

My future

Lesson description

In this lesson you will present your predictions about future changes in different areas of our lives. You will also read about the future of football and do some language work on making predictions about the future.

Aim

Presenting and discussing ideas.

Language

Future forms for predicting.

Task

The task in this lesson is to discuss and then present your predictions for the future on different topics.

Materials

Images of sports now and 50 years ago (optional)

Student handout

Photocopiable (Task cards)

Suggested running order

Lead-in	Students brainstorm sports and think about what changes have happened over the last 50 years. Vocabulary matching exercise (pre-teaching words from text).
Input	Students predict changes to football over the next 30 or 40 years, read a text and compare their ideas.
Language focus	Identify ways of making future predictions, group according to meaning. Practise through talking and writing sentences.
Task	Groups plan a presentation about future changes in particular aspects of our lives. Present to class.

Lead-in

- 1 Elicit sports from students and ask which ones they enjoy. Ask them to discuss in pairs how sports are different now from 40 or 50 years ago. You could show some images to help them. Encourage them to think about the influence of technology on equipment, clothes and judgments. Class feedback.

2 This is a vocabulary exercise to prepare students for the reading text. Ask students to work in pairs to match the vocabulary items with the definitions.

Answers

- | | | | |
|-----------------------|---------------------|------------------------|---------------------|
| 1 <i>an outcome</i> | 4 <i>a plethora</i> | 7 <i>light-hearted</i> | 10 <i>a referee</i> |
| 2 <i>a paraplegic</i> | 5 <i>to foresee</i> | 8 <i>to vanish</i> | |
| 3 <i>astonishing</i> | 6 <i>autonomous</i> | 9 <i>undeniably</i> | |

Input

- 1 Tell students they are going to read a text about the future of football. Invite them to make predictions about how they think it may change over the next years. This can be done in groups or as a whole class activity.
- 2 Students read the text and feedback to the class on whether their predictions were correct.
- 3 This is an extension of the discussion in 2. Ask the students if they have any other ideas about how football might be different.

Language focus

1&2 Students work in pairs to search the text for language used to express future predictions. They then add the other expressions in 2 to the table.

In feedback, you may want to highlight the following points.

- *will* and *going to* are used to express 'definite' future predictions
- the contraction of *will* and *will not*
- among the expressions for talking about possibility some are more certain than others (elicit which ones)
- a range of expressions including modals like *could* / *may* / *might* are used to express future possibility.
- other expressions for possibility that use adjectives or other verbs are followed by *will* or *going to* (*I expect that he will ...*, *etc. It's possible he'll ...*)
- other expressions use the present (*He's likely to ...*)
- 'actions in progress in the future' are expressed using the future continuous (*will/won't be + verb -ing*)
- 'actions finished at a future point in time' are expressed using the future perfect (*will/won't have + past participle*)
- *may* / *might* / *could* can replace *will* to express possibility rather than certainty in the future continuous and *may* / *might* in the future perfect (*Robots could be playing ... It might have become ...*)

Suggested answers

definitely happen in the future	possibly happen in the future
<i>we will have not only a World Cup but ... athletes are undoubtedly going to be ... we will not have human referees robots will definitely win I'm convinced there will be ...</i>	<i>it's difficult to foresee so far ahead it may well be that ... there is a good chance that ... technology could be used to ... it is likely that ... I expect that ... he predicts that ... in all probability we will see ... I think it's pretty unlikely that ... I would guess that ... it's quite possible that ... we might see ... Technology is likely to ...</i>
actions in progress in the future	actions finished at a future point in time
<i>we will be playing robots will be working they won't be playing ... we won't be watching football in 2050</i>	<i>other sports might have changed by 2050 by then referees will have been replaced by ... it will have changed a lot in 35 years</i>

- 3** Ask the students to work in pairs and make predictions about how any of the sports indicated might change in the future. Ask them to write at least 5 sentences. Class feedback.

Task

- 1 Organise the students in groups. Give each group a Task card and ask them to discuss and decide on their predictions for 2050 for those topics. Remind them to use different ways of expressing their predictions.
- 2 Each group presents their predictions to the class. Allow other groups to comment on the presentation. Do they agree? Do they have any other ideas about that topic?

Feedback to the class about their language during the Task, focus particularly on their use of the future expressions.

Review learning objectives.

Extra activities

- 1 There are some very funny clips of robots playing football. Just search for 'Robot Football'. The Guardian clip is interesting.
- 2 If you want to take time to look at the form and function of the future continuous and future perfect with your students, there is an online explanation and game here:

<http://learnenglish.britishcouncil.org/en/grammar-reference/future-continuous-future-perfect>