

FUTURE EXPRESSIONS FOR LEARNERS OF BASIC ENGLISH: AN ANALYSIS OF ENGLISH TEXTBOOKS FOR THE 3RD – 6TH GRADES USED IN ROMANIA

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Abstract: *The paper analyses the presence of future expressions ('be going to', 'will', 'shall', the Present tense progressive and Present tense simple with future uses) in the English textbooks for levels A1 and A2 recommended by the Romanian Ministry of Education for use in the primary and lower secondary classes in Romania.*

Keywords: *future expressions, English textbook, basic level, national syllabus*

1. Introduction

The paper looks at how future expressions are presented in English textbooks in common use in Romania: whether future forms are taught in the textbooks for levels A1 and A2, how they are taught and to what extent these textbooks' contents match the requirements of the national syllabus. The necessity of introducing future expressions, and the kind of future expressions that are recommended, are clearly mentioned in the national syllabus. Therefore, we can consider the presence (or absence, for that matter) of these expressions as being symptomatic for the degree of adequacy of the textbooks to the syllabus requirements. Moreover, based on these forms, we could speculate on the quality and up-to-dateness of these textbooks.

By basic English are understood levels A1 (breakthrough/ beginner) and A2 (waystage/ elementary) of the language, as defined by the Common European Framework of Reference (http://www.coe.int/t/dg4/education/elp/elp-reg/cefr_EN.asp).

Most international learning materials include *going to* future at level A1, with A2 level materials recycling *going to* future and introducing *will/ won't*, and the Present progressive with future meaning.

While we estimate that level A1 can be reached in grades 3 and 4, Cambridge ESOL claim that level A2 is reached after 180 – 200 guided learning hours, that is, roughly after grade 5 for English as the first foreign language (L1), while 5th and 6th graders with English as a second language (L2) are expected to reach level A1 after the first two years of study. However, many children who study English as L1 in grades 3 and 4 continue to study it as L2 in grades 5 and 6. In what follows we analyse some of the English textbooks recommended in the catalogues issued by the Ministry of Education for grades 3 – 6.

2. Textbooks for the Third Grade

No mention of future expressions is made in the English syllabus for the third grade.

(1) *Firm Steps* by Comişel and Pîrvu (2008), and (3) Ellis and Bowen's (2008) *Way Ahead 1* comply with the requirements of the national syllabus strictly and introduce no expression of future.

(2) *Set Sail 3* by Dooley and Evans (2005a) does not introduce future expressions, either; however, it uses *will* in the presentations that precede each module: "In this module you will learn, read and talk about...". This is unlikely to be useful to many pupils.

(4) *Splash! 1* by Abbs, Worrall and Ward (1997a) teaches *be going to* and *shall*. *Be going to* is taught only in its contracted positive statement form for the first person singular (e.g. *I'm going to look after him*), with promising overtones, and in *wh*-questions (e.g. *What are they going to take?*). *Shall* appears in a positive *yes/no* question with the subject *we*: *Shall we go by bus?* used as a suggestion, and in the *wh*-question *How shall we go?* *Will* is not taught.

Table 1: Synopsis of future expressions in the textbooks for the 3rd grade
(given between brackets are the numbers of the textbooks analysed)

		<i>will</i>	<i>shall</i>	<i>going to</i>
statements	Positive (uncontracted)			
	Positive (contracted) <i>I'm going to look after them.</i>	(2)		(4)
	Negative (uncontracted)			
	Negative (contracted)			
questions	Positive y/n <i>Shall we go by bus?</i>		(4)	
	Negative (contracted)			
	Elliptical			
	Wh- questions <i>How shall we go?</i> <i>What are they going to take?</i>		(4)	(4)

In conclusion, in spite of the fact that the syllabus does not require the teaching of expressions of future to third graders, *Splash! 1* (1997a) introduces future expressions with *shall* and *going to*. *Set Sail 3* (2005a) offers clarifications in English using *will*, but these are unlikely to be read by the learners.

3. Textbooks for the Fourth Grade

The syllabus mentions *will* future and the time adverbial *tomorrow*.

(5) Gray and Evans' (2008) *Welcome 2* introduces *going to* future in positive statements (e.g. *We're going to go camping*) and positive *yes/no* questions (e.g. *Are you going to take your camera with you?*).

