

CHAPTER

3

Verbs: Future

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3.1

FUTURE — Predictions

1. FORTUNE COOKIES*

Materials: One fortune cookie per student

Dynamic: Whole class

Time: 15 minutes

Procedure:

1. Discuss with the class where they find predictions in the “real world.” (Usual answers will include weather forecasts and fortune telling.) Ask if they can think of a restaurant where fortunes are used. Most of the time, at least one student will mention Chinese restaurants. Explain that the fortune cookies at Chinese restaurants sometimes contain fortunes, but sometimes may be just factual statements (“You are a good person”).
2. Give each student a fortune cookie and have them look at their “fortunes” to see if the main verb form is either *to be + -ing* or *will + simple* form. If a student has one of these forms in his/her fortune, ask him/her to read it aloud to the class.
3. Because these fortunes are often difficult for a non-native speaker to understand, go over the meanings, perhaps asking the class what they think is meant.

NOTE: *Fortune cookies can usually be found in large supermarkets in the Asian food aisle.*



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*Suzanne W. Woodward's **Fortune Cookies** was originally published in *TESOL Journal*, Vol. 5, No. 3, Spring 1996, p. 31. Used with permission.

2. WRITE YOUR OWN FORTUNES

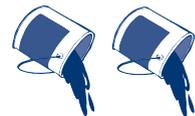
Materials: One slip of paper per student with the name of a classmate on it

Dynamic: Whole class

Time: 10 minutes

Procedure:

1. Distribute the slips of paper. Tell the students they are going to write a fortune for the student whose name is on their paper. The fortunes may be silly or serious, but must contain one of the future forms studied in class.
2. Collect the slips. Redistribute the fortunes to the students whose names are on the papers.



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3. Invite students to share their fortunes with the class, but do not require them to do so. If the students know each other well, the fortunes may be too personal to share with the rest of the class.
4. Have students check their fortunes to see if one of the correct forms was used. If not, have them try to rewrite the prediction, using a correct future form.

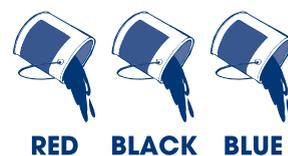
NOTE: *This is a good follow-up activity to Activity 1: **Fortune Cookies**, but it can be done alone by doing steps 1 and 2 of Activity 1 first.*

3. MAGIC 8 BALL

Materials: A 3" x 5" index card per student, Magic 8 Ball

Dynamic: Whole class

Time: 30 minutes



- Procedure:**
1. Have students write two predictions for their classmates on their index cards—one using *will* and the other using *be going to*. Tell them to make the predictions general so that they can apply to anyone in the class. They can be serious or funny and should be positive. Put all the cards into a hat or bag.
 2. Each student pulls a card. If a student draws the card he/she wrote, he/she replaces it and chooses another.
 3. The students read one of the predictions on the card, turn it over, and on the back write one or more questions that might come before the prediction.

Example: **Prediction:** You will win a hundred dollars.
 Questions: Will I be lucky in Las Vegas?
 Will I win the lottery this weekend?

4. Collect the cards again. Pull out the Magic 8 Ball and announce that Professor Grammar has a magic ball that can tell the future. Ask volunteers to pose a question to the Magic 8 Ball. Professor Grammar reads the ball's answer to the class. Everyone will want to question the ball at least once.
5. If time, they can read the second question for the second prediction.

NOTE: *The Magic 8 Ball is available in any toy store.*

SUGGESTION: *Instead of using a Magic 8 Ball, you can prepare some general answers on slips of paper, such as yes, no, definitely, probably not, it's unclear at this time, etc. When a student asks his/her question, Professor Grammar can reach into a bag and pull out a slip with the answer to the question.*

4. WHAT'S NEXT?

Materials: Several different pictures representing some activities

Dynamic: Small groups

Time: 30 minutes



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- Procedure:**
1. Arrange students in groups of three or four, and give each group a picture. (Magazine advertisements are good for this activity.)
 2. Tell the groups to look carefully at their pictures and decide what is happening or has happened. If various scenarios are possible, the group should settle on the most likely. Then, the students predict what they think will happen next to the people in the picture.
 3. You may want each group to work together to write a short paragraph describing what they think will happen. Another way to close this activity is for each group to show its picture, describe the scene, and then give its predictions.

