B  Complete the following sentences, using the future continuous with will when possible. If the future continuous is not possible, use the simple future with will.

1. After I’ve completed my studies, I ______ will be looking ______ for a job. (look)

2. She ______ will be photographing ______ historic sites while she’s in Turkey. (photograph)

3. In a few years, they ______ won’t remember ______ all the problems they had. (not / remember)

4. ______ Will ______ he ______ be waiting ______ between flights for very long? (wait)

5. I’m sure she ______ won’t be sleeping ______ when you call. (not / sleep)

The future perfect continuous

Use the future perfect continuous to emphasize the continuous quality of an action that began before a specific time in the future. To form the future perfect continuous, use will + have + been and a present participle.

By next year, I’ll ______ have been studying ______ English for five years. [Describes an action that began before “next year” and may still continue.]

Combine a statement using the future perfect continuous with a time clause to show the relationship between two future actions. Use the simple present tense in the time clause.

By the time I ______ arrive ______ in New York, I’ll ______ have been sitting ______ in a plane for over ten hours.
NOT  By the time I’ll ______ arrive ______ in New York, I’ll ______ have been sitting ______ in a plane for over ten hours.

C  Complete the notecard, using the future continuous or the future perfect continuous.

Dear Ida,

Venice was great, but finally on to Paris! By tomorrow afternoon, I ______ will be strolling ______ down the Champs Elysées and ______ will be taking ______ in the beautiful sights of that great city. In the evening, I ______ will be enjoying ______ an opera by Bizet in the city where he was born. Just think, by Saturday, I ______ will have been eating ______ delicious French food for a whole week! Plus, I ______ will have been practicing ______ my French with real native speakers.

Then, after Paris, it’s off to the Riviera, where I ______ will be lounging ______ around on the beaches of Nice and Saint-Tropez for a week. By that time, I ______ will have been traveling ______ for three weeks, and it will almost be time to come home—a long trip for a homely like me!

See you soon.

Pavel

Unit 4

A  Review. Check all the quantifiers that can complete each sentence correctly.

1. If a child watches ______ television, he or she may develop a self-image problem.
   - a lot of
   - several
   - a number of
   - a great deal of

2. I don’t think you can say that ______ young people are self-conscious about their bodies.
   - most
   - a great deal of
   - every
   - a majority of

3. It’s clear that ______ company needs to make its own decision about it.
   - some
   - each
   - every
   - most

4. There are ______ beauty treatments available to our customers.
   - a number of
   - a few
   - plenty of
   - a little

5. I was surprised to read that ______ men are considering cosmetic surgery.
   - a lot of
   - some
   - every
   - less
B  Complete the following sentences...

- Remind students not to use the future continuous with stative verbs. You may want to refer them to the Remember box on page G5.
- Have students compare answers with a partner and review as a class.

The future perfect continuous

- Have a volunteer read the first explanation and example out loud.
- To clarify the use of the future perfect continuous, write on the board:
  
  Use the future perfect continuous for an action that:
  • starts before a future time
  • will be in progress for some time
  • may continue after the stated future time

- To illustrate the explanation, write an example on the board:
  
  By June next year, Joan will have been running her own business for ten months.

Addressing each of the bullets above, point out that:

- Joan will start running her own business before June next year.
- By June, the action will have been in progress for ten months.
- Joan may continue running her own business after June.

- Have a volunteer read the second explanation and examples out loud.
- Ask What are the two actions taking place? (arriving in New York, sitting on a plane) Which action happens first? (sitting in a plane) Point out that the action in the future perfect continuous begins first.

- On the board, write:
  
  By the time he ______, he ______ abroad for six years.
  
  (graduate) (live)

  To check comprehension, ask What is the time clause? (By the time he . . .) What tense do we use with the time clause? (the simple present tense) Elicit the correct tenses to complete the sentence on the board.

- Point out that the time clause usually starts with By the time.

