

The Crystal Ball

A fortune-teller is going to visit your class today.
She's going to tell you about your future. What will she say?

Write the names of students in your class.
Write one name each for 1–6 and two names each for 7–12.
In groups, compare your answers.



Example: A: I think that Sara and Danny will be actors.
B: Yes, I think that Sara will be an actor,
but not Danny. I think that you will be an actor!

One student will...

1 be a doctor

2 have five children

3 marry a famous person

4 visit many countries

5 sing on TV

6 make a lot of money

Two students will...

7 be actors

8 live in the UK

9 write a lot of books

10 live for 100 years

11 play for a famous football team

12 go to the moon

The Future Is In Your Hands!

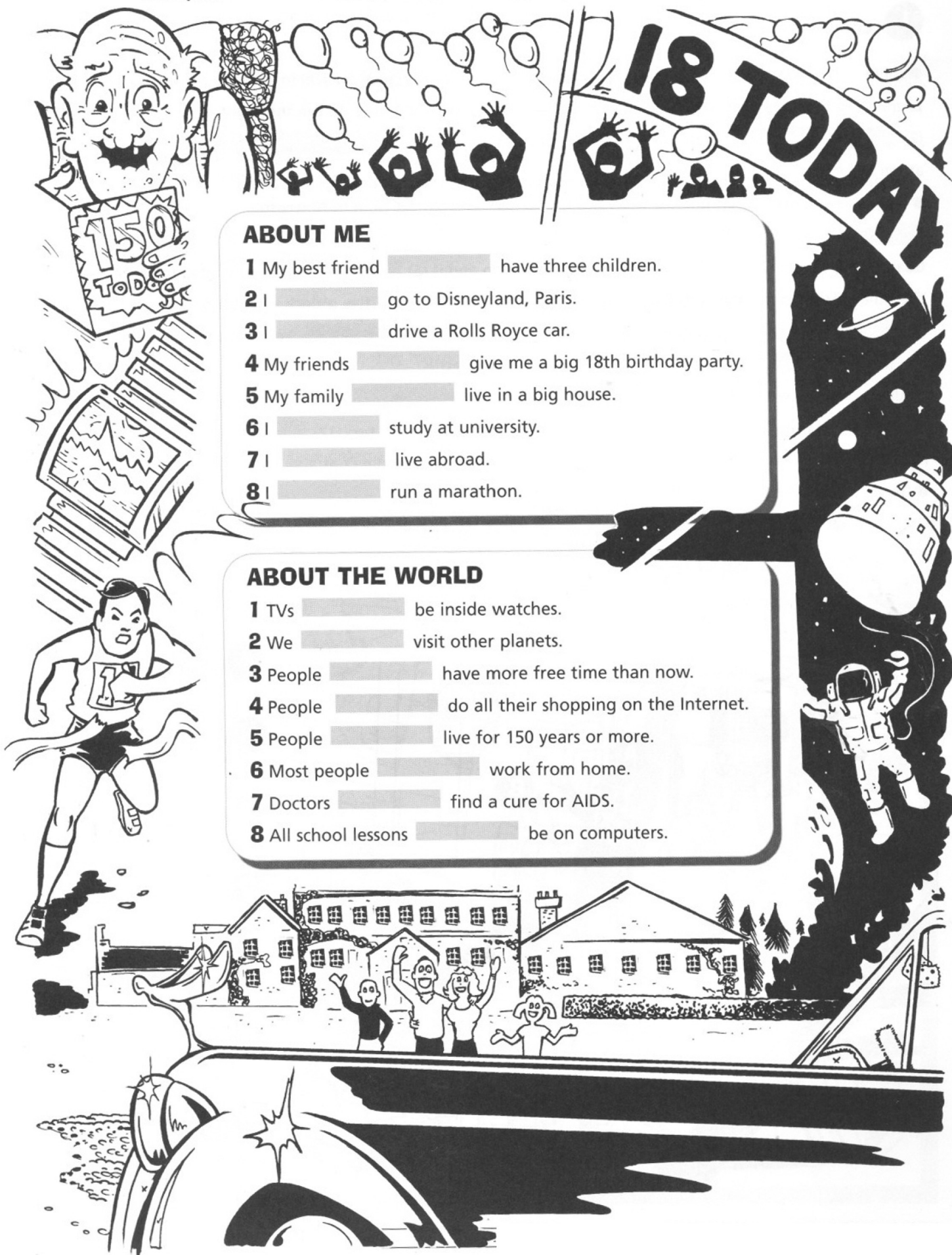
Complete the sentences with *will* or *won't*. In pairs, compare your answers.