5. SONG

Materials: Worksheet 22, or other song lyrics
Tape recorder and tape (optional)

Dynamic: Pairs

Time: 20 minutes

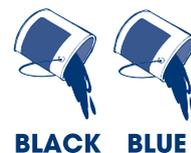


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- Procedure:**
1. Choose a song with several lines that use future verbs. Type up the words, but eliminate the future forms. Instead, provide the simple form of the verb (see Worksheet 22).
 2. Students work in pairs to fill in the blanks.
 3. To check the answers, either go over the song together or play the song so students can check for themselves. (Explain that either *to be + -ing* or *will + simple form* is acceptable as long as it makes a prediction, so they should not change their answers from one form to the other when going over the words.)

6. ROLE PLAY

Materials: None
Dynamic: Whole class/Pairs
Time: 45 minutes



Procedure: 1. Assign each student a role. In some cases, the students will work in pairs.

Suggestions: Fortune teller (pairs)
Weather forecaster
Politician running for election
Job applicant (pairs)
Greenhouse (nursery) worker (pairs possible)
Guest lecturers: pollution, environment, economy
Graduation speaker
Student talking about future plans

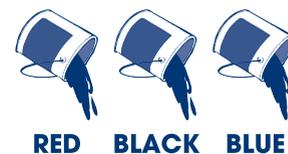
Give students class time to prepare a short speech, or have them prepare a speech (1–3 minutes) for homework.

2. Students take turns giving their speeches/role plays to the class.
3. To keep the class's interest, try one of the following:
 - a. Have the audience write down all the predictions they hear. This could be an individual activity, or a group activity where you allow the group members to compare notes briefly. The group or students with the most correctly recorded predictions “wins.”
 - b. For each role play/speech, assign one student to count the number of times a future form is used. Assign another to make a list of the predictions. The speaker decides if they are correct. Alternate these roles so everyone gets a chance to do at least one.

Variation: To incorporate writing, you may have the students write out their speeches or conversations for homework and hand them in before giving their oral presentations.

7. INTERVIEWS

Materials: None
Dynamic: Pairs
Time: 30 minutes



Procedure: 1. Divide the class into pairs. The partners interview each other about their future plans—either immediate or long term.

Sample questions:

What are you going to do after you finish this English program?
Are you going to go to a university?
When you return home, are you going to look for a job?
When do you think you will get married?

2. Have each student give a short oral report to the class about his/her partner's future plans, or have each student write a paragraph about his/her partner's future plans.

NOTE: *You may prefer to use this activity to review prior plans, keeping in mind that often long-range "plans" are really predictions. You may want to discuss which of the future plans is really a prior plan (going to a university if the student has already filled in the paper work) and which are really predictions (I will look for a job when I return home).*

3.2

FUTURE — Willingness

1. ACCIDENT

Materials: Props for accident role play

Dynamic: Whole class

Time: 10 minutes

- Procedure:**
1. Without telling the class, role play an accident in class. If more than one person is needed, "recruit" another instructor, a member of the class, or a student from another class.
 2. Keep the "accident" simple, but be sure to include something the students may or may not be willing to help with.

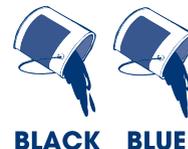
Suggestions:

Spill water on tests: "Will anyone volunteer to ask the secretary for more (or get other copies off my desk, etc.)?"

Arrange for an accomplice to slip on the floor and pretend to be injured: "Will someone help this person to the office?"

Be sure to arrange in advance with anyone the students may go to for help.

3. Explain that the activity the students witnessed was not real. Go over what happened and discuss why students were or were not willing to get involved.



3.3

FUTURE — Prior Plan

1. MAKING AN APPOINTMENT

Materials: Worksheet 23A (For variation, 23B and 23C)

Dynamic: Pairs

Time: 15–30 minutes



- Procedure:**
1. Divide the class into pairs. Give a copy of Worksheet 23A to each student. Student A is calling to make an appointment. Student B is a receptionist in a doctor's office. The students must refer to Worksheet 23A to see when they can schedule an appointment.

Sample conversation:

- Student A:** Hello. I need to make an appointment with the doctor.
- Student B:** How about Monday at 3:30?
- Student A:** No, I have a class every afternoon until 4 o'clock. Are there any appointments open in the morning?
- Student B:** Can you come Wednesday at 9:00?
- Student A:** No, I have a dentist appointment then. How about 12:30?
- Student B:** I'm sorry, the doctor is at lunch between 12:00 and 1:00 every day. Can you come Thursday at 10:15?
- Student A:** Yes, I'm free then.

