



The Future

Unit 8

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1. “Will” – for the Future

Activity 1

Purpose:

- to reinforce *will*, *going to* and the *present progressive* for future time
- to understand and use *will* to offer and make promises
- to understand how to use common time markers for the future

CLB Level:

3+

Time:

45 - 50 minutes

Materials:

- a set of **Match Up** cards for each pair of learners (*copy on coloured card stock and cut apart for each pair*)
- **Offers and Promises** worksheet for each learner
- **Time Markers** worksheet for each learner (*this sheet can be found at the bottom of the Offers and Promises Worksheet*)

Instructions:

1. The teacher can use the **Future Tutorial** as a kind of reference guide for her/himself. The teacher may also wish to use it in class to explain why and how each of the following are used to express future time:
1) *will* 2) *going to* 3) *present progressive*
As the teacher goes through each section of this unit, while using the corresponding activities, she/he can refer back to the **Future Tutorial** and its examples as a guide to explain, reinforce, and review.
2. Using the **Future Tutorial**, explain how and when “will” is used in the future, focusing on offers and promises. As a warm up to this idea, divide the class into pairs. Hand out one set of **Match Up** cards to each pair and have the learners match the beginnings with the endings. Once the pairs think they’ve matched the beginnings correctly with the endings, check the answers together as a class.

Variation: Hand out the beginning cards to half the class and the endings to the other half of the class. Have them walk around, reading their cards to each other until they find their match.

Extension: Hand out only the beginning cards to each pair of learners. The pairs then take turns picking up the cards and thinking of appropriate endings.

3. On the board, teach learners the structure for making a *will* statement in the positive.
e.g. **subject + will + natural verb**
4. Hand out the **Offers and Promises** worksheet to each learner. As an example, do the first one together as a class, then have the learners finish the exercise and check the answers together as a class.



5. Review the various contractions of *will* with each subject and practice the pronunciation of each.

I'll you'll he/she/it'll we'll they'll

Possible Answers: Remind the learners that there are many possible ways to answer each question, as long as the proper structure of *will* is used.

- 1) A: I'm cold.
B: *I will get you a sweater. I will close the window. I will turn up the heat.*
- 2) A: I will always love you.
B: *I will always love you, too.*
- 3) A: I can't find my keys and I'm late for work!
B: *I will help you look for them. I will drive you to work.*
- 4) A: Someone needs to bring dessert for the party.
B: *I will bring it.*
- 5) A: Your room is so messy!
B: *I will clean it.*
- 6) A: Who wants to drive the car?
B: *I will drive.*
- 7) A: What would you like to drink?
B: *I will have coffee.*

6. Ensure that the learners are familiar with the following time markers. Ask the learners if they can volunteer some time markers and make this chart together on the board:

THIS...	TOMORROW...	...FROM NOW	NEXT...
this morning	tomorrow morning	2 days from now	next week
this afternoon	tomorrow afternoon	1 week from now	next month
this evening*	tomorrow evening	3 months from now	next year
* tonight	tomorrow night	2 years from now	next weekend

7. Teach the learners to use *will* for making predictions based on what we think will happen. Refer to **Future Tutorial** Activity 1.

e.g. *When do you think it will rain next?*

When do you think we will find a cure for cancer?

8. Hand out the **Time Markers** worksheet to each learner. Have the learners think of a prediction for the future for each of the questions, filling in the blanks with a future time marker. Check the answers together as a class.



Future Tutorial

will	going to
1) Offer to do something at time of speaking <i>e.g. Oh. There's a mailbox. I'll mail these letters.</i>	1) A plan or intention made before the time of speaking <i>e.g. See you later! I'm going to mail these letters.</i>
2) Promise to do something at the time of speaking <i>e.g. I'll wash the dishes tonight. I'll marry you.</i>	<i>I promised you - so I'm going to wash the dishes tonight.</i>
3) Predictions about the future based on personal opinion <i>e.g. One day everyone will have their own robot.</i>	2) Predictions about the future based on what is seen/ known now <i>e.g. Look at his face. He's going to cry. Watch out! That car is going to hit us!</i>
Difference between <i>won't</i> and <i>want</i> . <i>e.g. I won't marry her. vs. I want to marry her.</i>	Reduction of <i>going to</i> - <i>gonna</i> <i>e.g. I'm going to buy a new car tomorrow. I'm gonna buy a new car tomorrow.</i>

Present Progressive (*is / am / are + verb + ing*)

A plan or intention made before the time of speaking (*interchangeable with going to*)

e.g. **A:** What are you **doing** this weekend?
B: We're **having** dinner at my parents.

vs.

