (when you graduate, when you get married, when you have children, when you find a job, when you return to your native country, when you retire, etc.). Write three sentences to tell what will happen at that time. Find a partner who is close to your age. Compare your answers to your partner's answers.

1. *When I have children, I won't have as much free time as I do now.*

2. *When I retire, I'm going to start a new hobby.*

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

NOT FINAL

## SUMMARY OF LESSON 2

Simple Present	
For general truths	Many people <b>retire</b> in their sixties. Some retirees <b>get</b> a pension.
For regular activities, habits, customs	Jack <b>plays</b> golf twice a week. I <b>always</b> visit my grandparents on the weekend.
With a place of origin	My grandfather <b>comes</b> from Mexico. My grandmother <b>comes</b> from Peru.
In a time clause or in an <i>if</i> clause of a future statement	When she <b>retires</b> , she'll start a new hobby. If Grandma <b>needs</b> help, she'll live with us.
With nonaction verbs	I <b>care</b> about my grandparents. Your grandfather <b>needs</b> help now. My grandfather <b>prefers</b> to live alone now.
For scheduled events	The plane <b>leaves</b> at 8 P.M. tonight.

Present Continuous (with action verbs only)	
For an action happening now, at this moment	My friend <b>is texting</b> me now. She's <b>sending</b> me her photo.
For a long-term action in progress at this general time	Judy <b>is earning</b> money by making dolls. Jack is retired now. He <b>is starting</b> a new career.
For a trend in society	The population of the U.S. <b>is getting</b> older. Americans <b>are living</b> longer.
For a definite plan in the near future	She <b>is retiring</b> next month. She <b>is going</b> on a long trip soon.
With a descriptive state	Mary <b>is standing</b> over there. She <b>is wearing</b> jeans and a T-shirt.

Future		
	Will	Be Going To
For a plan		He <b>is going to retire</b> in two years.
For a fact	The number of old people <b>will increase</b> .	The number of old people <b>is going to increase</b> .
For a prediction	There <b>will be</b> more jobs in health care.	There <b>are going to be</b> more jobs in health care.
For a decision made at the time of speaking, usually with a promise or an offer	I'll take care of you when you're old. Grandma, I'll <b>carry</b> your grocery bags for you.	

## TEST / REVIEW

Circle the correct words to complete the conversation. If both answers are correct, circle both choices.

- A:** Hi, Maya.
- B:** Hi, Liz. How are you?
- A:** Fine. What <sup>1.</sup> *(are you doing/you are doing)*? <sup>2.</sup> *(Do/Are)* you want to go out for a cup of coffee?
- B:** <sup>3.</sup> *(I'm not having/I don't have)* time now. <sup>4.</sup> *(I pack/I'm packing)*.  
<sup>5.</sup> *(We're moving/We're going to move)* next Saturday.
- A:** Oh, really? Why <sup>6.</sup> *(are you/you are)* moving? You <sup>7.</sup> *(have/are having)* such a lovely apartment now.
- B:** Yes, I know we do. But my father <sup>8.</sup> *(comes/is coming)* soon, so we're <sup>9.</sup> *(going to need/need)* a bigger apartment.
- A:** When <sup>10.</sup> *(is he/he is)* going to come?
- B:** He <sup>11.</sup> *(leaves/'ll leave)* as soon as he <sup>12.</sup> *(gets/'ll get)* his visa. That <sup>13.</sup> *(is probably/will probably be)* in about four months.
- A:** But your present apartment <sup>14.</sup> *(has/have)* an extra bedroom.
- B:** Yes. But my husband <sup>15.</sup> *(likes/is liking)* to have an extra room for an office. He usually <sup>16.</sup> *(brings/is bringing)* a lot of work home. He doesn't <sup>17.</sup> *(likes/like)* noise when he works.
- A:** <sup>18.</sup> *(Is your father/Your father is)* going to get his own apartment after he <sup>19.</sup> *(will find/finds)* a job?
- B:** He's retired now. He's going to <sup>20.</sup> *(live/living)* with us. He <sup>21.</sup> *(isn't liking/doesn't like)* to live alone.
- A:** <sup>22.</sup> *(Do you need/Are you needing)* help with your packing?
- B:** No, thanks. Bill and I are <sup>23.</sup> *(stay/staying)* home this week to finish the packing. And my sister <sup>24.</sup> *(is helping/helps)* me now too.
- A:** I'd like to help. <sup>25.</sup> *(I come/I'll come)* over next Saturday to help you move.
- B:** <sup>26.</sup> *(We're going to use/We use)* professional movers on Saturday. We <sup>27.</sup> *(aren't/don't)* want to bother our friends.
- A:** It's no bother. I <sup>28.</sup> *(want/'m wanting)* to help.
- B:** Thanks. I have to go now. <sup>29.</sup> *(I hear/I'm hearing)* Bill now. <sup>30.</sup> *(He calls/He's calling)* me. He <sup>31.</sup> *(need/needs)* help in the basement. <sup>32.</sup> *(I call/I'll call)* you back later.
- A:** That's not necessary. <sup>33.</sup> *(I see/I'll see)* you on Saturday. Bye.