Variation: Choose five students to be receptionists and station them around the classroom. Each has one of the office schedules in 23A, 23B, and 23C. The other students need to make appointments with all the receptionists. Each student making an appointment uses the student schedule in 23A. They form lines in front of the five receptionists and make appointments. To give all students a chance, you may want to impose a time limit. If a student has not made an appointment in that time, he/she goes to the back of the line or to a different receptionist. The size of the class will determine how many appointments each student can make.

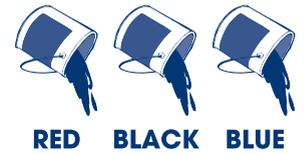
2. This activity can stop when the first student has made all his/her appointments or when a specified time limit has been reached.

2. DAILY PLANNER

Materials: Worksheet 24

Dynamic: Whole class

Time: 20 minutes



- Procedure:**
1. Give each student a copy of Worksheet 24 and tell them to think of one thing that they are planning to do each day for the next week or half-week. They should write a short note on their planner (worksheet) indicating each activity.

Example: SUNDAY: visit my parents

2. Each student tries to find another student to accompany him/her on each activity by asking, first, what they are doing at a specific time in the future and, second, if they are interested in doing the particular activity. You may want to write the following sample dialogues on the board.

Student A: Are you free on Sunday at 2 PM?

Student B: Yes, I'm free.

Student A: I'm visiting my parents at their farm. Would you like to come?

Student B: Yes, I'd like to.

Student A: I'm going to visit my parents at their farm on Sunday afternoon. Would you like to come?

Student B: No, I have other plans.

Student A: Well, let me know if you change your mind.

Student A: Are you free on Sunday at 2 PM?

Student B: Yes, I'm free.

Student A: I'm visiting my parents at their farm. Would you like to come?

Student B: I'm sorry, but I really don't like the country.

A student may refuse to accompany another because he/she is busy, is uninterested in the activity, or has another valid excuse.

3. The students find a different person for each activity, thereby mingling with other students and practicing the structure as much as possible. They must write down the name of the student who agrees to accompany them on each activity.
4. When they have a different name for each day, they are finished. It may not be possible for them to find students to accompany them on every activity. Therefore, you may want to set a time limit. Whoever has the most names at that point is the winner.

5. Follow up by asking students at random what they are doing at a specific time/date and with whom.

NOTE: *This variation on the previous activity, **Making an Appointment**, uses the present progressive to express future time.*

3. INTERVIEWS

Materials: None
Dynamic: Pairs
Time: 30 minutes



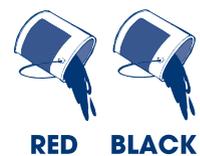
- Procedure:**
1. Same as the interview activity listed in **Interviews** (3.1.7). This time, the students must focus on immediate plans. In their interviews, they should pick a specific time, such as “this evening,” “tomorrow morning,” or “this weekend.” Follow the same procedure as in activity 3.1.7.

3.4

FUTURE — Predictions, Prior Plans, or Willingness

1. GOSSIP, GOSSIP, GOSSIP

Materials: None
Dynamic: Whole class
Time: 10 minutes



- Procedure:**
1. Arrange student desks in a circle, or have students stand in a circle. To the first student, the instructor whispers a sentence that contains at least one future form. Each student whispers to the next until the sentence reaches the last student.
 2. The last student writes what he/she heard on the board. The instructor also writes the first sentence to compare the differences. Discuss whether the future in the sentence on the board expresses a prediction, a prior plan, or willingness.
 3. Play a few more rounds if time allows. This time, let a student start the gossip.

2. FAIRY TALES

Materials: Worksheets 25A, 25B, and 25C
Worksheet 25D (optional)

Dynamic: Pairs

Time: 40 minutes



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- Procedure:**
1. Briefly discuss fairy tales with the class. Who are fairy tales for? What are some popular ones from their countries? Does the class know any that are popular in the United States/North America?
 2. Give half the class Worksheet 25A and the other half, Worksheet 25B. For homework, they should read the story and be ready to tell the story to their partner without reading from the paper. (You may want to allow them to use notes or to glance at the worksheet.)
 3. Form the class into pairs, one with Worksheet 25A and the other with Worksheet 25B. The students tell each other their fairy tale. The partners then work together to answer the questions on Worksheet 25C.