Option: On the board, write:

Where I live: ________
A course I’m taking: ________
A sport I do: ________
A hobby I have: ________

Have students complete the ideas on the board. Then add to the board:

By ________, I ________ for ________?

Have students write future perfect continuous statements about themselves, using the ideas on the board. Have students write at least three sentences. Circulate to offer help as needed. Have volunteers share a sentence with the class. Encourage all students to respond.

C  Complete the notecard...

- You may want to refer students to the Grammar box on page G5 to quickly review the future continuous.
- Have students complete the exercise in pairs, and then review as a class.

Challenge: Have pairs imagine they are going on their ideal vacation next week. Ask them to write a notecard similar to the one in Exercise C explaining what they will be doing and will have already done on different days and at different times.

Unit 4

A  Review

- Point out that more than one quantifier may be correct in each sentence.
- Review with students that some quantifiers can only be used with singular count nouns (for example, one, each, every), some quantifiers can only be used with plural count nouns (for example, a few, many, a number of), some quantifiers can only be used with non-count nouns (for example, a little, much, a great deal of), and other quantifiers can be used with both count and non-count nouns (for example, some, any, a lot of). You may want to refer students to the Grammar box on page 40 to quickly review quantifiers.

- Model the first item with the class. Point out that television is a non-count noun.
- Have students complete the sentence (the first column) with with the second column. Have students compare answers with a partner and review as a class.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>By the time he ______, he ______ abroad for six years.</td>
<td>By the time he graduates, he lives abroad for six years.</td>
</tr>
<tr>
<td>2</td>
<td>A course I’m taking: ________</td>
<td>A course I’m taking: English literature.</td>
</tr>
<tr>
<td>3</td>
<td>A sport I do: ________</td>
<td>A sport I do: soccer.</td>
</tr>
<tr>
<td>4</td>
<td>A hobby I have: ________</td>
<td>A hobby I have: painting.</td>
</tr>
</tbody>
</table>

Have students complete the ideas on the board. Then add to the board:

<table>
<thead>
<tr>
<th>Item</th>
<th>Sentence</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>By ________, I ________ for ________?</td>
<td>By next summer, I will go to Italy for two weeks.</td>
</tr>
</tbody>
</table>
Quantifiers: a few and few, a little and little

- Have a volunteer read the explanation and examples out loud.
- To summarize, draw a chart on the board (without the answers) and complete as a class:

<table>
<thead>
<tr>
<th></th>
<th>Plural count nouns</th>
<th>Non-count nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>some</td>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td>not many / much</td>
<td>few</td>
<td>little</td>
</tr>
</tbody>
</table>

- Photocopy and distribute this exercise or write it on the board:
  1. I have very ______ time. We can't discuss that today.
  2. I have ______ time. Let's discuss the project now.
  3. There were _______ interesting places. She liked the city.
  4. There were ______ interesting places. She didn't quite like the city.

To check comprehension, have students complete the blanks with the most suitable quantifier from the chart. Review as a class. (1. a little, 2. a little, 3. a few, 4. few)

B Change the underlined quantifiers . . .

- Ask What two quantifiers mean some? (a few, a little)
- Have a volunteer read item 1 out loud. Why can't we use a few in item 1? (because music is a non-count noun) As students work on the exercise, have them identify the type of noun the quantifier refers to. Point out that in item 5, the infinitive to do acts as the noun. If students have trouble, explain that infinitives and gerunds as nouns are non-count.
- Have students compare answers with a partner and review as a class.

Quantifiers: using of

- Have volunteers read the first explanation, examples, and Be Careful! note out loud.
- Have a volunteer read the second explanation, examples, and Be Careful! note out loud.
- Have students study the explanation and examples for one and each.
- Emphasize that both forms (one and one of / each and each of) have the same meaning.
- Have students study the last explanation and list of quantifiers that must include of.
- Write contrasting examples on the board:
  I have a lot of fashion magazines. (general noun)
  She likes fashion magazines. She has a lot! (no noun)
- To check comprehension, ask a few volunteers to use one of these quantifiers in a sentence. Point out that these sentences must have a noun or a noun phrase. (Possible response: Plenty of people prefer dressing up for work.)