NOT FINAL

## WRITING

### PART 1 Editing Advice

1. Always include a form of *be* in a present continuous verb.

She <sup>is</sup> working now.

2. Don't use the present continuous with a nonaction verb.

I am <sup>like</sup> liking my new hobby.

3. Include *be* in a future sentence that has no other verb.

You will <sup>be</sup> busy when you retire.

4. Don't combine *will* and *be going to*.

He will ~~going to~~ leave. OR *He's going to leave.*

5. Don't use the future after a time word or *if*.

When I ~~will~~ retire, I'll have more free time.

If I ~~will~~ have enough money, I'll travel.

6. Use a form of *be* with *going to*.

He <sup>is</sup> going to help his grandfather.

7. Use the correct word order in questions.

When <sup>will you</sup> you ~~will~~ retire?

Why <sup>isn't she</sup> she ~~isn't~~ going to work part-time?

### PART 2 Editing Practice

Some of the shaded words and phrases have mistakes. Find the mistakes and correct them. If the shaded words are correct, write C.

My grandfather is retired now, and he's not happy. He wakes up every day and says, "What <sup>will I</sup> ~~I will~~ do today?" On the other hand, my grandmother is very busy. My grandparents <sup>C</sup> ~~live~~ live in a retirement village, and Grandma <sup>3.</sup> ~~is learning~~ how to draw. She's also <sup>4.</sup> ~~take~~ singing lessons, and she <sup>5.</sup> ~~studying~~ photography. Next month, she <sup>6.</sup> ~~going to~~ take a trip to India with a group of older people. When Grandma <sup>7.</sup> ~~will get~~ back from India, she's <sup>8.</sup> ~~going to~~ make a photo slideshow of her trip.

Grandpa doesn't want to travel. He says, "What <sup>9.</sup> ~~I'm going to~~ do in India?" <sup>10.</sup> ~~I'm thinking~~ that Grandpa <sup>11.</sup> ~~is needing~~ to find a hobby. Grandma always tells him, "You <sup>12.</sup> ~~will happy~~ if you find something to do." <sup>13.</sup> ~~Will I going to have~~ a hard time like Grandpa when I <sup>14.</sup> ~~will retire~~? <sup>15.</sup> ~~I'll think~~ about it when the time <sup>16.</sup> ~~comes~~.

### PART 3 Write About It

1. Write about the differences in generations and their use of technology. Use examples from your own life or the lives of people you know.
2. Interview a retired person. What is this person doing with his or her life now? What are this person's plans for the future?

### PART 4 Edit your Writing

Reread the Summary of Lesson 2 and the editing advice. Edit your writing from Part 3.

# NOT FINAL