Variation: If the students are familiar with these two fairy tales, instead of giving them the worksheets, you may want to have them tell the stories on their own. This is a less controlled format because you will not be sure the students are using future forms in their retelling.

Follow-up: Read aloud short one-page fables, but eliminate the moral. Put the students in groups to discuss what they heard and to guess the moral. See Worksheet 25D for possibilities.

3.5

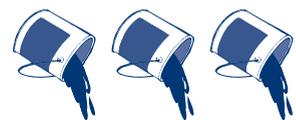
FUTURE IN TIME CLAUSES

1. SONG

Materials: Worksheet 26, or other song lyrics
Tape recorder and tape (optional)

Dynamic: Pairs

Time: 20 minutes



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- Procedure:**
1. Arrange students in pairs or in groups of three. Give a copy of the song to each pair or group. Have the students work together to fill in the missing verb forms.
 2. Go over the answers together. If you have the music, play it and let the students check their own answers.

3.6

FUTURE PROGRESSIVE AND FUTURE TIME CLAUSES

1. SONG

Materials: Worksheet 27A and 27B, or make your own
Tape recorder and music (optional)

Dynamic: Pairs

Time: 20 minutes

- Procedure:**
1. Put students in pairs or in groups of three. Give a copy of the song to each pair or group. Have the students fill in the missing verb forms and answer the questions on the worksheet.
 2. Go over the answers together. If you have the music, play it and let the students check their own answers.



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3.7

FUTURE PERFECT

1. LIFE EVENTS

Materials: None

Dynamic: Small groups

Time: 30 minutes

- Procedure:**
1. Divide the class into groups of three or four. Each group brainstorms a list of events that may happen to them in the future (get married, have children, get a degree, go to a university, finish the English program, return home, buy a new car, etc.).
 2. Each student in the group works independently to make five sentences that use two of the items on the list. They may use an item more than once. For example, a student may decide to combine the items *get married* and *finish the English program* into a sentence such as *By the time I get married, I will have finished this English program.*
 3. Each student reads his/her sentences to the group. The group decides if the sentences are grammatically correct. The group may



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also want to comment on logic. (For example, do they want to accept *By the time I finish the ESL program, I will have gotten my BA degree* or *By the time I finish the ESL program, I will have returned to my country* as logical?)



Worksheet 22: SONG

“Some of These Days”*

I hope you'll never forget to remember me
when you hear . . .

REFRAIN:

Some of these days

You _____ me baby (*miss*)

Some of these days

You _____ so lonely (*be*)

You _____ my kissing (*miss*)

You _____ my hugging (*miss*)

You _____ me baby (*miss*)

When I'm far away

Well, I feel so lonely

For you only

Ah, but honey,

You had your way.

When you leave,

I know it _____ me (*grieve*)

You _____ me baby (*miss*)

When you're gone.

REFRAIN

Repeat lines starting with “Well, I feel so lonely . . .”

* by Shelton Brooks (1910)



Worksheet 23A: MAKING AN APPOINTMENT

Student	MON	TUES	WED	THURS	FRI
9 – 10	Writing class	Writing class	Writing class	Writing class	Writing class
10 – 11					
11 – 12	Lunch w/Ann	Reading class	11:30 Dentist	Reading class	
12 – 1					
1 – 2	Pick up film				
2 – 3		Meeting w/advisor			
3 – 4	Elective 3 – 4:30		Elective 3 – 4:30		Elective 3 – 4:30
4 – 5					

Doctor	MON	TUES	WED	THURS	FRI
9 – 10		Hospital		Hospital	T. Duong
10 – 11					
11 – 12					
12 – 1	Lunch	Lunch	Lunch	Lunch	Lunch
1 – 2					
2 – 3	Mrs. Graham		Meeting 2 – 3:30, Dr. Lee	S. Lopez	M. Goldman 3:30 – 4:30
3 – 4				T. Johnson	
4 – 5	Julieta Bejar				



Worksheet 23B: MAKING AN APPOINTMENT (VARIATION)

Vet	MON	TUES	WED	THURS	FRI
9 – 10	P. Philips				
10 – 11				J. Clemens	
11 – 12					
12 – 1	Lunch	Lunch	Lunch	Lunch	Lunch
1 – 2	Surgery	Surgery	Surgery	Surgery	Surgery
2 – 3					
3 – 4		V. Ohama			C. Carstairs
4 – 5	S. Moon				