(6) *Splash! 2* by Abbs, Worrall, and Ward (1997ba) introduces the use of *will* in both uncontracted (e.g. *Zack will find the Angel of the Forest*) and contracted positive form (e.g. *You'll be a famous scientist*) for future predictions. *Will* also appears in a *there* existential construction in an indirect question: *Do you think there will ever be hotels in space?* *Shall*, used in *Splash! 1* (1997a) for making suggestions, is recycled in *What kind of music shall we have?* *Where shall we have the party?* with a prediction meaning. It is also used in a strange suggestion (or offer?) formulated as a positive *yes/no* question: *Shall I steal the capsule at the airport?* For the first person singular and plural statements, the textbook gives only contracted forms: *We'll have a beautiful Christmas* and *I'll help you clean the house*. *Will* appears in *wh*-questions such as *What will the robbers do?* *Going to* future appears only at the end of the textbook, in a unit which recycles *shall*: *What kind of music shall we have?* *Where shall we*

have the party? It is used only once in a context where *shall* is not present: *What are we going to drink?*

(7) *Set Sail 4* by Dooley and Evans (2005b), although removed from the most recent official catalogues, is still in common use. It introduces only *going to* future for the first person contracted form in statements (e.g. *I'm going to go to Australia*) and two interrogative forms: the positive *yes/no* question *Is he going to go with you?* and the *wh-* question *Where are you going to go on holiday?* We find it strange and, maybe, misleading to teach *going to* future forms only in combination with *to go* as main verb.

(8) Gooday and Gooday's (2005) *Messages 1* introduces four ways of expressing future: the Present progressive used to talk about arrangements for the future (e.g. *I'm having a party on Saturday*), the *going to* future used to describe future plans and intentions (e.g. *I'm going to write to the President*), *shall* used for making suggestions for future activities (e.g. *Shall we go to the skate park?*) and the Present tense simple with future reference (e.g. *Tomorrow is Tuesday* and *In Module 6 you study...*). The latter is taught explicitly only in connection with the days of the week. Other uses are found in the instructions referring to the content of various modules and are likely to be ignored by the learners. The Present progressive with future value is presented in positive contracted statements (e.g. *I'm/ She's/ They're having a party this evening/ tomorrow*) and in *wh-*questions (e.g. *What's Anna doing on Saturday? What time is Kim meeting Lucia?*). The authors insist on the contrast between the two values of the Present progressive, by offering more than once related examples. The *going to* future is introduced in positive contracted statements such as *I'm going to draw that dinosaur*; in positive *yes/no* questions (e.g. *Are you and the White Lady going to come with me?*) together with matching positive and negative short answers, and in *wh-* questions (e.g. *What are you going to do?*).

(9) *Way Ahead 2*, by Bowen and Ellis with Buciu (2006), introduces *'ll* as a marker of the future in positive contracted statements for the first persons singular and plural (e.g. *We'll have a beautiful Christmas* and *I'll help you clean the house*) and the contracted form *won't* for the same persons in sentences with the function of promises: *We won't open the presents until tomorrow* and *I won't eat any of the cake until tomorrow*. Another negative statement, *But I won't clean the house*, sounds like a refusal or rejection. The authors also introduce the elliptical forms for the first persons singular and plural, before the corresponding uncontracted sentences: *We won't. We won't open the presents until tomorrow* and *I won't. I won't eat any of the cake until tomorrow* in sentences with the same overtone of promise. The uncontracted forms are not given. The interrogative forms taught are *yes/no* for the second person singular (e.g. *Please, Uncle Bob, will you let me put the lights up on the tree?*) and the elliptical *Will you?*, which is ambiguous between a future and a willingness reading after a negative statement: *But I won't clean the house. Will you?*

To sum up, the syllabus for the fourth grade requires that learners become familiar with *will* future. *Welcome 2* (2008) and *Set Sail 4* (2005b) make only sporadic use of *going to*. *Splash! 2* (1997b) introduces *will* in statements and interrogative sentences, continues using *shall* in questions and introduces *shall* for offers of services. *Set Sail* introduces only *going to* future. *Messages 1* (2005) introduces four ways of expressing future: the Present progressive used with future time expressions for arrangements, the *going to* future for plans and intentions, *shall* for suggestions, and the Present tense simple with future reference in connection with the days of the week. *Way Ahead 2*, by Bowen and Ellis with Buciu (2006), is the only textbook that introduces *will* future only, complying with the requirements of the syllabus.