A: What are you **going to** do this weekend?
B: We're **going to** have dinner at my parents.

Difference between using *going to* and *present progressive* for a future event is:

going to – the focus is on the **intention**

We're **going to** have dinner at my parents.

present progressive – the focus is on the **action**

We're **having** dinner at my parents.



Match Up Cards

I'm cold.	I'll get you a sweater.
I'm hot.	I'll turn on the air conditioner.
I'm thirsty	I'll bring you some water.
I'm hungry.	I'll take you out for dinner.
My clothes are all dirty.	Put them in the laundry and I'll wash them.
I need to learn English.	I'll practice English with you.
My tooth hurts.	I'll make you a dentist appointment.
Will you marry me?	Yes, I'll marry you.
I can't find my keys.	I know where they are. I'll get them for you.
We need a holiday.	I'll call the travel agent.



OFFERS AND PROMISES

- 1) A: I'm cold.
B: _____
- 2) A: I will always love you.
B: _____
- 3) A: I can't find my keys and I'm late for work!
B: _____
- 4) A: Someone needs to bring dessert for the party.
B: _____
- 5) A: Your room is so messy!
B: _____
- 6) A: Who wants to drive the car?
B: _____
- 7) A: What would you like to drink?
B: _____

Time Markers



When will you do these things:

- 1) I think I will make _____ for dinner _____.
- 2) I think my family will go on a holiday _____.
- 3) I think my child will get married _____.
- 4) I think I will move to a new house _____.
- 5) I think my _____ will move to Canada _____.
- 6) I think I will go shopping _____.
- 7) I think we will speak perfect English _____.



2. *Predicting the Future*

Activity 2

Purpose:

- to use *will* to make predictions based on personal opinions

CLB Level:

3+

Time:

35 minutes

Materials:

- *In the Future* worksheet for each learner

Instructions:

1. Review how and why we use *will* to make a prediction based on what we think will happen in the future. Refer to the **Future Tutorial** Activity to explain this point.
2. Hand out the *In the Future* worksheet to each learner. And go over some of the new vocabulary with the learners.
3. Have the learners fill in the blanks based on what they predict will happen in the future, using *will* sentences. Check the answers together as a class, as well as facilitating any discussion between the learners.
4. Refer students to the bottom half of their handout where the “*100 Years from Now Survey*” is located. Go over the vocabulary with the learners to ensure understanding of all the questions.
4. Have the learners circulate around the room, asking the questions on their list, to other learners in the class. Learners should practice giving their opinion and saying why they do or don't agree with each statement.

Ex.) A: Do you think Manitoba will still have mosquitoes?
B: No, I don't. I think there will be more pollution, so there won't be as many mosquitoes as there are now.



In the Future...



- 1) Health _____
- 2) Technology (Robots / Computers) _____
- 3) Space _____
- 4) Weather / Climate _____
- 5) War / Peace _____
- 6) Travel _____
- 7) School / Education _____
- 8) Government _____

SURVEY - What will the world be like 100 years from now?

“Do you think...” (Back up your opinion by saying WHY you believe this)

	YES	NO
1) The climate in Canada will be different?	_____	_____
2) Canada will be a world superpower?	_____	_____
3) People will live to be 100 years old?	_____	_____
4) Men and women will still get married?	_____	_____
5) People will take vacations to the moon?	_____	_____
6) Cars will still use gasoline?	_____	_____
7) Manitoba will still have mosquitoes?	_____	_____
8) Your great grandchildren will live in Canada?	_____	_____
9) We will find a cure for cancer?	_____	_____
10) Men will have babies?	_____	_____



3. *Won't and "Wanna"*

Activity 3

Purpose:

- to form, use and pronounce the negative future of *will*

CLB Level:

3

Time:

30 minutes

Materials:

- *Won't and Wanna A and B* worksheets for each pair of learners

Instructions:

1. Review how and why *will* is used from the **Future Tutorial**. Ensure that the learners understand the various ways *will* is used for the future.
2. Teach the learners the negative of *will* and how this is pronounced.
3. Explain the difference in sound and meaning between *won't* and *want*.

won't: I *won't* drive to Winnipeg.

want: I *want to* drive to Winnipeg.

