



LEVEL 2
LESSON 23
ROCK
STAR

Topics Telling someone about future plans	Prepare Before Class Print the Future Continuous handout Print out the student Activity Sheet
Learning Strategy Set Goals	Goals Using the future continuous tense

Day 1

Introduce the Lesson

Say, “In this lesson we watch Anna interviewing her favorite singer, Emma G. You will learn how to use the future continuous tense to talk about future plans.”

Ask students, “Do you have a favorite musician or singer? How do you learn about the singer?” Possible answers may include the singer’s social media pages or their television appearances.

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

In this lesson, Anna is excited about meeting Emma G. Anna plays a ukelele and a tambourine as Emma is singing her song. Anna also tries to sing along with Emma. Ask students to tell you the names of instruments they play or kinds of singing groups they are part of. Write the names on the board to expand students’ knowledge of music-related vocabulary.

Present the Conversation

Tell students that the video will show Anna interviewing singer-songwriter Emma G. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Anna and Ms. Weaver used the future continuous verb tense to talk about the interview.

We use future continuous to talk about actions that will be in progress at or around a time in the future.

For example, Ms. Weaver says, "Tomorrow, you'll be interviewing musician Emma G."

Future Continuous

There are two options for future continuous. The first is: will be + the -ing form of the verb.

And the second is: be + going to be + the -ing form of the verb. Keep watching for more!

Future Continuous Activity

Expand on the information Professor Bot gave about using the future continuous. “We use the future continuous verb tense for future actions that will continue for a period of time.”

Continue: “Future continuous is used only for action verbs. An action verb is a verb that expresses a physical or mental action. Examples are: ‘write,’ ‘read,’ ‘sing,’ ‘work,’ ‘think’ and ‘stop.’ Verbs like ‘be,’ ‘become,’ ‘feel’ and ‘look’ are not action verbs.” Write this summary on the board:

Future continuous:

for action verbs only

has two forms

Forms:

will (not) be + ing verb

be (not) + going to be + ing verb

Give an example from the conversation: “Tomorrow, you’ll be interviewing musician Emma G.”

Ask students to work in pairs to find other sentences using the future continuous in the conversation.

Conclude, “With the future continuous, we often shorten the part of the verb that comes after the subject. Look at the examples with ‘you’ll,’ ‘I’ll’ and ‘I’m.’”

Give students the Future Continuous handout. Ask students to sit with a partner. Explain the activity: “For this activity, please look at the time in each sentence. Then think of what you will be doing (or won’t be doing) at that time. Then guess what your partner will or won’t be doing at that time. Write it on your sheet. Ask your partner if your guesses were correct. Give yourself a point for each correct guess.”

After students have done the activity, ask several pairs to share what they learned from their guesses about their partner’s activities.

Learning Strategy

Say, “The learning strategy for this lesson is Set Goals. We set goals when we plan to do something. In this lesson, what do you think Anna’s goals are?” Give students a chance to review the conversation, if necessary, to identify one or two things that Anna seems to want. Possible answers may include: to play music with Emma, to spend time with Emma, or to become friends with Emma.

Continue, “When we are studying English, it is good to set goals for ourselves. Keeping a goal in mind helps us work harder to meet the goal. It is good to have a short-term goal -- something we look forward to doing in the next few months. And we also need to have a long term goal -- something that may be a year or more away. And make sure it is something that is possible. If my goal was to be a star basketball player [choose something unlikely for yourself], it would probably not be possible, because I am too short.”

Ask students, “What are your own goals for learning English?” If possible, hand out small cards for students to write on. “Take a moment to write your goals on the card or in your notebook if you want to keep it private.” If students are willing to share their goals, ask them to post them on the walls of the classroom or on the outside of a notebook to remind them as they study.

Activity

Explain the activity: “In this activity, you will imagine that your favorite musical group is coming to visit your town. As you are the president of the group’s local fan club, they have asked you to plan a sightseeing tour of your town. They have a free day and evening before the day of their concert.”

Ask students to form groups of three or four. Give each student a copy of the Activity Sheet. Continue with the instructions: “First, you need to set goals for the tour. What are the most interesting sights or locations in your town? Write them in the top box. Next, write a description of the tour that you will send to the musicians. Use sentences with the future continuous, like ‘First, we will be visiting...’ Write at least three sentences. Then, tell the members of your group about the planned tour.”