At this juncture we can draw a few conclusions on the presence of future expressions in textbooks for the primary school.

The users of *Firm Steps* (2008) and *Way Ahead 1* (2008) may finish the third grade without being exposed to expressions of futurity unless the English teacher decides differently. However, the third graders who use *Splash! 1* (1997a) are taught future expressions with *going to* and *shall*. The users of *Set Sail 3* (2005a) are offered descriptions and instructions in English using *will*, although these are unlikely to be actually read by the learners.

For the fourth grade, where the syllabus recommends the use of *will* and *tomorrow*, only two textbooks introduce *will*: *Splash! 2* (1997b) and *Way Ahead 2* (2006). Consequently, if a teacher chooses *Welcome 2* (2008) or *Set Sail 4* (2005b), after having used *Firm Steps* (2008) or *Way Ahead 1* (2008) in the third grade, the learners may finish primary school without having learned *will* future (as the syllabus requires) and having used *going to* future only sporadically. On the other hand, *Messages 1* (2005) users are exposed to four different expressions of futurity: *will*, *going to*, the Present progressive and the Present simple with future values but we may wonder if this is not too much for them.

Table 2: Synopsis of future expressions in textbooks for the 4th grade

		<i>will</i>	<i>shall</i>	<i>going to</i>	Pres. progr.	Present simple
statements	Positive (uncontracted) <i>Zack will find the Angel of the Forest.</i> <i>Tomorrow is Tuesday.</i>	(6)				(8)
	Positive (contracted) <i>You'll be a famous scientist.</i> <i>We'll have a beautiful Christmas.)</i> <i>We're going to go camping.</i> <i>I'm going to go to Australia.</i> <i>I'm going to write to the President.</i> <i>I'm having a party on Saturday.</i>	(6)		(9) (5) (7) (8)	(8)	
	Negative (uncontracted)					
	Negative (contracted) <i>People won't throw all their rubbish away.</i> <i>We won't open the presents until tomorrow.</i>	(6) (9)				
	Existential there <i>Do you think there will ever be hotels in space?</i>	(6)				
questions	Positive y/n <i>Please, Uncle Bob, will you let me put the lights up on the tree?</i> <i>Are you going to take a camera with you?</i> <i>Is he going to go with you?</i> <i>Are you and the White Lady going to come with me?</i> <i>Shall I steal the capsule at the airport?</i> <i>Shall we go to the skate park?</i>	(9)		(5) (7) (8) (6) (8)		
	Negative (contracted)			(8)		
	Elliptical <i>(But I won't clean the house.) Will you?</i>	(9)				
	Wh- questions <i>What will the robbers do?</i> <i>What shall we do first?</i> <i>What are we going to drink?</i> <i>What are you going to do? (8)</i> <i>Where are you going to go on holiday?</i> <i>Where shall we have the party?</i> <i>What's Anna doing on Saturday?</i>	(6)	(6)	(6) (8) (7)	(8)	

4. Textbooks for the Fifth Grade, English as L1

For the fifth grade, the syllabus requirements for English as L1 are the introduction of *will* future (affirmative, negative, interrogative), and *going to* future (affirmative, negative, interrogative).

(10) *Pathway to English. English Agenda* by A. Achim et al. (2008) starts with an address in English which contains several expressions of future with *will*: *You'll have to work hard; Your teacher will ask you to learn actively*, etc. Throughout the book, the pupils are given explanations in English using *will*: "This year you will work in groups and you will do different things together. The result will go into a nice notebook that will become your 'group agenda'" (Achim et al. 2008:20), in which a combination of uncontracted and contracted *will* future forms are used. As limited as the impact of this language of instructions may be on the learners, it may raise their awareness of the use of *will*. Examples with the contracted form *'ll* can be found in the lessons (e.g. *I'll have a lot of guests*). *Will* appears in a non-conditional *if* sentence in combination with *going to*: *If you're going to have guests, you will want the house to look at its best*. This may mislead learners as to the use of future expressions in *if* sentences, as long as the difference between conditional and non-conditional *if* clauses has not been made clear.

The "Grammar Compendium and Practice" at the end of the book (Achim et al. 2008) focuses on the meaning of both *will* and *going to* future. *Will* is said to express future events and predictions and decisions taken instantly (a use that is not presented in any text in the textbook). Mention is also made of the use of *will* in conditional sentences without any exemplification. The forms *shall* and *shall not (shan't)* are mentioned, without any matching examples. The form *'ll* in *I'll have a lot of guests* is not explained as being a contraction of either *will* or *shall*. However, *shall* is mentioned in the Compendium as being used for the future in the first persons singular and plural. The use of *going to* future is illustrated in both uncontracted positive statements (e.g. *We are going to have a big Christmas party*) and *wh*-questions (e.g. *What are you going to do first?*).