Option: Photocopy and distribute this exercise or write it on the board:

  1. I have a few / a few of designer clothes.
  2. Just a few / a few of my clothes are formal.
  3. Most of / Most employees dress down on Fridays.
  4. Most of / Most of our employees dress down on Fridays.
  5. Please take both of / both dresses to the dry-cleaner's.
  6. Both / Both of these dresses are expensive.
  7. Each / Each of school has its own rules.

To check comprehension, have pairs choose the correct quantifiers. Point out that both choices are correct in one sentence. Review as a class and have students explain their choices. (1. a few; 2. a few of; 3. Most; 4. Most of; 5. both; 6. Both / Both of; 7. Each)
Quantifiers: **a few and few, a little and little**

Use **a few** with plural count nouns and **a little** with non-count nouns to mean "some." Use **few** with plural count nouns and **little** with non-count nouns to mean "not many" or "not much."

**A few companies** are allowing their employees to dress casually on Fridays. [some companies]

**Few companies** are allowing their employees to dress casually on Fridays. [not many companies]

Employees are showing **a little interest** in this new dress code. [some interest]

Employees are showing **little interest** in this new dress code. [not much interest]

---

**B** Change the underlined quantifiers to **a few, few, a little, or little.**

**Example:** Would you like to listen to **some** music?

1. We actually eat **almost no meat.**
2. The newspaper had a **bit of** information about the concert tonight.
3. There were **several new students** in my class today.
4. To tell the truth, I’ve seen **hardly any** movies in the last month.
5. I enjoy visiting my hometown, but there’s **not much** to do there.
6. If you look in the refrigerator, there should be **some** eggs.

---

**Quantifiers: using of**

Use **of** (to refer to something specific) when a noun is preceded by a possessive adjective, a possessive noun, a demonstrative pronoun, or the article **the.**

- **most of** Jack’s co-workers
- **several of** these companies
- **a few of** the choices
- **a little of** the cake
- **many of** those books
- **any of** her friends
- **much of** the coffee
- **some of** his students
- **each of** the classes
- **one of** my cats
- **all of** our employees

**Using of after all or both is optional, with no change in meaning.**

- **all of** our employees
- **both of** those choices

One and **each** are used with singular nouns only. But one of and **each of** are used with plural nouns only.

However, the meaning of both expressions is still singular.

- **One student**
- **Each class**

Some quantifiers must include of when they modify a noun or noun phrase.

- a **lot of**
- a **majority of**
- a **couple of**
- a **number of**
Only one of each pair of sentences is correct. Check the correct sentence and correct the mistake in the other one.

Example:  
  a.   ✔ She went with several of her classmates. 
  b.    Several of classmates went out for coffee.

  1.  a.    Most companies in the world are fairly formal. 
  b.   ✔ Most of the companies in the United States have dress-down days.

  2.  a.    All of hot appetizers were delicious. 
  b.   ✔ Everyone tried all of the cold appetizers.

  3.  a.   ✔ A lot of my friends have traveled to exotic places. 
  b.    There are a lot of places I'd like to see.

  4.  a.   ✔ I read a few of Steinbeck's novels last year. 
  b.    A few of novels by Steinbeck take place in Mexico.

  5.  a.    Several managers were interviewed, and many of them liked the new policy. 
  b.   ✔ Many of the employees we spoke with liked the new policy.

**Quantifiers: used without referents**

Most quantifiers can be used without the noun they describe as long as the context has been made clear earlier.

A number of people believe there is life on other planets. But many don't. [many people]

**Grammar for Writing: subject-verb agreement with quantifiers with of**

In quantifiers with of, the verb must agree with the noun that comes after of.

