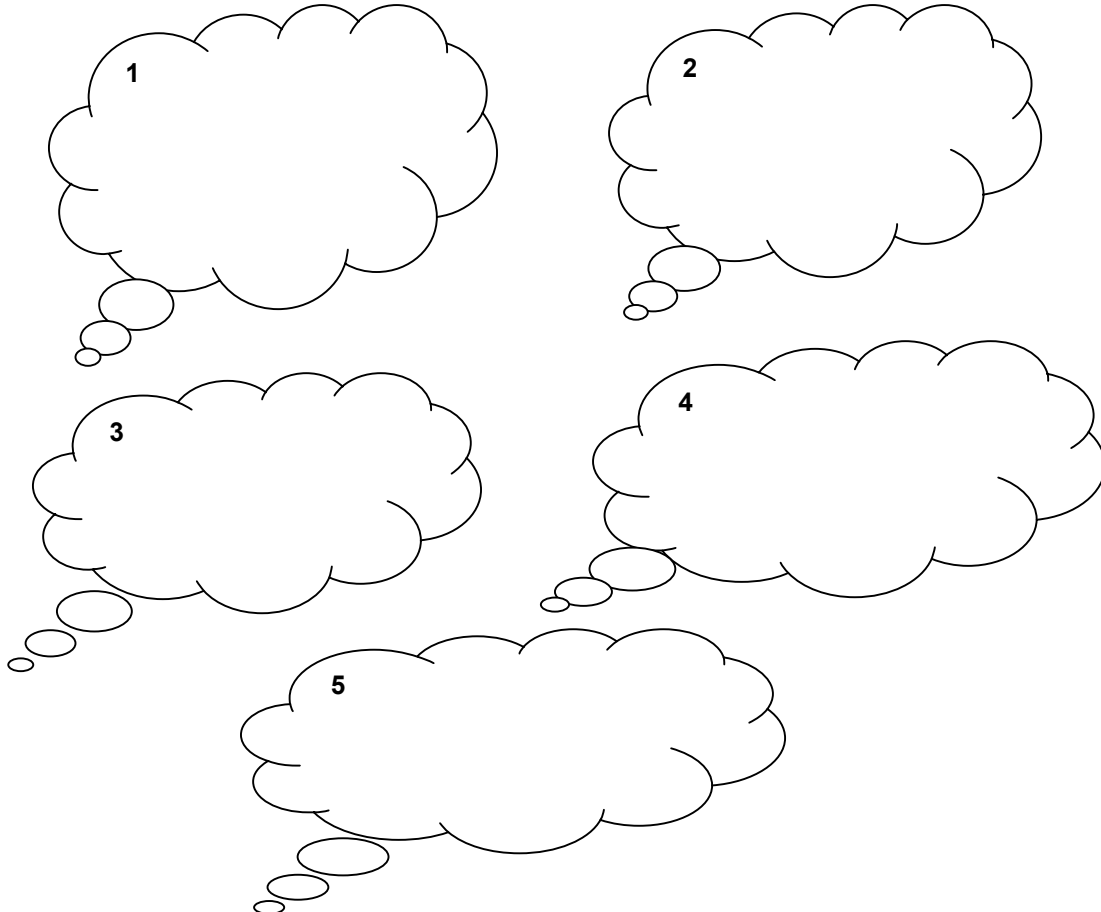


## Energy 2 Unit 7 Fortune tellers

Name: .....

1 Write down five questions for the fortune teller.



Five thought bubbles are arranged in a grid-like pattern. Each bubble is a large cloud shape with three smaller circles leading to it from the bottom left. The bubbles are numbered 1 through 5. Bubble 1 is top-left, 2 is top-right, 3 is middle-left, 4 is middle-right, and 5 is bottom-center.

2 Now pass your questions to the fortune teller.

3 Fortune teller, write your answers in the spaces below.



Five sets of horizontal dotted lines are provided for writing answers, numbered 1 through 5 on the left side.

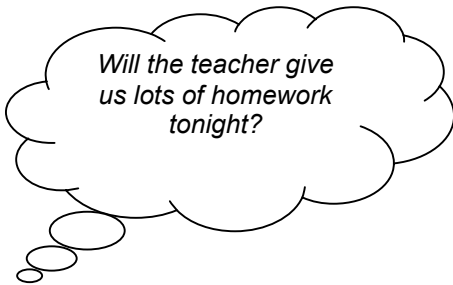
## Energy 2 Unit 7 Fortune tellers

### Teacher's Notes

<b>Time</b>	25–30 minutes
<b>Interaction</b>	Individual and pair work
<b>Preparation</b>	Photocopy worksheets
<b>Aim</b>	To give practice of writing <i>if + will</i> sentences to predict future outcomes of an action

### Procedure

- Tell students they are going to ask a fortune teller to predict their future and give them some advice. (You may want to show a picture or give an L1 translation to explain what a fortune teller is.) Write the question below on the board as an example:



Will the teacher give us lots of homework tonight?

Write the following stems on the board and ask students to complete them:

If we ..... the teacher won't give us lots of homework tonight.

But if we ..... the teacher will give us lots of homework!

- Elicit verbs to complete these sentences, for example, *If we work hard today, the teacher won't give us lots of homework tonight*. Recap on the use of *won't* for predicting something is not possible in the future and the use of *will* to show something is possible in the future.
- Give out worksheets and tell students to write five questions they want to know the answer to. Note: Make it clear the rest of the class will see their questions and tell students to write their name at the top of the worksheet.
- Elicit a few possible questions, for example, *I forgot to tidy my room last night – will my mum be angry?* Or *I didn't phone my boy/girlfriend last night – will he/she forgive me?* Monitor and assist with any language problems.
- Collect worksheets and redistribute them amongst the class. Tell students to work in pairs and think of two predictions for each question – one using *will* (possible) and one using *won't* (not possible). Refer back to the board to clarify this and do another example if necessary, for example, *Your girlfriend won't be angry if you say sorry and buy her some chocolates. She will be angry if you don't apologise*. Allow at least 10 minutes for this stage. Monitor and help with grammar problems or with vocabulary the students don't know but want to use.
- Collect worksheets and deliver\* them back to the students who wrote the questions.  
\*You can ask a few students to help you return the worksheets.
- Tell students to read their answers and decide if they think the fortune teller's advice is good or not. Do feedback with whole class. Ask: *Who liked their fortune teller's advice? Why? Who didn't? Why?*