(11) Tom Hutchinson's (1985) *English Project 1* presents *will* as marking the Future tense both in the lessons and in the "Grammar Review" of the Future Tense (in tabular form) offered at the end of the textbook. *Will* is presented in uncontracted positive existential statements (e.g. *There will also be...*), and in elliptical constructions such as: *Professor Krantz thinks they will*. *Shall* is also used in its uncontracted form: *Now I shall travel in Time and Space*. Both contracted negative forms of *will* and *shall* are taught, too: *No, you won't* (elliptical) and *We shan't come back*. *Will* is used in *yes/no* questions and in existential constructions with *there*: *When will there be a parade?* Both *will* and *shall* appear in *wh*-questions: *What day will it be?* and *But what shall we do with him?*

Although some linguists consider *will* a marker of the Future tense, others consider it a marker of modality. Hutchinson (1985) stands apart as the only author of basic English textbooks who presents *will* and *shall* as Future tense markers.

(12) Nolasco's (1990) *Wow!* does not include *will* future. It introduces *going to* future, the Present progressive with future meaning, and *shall* for suggestions. *Going to* future forms are illustrated only in questions: *Is he going to drive a car?* and *What are we going to do?* The Present progressive with future meaning is illustrated in positive statements (e.g. *On Monday I'm flying to America*) and questions (e.g. *What are you doing this morning?*). The verb *to do* in the Present progressive tends to appear alongside *going to* forms of the same verb: *What are we going to do?*; *What are you doing this morning?* in spite of the possible confusion this may create. Suggestions formulated with *shall* are also present in the text (*Shall we go to a concert?*). No uncontracted negative verb form is taught.

Table 3: Synopsis of future expressions in textbooks for the 5th grade, L1

		<i>will</i>	<i>shall</i>	<i>going to</i>	Present progr.
statements	Positive (uncontracted) <i>There will also be...</i> <i>Now I shall travel in Time and Space</i> <i>We are going to have a big Christmas party.</i> <i>Philip is going to America next week.</i>	(11) (11)		(10)	(12)
	Positive (contracted) <i>I'll have a lot of guests.</i> <i>On Monday I'm flying to America.</i>	(10)	(10?)		(12)
	Negative (uncontracted)				
	Negative (contracted) <i>No, you won't.</i> <i>We shan't come back.</i>	(11)	(11)		
	Elliptical <i>Professor Krantz thinks they will.</i>	(11)			
	Existential there <i>Do you think there will be hotels in space?</i>	(11)			
	if sentence (non-conditional) <i>If you're going to have guests, you will want the house to look at its best.</i>	(10)			
questions	Positive y/n <i>Will people live on the Moon?</i> <i>Shall we go to a concert?</i> <i>Is he going to drive a car?</i>	(11)	(12)	(12)	
	Negative (contracted)				
	Elliptical				
	Existential there <i>When will there be a parade?)</i>	(11)			
	Wh- questions <i>What day will it be?</i> <i>But what shall we do with him?</i> <i>What are you going to do?</i> <i>What are you doing this morning?</i>	(11)	(11)	(10)	(12)

In brief, the syllabus requirements for the fifth grade, English as L1 are: *will* future (affirmative, negative, interrogative), and *going to* future (affirmative, negative, interrogative). The only textbook that meets the syllabus requirements is *Pathway to English. English Agenda* (2008), which introduces these expressions of future and offers practice in the use of *will*, *shall* and *going to* as future markers. Hutchinson's (1985) *English Project 1* treats *will* and *shall* as Future tense markers and ignores *going to* future. *Wow!* (Nolasco 1990) does not introduce *will* future. Nolasco prefers to deal with *going to* future and the future use of the Present progressive. The number of future forms recycled in the text is rather limited.

The textbooks for English as L1 for the sixth grade take pupils to the next level of study: threshold or (pre-)intermediate; therefore they are not within the scope of this analysis.

5. Textbooks for the Fifth Grade, English as L2

The syllabus does not make any specific requirements regarding expressions of future.