Some of the movie is in English. — Some of the movies are in English.
A lot of the music was jazz. — A lot of the musicians were young.

In formal English, none of is followed by a singular verb. However, in everyday spoken English, it is common to use it with a plural verb.

Formal: None of the students was late for class.
Informal: None of the students were late for class.

**BE CAREFUL!** The quantifiers one of, each of, and every one of are always followed by a plural noun, but they always take a singular verb.

One of the students likes rap music.

Choose the verb that agrees with each subject.

1. Every one of these choices (sound / sounds) terrific!
2. One of the teachers (was / were) going to stay after class.
3. A lot of the problem (is / are) that no one wants to work so hard.
4. Each of the employees (want / wants) to work overtime.
5. Half of the city (was / were) flooded in the storm.
6. None of the players (is coming / are coming) to the game.
7. Only 8 percent of their workers prefer shorter work weeks, while at least 90 percent (don't / doesn't).
Only one of each pair of sentences...

- Go over the example with the class. Call on a student to explain the correct answer. (Of is not correct in b because classmates isn’t preceded by a possessive adjective, a possessive noun, this, that, these, or those.) Ask How else could we correct b? (Several of her classmates went out for coffee.)
- Have students compare answers with a partner and review as a class.

Challenge: Fashion survey. In pairs, have students write four questions about clothes, dress codes, and/or fashion. For example, Are you interested in fashion? What kind of clothes do you usually wear? Have students interview their classmates and take notes of their answers. Then have them report their findings to the class using quantifiers. (Possible responses: All the students are interested in fashion; None of the men we interviewed likes formal clothes.)

Quantifiers: used without referents

- Have a volunteer read the explanation and examples out loud.
- On the board, write:
  
  Most of the exercises are easy. But some _______.
  Most of the homework is easy. But some _______.

  Have students identify what some refers to in each sentence. Underline the nouns (exercises, homework). Point to the first example and ask Is exercises count or non-count? (count) Plural or singular? (plural) Elicit the answer from the class. (aren’t) Point to the second example and ask Is homework count or non-count? (non-count) Elicit the correct answer from the class. (isn’t)
- On the board, write:
  
  1. Twenty percent of the class was late. Eighty percent _______.
  2. Twenty percent of the students were late. Eighty percent _______.

  To check comprehension, have students complete the sentences. Review as a class. (1. wasn’t, 2. weren’t)

Grammar for Writing: subject-verb agreement with quantifiers with of

- Have a volunteer read the first explanation and examples out loud.
- If necessary, clarify that some of the movie means a part of the movie.
- Have a volunteer read the Be Careful! note out loud.
- Write two examples on the board:
  
  One child _______ leaving early.
  All of the children _______ leaving early.
  Each of the children _______ leaving early.

  To check comprehension, have students complete the sentences with the correct tense of the verb be and review as a class. (is, are, is) To clarify, point to the first example and ask How many children are leaving early? (one) Point to the second example and ask How many children are leaving early? (all of them) Point to the third example and ask How many children are leaving early? (all of them)
- Explain that in the last example, even though we are talking about all of the children, we are referring to each individually.
- Have students study the last explanation.
- Point out that even though none of plus a plural verb is acceptable in spoken English, we shouldn’t use it in writing.

Choose the verb...

- Model the first item. Elicit from the class the noun that the quantifier modifies. (choices) Ask Which verb is correct? (sounds) ‘Why? (because the quantifier every one always takes a singular verb)
- Have students compare answers with a partner and review as a class. For item 6, point out that are coming is only possible in everyday spoken English.

Challenge: Guessing game. In pairs, have students write six to eight sentences describing a movie, using quantifiers. Then have each pair join another pair and take turns reading the descriptions and guessing the movie. You may want to model some questions for the class. For example, One of the scenes takes place in the jungle. A lot of the movie takes place in Rome. Some of the movie was filmed on location. Three of the actors were nominated for an Oscar.