

What's wrong with these futures and what's the difference?

Grade: GESE Grade 6 (CEFR B1.2)

Focus: All parts of the exam (grammar)

Time: 70 minutes

Aims:

- ▶ To refresh students' knowledge and understanding of the difference between the three main future forms
- ▶ For students to question their own understanding and have the opportunity to peer teach
- ▶ To have speaking practice of using the three tenses in a realistic context

Resources

- ▶ Worksheet – What's Wrong with These Futures and What's the Difference? (one per pair)
- ▶ Answer sheet (one per student)

Preparation

1. Print off one worksheet per *pair*, (preferably each on a different colour of paper).
2. Print off one copy of the answer sheet per *student*.
3. Make sure you are confident explaining the difference in usage between 'will', 'be going to' and 'present continuous for the future' at B1 level:
 - ▶ will – we use this when we make a decision *at the moment of speaking*. It can be helpful to think of it as a *reaction* tense which we use at the moment of speaking to respond to unexpected events (eg we were going to walk, but we see it's raining, so we decide to take the bus).
 - ▶ be going to – we use this for *intentions*. In contrast to 'will', we have already made the decision before we speak, even if only a short time before speaking. In contrast to 'present continuous for the future', we only have an intention or a provisional plan, but we don't have a fixed plan. It can be helpful to think of it in the context of what we do if we change our intention or plan; *we don't need to take any action* (eg planning to go shopping by ourselves. If we change our mind, we don't need to call the shopping centre to tell them).
 - ▶ present continuous for the future – we use this to talk about fixed plans and arrangements; when we have made an arrangement with another person or party (eg we've agreed a time and place with a friend/we've bought a ticket/we've booked a place). Again, it can be helpful to think about it in the context of what we do if we need to change the plan; if something happens and we can't follow through with our plan, *we need to take action* (eg call the friend/change the ticket/cancel the booking).

In class

Explain the rationale of the lesson (10 minutes)

1. Tell the students that this lesson is for them to check their understanding of the usage of the three main future forms: will, be going to and present continuous for the future.
2. Tell them that these tenses are tricky and very commonly confused. Learners need to revisit them throughout their language learning journey.
3. It's important that the teacher doesn't discuss the differences between the usage of the tenses at this stage. The purpose of the worksheet is for the students to reflect and discover this for themselves. Doing the worksheet will also provide an opportunity to work together and peer teach.
4. However, the teacher can go over the grammatical forms with the students:
 - ▶ will + bare infinitive
 - ▶ am/is/are going to + bare infinitive
 - ▶ am/is/are + v ing

Students complete the worksheet (20 minutes)

1. Put the students in pairs and give each pair one worksheet between them.
2. Set them around 15 minutes to discuss and correct the mistakes in the first part of the worksheet, and to discuss and make notes on the second part.

Group feedback (20 minutes)

1. When the students are ready, elicit their answers and reasons as a class and go through the correct answers with them, explaining the differences in the tenses as you go.
2. Give one answer sheet to each student so they all have a record.

Speaking practice (20 minutes)

1. Ask students to draw a table in their notebooks and make a basic diary of a week.
2. Ask them to complete it with some definite arrangements and some possible activities. These can be real or invented. An example is below:

	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
AM	10.00 dentist			11.00 coffee with Jen		lie-in!	market?
PM			go shopping			3.00 beach with Sam	
EVE	8.00 Sarah				meet school friends?		

3. Students then take their diaries with them, walk around the room and try to make arrangements with each other by asking: What are you doing on...?
4. If they have a definite arrangement, they'll use *present continuous*, if they have a possible arrangement, they'll use *be going to*, and if they decide to do something together, they'll use *will*.

Worksheet

All these sentences have a mistake. Find the mistakes and correct them with your partner.

1. I'm sorry, I can't come to the cinema because I'll have a party tonight.
2. Yesterday I discovered that I've put on 2kg over Christmas! I'm losing weight starting from tomorrow.
3. All the tickets for Friday are sold out? Ok, I'm taking two tickets for Saturday.
4. Please all come out this evening to celebrate my last night here. I'm going to leave tomorrow. I'm really sad.
5. Help! I don't know how this phone works.
Ok, I'm going to explain it to you.
6. Next month I'll take the Trinity exam so I'm in a preparation class now.

What's the difference in meaning between each pair (ie in what situations would you say each sentence)?

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|-----------------------------|---|--------------------------------|
| 1. I'll help Sarah | v | I'm going to help Sarah |
| 2. Are you going to France? | v | Are you going to go to France? |
| 3. Are you coming with me? | v | Will you come with me? |

Answers

All these sentences have a mistake. Find the mistakes and correct them with your partner.

1. I'm sorry, I can't come to the cinema because I'll have a party tonight.
1. I'm sorry, I can't come to the cinema because **I'm having** a party tonight.
2. Yesterday I discovered that I've put on 2kg over Christmas! I'm losing weight starting from tomorrow.
2. Yesterday I discovered that I've put on 2kg over Christmas! **I'm going to lose** weight starting from tomorrow.
3. All the tickets for Friday are sold out? Ok, I'm taking two tickets for Saturday.
3. All the tickets for Friday are sold out? Ok, **I'll take** two tickets for Saturday.
4. Please all come out this evening to celebrate my last night here. I'm going to leave tomorrow. I'm really sad.
4. Please all come out this evening to celebrate my last night here. **I'm leaving** tomorrow. I'm really sad.
5. Help! I don't know how this phone works.
Ok, I'm going to explain it to you.
5. Help! I don't know how this phone works.
Ok, **I'll explain** it to you.
6. Next month I'll take the Trinity exam so I'm in a preparation class now.
6. Next month **I'm going to take** the Trinity exam so I'm in a preparation class now.

What's the difference in meaning between each pair (ie in what situations would you say each sentence)?

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| 1. I'll help Sarah | v | I'm going to help Sarah |
| 2. Are you going to France? | v | Are you going to go to France? |
| 3. Are you coming with me? | v | Will you come with me? |

1. I'll help Sarah – She's *just* asked for help and I'm telling you that I'm offering to help her *now*.
1. I'm going to help Sarah - She asked for help earlier and I'm telling you that I've already offered to help her.
2. Are you going to France? – I think you've already booked the holiday and am checking where you're going.
2. Are you going to go to France? – I think you've decided but not yet booked your holiday and am checking your decision.
3. Are you coming with me? – I'm checking our arrangement is correct.
3. Will you come with me? – Something's just happened and I'm asking you now to please come with me.