(13) Derkow Disselbeck, Woppert and Harger's (2003a) *English G 2000* introduces only *going to* future in its very last unit (Unit 8). The text offers examples of *going to* future in positive statements (e.g. *I'm going to try it*), contracted negative forms (e.g. *I'm not going to*

go on the treasure hunt), interrogative *yes/no* and *wh-* constructions (e.g. *Are you going to do karaoke, too, Ben?*, *Which four items is he going to take?*) and even a *wh-* question with negative polarity: *What isn't he going to do?* The presentation of *going to* future and explanations in Romanian can be found in the Grammar section, where short answers, positive and negative, to *yes/no* questions are also given.

Table 4: Synopsis of future expressions in textbooks for the 5th grade, L2

		<i>will</i>	<i>shall</i>	<i>going to</i>	Present progr.
statements	Positive (uncontracted) <i>One day they are going to be world champions.</i> <i>She is going to explore the Amazon jungle in August.</i> <i>He is planning to take a trip to the Amazon jungle.</i>			(14) (15)	(15)
	Positive (contracted) <i>I'm going to try it.</i> <i>I'm going to take a sleeping bag, a torch, food...</i>			(13) (15)	
	Negative (uncontracted)				
	Negative (contracted) <i>I'm not going to go on the treasure hunt.</i> <i>He isn't going to watch TV on Tuesday.</i>			(13) (15)	
	Elliptical <i>No, I'm not.</i> <i>Yes, he is. / No, he isn't.</i>			(14) (15)	
	Existential <i>there</i>				
	<i>if</i> sentence				
questions	Positive y/n <i>Are you going to do karaoke, too, Ben?</i> <i>Are you going to wear jeans to the disco?</i> <i>Is he going to take a map?</i>			(13) (14) (15)	
	Negative (contracted)				
	Elliptical				
	Existential <i>there</i>				
	Wh- questions <i>So, what are you going to wear?</i> <i>Which four items is he going to take?</i> <i>Which isn't she going to do?</i>			(14) (15) (15)	

(14) *Snapshot Starter* by Abbs, Barker, and Freebairn (2001a) introduces *going to* future forms “for plans and intentions” both in the text of the lesson and in the “Grammar Snapshot” at page 85, and offers practice in the subsequent units. *Going to* is presented in positive statements, with both uncontracted and contracted forms, in negative statements, and in *yes/no* questions with matching short answers. Less well represented are the *wh-* questions, although they are not completely absent (e.g. *So, what are you going to wear?*).

(15) *Fountain*, by Jim Lawley and Roger Hunt (2001), introduces Present progressive and *going to* forms with future values concomitantly: *He is planning to take a trip to the Amazon jungle. Which four items is he going to take? Is he going to take a map? Yes, he is. No, he isn't.* While *going to* forms are recycled and recontextualised, the Present progressive appears only once.

Although the syllabus does not require the learning of future forms in the first year of study of English as L2, these three textbooks contain expressions of future: *English G 2000* (2001a) and *Snapshot Starter* (2001a) teach *going to* future forms, while *Fountain* (2001)

introduces Present progressive with future value in a seemingly incidental manner, in the unit where *going to* forms are first introduced.

6. Textbooks for the Sixth Grade, English as L2

The syllabus requirements specify future expressions with *will* and *going to*.

(16) *English G 2000* for the sixth grade, by Derkow Disselbeck, Woppert and Harger (2001b), amply illustrates the use of future expressions. *Going to* future was introduced in the textbook for the 5th grade by the same authors in the very last unit and is systematically recycled in the first five units of the book for the 6th grade. It is practised again in activities that appear after the “Looking at language” grammar section on page 93, in units six and seven. It is even used in an indirect question on page 97: *Decide what you’re going to do on Friday evening*.

In the “Looking at language” grammar section in unit six, the learners are given the explanation that *will* future is used “for what I know or think about the future” and *going to* “for what I want to do in the future”. *Will* future is then amply used in all its forms. The contracted negative form *won’t* appears in all persons: *But I won’t win the competition* and *You won’t find many [books]...* *Will* for prediction is used in all persons, including the first person interrogative: *Will I be pretty, will I be rich?* and *What will I be?* while the use of *shall* for suggestions, restricted to the first person singular, is also repeatedly illustrated (e.g. *Shall I phone the newspaper?*). Combinations of *will* and modal substitutes such as *be allowed to* and *be able to* can be found in unit seven: *When will we be allowed to? What will you be able to do there?* *English G 2000* also introduces the use of Present tense with future value in time clauses: *What will Susan do after the kids go to school?* The language summary on page 147 clarifies (in Romanian) the potential misunderstanding of the use of *will* as verb of willingness and *will* for futurity. The authors also give explanations for the use of the Present tense simple with future meaning (in time clauses) and for the contrast between *will* future and *going to* future (presupposition and certainty vs. intention).