Explain that when a verb is used after *want* the *to* is required. This results in *want to* sounding like *wanna*.

Have the learners practice contrasting:

want to - *wanna*

will not - *won't*

4. Divide the learners into pairs and hand out the *Won't and Wanna* worksheet **A** to one learner and worksheet **B** to another.
5. First, have the learners negate each of the sentences in Part 1 of the worksheets. Have them check their answers together in pairs, asking the teacher if they find any discrepancies. Next, have the learners practice the pronunciation activity in Part 2, with one learner reading aloud the sentence on their page while the other marks whether they heard *want* or *won't*. The learners take turns reading the sentences. Once they have finished reading, have them check their worksheets to make sure they have pronounced the words correctly.



PART 1

A - Make these sentences negative:

1) It'll rain tomorrow.

2) I'll eat the steak.

3) He'll go to the dentist.

4) They'll fly to Hawaii for Christmas.

5) You'll have many grandchildren.

6) She'll make a lot of money at her new job.

7) We'll speak only German next year.

PART 2

LEARNER A

1. I won't watch TV.
2. won't / want
3. They want to buy a new car.
4. won't / want
5. We want a new car.
6. won't / want
7. You won't come to the picnic.
8. won't / want
9. It won't snow.
10. won't / want



PART 1

B - Make these sentences negative:

1) It'll rain tomorrow.

2) I'll eat the steak.

3) He'll go to the dentist.

4) They'll fly to Hawaii for Christmas.

5) You'll have many grandchildren.

6) She'll make a lot of money at her new job.

7) We'll speak only German next year.

PART 2

LEARNER B

1. won't / want
2. She won't eat it.
3. won't / want
4. They want to get married.
5. won't / want
6. I want to speak English.
7. won't / want
8. We won't get a Christmas tree.
9. won't / want
10. It won't be warm today.



4. Going To

Activity 4

Purpose:

- to understand how to use *going to* for thinking of what will happen in the future based on the present happenings
- to use *going to* to express plans and intentions in the future
- to listen and practice speaking

CLB Level:

3

Time:

40 minutes

Materials:

- **Charades card set** for each group of learners (*copy onto different coloured cardstock and cut apart*)
- **a Bill's calendar sheet** and **one appointment card** for each learner (*cut the appointment card sheet up prior to class*)

Instructions:

1. Review the basic information from the **Future Tutorial**. Ensure that the learners understand the various ways *will* and *going to* are used for the future. Ensure that the learners understand that *going to* and not *will* is used to predict a future action based on what is happening now.
2. Have the learner guess what you are *going to* do by taking one of the cards and demonstrating to the class.
3. Divide the learners into pairs or group. Hand out a **Charades Card Set**, having the cards placed faced down on the table. Have the learners take turns picking a card. Without showing the card to the other learners, they act out the action on the card. Explain that this is about *going to*, so the learners need to show the obvious actions leading up to the event.

Example:

"You are going to run a marathon." (The learner can act out lacing up running shoes, pinning number to shirt, stretching, looking a bit nervous, breathing exercises, etc.)

4. Hand out a **Bill's Calendar** and one Appointment Card to each learner.
Note: There are 19 **Appointment Cards**. If there are fewer than 19 learners, draw a **question mark** in the calendar squares in accordance with how many learners are in the class. Then hand out the coordinating number of date **Appointment Cards**.
5. Have the learners mingle with the other learners, practicing the dialogue on the calendar with the other learners in the class and filling in the information for the different dates on their calendar.



Charades Card Set

You are going to jump into a swimming pool	You are going to eat very hot soup
You are going to mail a letter	You are going to open a present
You are going to run a marathon	You are going to take a photo of your classmates
You are going to brush your teeth	You are going to buy some shoes in a store
You are going to sing a song	You are going to have a baby
It's going to rain	Your car is going to crash
You are going to sneeze	You are going to cry



Bill's Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6 <i>Meet Mary for dinner at 6:00.</i>
7	8	9	10	11	12	13
14	15	16	17	18	19	20

Sample Dialogue:

A: What is Bill going to do on Saturday, the 6th?