Counselor	MON	TUES	WED	THURS	FRI
9 – 10		Drop-in		Drop-in	
10 – 11					
11 – 12	Lunch	Lunch	Lunch	Lunch	Lunch
12 – 1					
1 – 2			Meeting w/Director		Meeting w/Advisory committee
2 – 3					
3 – 4					Doctor appt.
4 – 5	off	off	off	off	off



Worksheet 23C: MAKING AN APPOINTMENT (VARIATION)

Dentist	MON	TUES	WED	THURS	FRI
9 – 10	J. Smith				CLOSED
10 – 11			R. Phillips		
11 – 12					
12 – 1					
1 – 2	Lunch	Lunch	Lunch	Lunch	
2 – 3			Conference	S. Case	
3 – 4					
4 – 5		Meeting			

Hair-dresser	MON	TUES	WED	THURS	FRI	
9 – 10	CLOSED	M. Lee				
10 – 11						
11 – 12					Dominick	
12 – 1				Alicia	Carolyn F.	
1 – 2			Lunch	Lunch	Lunch	Lunch
2 – 3						
3 – 4				J. Peterson		
4 – 5						Florence



Worksheet 23D: BLANK APPOINTMENT SCHEDULES

	MON	TUES	WED	THURS	FRI
9 – 10					
10 – 11					
11 – 12					
12 – 1					
1 – 2					
2 – 3					
3 – 4					
4 – 5					

	MON	TUES	WED	THURS	FRI
9 – 10					
10 – 11					
11 – 12					
12 – 1					
1 – 2					
2 – 3					
3 – 4					
4 – 5					



Worksheet 24: DAILY PLANNER

WEEK OF _____	
MONDAY _____ _____ _____ _____	THURSDAY _____ _____ _____ _____
TUESDAY _____ _____ _____ _____	FRIDAY _____ _____ _____ _____
WEDNESDAY _____ _____ _____ _____	SATURDAY SUNDAY _____ _____ _____ _____



Worksheet 25A: FAIRY TALES: "THE LITTLE RED HEN"

(adapted from the stories compiled by Joseph Jacobs)

Once upon a time, a little red hen and her chick found a stalk of wheat. "With this stalk, we can grow wheat to make into bread," the hen told her chick. "Now, who will help us plant this wheat?"

"I won't," said the pig.

"I won't," said the duck.

"I won't," said the goat.

"Then my chick and I will plant it ourselves." And they did just that. After some time, the wheat grew, and it was time to harvest it.

"Who will help us harvest this wheat?" the hen asked.

"I won't," said the pig.

"I won't," said the duck.

"I won't," said the goat.

"Well, then we will have to do it ourselves." So the little red hen and her chick harvested all the wheat. "Now, who will help us grind this wheat into flour?"

"I won't," said the pig.

"I won't," said the duck.

"I won't," said the goat.

"Hmmm. Then I guess we will do it ourselves." After the wheat had been ground into flour, the little red hen asked if any of the others were willing to help make the bread. Again, she got the same responses from the pig, duck, and goat. So the little red hen and her chick worked hard to make the flour into bread.

The pig, duck, and goat could smell the bread cooking. "Mmmm. That smells good," they all said. "Is it ready?"

"Yes, it is," said the little red hen, taking the bread out of the oven. "Now, who will help us eat it?"

"I will," said the pig.

"I will," said the duck.

"I will," said the goat.

"Oh, no you won't!" she cried. "You didn't help us plant the wheat, you didn't help us harvest the wheat, you didn't help us grind the wheat or make the bread. Now, my chick and I are going to eat it ourselves!!"



Worksheet 25B: FAIRY TALES: "THE THREE LITTLE PIGS"

(adapted from the stories compiled by Joseph Jacobs)

Once upon a time, three little pigs decided to build houses. The first little pig built his house out of straw because it was cheap and easy to use. Just when he had finished, a wolf came to his door.

"Little pig, little pig," he called. "Let me come in."

"Not by the hair of my chinny-chin-chin!"

"Then I'll huff, and I'll puff, and I'll blow your house in!" cried the wolf. And he did! The little pig ran to the second pig's house, which was built of twigs. The wolf followed him, but the little pig managed to get in before the wolf caught him.

"Little pigs, little pigs," he called. "Let me come in."

"Not by the hair of our chinny-chin-chins!"