(17) Cumino’s *Excursion 2* (1997) contains no future expressions.

(18) *Snapshot Elementary* by Abbs, Barker and Freebairn (2001b) recycles *going to* future, introduced in *Snapshot Starter* (2001a; Cf. (14)) by the same authors. The textbook first introduces the Present progressive with future meaning in the “Grammar Snapshot” on page 37, offering both contracted and uncontracted affirmative forms and question forms: *We’re going to a football match tonight, Liverpool are playing Barcelona tomorrow* and *Who are Flamengo playing next?* In this context, *I’m going to get a programme* (Abbs, Barker and Freebairn 2001b:97) may seem ambiguous between Present progressive and *going to* future readings. Most of the contracted forms are illustrated by the sequences personal pronoun + *be going to*, but we can also find the indefinite pronoun *everyone* followed by the uncontracted form of *be going to*: *Everyone is going to pay separately for his/her meal* (Abbs, Barker and Freebairn 2001b:114). *Going to* future appears quite unexpectedly and without any kind of explanation in a past context as *I knew it was going to bite me again [the white shark]* on page 61. The Present progressive with future meaning is used again only at the very end of the book (Abbs, Barker and Freebairn 2001b:118): *The London train is leaving in a couple of minutes. Are you coming with us, Joe?* The use of *will* and *won’t* “for predictions and decisions” is illustrated in statements such as: *I’ll take a photo. Say ‘cheese’* and *It won’t be long now*, and questions: *Will he be all right?* The “Grammar Snapshot” (Abbs, Barker and Freebairn 2001b:78) offers both uncontracted and contracted forms: *We’ll (we will) carry him*. Here are also taught questions with *will* and matching short answers (positive and negative): *Yes, he will* and *No, he won’t*. *Will* and *won’t* also appear in elliptical sentences: *Don’t worry, we won’t. Don’t worry, I will. Will* appears in questions referring to the weather with “dummy

it” as subject: *Will it be cold in Spain in November?*, a sentence with existential *there* (taken from a song of the Troggs, a British rock group): *There’s no beginning, there’ll be no end* (Abbs, Barker and Freebairn 2001b:91), and in conditional sentences: *If you go now, you’ll have lots of time*. A special communication function of *will* – that of ordering food in a restaurant – is also illustrated in *I’ll have the fish cakes, please*. *Shall* is used in asking for and making suggestions: *What shall we do now?*

Table 5: Synopsis of future expressions in textbooks for the 6th grade, L2

		<i>will</i>	<i>shall</i>	<i>going to</i>	Pres. progr.	Pres. simp.
statements	Positive (uncontracted) <i>Jenny and I are going to ride our bikes to the country.</i> <i>Dan is going to take me down the freeway to a hamburger restaurant.</i> <i>Tomorrow’s world will be fantastic!</i> <i>What will Susan do after the kids go to school?</i> <i>The London train is leaving in a couple of minutes.</i>	(18) (16)		(16)	(18)	(16)
	Positive (contracted) <i>I’m going to eat my sandwiches now.</i> <i>We’re going to have lunch now.</i> <i>He’ll help you, I’m sure.</i> <i>I’ll take a photo. Say ‘cheese’</i>	(18) (18)		(16) (18)		
	Negative (uncontracted)					
	Negative (contracted) <i>You won’t find many [books] and you won’t win that competition.</i> <i>But I won’t win the competition.</i> <i>I won’t let you leave my love behind.</i>	(16) (16) (18)				
	Elliptical <i>Don’t worry, we won’t. Don’t worry, I will.</i>	(18)				
	Existential <i>there</i> <i>... there’ll be no end</i>	(18)				
	if sentence <i>If you go now, you’ll have lots of time.</i>	(18)				
	Positive y/n <i>Shall I phone the newspaper?</i> <i>Will I have a better life on a space station?</i> <i>Will life be better or worse?</i> <i>Will it be cold in Spain in November?</i> <i>Are you coming with us, Joe?</i>	(16) (16) (18)	(16)		(18)	
	Negative (contracted)					
	Elliptical					
questions	Existential <i>there</i>					
	Wh- questions <i>How are they going to go home?</i> <i>What are you going to have?</i> <i>Who’s going to do that?</i> <i>What will life be like?</i> <i>What will I be?</i> <i>What shall we do now?</i> <i>What is she going to be like...?</i>	(16) (16)	(18)	(16) (18) (16) (18)		