B: He's going to meet Mary for dinner.



Appointment Cards

<p>June 1st:</p> <p>Visit George in the hospital</p>	<p>June 2nd:</p> <p>Buy a birthday gift for grandma</p>	<p>June 3rd:</p> <p>Play tennis with Bob</p>	<p>June 4th:</p> <p>Organize the office</p>	<p>June 5th:</p> <p>Weed the garden</p>
<p>June 7th:</p> <p>Go to grandma's birthday party</p>	<p>June 8th:</p> <p>Watch the game at Joe's house</p>	<p>June 9th:</p> <p>Get to work early for breakfast meeting</p>	<p>June 10th:</p> <p>Go grocery shopping</p>	<p>June 11th:</p> <p>Cook dinner for mom and dad</p>
<p>June 12th:</p> <p>Pick up sis from the airport</p>	<p>June 13th:</p> <p>Buy new flowers for the garden</p>	<p>June 14th:</p> <p>Plant new flowers in the garden</p>	<p>June 15th:</p> <p>Meet sis for lunch</p>	<p>June 16th:</p> <p>Have dinner with sis</p>
<p>June 17th:</p> <p>Drop off sis at the airport</p>	<p>June 18th:</p> <p>Prepare for Friday's presentation</p>	<p>June 19th:</p> <p>Give presentation</p>	<p>June 20th:</p> <p>Clean the house</p>	



5. *Are you Going to . . .*

Activity 5

Purpose:

- practice asking “Are you going to . . .?”
- practice responding with “definitely, probably, I doubt it, etc.”

CLB Level:

2/3

Time:

10 minutes

Materials:

- *Incomplete Future Sentence Strips* cut up. ✂ Each learner receives one strip.

Instructions:

1. On the board write: **definitely, probably, I might, maybe, I doubt it, probably not, definitely not, no way** in order of positive and negative degrees of meanings for each.
2. Hand out cut up *Incomplete Future Sentences Strips*. Learners ask each other the question they have in their hands. They have to add “Are you going to . . .” to the beginning of each question. They should use a response from the above list not just a “yes/no” response.
3. Once learners have asked each other their questions and made appropriate responses, they trade and ask someone else their new question.

from www.handoutsonline.com



Incomplete Future Sentence Strips

check your email tonight?

✂

study English this weekend?

✂

buy anything expensive in the next few months?

✂

get a haircut soon?

✂

make dinner tonight?

✂

go out with friends this weekend?

✂

travel in the next 12 months?

✂

have a project to work on this winter?

✂

look for a new car this year?



6. *Present Progressive in the Future*

Activity 6

Purpose:

- to introduce the *present progressive* to talk about the future

CLB Level:

3+

Time:

15 minutes

Materials:

- *This Weekend* worksheet for each learner

Instructions:

1. Explain why and how we use *present progressive* to express the future using the **Future Tutorial** as a guide.
2. Hand out the *This Weekend* worksheet to each learner.
3. Have the learners check for any new vocabulary. Go over these with the learners.
4. Divide the learners into pairs, substituting the various scenarios into the sample dialogue.



This Weekend



A: What are you doing this weekend?

B: *I'm taking my kids to the zoo.* How about you?

A: I'm visiting my sister in Calgary.

B: *Oh. That sounds fun. I hope you have a good time.*



1) Visit a friend in the hospital



2) Go to a birthday party



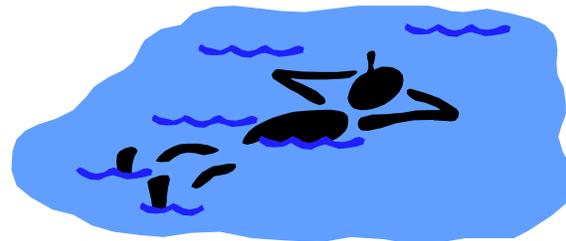
3) Have a picnic at the park



4) Go camping



5) Go fishing with my family



6) Take the kids to the pool