ABOUT ME

- 1 My best friend have three children.
- 2 I go to Disneyland, Paris.
- 3 I drive a Rolls Royce car.
- 4 My friends give me a big 18th birthday party.
- 5 My family live in a big house.
- 6 I study at university.
- 7 I live abroad.
- 8 I run a marathon.

ABOUT THE WORLD

- 1 TVs be inside watches.
- 2 We visit other planets.
- 3 People have more free time than now.
- 4 People do all their shopping on the Internet.
- 5 People live for 150 years or more.
- 6 Most people work from home.
- 7 Doctors find a cure for AIDS.
- 8 All school lessons be on computers.



Going to dominoes

ACTIVITY TYPE

small group matching game

READING FOCUS

reading comprehension of sentences

LANGUAGE FOCUS

going to future

LEVEL

2

AGE RANGE

9–10

TIME

30 minutes

MATERIALS

a copy of the *Going to dominoes* worksheet per small group of pupils, card, glue, scissors

Before class

Make a copy of the *Going to dominoes* worksheet for each small group and stick it onto card. Cut these up into 11 dominoes. Alternatively, pupils cut out their own sets at the start of the class. For this, you need a copy of the worksheet for each pupil, so that each pupil can take his or her game set home.

In class

- 1 Revise or pre-teach the *going to* future, as used for future predictions based on present evidence, i.e. when we can 'see' that something is going to happen. Describe situations to elicit *going to* sentences, e.g.
Eric's getting undressed. The bath's full of water. (He's going to have a bath.)
Philippa's very hot and thirsty and she's getting a glass from the cupboard. (She's going to drink/have a glass of water.)
Matthew's in the bathroom. He's putting some toothpaste on his toothbrush. (He's going to brush his teeth.)
The children are opening their exercise books and they're picking up their pens. (They're going to do their homework / an exercise.)
Some people are standing at the bus stop. (They're going to catch the bus.)
Elaine's switching on the television. (She's going to watch TV.)
Mark and Neil are running behind the bus, but the bus isn't stopping. (They're going to miss the bus.)
A lot of people are walking into the train station. They're going onto the platform. (They're going to catch the train.)
- 2 Arrange the class in groups.
- 3 Explain the rules. This can be done by example. Shuffle the dominoes and divide them between a group of pupils. Turn the last domino over and place it in the middle of the table.
- 4 The player to the left of the dealer starts. He or she puts a domino next to the card on the table (either before or after). It must match the description or the prediction. (They can ignore the numbers and letters on the dominoes – these relate to the key only.)
- 5 The player on his or her left continues and repeats the process. If a player cannot put a domino down, it is the next player's turn.
- 6 The first person to play all their dominoes is the winner. The other players continue to put down their dominoes, as when they have all been played they should form a closed circuit. If pupils do not have a closed circuit at the end of the game, they should look for the mistake.
- 7 Circulate to monitor and check.

Note

There may be some vocabulary that pupils do not know. The first time they play, try to encourage pupil autonomy; do not tell them meanings, but rather prompt and suggest, to see if they can guess meanings from the context.

Key

1f, 6k, 11j, 10b, 2g, 7i, 9e, 5d, 4h, 8c, 3a

<p>a</p> <p>It's going to rain.</p>	<p>1</p> <p>Simon's riding his bike very fast and his hands are in his pockets.</p>	<p>b</p> <p>She's going to read.</p>	<p>2</p> <p>We're putting on our pyjamas and cleaning our teeth.</p>
<p>c</p> <p>She's going to do an exam.</p>	<p>3</p> <p>The sky's full of black clouds. People are carrying umbrellas.</p>	<p>d</p> <p>She's going to take her dog to the vet.</p>	<p>4</p> <p>John's clothes are on the floor. His books are on his bed. His mother's angry with him.</p>
<p>e</p> <p>They're going to go swimming.</p>	<p>5</p> <p>Carol's dog looks very ill. It isn't eating its food.</p>	<p>f</p> <p>He's going to fall off his bike.</p>	<p>6</p> <p>The children are opening their exercise books and picking up their pencils.</p>
<p>g</p> <p>We're going to go to bed.</p>	<p>7</p> <p>The dog's sleeping under the car. It's black and dirty.</p>	<p>h</p> <p>He's going to tidy his room.</p>	<p>8</p> <p>It's nine o'clock on Monday night and Elaine's still studying.</p>
<p>i</p> <p>The children are going to bath their dog.</p>	<p>9</p> <p>The children are putting their swimming costumes on.</p>	<p>j</p> <p>He's going to get up.</p>	<p>10</p> <p>Rachel's getting a book from the shelf.</p>
<p>k</p> <p>They're going to do an exercise.</p>	<p>11</p> <p>The alarm clock's ringing and Jim's opening his eyes.</p>		