



SPEAKING – WHAT WILL HAPPEN IN THE FUTURE?

[MATERIAL FOR THE ENGLISH CLASSROOM]



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## TEMPLATE FOR MATERIALS

<b>Title</b>	<b>Speaking – What will happen in the future?</b>	
<b>Level</b>	Elementary (10 year old)	
<b>Duration</b>	40 minutes	
<b>Objectives</b>	<p><b>Whole learner:</b></p> <ul style="list-style-type: none"> <li>▪ To develop planning skills</li> <li>▪ To work collaboratively,</li> <li>▪ To make logical connections between future events</li> <li>▪ To develop learner autonomy</li> <li>▪ To make logical and verbal connections between events on a game board</li> </ul> <p><b>Whole world:</b></p> <ul style="list-style-type: none"> <li>▪ To talk about possible future developments</li> </ul> <p><b>Whole language:</b></p> <ul style="list-style-type: none"> <li>▪ To talk about predictions about future “will-won’t”</li> <li>▪ To make First Conditional Sentences</li> </ul>	
<b>Language use</b>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>▪ Listening for general understanding (introduction)</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>▪ Making logical connections between possible future events</li> <li>▪ Stating information about what will happen in the future if certain conditions occur</li> </ul> <p><b>Interacting:</b></p> <ul style="list-style-type: none"> <li>▪ Working in groups to play a board game</li> </ul>	
<b>Language focus</b>	<b>Linguistic Focus</b>	<b>Discourse Focus</b>
	<p><b>Grammar</b></p> <p>Future Simple “will-won’t”</p> <p>Present Simple</p> <p>First Conditional</p> <p><b>Vocabulary</b> - various</p> <p><b>Phonetics</b> – various</p>	<i>Information regarding possible future events: ““If we don’t go shopping, we’ll come home early.”</i>
	<b>Pragmatic Focus</b>	<b>Cultural Focus</b>
	<p>Instructional based, making hypothesis</p> <p>Repetition of answers</p> <p>Making Predictions</p>	No culture specifically
<b>Reflection on learning</b>	<p><b>Learning strategies:</b></p> <p>Activating background knowledge, developing planning skills, working collaboratively and interacting with peers, making logical connections in order to describe possible future events, predicting, repetition, self-monitoring, selective attention</p> <p><b>Multiple intelligences:</b> visual, kinesthetic, logical, spatial, interpersonal, linguistic intelligences</p> <p><b>Learning styles:</b> Varied learning styles will be used according to individual students learning needs (see sequence for activities)</p> <p><b>Portfolio:</b> none</p>	
<b>Assessment</b>	Informal assessment based on observation	
<b>Materials and resources needed</b>	<p>Information Gap Sheets</p> <p>1 Game board, 1 set of cards, counters and dice for each group</p>	
<b>Sequence of activities</b>	<ol style="list-style-type: none"> <li>1. Prediction</li> <li>2. Introduction</li> <li>3. Playing the Game in groups</li> </ol>	

## SEQUENCE OF ACTIVITIES

### 1. Prediction

Pass out the information gap papers (see attachment 1). Students take turns about making predictions about their partner's future. Elicit answers such as "I think ... will be a doctor when he grows up."

### 2. Introduction

Put the students in groups of 3 or 4 and give each group a game board, a set of cards, counters and dice. Students take 3 cards each and then put the rest of the pile beside the board. Explain the game rules:

The first student rolls the dice and moves forward to the correct number of spaces. He then tries to make a sentence by matching one of the cards in his hand with the clause on the square he lands on. A good answer must be both logical and grammatically correct. If a student cannot make a sentence, he must pick up an extra card from the pile and try to make a sentence with it. If he still cannot make a sentence, then the game resumes with the next person.

### 3. Playing the Game in groups

The game continues until students finish all the cards or reach the finish line. If the students pick up a **JOKER**, they can save it or use it to make their own beginning or ending to an IF clause. When they land on an **IF** square, they must make a complete sentence, which must be both logical and grammatically correct. Ideas for sentences may only be used once. Encourage the students to make negative sentences as well as positive ones.

### Student A

- 1 Look at the pictures and write predictions about your partner's future. Use your imagination!



- 2 Now tell your partner your predictions and answer his/her questions. Listen to your partner's predictions about your future and ask questions to find out extra information.

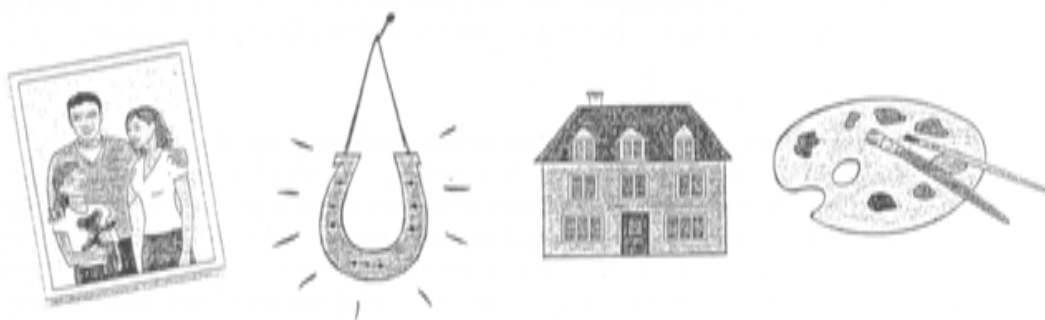
A: I think you will probably be rich and famous.

B: Will I be a film star?

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### Student B

- 1 Look at the pictures and write predictions about your partner's future. Use your imagination!



- 2 Now tell your partner your predictions and answer his/her questions. Listen to your partner's predictions about your future and ask questions to find out extra information.

B: I think you will probably have a lot of children.

A: Where will I live?