After students have each shared with their group, ask each group to choose the best tour of the area. Have a few students tell the class about their goals for the tour and read their description of the tour.

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Professor Bot says, "We use future continuous to talk about actions that will be in progress at or around a time in the future."

The question is: Which sentence uses the future continuous correctly?

Read the sentences below or have students read them on the quiz paper.

She is going to be excited when she sees Emma G.

They will not be singing together on tomorrow's show.

Anna will be a smiling woman when Emma G arrives.

Emma G is going to be performing in many concerts there.

2. Emma says, "Well, that -- that's strange. Is that even -- is that even legal?"

The question is: What does Emma G want to know?

3. Anna says, (about Austin) "I can meet you there! We can have lunch." Talking about Chicago, she says, "I could drive over. We could hang out."

The question is: What does Anna suggest to Emma G?

4. Emma says, "Anna, there's no tambourine in this." Then Anna says, "I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you."

The question is: Why is Anna singing over Emma's song?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in the form of a dialogue. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine you can meet your favorite singer or musician. Write a conversation between yourself and the singer or musician. Find out where they will be performing in the near future and tell them your own plans to attend their performances.

If time allows, have students pair with another student and act out their work for the class.

Song by Emma G

At the end of the lesson you will find the words to Emma G's song, "Just Drive." A video of her singing is available here: <https://tinyurl.com/lle2-eg>. If you can play the video in class, play it for as long as it takes for the singer to sing two lines, then stop and ask students what the singer said. At the end of the song hand them the sheet with the words and have them listen again.

Conversation

- Anna: Hello?
- Ms. Weaver: Anna, this is Ms. Weaver.
- Anna: Ms. Weaver!
- Ms. Weaver: Tomorrow, you'll be interviewing musician Emma G.
(Anna is very excited. She loves Emma G's music.)
- Anna: Emma G?! I will be talking to Emma G?!
- Ms. Weaver: Anna? Anna, are you there?
- Anna: Hello and welcome to The Music! Today, musician Emma G will be joining us here!
- Anna: She is a wonderful songwriter and an amazing singer. And I love her! Let's give a warm welcome to Emma G!
- Anna: Hi. Thank you for coming on the show, Emma G.
- Emma G: Of course. It's great to be here.
- Anna: Well, we can't wait to hear you sing. I listen to your music a lot. So, I feel like I know you. Is that strange?
- Emma G: Anna, listening to music can be a very personal experience. So, no, that's not strange.
- Anna: Good because I made something for you -- a video scrapbook of our friendship.
- Anna: I took photos of you and added myself. I worked on it all weekend.
- Emma G: Well, that -- that's strange. Is that even -- is that even legal?
- Anna: Now, Emma, let's talk about your schedule. Tell me ... I mean, tell us exactly where you will be and when. Exactly.
- Emma G: Sure. Well, in early June, I'll be performing at several venues across Austin, Texas.
- Anna: That's my vacation week. I can meet you there! We can tour the city. We can have lunch.
- Emma G: Um, yeah maybe. Then in mid-July, I'm going to be teaching at a music camp in Chicago.
- Anna: I'll be visiting my sister then. She only lives about six hours from Chicago! I

could drive over. We could hang out.

Emma G: Yeah, uh maybe. You know, maybe now is a good time for some music.

Anna: That's a great idea. Now, let's hear a song from Emma G.!

Emma G: I wrote this song a couple of years ago. It's called "Wary."

Emma G: Do you believe in happy endings?

Anna: Endings...

Emma G: Do you really believe that we could be...

Anna: Be...

Emma G: I think something is wrong. I hear a voice in the background.

Anna: Sorry. Sorry, Emma. That was me. I'm just so excited.

Emma G: No problem. I'm glad you like the song.

Anna: You go ahead. You go ahead.

Emma G: Okay. Do you believe in happy endings?

(She hears a tambourine playing and looks at Anna.)

Emma G: Anna, there's no tambourine in this.

Anna: I'm so sorry. I'm so sorry, Emma. See, I've always wanted to sing with you.

Emma G: Well, come on over then and we can sing a song together first.

Anna: No, I couldn't.

Emma G: Come on. It'll be fun.

Anna: Okay! Here. I brought my favorite song.

Emma G: Oh, uh okay. Actually, I like this song. Um, are you ready?

Anna: Yes! Yes!

Emma G: Okay.

Emma G & Anna:

*Every breath you take**

Every move you make

Every bond you break

Every step you take

I'll be watching you ...