"Then I'll huff, and I'll puff, and I'll blow your house in!" the wolf cried. And he did! The two little pigs ran to the third pig's house. The third pig had built his house out of brick, even though brick was more expensive and took longer to build with. He had just finished his house when his two friends ran up.

"Quick, inside!" they shouted. The three pigs ran inside and locked the door. Just then the wolf arrived.

"Little pigs, little pigs," he called. "Let me come in."

"Not by the hair of our chinny-chin-chins!"

"Then I'll huff, and I'll puff, and I'll blow your house in!" the wolf cried. He started to blow, but nothing happened to the house. He blew and blew, but the house was strong. Finally, the wolf gave up and went away. The little pigs were very happy.

"Come on," said the third pig. "I will show you how to build a house out of bricks." Soon, all three pigs had brick houses to protect them from the wolf.



Worksheet 25C: FAIRY TALES

Answer the following questions with your partner.

1. Which story or stories used some form of the future?
2. Did one (or more) of the stories use the future to express a prediction? If so, which one(s)? Give an example.
3. Did one (or more) of the stories use the future to express willingness? If so, which one(s)? Give an example.
4. Did one (or more) of the stories use the future to express prior plans? If so, which one(s)? Give an example.
5. Did any of the stories use the negative with the future? If so, which one(s)? Give an example.
6. For questions 3, 4, and 5, decide why a specific form of the future was used.



“The Quack Frog”

Once upon a time, an ugly old Frog came out of his home in the marshes. He proclaimed to the world that he was a learned physician, able to cure all diseases and ailments. However, among the crowd listening to the Frog was a Fox. He shouted, “How can you claim to be a healing doctor? Look at yourself! How can you claim to cure others when you can’t cure your own crooked legs and blotched and wrinkled skin?”

Moral: Physician, heal thyself.

“The North Wind and the Sun”

A disagreement arose between the North Wind and the Sun. Each claimed that he was stronger than the other. Finally, they decided to try out their powers on an unsuspecting traveler to see who could blow off his cloak first. The North Wind went first. He gathered all his force and blew with all his might, but the harder he blew, the more closely the man wrapped his cloak around himself. Then it was the Sun’s turn. He smiled down on the traveler with all his warmth. Soon, the traveler undid his cloak and walked away with the cloak draped loosely over his shoulders. The Sun then put his whole force to the task, beaming his hot rays onto the traveler. The traveler quickly shed his cloak and continued his journey, carrying the cloak.

Moral: Persuasion is better than force.



Worksheet 26: SONG (TIME CLAUSES)

Fill in the blanks in the song, using the appropriate form of the verbs provided.

“When Johnny _____ (Come) Marching Home”

When Johnny _____ (come) marching home again,
Hurrah! Hurrah!

We _____ (give) him a hearty welcome then, Hurrah!
Hurrah!

The men _____ (cheer), the boys _____ (shout),
the ladies they _____ (all, turn out)

And we _____ (all, feel) gay when Johnny _____
(come) marching home.



Worksheet 27A: SONG (FUTURE PROGRESSIVE AND TIME CLAUSES)

Fill in the blanks in the song, using the appropriate form of the verbs provided. Choose from simple future, future progressive, or the simple present.

“She’ll Be Comin’ Round the Mountain”

She _____ (come) round the mountain when she _____ (come)

She _____ (come) round the mountain when she _____ (come)

She _____ (come) round the mountain,

She _____ (come) round the mountain,

She _____ (come) round the mountain when she _____ (come).

She _____ (drive) six white horses when she _____ (come)

She _____ (drive) six white horses when she _____ (come)

She _____ (drive) six white horses,

She _____ (drive) six white horses,

She _____ (drive) six white horses when she _____ (come).

Oh, we _____ (all go) out to meet her when she _____ (come)

Oh, we _____ (all go) out to meet her when she _____ (come)

Oh, we _____ (all go) out to meet her,

Oh, we _____ (all go) out to meet her,

Oh, we _____ (all go) out to meet her when she _____ (come).



Worksheet 27B: PART II

Answer the questions about the verbs you used in the song.

1. What form of the verb did you use in the first half of the sentences in the first two paragraphs? _____
2. Why did you choose this form? _____

- 3a. Did you use any different form in the first part of the sentences in the third paragraph? _____
- b. Explain your answer. _____

- 4a. What form of the verb did you use in the time clause? _____

- b. Give a reason for your answer. _____