While the syllabus for the sixth grade for English as L2 requires the study of *will* and *going to* future expressions, there are striking differences between the contents of the recommended textbooks: Cumino's (1997) *Excursion 2* includes no future expressions while *English G 2000* (2003b) and *Snapshot Elementary* (2001b) teach more future expressions than is recommended. Thus, *English G 2000* recycles *going to* and introduces *will* future and the Present tense with future value. *Snapshot Elementary* deals not only with *going to* and "*will*" future but also introduces *shall* for requesting and making suggestions, and the Present progressive with future meaning.

Table 6: Future expressions in textbooks for basic users of English

Syllabus requirements	textbooks	<i>will</i>	<i>going to</i>	<i>shall</i>	Pres. progr.	Pres. simp.
3 rd grade: future not required	(1) <i>Firm Steps</i> (2) <i>Set Sail 3</i> (3) <i>Way Ahead 1</i> (4) <i>Splash!</i>	(2)	(4)	(4)		
4 th grade: <i>will</i> future	(5) <i>Welcome 2</i> (6) <i>Splash! 2</i> (7) <i>Set Sail 4</i> (8) <i>Messages</i> (9) <i>Way Ahead 2</i>	(6) (9)	(5) (6) (7) (8) (9)	(6) (6)	(6)	(6)
5 th grade L1: <i>will</i> and <i>going to</i> future	(10) <i>Pathway to English. EA</i> (11) <i>English Project</i> (12) <i>Wow!</i>	(10) (11)	(10) (12)	(11)	(12)	
5 th grade L2: future not required	(13) <i>English G 2</i> (14) <i>Snapshot S</i> (15) <i>Fountain</i>		(13) (14) (15)			(15)
6 th grade L2: <i>will</i> and <i>going to</i> future	(16) <i>English G 2</i> (17) <i>Excursion 2</i> (18) <i>Snapshot E.</i>	(16) (18)	(16) (18)	(16) (18)	(18)	(16)

Table 6 summarises the presence of future expressions in the textbooks for learners of basic English.

7. Conclusions

a) Two of the four textbooks recommended for the third grade comply with the requirements of the syllabus. *Splash* (1997a) introduces *going to* and *shall* while *Set Sail 3* (2005a) introduces *will*.

b) The syllabus for the fourth grade mentions *will* future and the time adverbial *tomorrow*. Only *Splash! 2* (1997b) and *Way Ahead 2* (2006) introduce *will*.

c) The only textbook for the fifth grade, English as L1, that introduces *will* and *going to* future, as the syllabus requires, is *Pathway to English. English Agenda* (2008).

d) For the fifth grade, English as L2, the syllabus does not require future expressions. However, *going to* future is introduced by all three textbooks.

e) Future expressions with *will* and *going to*, as recommended by the syllabus for the sixth grade, English as L2, can be found in *English G 2000* (2003b) and *Snapshot Elementary* (2001b). *Excursion 2* (1997) does not deal with any future form.

f) There are big discrepancies in the number of expressions of future presented in the textbooks and the complexity of structures in which they are presented in textbooks. If a primary school teacher chooses *Welcome 2* (2008) or *Set Sail 4* (2005b) for the fourth grade, the learners may finish primary school without having learned *will* future (as the syllabus

requires) and having used *going to* future only sporadically. If pupils continue to study English in the fifth grade as L2 using *English G 2000* (2003a), *Snapshot Starter* (2001a) or *Fountain* (2001), they may finish their third year of study without having used *will* future unless the teacher uses supplementary materials. On the other hand, many textbooks expose the learners to more different expressions of futurity than recommended.

If not all the textbooks recommended follow the requirements of the national syllabus, then the questions that need to be addressed by the authorities are: To what extent do the classroom teachers comply with the syllabus requirements? Do they follow the syllabus or the recommended textbook they have chosen? Is the national syllabus mandatory? Why are these textbooks recommended? Do the national syllabi need updating?

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