I'll be watching you...

I'll be watching you...

**From "Every Breath You Take" by The Police*

Key Words

add	<i>v</i>	to put something with another thing or group of things
amazing	<i>adj</i>	causing great surprise or wonder
background	<i>n</i>	a position that attracts little attention
break	<i>v</i>	to separate something into parts or pieces often in a sudden and forceful or violent way
breath	<i>n</i>	the air that you take into your lungs and send out from your lungs when you breathe
bond	<i>n</i>	something (such as an experience, or feeling) that is shared between people or groups and forms a connection between them
form	<i>n</i>	a type or kind of something
future	<i>n</i>	the period of time that will come after the present time
hang out	<i>v</i>	(phrasal verb) to spend time relaxing, talking, or doing something with someone
interruption	<i>n</i>	to say things while another person is speaking
legal	<i>adj</i>	of or relating to the law
mental	<i>adj</i>	of or relating to the mind
personal	<i>adj</i>	relating to a person's private feelings, thoughts or problems
schedule	<i>n</i>	a plan of things that will be done and the times when they will be done
scrapbook	<i>n</i>	a book with blank pages to which you attach photographs, letters or newspaper stories to help you remember a person or time
songwriter	<i>n</i>	a person who writes the words or music to songs
step	<i>n</i>	one of a series of actions that are done to achieve something

tambourine	<i>n</i>	a small musical instrument that is held in one hand and played by shaking or hitting it with the other hand
tour	<i>n</i>	a series of performances, appearances, or competitions that occur at different places over time
wary	<i>adj</i>	not having or showing complete trust in someone or something that could be dangerous or cause trouble
venue	<i>n</i>	the place where an event takes place

Quiz - Level 2, Lesson 23 - Rock Star

Listen. Circle the letter of the correct answer.

1. Which sentence uses the future continuous correctly?

- a. She is going to be excited when she sees Emma G.
- b. They will not be singing together on tomorrow's show.
- c. Anna will be a smiling woman when Emma G arrives.
- d. Emma G is going to be performing in many concerts there.

3. What does Anna suggest to Emma G?

- a. She can meet Emma G in Austin, Texas.
- b. Anna and Emma G can have lunch together.
- c. Emma G and Anna could hang out in Chicago.
- d. She suggests all of these things to Emma G.

2. What does Emma G want to know?

- a. If it was legal for Anna to make the scrapbook
- b. Why Anna feels like she knows Emma G
- c. If Anna wants to perform a song with Emma G
- d. How Anna became such a strange person

4. Why is Anna singing over Emma's song?

- a. Emma G needs someone to sing in the background.
- b. Anna has always wanted to sing with Emma G.
- c. Emma wants to give Anna a chance to make music.
- d. Anna hopes that Emma G will sing her favorite song.



Use the future continuous to complete the sentences with information about what you will be doing at the times shown.

Use:

- will (or won't) be + ing verb
- be (not) + going to be + ing verb

Then, sit with a partner and write sentences, guessing what your partner will be doing at the same times.

1. After the lesson, I _____
I think my partner _____
2. At 8 p.m. this evening, I _____
I think my partner _____
3. On Saturday night, I _____
I think my partner _____
4. For dinner today, _____
I think my partner _____
5. At 7 a.m. tomorrow, I _____
I think my partner _____

Now, ask your partner what they will be doing at each of the times above. Award yourself one point for each correct guess.

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STEP 1

Your favorite musical group is coming to your town. They have asked you to plan a tour for them in your town. What are your goals for the tour? Write them below.



STEP 2

Write a plan for the tour using sentences like, "We will be visiting...." Write at least three sentences in the box. Tell your classmates about your plans for the tour.

"Just Drive" by Emma G

Saw you enter the room with that look in your eye
You made it so damn clear that I was on your mind
I wracked my brain in vain just to find an excuse
But you were watching me while I was watching you
And oh, I know I made it obvious
Subtlety and I are not friends
And deep inside I'm more than curious
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive

Now we cut to a scene a couple months down the line
I tried to push you away, I guess I'm scared of flying
I told myself that I would make you King for a Day,
But you made me Queen, and I lost my way
And oh, I know I'm breaking promises
But rules and I are not friends
And deep inside you got me positive
Ahhh

We don't know where we're going
But think where we could be
I'll just keep on hoping
That it's only you and me
The road is paved with magick
And it's made for you and I
So baby just drive